



The Chinese University of Hong Kong

Report of the Committee on Bilingualism

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Executive Summary

1. The Chinese University of Hong Kong (CUHK) is a comprehensive research-oriented university. With a heritage rooted in Hong Kong, it aspires to serve the nation and respond to the challenges of the world. After more than four decades in pursuit of excellence, the University has won international recognition in teaching and research. In light of the mission of CUHK and the challenges of globalization in the twenty-first century, this report considers the issue of language of instruction at the University from a broad and long-term perspective. It recommends a set of forward-looking and strategic principles that align with the unique linguistic environment of Hong Kong, with an aim to promote and enhance bilingual education at CUHK.

The Mission of Bilingual Education at CUHK

2. The bilingual policy of *liangwen sanyu* 兩文三語 (“two written languages and three spoken codes”) has been implemented at CUHK for more than four decades. The use of *liangwen sanyu* in teaching has been a distinctive characteristic and strength of the University. This policy as well as its objectives should remain unchanged.
3. In facing the challenges of globalization, a major trend in today’s world, CUHK must enhance its bilingual education with a view to promoting cross-cultural exchange and enabling students to broaden their view of the world. Such efforts are crucial not only for the intellectual growth of the students, but also for the future of the University and its competitiveness in the international arena.
4. To be globally competitive, CUHK must acknowledge the importance of English as an international language. At the same time, the University must also honour its mission and re-affirm its commitment to the promotion of Chinese culture and language, as well as its dedication to the preservation and development of indigenous culture and language in Hong Kong.

Definition of Bilingualism (*liangwen sanyu*)

5. In the context of CUHK, bilingualism can be understood as the use of *liangwen sanyu*, a term widely adopted by the local education sector. *Liangwen* (“two written languages”) refers to written Chinese (*Zhongwen* 中文) and written English (*Yingwen* 英文), while *sanyu* (“three spoken codes”) comprises spoken Cantonese (*Yueyu* 粵語), Putonghua (普通話) and spoken English (*Yingyu* 英語).

Functions of *liangwen sanyu* in Hong Kong Higher Education

6. Cantonese is the language of the local community; Putonghua is the national language and also the language common to all Chinese communities around the world; and English is an international language, the lingua franca of business and many professions. It is on the basis of this understanding that CUHK develops its bilingual education.

Objectives of Bilingual Education

7. In general, CUHK shall cultivate a *liangwen sanyu* environment that is conducive to the improvement of students’ proficiency in both Chinese and English, in the skills of listening, speaking, reading and writing, in comprehension, reflection and discourse, and in the writing of academic papers and reports.
8. The bilingual policy of the University aims to improve students’ performance in learning. It also aims to prepare them for life-long learning, employment and social participation. Improvement in bilingual proficiency can help students achieve better self-understanding, broaden their view of the world, deepen their concern for international affairs, and increase

their appreciation of cultural diversity. Bilingual education is indispensable for preparing students, culturally and linguistically, for living and working in the globalized world today.

9. The two written languages and the three spoken codes (*liangwen sauyu*) serve distinct functions as languages of academic inquiry and instruction at the University. As society evolves, the functions of *liangwen sanyu* will change, and the relative weight of each language as a medium of instruction will also need to be adjusted accordingly.
10. The University policy on bilingualism aims to promote a multi-cultural milieu on campus. Students are encouraged to use *liangwen sanyu* for learning, academic exchange, and interacting with teachers and peers. A more culturally diverse campus will in turn facilitate the implementation of the bilingual policy.
11. All undergraduate students, local or non-local, and regardless of their linguistic and cultural backgrounds, should receive training in both Chinese and English during their course of study at CUHK. Students whose native language is Chinese are expected to have attained a relatively high level of proficiency in both Chinese and English upon graduation, and be able to use both languages effectively in daily life and at work. Those whose native language is not Chinese and who have not been able to meet the Chinese language requirements stipulated by the Senate on admission should attain a prescribed level of proficiency before graduation, such as completing language courses specified by the Senate and meeting the credit requirements.

Major Recommendations of the Committee

Language of Instruction

12. Language of instruction is an important aspect of the University's bilingual education policy. The language of instruction should be understood in the context of different teaching and learning activities. It refers not only to the language used at lectures, but also to the language employed in reading and reference materials; discussions at tutorials; projects or class presentations; laboratory, practicum and clinical sessions; assignments and examinations; and individual supervision.
13. The choice of language of instruction should be based upon the following factors: the nature of individual academic subjects; the language currently used as the predominant medium for academic expression and publication in the subjects concerned (e.g., the language used in teaching materials, academic journals and proceedings of international conferences); the requirements for professional qualifications and teaching and learning effectiveness; the language habits, linguistic competence and cultural background of both students and teachers; as well as CUHK's commitment to caring for the Chinese language. To achieve optimal pedagogical results, the language of instruction in individual subjects should be set by the Boards of Departments concerned, with reference to the above factors.
14. Depending on the nature of the academic subject, the language used at lectures should be set by the Boards of various departments according to the following principles:
 - 14.1 For courses that are highly universal in nature, with little emphasis on cultural specificity, and have English as the predominant medium for academic expression and publication (such as courses in the natural sciences, life sciences and engineering sciences), English should be the preferred language for lectures so as to facilitate direct and accurate articulation of concepts, and to be in line with international practice.
 - 14.2 For courses that emphasize cultural specificity and have Chinese as the predominant medium for academic expression and publication (especially courses in Chinese culture, society and history), or courses that are related to philosophy of life, Chinese (Cantonese or Putonghua) should be the preferred language for lectures. The proportion of courses taught in Putonghua may be increased according to actual need.

- 14.3 For courses that emphasize cultural specificity and have both Chinese and English as primary media for academic expression and publication (in particular, some of the courses in the social sciences and the humanities), either Chinese (Cantonese or Putonghua) or English may be used as the language for lectures.
- 14.4 For courses that are related to local society, politics and culture, Cantonese should be the preferred language for lectures, so as to preserve and nurture the indigenous language, and to promote the socio-cultural development of Hong Kong.
- 15. Under special circumstances, the Boards of Departments may exercise flexibility in deciding on the language for lectures. Such a decision should be made only after the Board has given due consideration both to the above principles and to such factors as the language habits, the linguistic competence and the cultural background of the students and teachers, and has consulted the teachers concerned.
- 16. In addition, for academic subjects leading to professional qualifications (such as medicine, Chinese medicine, law, accountancy, engineering and architecture), the choice of appropriate language for lectures should be subject to relevant professional requirements.
- 17. General Education (GE) has been a distinctive feature of the CUHK tradition. GE courses will normally be taught in Chinese (Cantonese or Putonghua). For each area of the GE curriculum, courses in English should be offered for non-Chinese-speaking students or other students interested in taking such courses. For GE courses related to Western civilization or subjects that are highly universal in nature, lectures may be conducted in English.

Caring for the Chinese Language and Promotion of Chinese Culture

- 18. In the face of the diversification and internationalization of higher education, and confronted with the increasing dominance of the English language, which may affect the roles and functions of the Chinese language in academia, CUHK should take up the responsibility of caring for the Chinese language. To this end, the Committee recommends the following measures in addition to the above-mentioned policy on language of instruction:
 - 18.1 Departments that use English as the language for lectures according to the nature of their subjects or professional requirements may also consider offering some of their courses in Chinese.
 - 18.2 Departments that use Chinese as the language for lectures according to the nature of their subjects or professional requirements may also consider offering some of their courses in English, especially those related to Chinese culture, society and history, for the purpose of promoting Chinese culture.
 - 18.3 Regarding research, the University will continue to support scholarly work on the Chinese language, Chinese culture and local culture. It will also encourage publication of high-quality research in other fields using the Chinese language, and will give due recognition to such research accomplishments.
 - 18.4 Besides teaching and research, the University should also promote the use of Chinese as the language for disseminating knowledge, including initiatives such as publication of Chinese-language journals and books, production of Chinese-language teaching materials for higher education and for professional disciplines, and translation of academic publications.
 - 18.5 The Committee recommends that the University provide resources, wherever practicable, to support the above-mentioned measures for the caring and promotion of the Chinese language.

Committee on Language Enhancement

19. The Committee recommends that a Committee on Language Enhancement be established under the Senate to coordinate, review, improve and promote the policy on bilingual education at CUHK, and to undertake efforts in paragraph 18 to care for the Chinese language.

Report of the Committee on Bilingualism

1. The Committee on Bilingualism: Background, Membership and Terms of Reference

- 1.1 The Chinese University of Hong Kong is a comprehensive research-oriented university. With a heritage rooted in Hong Kong, it aspires to serve the nation and respond to the challenges of the world. After more than four decades in pursuit of excellence, the University has won international recognition in teaching and research. CUHK upholds the aspiration “to combine tradition with modernity, to bring together China and the West,” as advocated by Dr. Choh-Ming Li, its founding Vice-Chancellor. It also values and attaches great importance to its fine tradition of bilingualism. In response to the rapid diversification and internationalization of higher education in Hong Kong in recent years, teachers, students and alumni of the University engaged in intense discussions on the language of instruction in early 2005. Some of these discussions concerned important issues of the University’s bilingual policy, such as whether higher education would experience “overdominance” of the English language, potentially resulting in the decline of the Chinese language in the face of diversification and internationalization of higher education; how CUHK should position Chinese and English in teaching; how CUHK could continue to uphold its policy on bilingual education in the course of broadening its student mix; and how CUHK could continue to enhance bilingual education, promote Chinese culture, develop local cultural resources, and nurture links with international academia.
- 1.2 The University announced the establishment of the Committee on Bilingualism in late February 2005. Its terms of reference are to clarify the underlying concepts of the University’s language policies, assess the effectiveness of its bilingual education, and make recommendations on how the University should, in response to the trends of diversification and internationalization of higher education, maintain and implement its policy on bilingualism and formulate related long-term plans to enhance bilingual education.
- 1.3 The Committee on Bilingualism is chaired by Professor Ambrose Y.C. King, the former Vice-Chancellor. Members include a Council member, a Pro-Vice-Chancellor, the Associate Pro-Vice-Chancellor and Registrar, the University Secretary, the University Dean of Students, one teacher each from the seven Faculties and the School of Law, two undergraduate students, two postgraduate students, an alumnus and three other members. Secretariat services are provided by the University Secretary and members of the Secretariat. The membership and the terms of reference of the Committee are set out in Appendix 1.
- 1.4 Since its first meeting on 14 April 2005, the Committee has examined the relevant University documents, reviewed the existing language policy and language enhancement programmes, studied the current situation of the language of instruction in undergraduate education based on information provided by the Chairmen of various teaching departments, and proposed 11 topics for deliberation (Appendix 2). After holding 21 meetings, the Committee presented its draft report for consultation on 7 September 2006. The consultation commenced on 7 September 2006 and ended on 15 November 2006.
- 1.5 The Committee has solicited views from a broad spectrum of teachers, staff, students and alumni of the University. The Chairman and members of the Committee respectively attended five briefing sessions and six consultation sessions, and had discussion meetings with groups of front-line teachers and alumni who were

particularly concerned about the report. During the consultation, the Committee received numerous comments from teachers, staff, students and alumni. Other stakeholders expressing concern over the development of CUHK also published a number of articles on the subject.¹

- 1.6 The Committee held five meetings between October 2006 and April 2007 to consider the views collected, and review the contents and recommendations of the report. After thorough deliberation, the Committee revised the report, further elaborating the tradition of bilingual education at CUHK and the challenges facing the University in the twenty-first century, emphasizing in no uncertain terms CUHK's responsibility of caring for the Chinese language and the promotion of Chinese culture, and redefining more clearly and comprehensively the policy on language of instruction. It is the Committee's belief that bilingual education is a niche that enables CUHK to further excel in its teaching, research and community services; such experience also serves as a reference for universities in the world that are in similar multilingual environments. The Committee now submits its report to the University for consideration.

2. The Mission of Bilingual Education at CUHK

- 2.1 Globalization is a major trend in today's world. Countries interact with and compete against one another on social, economic and cultural fronts. As a major institution of higher education that aspires to integrate Chinese and Western cultures, CUHK participates in academic exchanges with diverse cultures and language communities. It has a unique cultural mission, both in its contemporary social milieu and its historical context.
- 2.2 The Committee is of the view that CUHK has been steadfast in upholding the bilingual policy of *liangwen sanyu* 兩文三語 ("two written languages and three spoken codes") for more than four decades. The use of *liangwen sanyu* in teaching has been a distinctive characteristic and strength of the University. In facing the challenges of globalization, a major trend in today's world, CUHK must enhance its bilingual education with a view to promoting cross-cultural exchange and enabling students to broaden their view of the world. Such efforts are crucial not only for the intellectual growth of the students, but also for the future of the University and its competitiveness in the international arena.
- 2.3 To be globally competitive, CUHK must acknowledge the importance of English as an international language. At the same time, the University must also honour its mission and re-affirm its commitment to the promotion of Chinese culture and language, as well as its dedication to the preservation and development of indigenous culture and language in Hong Kong.

3. The Tradition of Bilingual Education at CUHK

- 3.1 The Chinese University of Hong Kong was founded in 1963 through the amalgamation of Chung Chi College, New Asia College and United College. In 1986, Shaw College was established as the fourth College of the University.² As stated in the *Fulton Report* (1963), the three original Colleges had always placed strong emphasis on

¹ The comments on the Report of the Committee on Bilingualism (Draft for Consultation) and relevant articles, including the responses of some members of the Committee to these articles, are available on the webpage of the Committee: <http://www.cuhk.edu.hk/bilingualism/en/comments.html>.

² The University Council announced in May 2006 and May 2007 the establishment of Morningside College, S.H. Ho College, C.W. Chu College and Wu Yee Sun College. The number of constituent Colleges of CUHK will increase to eight.

Chinese and English language education even before the establishment of the University.

- 3.2 Back in the 1960's, Hong Kong was a British colony where English was the only official language. It was the language for work and social functions at the government level, the language of international business, and also the basic language of professional education and training. Although the majority of people in Hong Kong spoke Cantonese and wrote *Zhongwen* 中文 (“Chinese”)³ in their daily communication, education in English was often regarded as superior to that in Chinese, and English proficiency was considered an essential prerequisite for career success. Before the founding of CUHK, there was only one university in Hong Kong and, following the tradition of universities in British colonies, it used English as its language of instruction. When CUHK was established in 1963, it adopted both Chinese and English as the languages of instruction, ushering in a new phase in university education in Hong Kong.
- 3.3 Clause (e) of the Preamble of The Chinese University of Hong Kong Ordinance states that “It is declared that The Chinese University of Hong Kong, in which the principal language of instruction shall be Chinese, shall continue to – (i) assist in the preservation, dissemination, communication and increase in knowledge; (ii) provide regular courses of instruction in the humanities, the sciences and other branches of learning of a standard required and expected of a University of the highest standing; (iii) stimulate the intellectual and cultural development of Hong Kong and thereby to assist in promoting its economic and social welfare.” The Committee is of the view that the relevant part of the Preamble concerning the language of instruction should be interpreted in its historical context. What the Preamble referred to is that since the only university in Hong Kong before 1963 taught in English, the founding of CUHK provided secondary school students with a new option, the option of a public university education with Chinese as the principal language of instruction. Students of Chinese secondary schools were, therefore, offered greater opportunity in pursuing tertiary education. The Committee also observes that since its very beginning, CUHK has used both Chinese and English as its languages of instruction. For details of the relevant historical background of bilingual education at CUHK, please refer to Appendix 3, which contains an extract from the book *The Quest for Excellence* (《邁進中的大學》) (1993), edited by Professor Alice N.H. Lun Ng.
- 3.4 According to University documents, soon after the founding of CUHK, a task force was set up in 1964 to examine the University's teaching methodology. In February 1965, Professor A.G. Lehmann and Dr. J.V. Loach submitted the *Report to the Vice-Chancellor on Teaching Methods*, which was subsequently endorsed by the Senate and published in the *Chinese University Bulletin*. The Report suggested that students should enhance their mastery of both Chinese and English after admission to the University, in order to meet the demand for bilingual proficiency in the community upon graduation. It also pointed out that Cantonese-speaking students should become accustomed to having classes taught in Putonghua. It is clear from this and subsequent official statements that directions and guidelines on *liangwen sanyu* have been in place at the University since its early days. In 1973, Vice-Chancellor Choh-Ming Li reiterated to the Senate the importance of bilingual education. In an address delivered at the 1980 Congregation, Vice-Chancellor Ma Lin emphasized the importance of bilingual education in university education. Subsequently, during the vice-chancellorships of Professor Charles K. Kao and Professor Arthur K.C. Li, the

³ See paragraphs 4.1 and 4.2 for an elaboration on the meaning of the term “*Zhongwen* 中文”.

University continued to review its language enhancement programmes, with a view to further enhancing training in both the Chinese language and English language so as to meet the changing needs of study and employment.

- 3.5 It is thus apparent that right from its beginning, the University has been fully convinced that the Chinese language is essential to the acquisition of cultural awareness and national identity. The University recognizes at the same time that a good command of English is necessary for its graduates to meet the needs of society. The University has therefore required its students to develop strong bilingual skills so that they can undertake comprehensive and in-depth training in their areas of specialization, and assume leadership roles in their respective professions after graduation. While the policy on bilingualism has remained the same throughout the past four decades at CUHK, there have been adjustments in implementation from time to time in response to social changes and the practical requirements of different disciplines. The practice of bilingualism over the years has promoted collaboration between the University and academic communities in Greater China and elsewhere in the world.
- 3.6 Almost half a century has elapsed since the establishment of CUHK, during which Hong Kong has experienced unprecedented social, economic and political changes. With the advent of the twenty-first century, CUHK is faced with new challenges in language education, including the following:
- An increasingly globalized world has raised the language requirements for university graduates. Given the global dominance of English, how should CUHK maintain its bilingual tradition – promoting caring for the Chinese language on the one hand, and enhancing students’ English proficiency on the other?
 - Hong Kong has strengthened its cultural links with the mainland after the resumption of Chinese sovereignty, while a rapidly developing Chinese economy has increased employment opportunities for university graduates of Hong Kong. With regard to the language of instruction, CUHK should take into consideration both its students’ language backgrounds as well as the actual demands arising from social changes. How should CUHK redefine the roles of Cantonese and Putonghua in teaching? How should students’ command of Chinese, as well as the teaching in Putonghua, be strengthened?
 - Higher education institutions in Hong Kong have broadened their student mix, admitting more and more students from the mainland and overseas. With the increased diversity of the language culture on campus, how should CUHK make appropriate arrangements in relation to the language of instruction that will buttress the strength of its tradition of bilingual education?
- 3.7 The new circumstances provide novel perspectives for viewing the University’s tradition, the ideals it upholds, and the language of instruction as stated in the Preamble of the University Ordinance. To maintain its competitive edge in the twenty-first century, CUHK has to review its traditional bilingual policy, re-examine the arrangements with regard to the language of instruction and strengthen language education at CUHK, in order to produce graduates of the highest calibre.

4. Underlying Concepts and Objectives of CUHK’s Policy on Bilingualism

- 4.1 In the context of CUHK, bilingualism can be understood as the use of *liangwen sanyu*, a term widely adopted by the local education sector. Because of the difference in nature between written language and spoken language, the uses of language in education are generally classified into those for *liangwen* (“two written languages”),

i.e., written Chinese (*Zhongwen* 中文) and written English (*Yingwen* 英文), and those for *sanyu* (“three spoken codes”), i.e., spoken Cantonese (*Yueyu* 粵語), Putonghua (普通話) and spoken English (*Yingyu* 英語). These terms are by no means rigorously defined. While *Zhongwen* 中文 (“Chinese”) generally refers to the standard written language based on Putonghua, it is often used in Hong Kong to refer collectively to Cantonese and Putonghua.

- 4.2 In academic terms, what we now call Chinese (*Zhongwen* 中文) is also referred to as Modern Chinese (*Xiandai Hanyu* 現代漢語), which includes Putonghua as the standard spoken language as well as various dialects of Chinese. Putonghua is essentially based on the northern dialects broadly referred to as Mandarin (*guanhua* 官話); standard written Chinese also descends from the *guanhua* tradition. Strictly speaking, Putonghua is not equivalent to *guanhua*, the latter being a dialect as well. *Guangzhouhua* 廣州話, as a major representative of the Yue dialects prevalent in Guangdong and Guangxi, is also a dialect. All dialects have their own systems of pronunciation, vocabulary and grammar, each representing the culture of its particular region, with a rich heritage to offer that is of great practical, cultural and academic significance.
- 4.3 Based on the definition of *liangwen sanyu* set out above, the Committee is of the view that:
- 4.3.1 English is an international language that enjoys a privileged status in the world. About a quarter of the world’s population can communicate in English. English is the official language of many countries; it is the lingua franca of international communication. Many education systems recognize English as the most important foreign language. As society becomes increasingly globalized, a good command of English is crucial for enhancing understanding of the world and for reaching out to different nations and cultures, and for interacting with peoples of other countries. In higher education, English is the language of the international academic community. Since most international conferences, academic publications and reference materials used in teaching are in English, it is essential for scholars to master this linguistic tool. In the professional world, English is the language of international business and the common working language of many professions. Unless university graduates are highly proficient in English, their prospects of further study or employment will be limited.
- 4.3.2 The Chinese language is the medium in which Chinese culture is encoded. It holds the key to a world of great learning, a world that comprises history, philosophy, literature, art, music, technology, architecture, medicine and religion. As the mother tongue of a vast majority of the Chinese people, the Chinese language is the principal medium of their communication. It is a language of social and cultural significance, a foundation on which they build their personal and cultural identity. It is an intrinsic part of their intellectual and spiritual world. It is the common language of Chinese communities worldwide. Given China’s rapidly developing economy and national strength, the Chinese language has assumed an increasingly important role in global business. Opportunities abound for developing knowledge- and culture-based industries involving the Chinese language. As the majority of CUHK students are Chinese, they should be expected to learn and command the Chinese language with high proficiency. CUHK should also step up its efforts in caring for the Chinese language, so that it can promote Chinese culture as well as foster a heightened sense of cultural identity among its students.

- 4.3.3 Cantonese is the language of everyday life in Hong Kong. It is the primary medium for the social interaction and academic discussion of local students. However, the challenges brought about by globalization and Hong Kong's return to Chinese sovereignty require CUHK to acknowledge the importance of using English and Putonghua for communication and learning. In view of this development, the role of Cantonese needs to be redefined. A major dialect in South China, Cantonese draws on a rich historical and cultural heritage. It is also an integral part of local life in Hong Kong. In the face of globalization, distinctive local cultures have acquired special significance. As a university based in Hong Kong, CUHK has a duty to preserve local culture through teaching and research, enabling Cantonese to function as a language of instruction in university education, so as to contribute to the diversity and creativity of the national culture.
- 4.3.4 It is on the basis of the understanding articulated above that CUHK develops bilingual education and formulates its policy on the language of instruction. The language of instruction should include, in a broad sense, the languages used in both teaching and learning. The language of instruction should be interpreted in the context of the actual needs and practice of teaching and learning. It refers not only to the language used at lectures, but also to the language employed in reading and reference materials; discussions at tutorials; projects and class presentations; laboratory, practicum and clinical sessions; assignments and examinations; and individual supervision.
- 4.4 After extensive deliberation of issues related to bilingual education at the University, the Committee has formulated the objectives of CUHK's bilingual policy as follows:
- 4.4.1 In general, CUHK shall cultivate a *liangwen sanyu* environment that is conducive to the improvement of students' proficiency in both Chinese and English, in the skills of listening, speaking, reading and writing, in comprehension, reflection and discourse, and in the writing of academic papers and reports.
- 4.4.2 The bilingual policy of the University aims to improve students' performance in learning. It also aims to prepare them for life-long learning, employment and social participation. Improvement in bilingual proficiency can help students achieve better self-understanding, broaden their view of the world, deepen their concern for international affairs, and increase their appreciation of cultural diversity. Bilingual education is indispensable for preparing students, culturally and linguistically, for living and working in the globalized world today.
- 4.4.3 The Committee is of the view that the two written languages and the three spoken codes (*liangwen sauyu*) serve distinct functions as languages of academic inquiry and instruction at the University. As society evolves, the functions of *liangwen sanyu* will change, and the relative weight of each language as a medium of instruction will also need to be adjusted accordingly.
- 4.4.4 The University policy on bilingualism aims to promote a multi-cultural milieu on campus. Students are encouraged to use *liangwen sanyu* for learning, academic exchange, and interacting with teachers and peers. A more culturally diverse campus will in turn facilitate the implementation of the bilingual policy.
- 4.4.5 All undergraduate students, local or non-local, and regardless of their linguistic and cultural backgrounds, should receive training in both Chinese and English during their course of study at CUHK. Students whose native language is Chinese are expected to have attained a relatively high level of proficiency in

both Chinese and English upon graduation, and be able to use both languages effectively in daily life and at work. Those whose native language is not Chinese and who have not been able to meet the Chinese language requirements stipulated by the Senate on admission should attain a prescribed level of proficiency before graduation, such as by way of completing language courses specified by the Senate and meeting the credit requirements.

5. Language Attainments of CUHK Students

- 5.1 The University's policy stipulates that applicants to its undergraduate programmes must attain prescribed levels of competence in Chinese and English in the Hong Kong Certificate of Education Examination (HKCEE) and at the Hong Kong Advanced Supplementary Level. Certain Departments may set higher standards according to their needs. CUHK's new entrants have done well in the Chinese and English subjects in HKCEE and HKALE: certainly ahead of the average of the respective candidatures of the same year, but also ahead of the average of the Joint University Programmes Admission Scheme (JUPAS) applicants and ahead of the average of all new entrants admitted to local higher education institutions (Appendix 4). Compared with other local higher education institutions, CUHK is one of the two top institutions in terms of these new entrants' standard of Chinese and English. This shows that CUHK students are well prepared for university study in a bilingual context. In recent years, a higher degree of proficiency in Putonghua has been observed among the University's undergraduates, presumably due to increased training in Putonghua at primary and secondary schools.
- 5.2 In July 2003, the Education Commission set up a working group to review the medium of instruction (MOI) and the mechanism for allocation of places in secondary schools. After public consultation, a report⁴ was submitted in December 2005 to the Education and Manpower Bureau, and subsequently accepted by the Bureau. The MOI arrangements for secondary schools will be implemented from September 2010, and a series of measures for enhancing students' English proficiency will be introduced in the school year 2006-07. In the working group's report, the direction of the policy on language of instruction for secondary schools has been revised from "upholding mother-tongue teaching" to "upholding mother-tongue teaching and enhancing English proficiency." It also emphasized that "irrespective of the MOI chosen, schools should endeavour to nurture talents proficient in both Chinese and English." This policy, which aims at improving the proficiency of secondary school students in the two languages, may benefit the University's bilingual education.
- 5.3 Currently, both local and non-local applicants to the University's undergraduate programmes have to fulfil specific Chinese and English language requirements. Only a small number are exempted by the Senate from the Chinese language requirement for admission on exceptional grounds, but they must complete prescribed Chinese language courses and pass the relevant examinations in order to graduate. Details of the requirements on language courses for local and non-local students are given in Appendix 5.
- 5.4 At present, the University offers a range of language enhancement programmes through a four-tier structure (Appendix 6). The first tier comprises a Compulsory Intensive Programme, providing training in Cantonese, Putonghua and English for all first-year undergraduate students. The second tier is the language enhancement programmes prescribed by individual Faculties which cover basic, academically-oriented language courses that enhance students' language proficiency

⁴ http://www.e-c.edu.hk/reform/resources/MOI&SSPA_report_Eng.pdf

for effective learning in their major subjects. The third tier is a variety of elective language courses for students to take at their own initiative. The fourth tier features non-formal programmes offered by the Colleges and the Independent Learning Centre. These informal programmes, in which students can participate on a voluntary basis, will offer opportunities for students to enhance their language proficiency, and pave the way for life-long learning.

- 5.5 The University currently does not conduct exit language tests in either Chinese or English. The University Grants Committee (UGC) introduced a Common English Proficiency Assessment Scheme in 2003, and has since been sponsoring students of all institutions to sit the International English Language Testing System (IELTS) tests before graduation. According to UGC statistics on all local universities, CUHK graduates have been ranked among the top in terms of IELTS results ([Appendix 7](#)). The IELTS is generally adopted by universities in the UK and Australia as a reference in student admission, rather than for assessing students' English proficiency upon graduation. In light of this fact, the Committee is of the view that, despite a majority of CUHK graduates having obtained excellent results in the IELTS in the past years, the overall standard of CUHK graduates' English proficiency should be further enhanced in order to meet the English requirements of the globalized international arena.

6. Language of Instruction at CUHK: An Overview

- 6.1 In autumn 2005, the Committee requested that the Office of Registry Services collect data from Department Chairmen on the language of instruction for the 2004-05 academic year, with a view to understanding the current language practice on campus.⁵ The Chairmen were invited to give a general report based on personal observations, summarizing the languages used in various instructional activities in their respective Departments' programmes. These included the language used at lectures, in reading and reference materials; discussions at tutorials; projects and class presentations; laboratory, practicum and clinical sessions; assignments and examinations; and individual supervision.
- 6.2 The Committee noted from the data collected from the Department Chairmen that both Chinese and English were used as languages of instruction at CUHK, with considerable variation across Faculties. For instance, in science and engineering subjects, English was generally used for all forms of teaching and learning, except laboratory sessions where Chinese was more widely used. For medical studies, while English was used for lectures, tutorials, reading materials, assignments and examinations, Cantonese was also used during clinical sessions and individual supervision. For the Hotel and Tourism Management courses, lectures were mainly conducted in English, but English, Cantonese and Putonghua were used during internship. The results on the whole were in line with the Committee's observations, and would support the general principle proposed by the Committee that the language of instruction should reflect the nature of the disciplines and the needs of the professions. In practice, the choice of the language of instruction also took into account the linguistic competence of the teachers and students.

7. Recommendations of the Committee on Bilingualism

- 7.1 The Committee emphasizes that Hong Kong is a society of *liangwen sanyu*; the functions of *liangwen sanyu* in higher education have been detailed above (see paragraph 4.3). CUHK must take this as the basic premise for formulating its language

⁵ The exercise covered the language instruction situation of full-time undergraduate major programmes of the Faculties in the academic year 2004-05. A total of 47 programmes responded. The data did not include general education courses.

policy. Given that CUHK is a comprehensive research-oriented university with a heritage rooted in Hong Kong, serving the nation and the world as a whole, its policy on bilingualism should be based on broad and long-term considerations. The Committee must recommend a set of forward-looking and strategic principles that align with the unique linguistic environment and strengths of Hong Kong, with an aim to promote and enhance bilingual education at CUHK.

- 7.2 The recommendations on the language of instruction in this report are mainly intended for undergraduate programmes. Postgraduate programmes may make appropriate adjustments according to actual needs and circumstances.
- 7.3 The Committee is concerned about the statement that refers to Chinese as the principal language of instruction in the Preamble of the University Ordinance, but notes that the statement should be interpreted in its specific historical context (see paragraph 3.3). The Committee is of the view that given new circumstances, there may be a need to clarify how one should interpret this statement today, so that CUHK's bilingual policy can be implemented more effectively.

Language of Instruction

- 7.4 Language of instruction is an important aspect of the University's bilingual education policy. The language of instruction should be understood in the context of different teaching and learning activities. It refers not only to the language used at lectures, but also to the language employed in reading and reference materials; discussions at tutorials; projects or class presentations; laboratory, practicum and clinical sessions; assignments and examinations; and individual supervision (see paragraph 4.3.4).
- 7.5 The choice of language of instruction should be based upon the following factors: the nature of individual academic subjects; the language currently used as the predominant medium for academic expression and publication in the subjects concerned (e.g., the language used in teaching materials, academic journals and proceedings of international conferences); the requirements for professional qualifications and teaching and learning effectiveness; the language habits, linguistic competence and cultural background of both students and teachers; as well as CUHK's commitment to caring for the Chinese language. To achieve optimal pedagogical results, the language of instruction in individual subjects should be set by the Boards of Departments⁶ concerned, with reference to the above factors.
- 7.6 Depending on the nature of the academic subject, the language used at lectures should be set by the Boards of various departments according to the following principles:
 - 7.6.1 For courses that are highly universal in nature, with little emphasis on cultural specificity, and have English as the predominant medium for academic expression and publication (such as courses in the natural sciences, life sciences and engineering sciences), English should be the preferred language for lectures so as to facilitate direct and accurate articulation of concepts, and to be in line with international practice.
 - 7.6.2 For courses that emphasize cultural specificity and have Chinese as the predominant medium for academic expression and publication (especially courses in Chinese culture, society and history), or courses that are related to philosophy of life, Chinese (Cantonese or Putonghua) should be the preferred language for lectures. The proportion of courses taught in Putonghua may be increased according to actual need.

⁶ If a programme is managed by a Board of Faculty or Board of Studies instead of a Board of Department, the language used at lectures should be set by the respective Board of Faculty or Board of Studies.

- 7.6.3 For courses that emphasize cultural specificity and have both Chinese and English as primary media for academic expression and publication (in particular, some of the courses in the social sciences and the humanities), either Chinese (Cantonese or Putonghua) or English may be used as the language for lectures.
- 7.6.4 For courses that are related to local society, politics and culture, Cantonese should be the preferred language for lectures, so as to preserve and nurture the indigenous language, and to promote the socio-cultural development of Hong Kong.
- 7.7 Under special circumstances, the Boards of Departments may exercise flexibility in deciding on the language for lectures. Such a decision should be made only after the Board has given due consideration both to the above principles and to such factors as the language habits, the linguistic competence and the cultural background of the students and teachers, and has consulted the teachers concerned. Should the Department consider it feasible, parallel sections of required courses using different languages of instruction can be offered.
- 7.8 In addition, for academic subjects leading to professional qualifications (such as medicine, Chinese medicine, law, accountancy, engineering and architecture), the choice of appropriate language for lectures should be subject to relevant professional requirements.
- 7.9 Each Department or Programme should specify clearly its language practice and language requirements when recruiting students. In admitting students and determining the courses to be offered, the Board of Department or Board of Studies should give due consideration to the multicultural background and language ability of its students admitted. A Department or Programme can make its own decision on whether to recruit students who can only study in Putonghua or English. If a Department or Programme decides to recruit such students, it must guarantee that sufficient Putonghua- or English-medium courses are offered so that these students can complete their studies on time.
- 7.10 In practice, all Departments should specify the language used at lectures for each course / section in the course selection materials. The language specified for use at lectures should, in principle, not be changed subsequently⁷.
- 7.11 General Education (GE) has been a distinctive feature of the CUHK tradition. GE courses will normally be taught in Chinese (Cantonese or Putonghua). The Committee believes that the use of Chinese for GE lectures is conducive to cultivating an awareness of cultural and personal identity among local students, as well as their sense of ethics and morality. This is particularly true of students who mainly use English as the language of learning, who can increase their knowledge about Chinese culture and strengthen their Chinese competence through GE courses. For each area of the GE curriculum, courses in English should be offered for non-Chinese-speaking students or other students interested in taking such courses. For GE courses related to Western civilization or subjects that are highly universal in nature, lectures may be conducted in English.

⁷ The current practice that allows the language specified for use at lectures to be modified is as follows:
As approved by the Senate in June 2005, if, under special circumstances, the language specified for use at lectures has to be changed, it should only be changed after the add/drop period and after a unanimous vote of approval by secret ballots is obtained from all the students and the teacher of the class concerned.

Caring for the Chinese Language and Promotion of Chinese Culture

7.12 In the face of the diversification and internationalization of higher education, and confronted with the increasing dominance of the English language, which may affect the roles and functions of the Chinese language in academia, CUHK should take up the responsibility of caring for the Chinese language. To this end, the Committee recommends the following measures in addition to the above-mentioned policy on language of instruction:

7.12.1 Departments that use English as the language for lectures according to the nature of their subjects or professional requirements may also consider offering some of their courses in Chinese. This not only expands the opportunities for employment and professional practice for CUHK graduates within Chinese societies, but also facilitates the introduction and absorption into the Chinese language of the knowledge and vocabulary of international professions, which in turn fosters the indigenization of academic discourse.

7.12.2 Departments that use Chinese as the language for lectures according to the nature of their subjects or professional requirements may also consider offering some of their courses in English, especially those related to Chinese culture, society and history. This not only provides students whose mother tongue is not Chinese (such as international exchange students) with an opportunity to learn about Chinese and local cultures, but also assists in the promotion of Chinese culture.

7.12.3 Regarding research, the University will continue to support scholarly work on Chinese language, Chinese culture and local culture. It will also encourage publication of high-quality research in other fields using the Chinese language, and will give due recognition to such research accomplishments.

7.12.4 Besides teaching and research, the University should also promote the use of Chinese as the language for disseminating knowledge, including initiatives such as publication of Chinese-language journals and books, production of Chinese-language teaching materials for higher education and for professional disciplines, and translation of academic publications.

7.12.5 The Committee recommends that the University provide resources, wherever practicable, to support the above-mentioned measures for the caring and promotion of the Chinese language.

Language Requirements for Admission

7.13 Students must attain prescribed levels of competence in Chinese and English to be admitted to CUHK. The regulations governing admission to undergraduate studies set out the minimum language requirements for admission, as well as the additional requirements of the Faculties, Departments or Programmes. Notwithstanding any exemption by the Senate from the language requirements, students who fail to meet the stipulated standard upon admission should attain a prescribed level of proficiency during their studies at the University, such as by way of completing language courses specified by the Senate and meeting the credit requirements.

Language Enhancement Programme for Undergraduate Studies

7.14 The existing four-tier language enhancement programme of the University (see paragraph 5.4), including non-formal language education and language activities organized by the Colleges, has had an important impact on students' language learning. The University should evaluate the effectiveness of this four-tier structure and review

the coordination among Chinese and English language teaching units (which include the English Language Teaching Unit, the Independent Learning Centre, the Chinese Language Teaching Unit of the Department of Chinese Language and Literature, and the New Asia–Yale-in-China Chinese Language Centre) to ensure optimal use of resources and coordination among units in policy formulation and implementation.

- 7.15 Putonghua is the language commonly used among Chinese communities. Putonghua has been used extensively in various parts of the world as a result of the rapid development of China's economy and its tourism industry. To help students meet the demands of study and employment, the University should strengthen its language training to enhance students' listening and speaking skills in Putonghua as well as their knowledge of both traditional and simplified Chinese characters.
- 7.16 Time and resources permitting, the University should provide intensive language training for new entrants who need assistance. This should be done before they begin their university studies.

Credit Unit Requirements of Language Courses

- 7.17 Upon the reversion to a four-year normative curriculum, consideration may be given to increasing the Chinese and English language requirement for undergraduate students from between three and six units to between 12 and 15 units. Discretion may be exercised in exceptional cases.
- 7.18 The four-year normative curriculum will allow the University to adopt the former model of language courses for Year One to enhance language training and also introduce humanistic and cultural teaching materials, thereby promoting appreciation of Chinese and other cultures.

Progress in Learning of Languages

- 7.19 The University should make an effort to monitor individual students' progress in language enhancement. Consideration should be given to establishing a mechanism to assess the effectiveness of students' language learning, and including a learning profile in student transcripts to record internal and external language test results and language-related extracurricular activities.
- 7.20 While it is the task of the University to strengthen education in *liangwen sanyu*, it is important that students take the initiative in language learning. The Committee urges students to improve their language proficiency and make good use of the University's course offerings, facilities and resources.
- 7.21 As long as CUHK does not conduct its own exit tests for Chinese and English, the University should continue to encourage students to participate in globally recognized tests, such as the International English Language Testing System (IELTS) tests and the Putonghua proficiency tests organized by the China State Language Commission. Results from these tests may serve as indicators of the students' linguistic proficiency in Chinese and English.

Recruitment of Faculty

- 7.22 The faculty members of CUHK are recruited worldwide, with academic achievements as the main criterion for selection. Likewise, the promotion of faculty members is based primarily on performance in teaching, research and service. While linguistic competence in teaching is one of the factors for consideration, expert talents should not be overlooked because of their limitations in either language.

University Administration

- 7.23 Both Chinese and English are used in university administration, attesting to the importance placed on bilingualism. This tradition should be maintained.

Campus Life

- 7.24 Students should be encouraged to enhance their use of *liangwen sanyu* in student activities. Service units on campus, such as restaurants, bookstores, the bank and the supermarket, should be encouraged to provide bilingual services. These developments will contribute to a diverse and international campus life.

Committee on Language Enhancement

- 7.25 The Committee recommends that a Committee on Language Enhancement be established under the Senate, with terms of reference as follows:
- to coordinate, review, improve and promote the policy on bilingual education at CUHK;
 - to assist and supervise the units and departments concerned in carrying out the University's policy on bilingual education, and to facilitate the policy's implementation; and
 - to undertake efforts in paragraph 7.12 to care for the Chinese language.

Others

- 7.26 The University should implement the recommendations in phases and should allow for periods of transition.
- 7.27 The Committee on Language Enhancement should conduct a thorough review of the language standards of CUHK students and the effectiveness of bilingual education at CUHK five years after its establishment.

Committee on Bilingualism

Composition

Chairman: Professor Ambrose Y.C. King

Members: *One teacher nominated by each Faculty and the School of Law*

- Professor Samuel H.N. Cheung, Faculty of Arts
- Professor Gordon W.H. Cheung, Faculty of Business Administration
- Professor Tsang Wing-kwong, Faculty of Education [Professor Cecilia K.W. Chun acted for Prof. Tsang Wing-kwong during his leave of absence from 1 February to 30 June 2006]
- Professor Michael M.Y. Chang, Faculty of Engineering
- Professor Michael S.C. Tam, Faculty of Medicine
- Professor Lai Hon-ming, Faculty of Science (up to 6 June 2006)
- Professor Hui Pak-ming, Faculty of Science (from 7 June 2006)
- Professor Eric K.W. Ma, Faculty of Social Science
- Mr. Dennis Hie, School of Law (from 11 November 2005)

Two undergraduate students

- Mr. Wong Hon-pong (up to 28 February 2006)
- Mr. Kwan Hoi-tang (from 1 to 23 March 2006)
- Mr. Sze Ching-wee (from 24 March 2006 to 25 January 2007)
- Mr. Wong Weng-chi (from 2 April 2007)
- Mr. Wong Yu-hin (up to 8 April 2006)
- Mr. Lam Tsz-pan (from 9 April to 14 May 2006)
- Mr. To Chun-ho (from 15 May 2006)

Two postgraduate students

- Ms. Cheung Wang
- Mr. Li Tak-wai

A CUHK alumnus(a) nominated by the CUHK Convocation

- Mr. Li Kai-ming (up to 8 January 2006)
- Mr. Lee Kim-hung, John (from 9 January 2006)

A non-staff Council Member nominated by the Council

- Mr. Karl C.L. Kwok

Professor Kenneth Young, Pro-Vice-Chancellor

Professor Billy K.L. So, Associate Pro-Vice-Chancellor and Registrar (ex officio)

Mr. Jacob Leung, Secretary of the University (ex officio)

Professor Ho Puay-peng, University Dean of Students (ex officio)

Not more than three persons nominated by the Vice-Chancellor

- Professor Chang Song-hing
- Professor Lee Hun-tak, Thomas
- Ms. Yan Hau-yee, Lina

Other experts/scholars co-opted by this Committee

Secretary: Mr. Jacob Leung, Secretary of the University (assisted by Ms. Vivian Ho, Mrs. Cecilia Lam and Ms. Carly Lai)

Terms of Reference

With a view to upholding the University's founding philosophy of placing equal emphasis on Chinese and English, and to strengthening, improving and promoting its unique tradition of bilingual education, in response to the trend towards diversification and internationalization in Hong Kong's higher education sector, the Committee on Bilingualism will review and make

recommendations on how CUHK can continue to uphold and further implement its policy on bilingualism. The Committee will examine how this can be done so that the University can continue to carry out its missions in the areas of education, research and community service, and, through its academic disciplines, promote Chinese culture, serve local needs and connect with the international academic community. The Committee on Bilingualism will solicit widely the views of teachers, staff, students, alumni(ae) and other parties concerned, and will submit its report to the Vice-Chancellor with recommendations on long-range planning.

The Vice-Chancellor may assign to the Committee on Bilingualism other related tasks.

Issues Discussed at the Committee on Bilingualism

Based in Hong Kong, The Chinese University of Hong Kong is a comprehensive research-oriented university of the 21st century, which serves the nation as a whole and strives for excellence at the regional and international levels. The Committee has agreed to discuss the following topics, with a view to strengthening, improving and promoting the University's unique tradition of bilingual education, noting that it will continue to uphold and further implement its policy on bilingualism.

- (I) What is the University's bilingual policy? What are its objectives?
- (II) How can these objectives be met? What are the implications for implementation and resources?
 - (a) Language of instruction —
Chinese (Cantonese or Putonghua), and English
How can students and teachers contribute?
How should the statement on the principal language of instruction in the Preamble of the CUHK Ordinance be interpreted?
 - (b) Admission and graduation requirements for students
 - (c) The four-tier structure for language enhancement
 - (d) Bilingual policy and professional study and research
 - (e) Bilingual policy and general education
 - (f) Bilingual policy and promotion of Chinese culture
 - (g) Bilingual policy and enhancement of local studies
 - (h) Bilingual policy and internationalization and broadening of student mix
 - (i) Bilingual policy and university administration
 - (j) Bilingual policy and the language commonly used on campus
 - (k) Bilingual policy and community service and contribution (the Hong Kong community, the Chinese community and the international community)

The Historical Background of Bilingual Education at The Chinese University of Hong Kong

(Extract from *The Quest for Excellence*, 1993, edited by Professor Alice N. H. Lun NG, pp. 2-33)

1. [In the 1950s], [d]emand for more school places [in Hong Kong] was caused not only by the increase of population but also by the fact that among the incoming refugees, there was a large number of students ranging from primary to university levels who wanted to continue their education in Hong Kong. The result was a great expansion of the student population, especially in the Chinese middle schools. *The Hong Kong government's attention was first drawn to Chinese primary school education. The late 1940s saw the beginning of the active development of Chinese primary schools. Government primary schools were opened and subsidized Chinese primary school places were increased. Chinese middle schools remained privately operated. In 1951, approximately 18,000 students were enrolled in Chinese middle schools and the number increased to 20,000 in the following year. To give them due recognition, the Hong Kong government held its first Hong Kong Chinese School Certificate Examination in 1952. 920 students took the examination.*
2. A British university with English as the medium of instruction and a pretty high standard of English Language as a compulsory subject in the entrance examination, HKU[, the only degree-granting authority in Hong Kong,] offered very little chance for Chinese middle school graduates to gain admission.
3. A special committee composed, for the first time entirely of local residents, was appointed in 1951 by the Governor, Sir Alexander Grantham, to look at the problem [of insufficient higher education places and review how higher education should cater to the needs of the society]. The Report of the committee, popularly known as the Keswick Report, gave a detailed review of the supply of higher education in Hong Kong. Its proposed solution was to introduce in HKU degree courses in arts and sciences, using Chinese as the medium of instruction.
4. The call for HKU to meet the challenge was accepted by the government. Government funding was immediately allocated to the University for the introduction of Chinese-medium courses beginning from the 1952-53 academic year. However, within the campus response differed. The proposal to establish Chinese language courses in arts and sciences received a majority [of one vote] support from the Senate, but it was turned down by the Council.
5. The proposal to establish in HKU Chinese-medium courses was further turned down by Ivor Jennings and Douglas Logan, experts in British university administration, invited in 1953 to advise on the development of HKU [in the Jennings-Logan Report]. Both of them were assertive in maintaining HKU as an English-speaking university. As far as they were concerned, it was the role of the government to fill the gap between the University and the Chinese middle schools, so that students could compete for entry into the more popular faculties of medicine and engineering, and not just arts and sciences.
6. Recommendations of the Keswick Report and the Jennings-Logan Report served as important guidelines adopted by the government in dealing with the problems of education in Hong Kong. Funds were allocated to HKU for consolidation as well as development [and] [t]o prepare the way for Chinese middle school graduates to seek admission into HKU.
7. In an earlier memorandum dated 26 January 1956, dealing with the issue, L. G. Morgan, Deputy Director of Education, focused his discussion entirely on the Keswick, and the Jennings and Logan's reports, and on how HKU could adjust to meet the demands (L. G. Morgan, A Memorandum on Entry to the University of Hong Kong by Students from Chinese Secondary Schools, typescript, January 1956). In another memorandum dated

October 1956, Morgan provided a much broader view of the issue. *He pointed out that [the government] should not just focus on providing opportunities for a limited number of outstanding graduates of Chinese middle schools to enter HKU; it should also pay attention to the importance of Chinese education in a Chinese society, as well as the antagonism that might result from discontented teachers and students of Chinese middle schools.* Five possible measures were proposed to meet the overall needs of the Chinese secondary school students.

8. The first three items still focused on HKU, and discussed how the University could open its door to the Chinese secondary school students, *namely, (1) to provide special matriculation classes for Chinese middle school graduates to help them gain admission to HKU's Department of Chinese; (2) to expand the two-year matriculation class at Clementi Middle School with enhanced English training, so that students could gain admission to the faculties of medicine, arts, science and engineering; and (3) to allow HKU to take over the government's evening arts and business schools and develop them into an extramural department offering certificate courses taught in both Chinese and English.* The fourth proposed item, however, broke new ground in suggesting "the development of four-year post secondary colleges to award recognized diplomas or even degrees through HKU or an independent degree-granting authority". A more significant proposal as an alternative to the fourth proposal was "the establishment of a Chinese university with its own character and degree-granting powers". This was the first time that the idea of a second university appeared in a government proposal (A Further Memorandum on Chinese Matriculation and on the Provision of Facilities for Higher Education for Students from Chinese Middle Schools, typescript, October 1956).
9. Schools in Hong Kong had always maintained a two-tier system of Chinese and English. Since the establishment of HKU in 1911, English education was able to have a complete education system from the primary to the tertiary levels. But the Chinese school system ended at middle school. Before 1949 this did not bring discontent, because the school systems and curricula of mainland universities were connected with the Hong Kong middle schools, thus providing places for Chinese middle school graduates to further their education. But after the change of government in China, Hong Kong students were unable to go back there for their studies. Thus the Chinese education system lost its university component, and resulted in an imbalance in the two-tier system. In addition, most of the financial support for the reconstruction and development of HKU after the war came from the Hong Kong Government Treasury. But the private colleges, playing important roles in post-secondary education, received little or no help from the government. In 1956, Morgan made this observation: "They (The Chinese middle schools) cannot but feel a grievance at the present position whereby government provides \$8 million per annum as subvention to the University of Hong Kong which caters for the products of the Anglo-Chinese schools, and makes little or no provision for university courses which will cater for the products of the Chinese secondary schools." (Morgan's Memorandum, January 1956).
10. One particular objective [of the Keswick Report in 1952] was the establishment of the Extramural Studies Department and the Institute of Oriental Studies. [In 1955,] [t]o prepare the way for Chinese middle school graduates to seek admission into HKU, a special two-year programme was designed to be set up at Clementi Middle School. Yet such a scheme would take a few more years to mature and also it could accommodate only a very limited number of students.
11. [The three colleges (Chung Chi, New Asia and United) established] the Chinese Colleges Joint Council in February 1957 which marked another important step on the road to the founding of The Chinese University.

12. [T]he question of whether to accept the proposal of the [Chinese Colleges] Joint Council to establish a second university in Hong Kong, composed of private colleges, that would use Chinese as the main medium of instruction, involved very important issues relating to education policy and academic standards. This would also be the first case dealt with by the [British] Inter-University Council [for Higher Education Overseas] in the establishment of a university using a language other than English as the primary medium of instruction. After almost ten months, during which numerous meetings and discussions were held between Cox, Morris and Carr-Saunders representing the British side, and Morgan and Crozier representing Hong Kong, it was finally decided in August 1958 that another university would be established in Hong Kong, and it would be the apex of Chinese education under the two-tier education systems in English and Chinese. [It was] concluded that the proposals and requests raised by the [Chinese Colleges] Joint Council should be given serious consideration.
13. On 2 June 1959, the Hong Kong government officially announced that it was prepared to establish a new university with Chinese as the main medium of instruction. The plan was to start with the funding of the development of the three Colleges, United, Chung Chi and New Asia. More direct in its influence was Fulton's report [entitled *The Development of Post-Secondary Colleges in Hong Kong*] of March 1960, which had been adopted as the blueprint for the establishment of the University. *John Fulton also stressed in the report that the newly-proposed university which adopted Chinese as the medium of instruction should cater to the unique situation of Hong Kong, and its development objective should be to integrate Chinese and Western cultural heritage with modern learning.*
14. *Sir Robert Black stated at the Post-Secondary Colleges Joint Diploma Conferment Ceremony (專上學院統一頒授文憑典禮) in February 1961 that "The Chinese University should not merely introduce and promote Chinese culture, it should aim at amalgamating Chinese culture and modern scholarship, and contributing to the integration of Chinese and Western cultures."*
15. *The Chinese University of Hong Kong was officially founded in October 1963. The name 'Chinese university' had been widely used in the discussions of relevant parties, and in newspapers and government documents ever since the idea of setting up a second university was conceived by the government in 1956. The rationale was that this name best conveyed the University's Hong Kong connection and cultural heritage.*
16. The Chinese University of Hong Kong Ordinance, together with its Statutes, was passed in the Legislative Council and came into effect on [15] September 1963. *The Ordinance declared the establishment of a university with a federal system with Chung Chi College, New Asia College and United College as the constituent colleges and with Chinese as the principal language of instruction. On 17 October 1963, the Governor, [Sir Robert Black,] in his capacity as Chancellor, officiated at the inauguration ceremony of the University.*

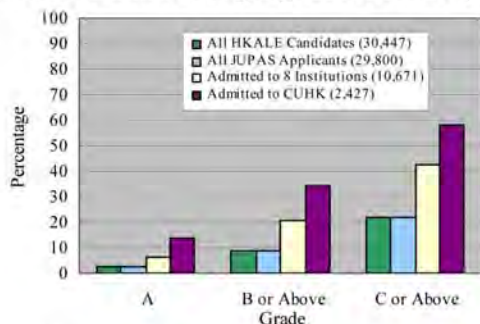
Note: Corresponding parts of the Chinese version which are not found in the English version have been translated into English and printed in italics.

Chinese and English Language Standards of Students Admitted to CUHK in 2003 to 2005

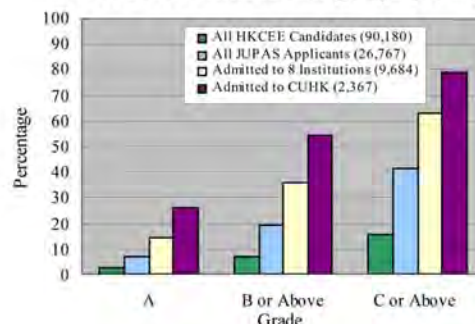
(A) Chinese Language Standard

(1) 2005 Entry

AS Level Chinese Language and Culture (2005)

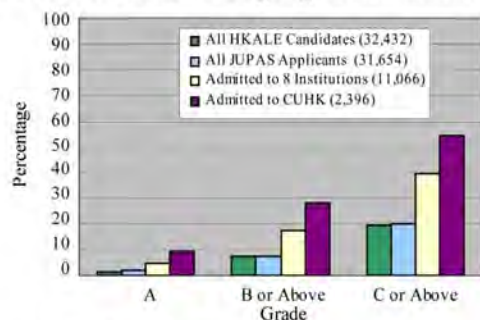


HKCEE Chinese Language (2003)

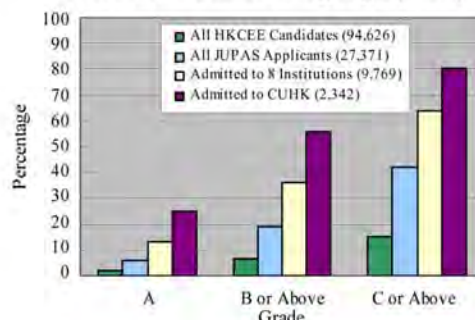


(2) 2004 Entry

AS Level Chinese Language and Culture (2004)

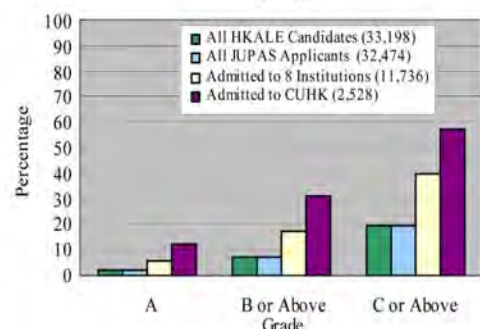


HKCEE Chinese Language (2002)

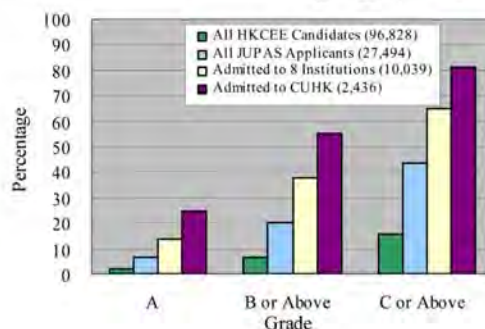


(3) 2003 Entry

AS Level Chinese Language and Culture (2003)



HKCEE Chinese Language (2001)

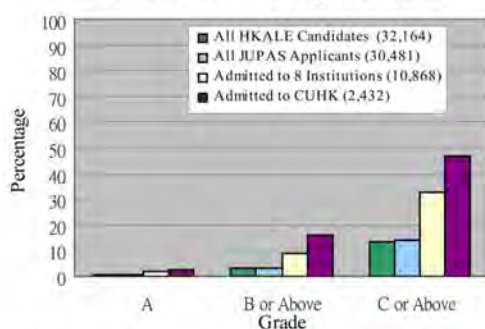


Note: The numbers of students admitted to universities only include Joint University Programmes Admissions System (JUPAS) applicants.

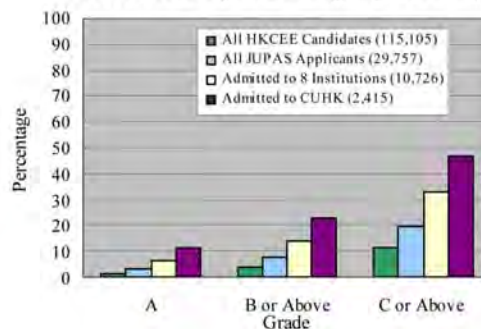
(B) English Language Standard

(1) 2005 Entry

AS Level Use of English (2005)

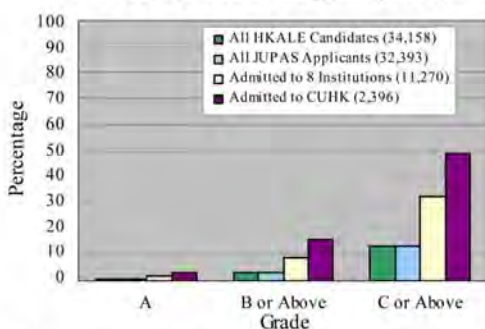


HKCEE English Language (2003)

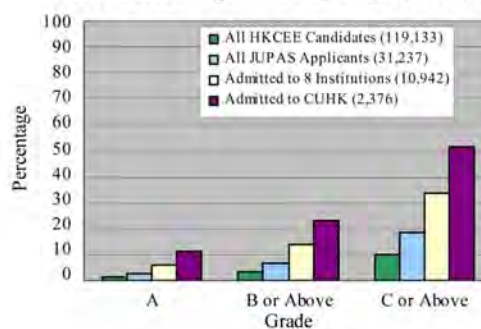


(2) 2004 Entry

AS Level Use of English (2004)

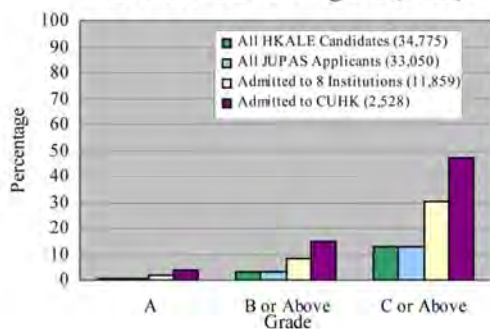


HKCEE English Language (2002)

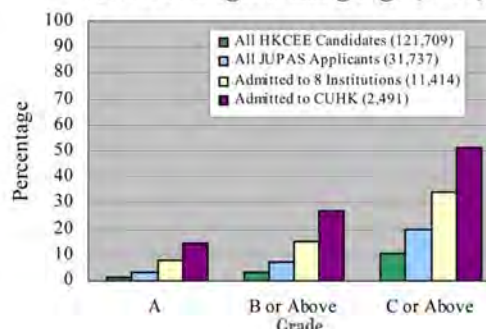


(3) 2003 Entry

AS Level Use of English (2003)



HKCEE English Language (2001)



Note: The numbers of students admitted to universities only include Joint University Programmes Admissions System (JUPAS) applicants.

Compulsory Language Requirement for Undergraduate Students in 2005-06

Table A: For students of the Faculties of Arts, Education and Social Science (excluding those listed in Table C)

S7 Entrants			S6 Entrants			
English	Chinese	Total	English	Chinese	Expository Writing	Total
3 units	3 units	6 units	6 units	6 units	3 units	15 units
<i>Only for mainland students not proficient in Cantonese:</i>						
			6 units	6 units of Chinese and 3 units of Cantonese	3 units	18 units

Table B: For students of the Faculties of Business Administration, Engineering, Medicine and Science (excluding those listed in Table C)

S7 Entrants and S6 Entrants of MB ChB			S6 Entrants (not applicable to MB ChB students)			
English	Chinese	Total	English	Chinese	Expository Writing	Total
3 units	N.A.	3 units	6 units	3 units	3 units	12 units
<i>Only for mainland students not proficient in Cantonese:</i>						
			6 units	3 units of Chinese and 3 units of Cantonese	3 units	15 units

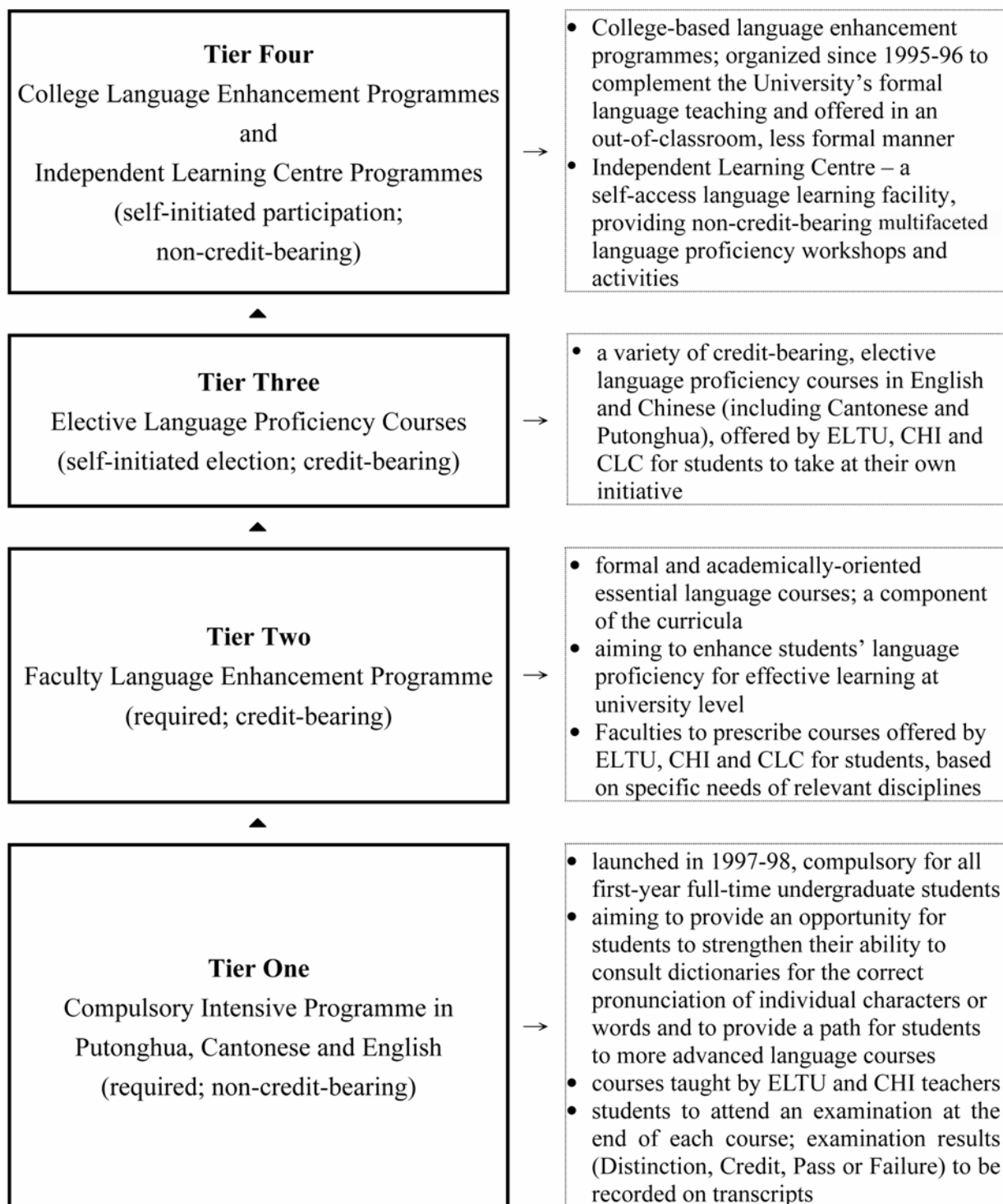
Table C: For (i) students (local and non-local included) of any Faculty who are exempted from the Chinese language requirement for admission by the Senate;
(ii) non-local students of any Faculty who are admitted to programmes that do not prescribe for non-local students (except mainland students) any Chinese language requirement for admission; and
(iii) students of any Faculty who are admitted via JUPAS (i.e. S7 entrants) without Chinese language results

S7 Entrants			S6 Entrants			
English	Chinese	Total	English	Chinese	Expository Writing	Total
3 units	3 or 6 units*	6 or 9 units	6 units	6 or 9 or 12 units*	3 units	15 or 18 or 21 units

* Students will, upon admission, be advised of which Chinese courses to take.

Note: Not including the School of Law which admits students from 2006-07.

Four-tier Structure of Language Enhancement Programme

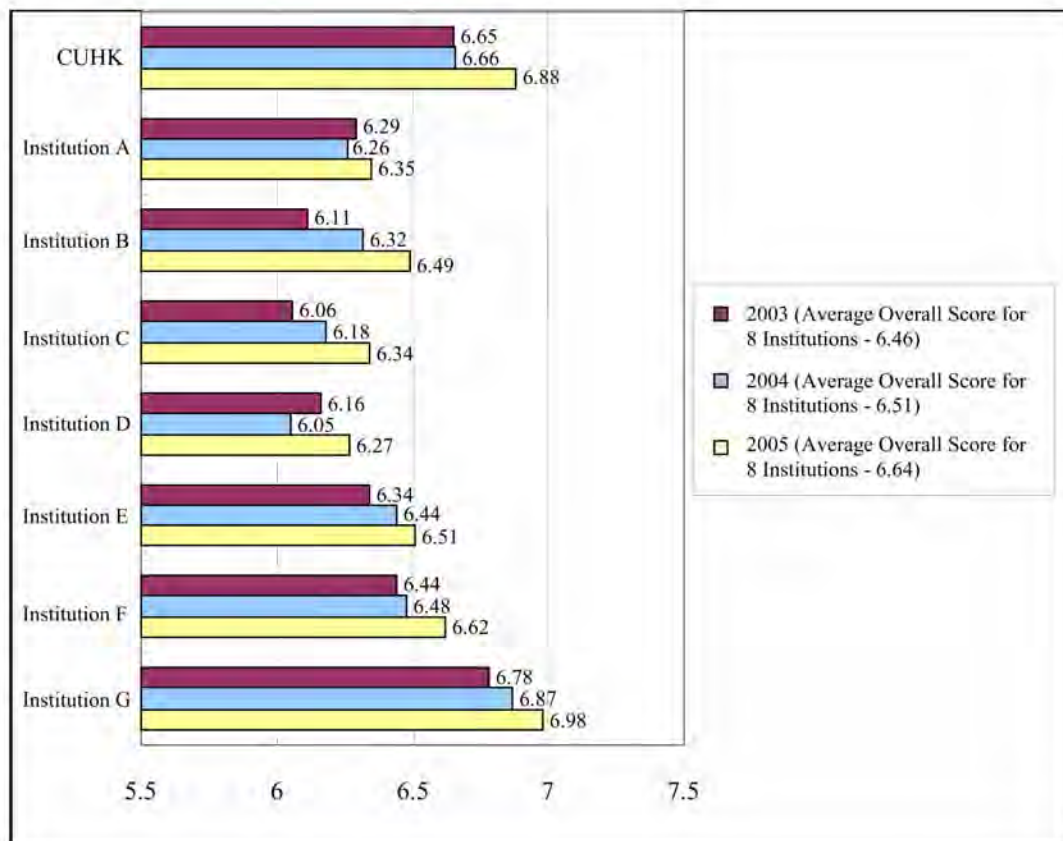


ELTU – English Language Teaching Unit

CHI – Chinese Language Teaching Unit of Department of Chinese Language and Literature

CLC – New Asia Yale-in-China Chinese Language Centre

**2003 – 2005 International English Language Testing System (IELTS) Tests
Average Overall Scores of Participating Final-year
Undergraduate Students in Local Institutions**



Remarks:

- (1) International English Language Testing System (IELTS) is an internationally validated English test managed by the University of Cambridge Local Examinations Syndicate (UCLES), the British Council and the IDP Education Australia. Test centres are set up in more than 100 countries worldwide with over 500,000 candidates participating in the tests each year.
- (2) IELTS adopts a nine-point scale to measure candidates' English language proficiency. A score of 9 indicates proficiency comparable to native English speakers. Those score 7 are considered "good users" who can generally handle complex English well. Those score 6 are considered "competent users" who have a generally effective command of English despite some inaccuracies.
- (3) In the past three years, the average percentages of final-year undergraduate students of the eight institutions who voluntarily participated in IELTS were 51% (2003), 57% (2004) and 55% (2005) respectively.