

Literacy-based Speaking-instruction: A Study on Speaking-instruction in Hong Kong

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In 2001, Hong Kong proposed a brand new curriculum structure at elementary and junior high schools. It is a three-area education structure composed of “key learning areas,” “generic skills,” and “values and attitudes,” emphasizing a strong connection of the three with a good understanding and capability to establish skills cross-field development. Its goal is to achieve an education policy with development of human personality fostered by right values and good attitudes. It’s indeed including a literacy-oriented curriculum and structure. “Speaking” is one of the learning categories in Hong Kong’s Chinese Language study. This article discuss the connection and integrality between the speaking capability, commonality, values and attitudes quoted from curriculum guide and keynote leaning content, suggested by Hong Kong Bureau. As the class contains literacy-based spirits, “speaking” is one of the Chinese examination subject in Hong Kong’s TSA system, which includes “picture-story telling”, “oral reporting”, “team talking,” or “group discussion” under a guidelines established by the literary-oriented principle. Its major purpose is to evaluate student’s speaking capability and communication skill with people. Therefore, teachers of the first graders in a primary school all prepare their clear teaching procedures and targets from cooperation learning and follow a step-by-step training method to promote students’ speaking ability. It is concluded that the content and methodology defined by Hong Kong’s speaking teaching system have developed a completely executable infrastructure which can be a good reference for Taiwan in promoting the literacy-based speaking as well as the related research.

Keywords: Hong Kong, literacy, Chinese education, speaking-instruction

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