

# Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong

## Listening

### Domains and Level Statements

| Domain                    | Sub-domain                                         | Novice                                                                        | Intermediate                                                 |                                                                   | Advanced                                                                   |
|---------------------------|----------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------|
|                           |                                                    |                                                                               | Intermediate Low                                             | Intermediate High                                                 |                                                                            |
| <i>Language Awareness</i> | <i>L1.1 Sound Awareness</i>                        | Awareness of Cantonese as a language different from mother tongue or English. | Awareness of words with the same pronunciation in Cantonese. |                                                                   | Awareness of words with similar pronunciations in Cantonese.               |
|                           | <i>L1.2 Intonation<sup>1</sup> Awareness</i>       | Initial awareness of intonations and <u>moods</u> <sup>2</sup> in Cantonese.  | Awareness of intonations and moods in Cantonese.             |                                                                   | Awareness of functions of <u>mood particles</u> <sup>3</sup> in Cantonese. |
| <i>Language Skills</i>    | <i>L2.1 Understanding Instructions</i>             | Understand <u>simple instructions</u> <sup>4</sup> with support.              | Understand simple instructions.                              | Understand <u>complex instructions</u> <sup>5</sup> with support. | Understand complex instructions.                                           |
|                           | <i>L2.2 Understanding Questions</i>                | Understand <u>simple questions</u> <sup>6</sup> with support.                 | Understand simple questions.                                 | Understand <u>complex questions</u> <sup>7</sup> with support.    | Understand complex questions.                                              |
|                           | <i>L2.3 Understanding Narratives<sup>8</sup></i>   | Understand <u>simple narratives</u> <sup>9</sup> with support.                | Understand simple narratives.                                | Understand <u>complex narratives</u> <sup>10</sup> with support.  | Understand complex narratives.                                             |
|                           | <i>L2.4 Understanding Information<sup>11</sup></i> | Understand <u>simple information</u> <sup>12</sup> with support.              | Understand simple information.                               | Understand <u>complex information</u> <sup>13</sup> with support. | Understand complex information.                                            |
| <i>Affective Attitude</i> | <i>L3.1 Attention in Listening</i>                 | Occasionally stay focused when listening.                                     | Often stay focused when listening.                           |                                                                   | Always stay focused when listening.                                        |
|                           | <i>L3.2 Enjoyment in Listening</i>                 | Occasionally enjoy listening to others.                                       | Often enjoy listening to others.                             |                                                                   | Always enjoy listening to others.                                          |

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## Listening

### Glossary

| Item                    | Explanation                                                                                                                                                                                                                                                           |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Intonation           | The rising or falling pitches indicating the attitudes and emotions of the speaker.                                                                                                                                                                                   |
| 2. Mood                 | The speaker's attitudes towards what is being talked about.                                                                                                                                                                                                           |
| 3. Mood particle        | Usually used at the end of a sentence to express the mood of the speaker. It can also be used in the middle of a sentence to indicate pauses.                                                                                                                         |
| 4. Simple instruction   | Instructions requiring no more than two actions.                                                                                                                                                                                                                      |
| 5. Complex instruction  | Instructions requiring three or more actions.                                                                                                                                                                                                                         |
| 6. Simple question      | (1) Questions about objects which are present. Examples include: "What is this?", "What can you see?", etc.<br>(2) Questions about object features. Examples include: "What size is it?", "How are they different?", etc.                                             |
| 7. Complex question     | (1) Questions about analysis and basic prediction. Examples include: "Where do you think he has gone?", "How do you think she feels?", etc.<br>(2) Questions about reasoning and prediction. Examples include: "What will happen if ...?", "Why did it happen?", etc. |
| 8. Narrative            | Stories or experiences having setting, characters, plots, etc.                                                                                                                                                                                                        |
| 9. Simple narrative     | Stories or experiences having character(s), goal(s) and an ending, but not involving problem(s), conflict(s) or resolution(s); or a part or excerpts of a complex story or experience.                                                                                |
| 10. Complex narrative   | A complete story or experience including setting, characters, goals, problems, actions, resolution, etc.                                                                                                                                                              |
| 11. Information         | Contents related to knowledge, concepts, facts which seldom involve characters or events.                                                                                                                                                                             |
| 12. Simple information  | A statement having one or two pieces of information.                                                                                                                                                                                                                  |
| 13. Complex information | A statement having three or more pieces of information.                                                                                                                                                                                                               |

# Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong Speaking

## Domains and Level Statements

| Domain                    | Sub-domain                                                            | Novice                                               | Intermediate                                                        |                                                                            | Advanced                                                            |
|---------------------------|-----------------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------|
|                           |                                                                       |                                                      | Intermediate Low                                                    | Intermediate High                                                          |                                                                     |
| <i>Language Awareness</i> | <i><b>S1.1 Awareness of Oral Language Functions<sup>1</sup></b></i>   | Initial awareness of oral language functions.        | Basic understanding of oral language functions.                     |                                                                            | Proficient understanding of oral language functions.                |
|                           | <i><b>S1.2 Awareness of Oral Language Conventions<sup>2</sup></b></i> | Initial awareness of oral language conventions.      | Basic understanding of oral language conventions.                   |                                                                            | Proficient understanding of oral language conventions.              |
| <i>Language Skills</i>    | <i><b>S2.1 Answering Questions</b></i>                                | Give simple answers to questions with words.         | Give simple answers to questions with <u>phrases</u> <sup>3</sup> . | Give rich answers to questions with <u>simple sentences</u> <sup>4</sup> . | Give rich answers to questions with <u>sentences</u> <sup>5</sup> . |
|                           | <i><b>S2.2 Narrating Experiences</b></i>                              | Narrate simple experiences with words.               | Narrate simple experiences with phrases.                            | Narrate rich experiences with simple sentences.                            | Narrate rich experiences with sentences.                            |
|                           | <i><b>S2.3 Providing Information</b></i>                              | Provide simple information with words.               | Provide simple information with phrases.                            | Provide rich information with simple sentences.                            | Provide rich information with sentences.                            |
|                           | <i><b>S2.4 Raising Questions or Requests</b></i>                      | Raise simple questions or requests with words.       | Raise simple questions or requests with phrases.                    | Raise complete questions or requests simple sentences.                     | Raise complete questions or requests with sentences.                |
|                           | <i><b>S2.5 Expressing Views or Feelings</b></i>                       | Express simple views or feelings with words.         | Express simple views or feelings with phrases.                      | Express views or feelings with simple sentences in a complete way.         | Express views or feelings with sentences in a complete way.         |
| <i>Affective Attitude</i> | <i><b>S3.1 Enjoyment in Speaking</b></i>                              | Occasionally speak Cantonese.                        | Often speak Cantonese.                                              |                                                                            | Always speak Cantonese in an active way.                            |
|                           | <i><b>S3.2 Manners in Speaking</b></i>                                | Occasionally speak with others in a friendly manner. | Basically speak with others in a friendly and decent manner.        |                                                                            | Speak with others in a friendly and decent manner.                  |

# Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong

## Speaking

### Glossary

| Item                        | Explanation                                                                                                                                                     |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Oral language function   | The function that Cantonese can serve in expressing thoughts and conveying messages.                                                                            |
| 2. Oral language convention | The appropriate use of Cantonese in different contexts.                                                                                                         |
| 3. Phrase                   | A combination of two or more words (as part of a complete sentence).                                                                                            |
| 4. Simple sentence          | A complete sentence having the subject and the predicate, but without additional or modifying information.                                                      |
| 5. Sentence                 | A complete sentence having the subject and the predicate, together with additional or modifying information, such as adjectives and adverbs, conjunctions, etc. |

# Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong Reading

## Domains and Level Statements

| Domain                    | Sub-domain                                                                    | Novice                                                                   | Intermediate                                                                                     |                                                     | Advanced                                                                        |
|---------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------|
|                           |                                                                               |                                                                          | Intermediate Low                                                                                 | Intermediate High                                   |                                                                                 |
| <i>Language Awareness</i> | <i><b>R1.1 Awareness of Chinese Word Features</b></i>                         | Having the awareness that one Chinese character represents one syllable. | Having the awareness that <u>morphemes</u> <sup>1</sup> can be combined to form different words. |                                                     | Having the awareness that words can be combined to indicate different meanings. |
|                           | <i><b>R1.2 Awareness of <u>Print Conventions</u></b><sup>2</sup></i>          | Initial awareness of print conventions.                                  | Basic understanding of print conventions.                                                        |                                                     | Proficient understanding of print conventions.                                  |
| <i>Language Skills</i>    | <i><b>R2.1 <u>Component</u></b><sup>3</sup> and <b>Chinese Characters</b></i> | Identify common components in Chinese characters.                        | Combine common components into Chinese characters.                                               |                                                     | Infer meanings of Chinese characters through components.                        |
|                           | <i><b>R2.2 Text Retelling</b></i>                                             | Retell the text with support.                                            | Retell a small part of the text.                                                                 |                                                     | Retell most of the text.                                                        |
|                           | <i><b>R2.3 Text Read Aloud</b></i>                                            | Read aloud without understanding the text.                               | Read aloud with minimal understanding of the text.                                               | Read aloud with moderate understanding of the text. | Read aloud with proficient understanding of the text.                           |
|                           | <i><b>R2.4 Relating Text to Life Experiences</b></i>                          | Relate text to personal life experiences with support.                   | Relate text to personal life experiences.                                                        | Relate text to life experiences with support.       | Relate text to life experiences.                                                |
|                           | <i><b>R2.5 Understanding <u>Environmental Print</u></b><sup>4</sup></i>       | Understand a small amount of environmental print with support.           | Understand a small amount of environmental print.                                                | Understand much environmental print with support.   | Understand much environmental print.                                            |
| <i>Affective Attitude</i> | <i><b>R3.1 Attention in Reading</b></i>                                       | Occasionally stay focused when reading.                                  | Often stay focused when reading.                                                                 |                                                     | Always stay focused when reading.                                               |
|                           | <i><b>R3.2 Enjoyment in Reading</b></i>                                       | Occasionally take the initiative to read.                                | Often take the initiative to read.                                                               |                                                     | Always take the initiative to read.                                             |

# Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong Reading

## Glossary

| Item                   | Explanation                                                                                                                           |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1. Morpheme            | The smallest meaningful unit, usually a Chinese character in form.                                                                    |
| 2. Print convention    | Conventions of book reading, including the identification of book cover and book title, direction of reading, how to turn pages, etc. |
| 3. Component           | The building blocks of Chinese characters. For example, the character “明” is composed of components “日” and “月”.                      |
| 4. Environmental print | Print in everyday life, such as signs, advertisements, names of stations, restaurant menus, etc.                                      |

# Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong Writing

## Domains and Level Statements

| Domain                    | Sub-domain                                                         | Novice                                                                        | Intermediate                                                            |                                                                     | Advanced                                                                      |
|---------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------|
|                           |                                                                    |                                                                               | Intermediate Low                                                        | Intermediate High                                                   |                                                                               |
| <i>Language Awareness</i> | <i><b>W1.1 Awareness of Functions of Writing<sup>1</sup></b></i>   | Initial awareness of the functions of writing.                                | Basic understanding of the functions of writing.                        |                                                                     | Proficient understanding of the functions of writing.                         |
|                           | <i><b>W1.2 Awareness of Conventions of Writing<sup>2</sup></b></i> | Initial awareness of the conventions of writing.                              | Basic understanding of the conventions of writing.                      |                                                                     | Proficient understanding of the conventions of writing.                       |
| <i>Language Skills</i>    | <i><b>W2.1 Writing Chinese Characters</b></i>                      | Copy Chinese characters with features of shape or strokes.                    | Copy Chinese characters with moderately correct structures and strokes. | Copy Chinese characters with mostly correct structures and strokes. | Write Chinese characters independently.                                       |
|                           | <i><b>W2.2 Written Expression</b></i>                              | Express ideas through writing symbols, simple strokes or invented characters. | Express ideas through writing words.                                    | Express ideas through writing phrases.                              | Express ideas through writing simple sentences.                               |
| <i>Affective Attitude</i> | <i><b>W3.1 Attention in Writing</b></i>                            | Stay focused when others are writing.                                         | Occasionally stay focused when writing.                                 |                                                                     | Often stay focused when writing.                                              |
|                           | <i><b>W3.2 Enjoyment in Writing</b></i>                            | Occasionally take the initiative to express ideas through writing.            | Often take the initiative to express ideas through writing.             |                                                                     | Often take the initiative to express ideas through writing and enjoy writing. |

# Chinese Language Learning Progression Framework for Non-Chinese Speaking Children in Kindergartens in Hong Kong Writing

## Glossary

| Item                     | Explanation                                                                                                                                                                                         |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Function of writing   | The function that writing can serve in expressing thoughts and conveying messages.                                                                                                                  |
| 2. Convention of writing | Conventions of writing in Chinese, including the structure of Chinese characters, direction of writing, consistent spacing between Chinese characters, how to start a new line during writing, etc. |