

雙語政策委員會報告書 諮詢稿

各位校友：

雙語政策委員會於去年二月底成立，由教師代表、學生代表、校友代表、校董代表及大學行政人員等共二十二名組成，工作是檢討，並建議中大應如何維護及優化它的雙語教育傳統，以期在全球化的新形勢下，更能增強同學的語文能力和促進大學的長遠發展。

經過二十一次會議的深入討論，雙語政策委員會報告書諮詢稿業已完成。報告書就中大雙語教育作宏觀及長遠的考慮，提出原則性、策略性及前瞻性的建議，以配合中大和香港獨特的語言環境及優勢。

報告書的諮詢期由二〇〇六年九月七日開始至二〇〇六年十一月十五日結束。其間，委員會與校內有關團體將安排論壇和座談會，聽取教職員、學生與校友的意見（詳情將於稍後公佈），委員會在聽取大家意見後，當對報告書諮詢稿再作檢討，並作必要的修訂。

若閣下對報告書諮詢稿有任何意見或問題，請於二〇〇六年十一月十五日或以前將意見以書面送交委員會收（電郵：bilingualism@cuhk.edu.hk，傳真：2603 7348，郵寄：沙田香港中文大學大學行政樓南座地下秘書處轉交）。

各位大學成員對委員會的工作惠予支持，並給予寶貴意見，使委員會的報告更臻完善，謹代表委員會敬表謝忱。

金耀基

雙語政策委員會主席
二零零六年九月七日

《雙語政策委員會 報告書諮詢稿》 校友諮詢會

校友評議會將於10月21日（星期六）下午3時在中大蒙民偉工程學大樓舉行校友諮詢會。詳情稍後會透過電郵通知各校友，及於校友事務處網頁公佈（www.alumni.cuhk.edu.hk），歡迎校友預留時間，屆時登記出席發表意見。

大學雙語政策委員會

大學在2005年2月成立「雙語政策委員會」，成員組織及委員會工作如下：

【成員組織】

主席：金耀基教授

- 成員：
- 每一學院及法律學院推選的教師各一名
 - 本科生兩名
 - 研究生兩名
 - 中大校友評議會推選的中大校友一名
 - 大學校董會推選的非教職員校董一名
 - 副校長一名
 - 教務長
 - 大學輔導長
 - 大學校長指定的人士不超過三名
 - 其他由本委員會邀請的專家學者

成員及秘書：大學秘書長

【委員會工作】

雙語政策委員會職責為釐清大學有關理念，檢討中大雙語教育的成效，加強和優化雙語優勢以適應高等教育的多元化和國際化趨勢，並建議中大應如何繼續堅持和進一步落實其雙語政策，以達成中大在教育、研究和社會服務各範疇的使命，並就此作出長遠的規劃。旨在使中大在全球化的趨勢下繼續落實和優化其雙語教育，同時也可以為世界其他處於類似環境的大學制訂雙語政策提供參考。

委員會自二〇〇五年四月十四日舉行第一次會議以來，共舉行了二十一次會議，曾考查大學有關雙語政策的文獻，檢討現行的語文政策和語文改善計劃，向各學系主任了解有關本科課程授課語言的現狀，就多項議題深入討論和論證。

委員會現擬就報告書諮詢稿，希望能聽取教職員、學生、校友及其他關心中大人士的意見，再作慎重考慮，然後將報告書定稿，提交大學。

香港中文大學

雙語政策委員會報告書諮詢稿摘要

二零零六年九月七日

1. 香港中文大學(中大)是一所立足香港,面向全中國,在亞太區、在全球追求卓越的研究型綜合大學。本報告書以中大的使命和大學在二十一世紀所面臨的全球化挑戰為出發點,就中大雙語教育作宏觀及長遠的考慮,提出原則性、策略性及前瞻性的建議,以配合香港獨特的語言環境和優勢。

中大雙語教育的使命

2. 中大四十多年來一直堅持中英雙語(兩文三語)的教育方針,雙語教育是中大的特點和優勢,中大雙語教育的政策和目標應維持不變。
3. 中大作為一所融會中西文化的大學,在當今歷史和社會環境中有它的特殊文化使命。國際化是今天世界發展的大趨勢,所以中大必須加強它在國際上的競爭力,這對中大學生的出路及大學的發展無比重要。中大要面向國際,就不能忽視英語是國際語言這個事實。中大應透過雙語政策促進多元文化交流和擴闊學生的國際視野,同時也應正視它在香港及全國所承擔的使命與責任,在國際化的發展中,繼續維護和發展本國的文化及語言。

雙語(兩文三語)的界定

4. 中大使用的雙語與香港教育界常說的「兩文三語」接近,即中文和英文書面語,和粵語、普通話和英語三種口語。粵語是本地社群語言,普通話是全國通用語言及全球華人社會共同語言,英語是國際語言,也是國際商業及專業用語。中大以此為基礎發展其雙語教育。

授課語言

5. 授課語言應從多方面理解:包括課堂講課、閱讀材料/參考資料、導修討論、專題研究/課堂報告、實驗/實習/臨床、習作/考試、個別指導等。
6. 授課語言應配合學科性質、專業需要、學生及教師的語言習慣、能力與文化背景,以及實際運作,靈活處理,以達到教學的最佳效果為目的。各學系採用粵語、普通話及英語作為授課語言的比例可以不同。
7. 至於課堂講課用語,應根據學科性質,由各有關學系系務會按以下原則決定:
 - 7.1 普世性的科目如自然科學、生命科學及工程科學等課程,原則上用英語講課;
 - 7.2 涉及中國文化、社會及歷史的科目,原則上用中文講課,並按實際需要適當增加普通話講課的比例;同時亦應開設若干用英語講授的中國文化、社會及歷史科目,供母語非中文或有興趣的學生修讀;及
 - 7.3 帶本地文化色彩和涉及本地社會政治的科目,以及討論人生哲理的科目,原則上用粵語講課。
8. 各學系應在學生選課資料上清楚註明每科/組的課堂講課用語,用語經公佈後原則上不應更改,以免對已選課的學生不公。
9. 大學應維持現有規定,學系或課程如決定招收只能用普通話或英文有效地修課的學生,則必須提供足夠科目,用普通話或英文教授,讓這些學生可按時完成學業。倘若有關學系不能作出承諾,便不應錄取只能用普通話或英文有效地修課的學生。
10. 通識教育課程一般用中文(粵語及普通話)講課。本地學生用中文學習通識科目,在文化及個人身份認同、道德修養等方面發展

會有較大裨益;有關西方文化及普世性科目,亦可靈活使用英語講課。但通識課程內每一個範疇,須開設足夠的用英語講課的科目,供母語非中文或有興趣的學生修讀。

入學語文要求

11. 學生入讀中大須達到本科課程入學規則指定的中英雙語水平,即使有學生經教務會特別考慮而獲豁免入學的語文要求,入讀後仍須達到所需標準,例如修讀指定的語文科目並取得合格成績,方可完成學業。

中英語文離校試

12. 大學應繼續鼓勵學生參加國際英語水平測試(IELTS)及獲國家語委審定的普通話水平測試,作為衡量學生語文水平的指標。

本科課程內的語文提升計劃

13. 大學應重新評估現行的四重架構語文提升計劃的教學成效,檢討有關教學單位之間的協調和統籌,以求善用資源,在推行政策及措施時更能互相配合。
14. 大學應加強學生普通話聽、說能力的訓練,及對繁、簡體字的認識,以應付學習及就業的需要。
15. 如時間及資源許可,大學應在學生入讀本科課程前提供密集式語文訓練,供有需要的新生修讀。

語文學分規定

16. 恢復四年制後,中、英語文要求可由現時三至六學分增加至十二至十五學分,例外情況可酌情處理。屆時,大學可參照從前大一語文課程的安排,加入具有文化內涵的人文教材,提高學生對中國文化及世界多元文化的認識。

其他

17. 大學在全球徵聘教授,學術成就是甄選的首要條件;校內教師升遷評審的標準,亦當以教學、研究和服務為主。授課語言能力,固然是考慮因素之一,但大學不應因其不諳中文或英文而摒棄人才。
18. 大學可在學業成績單加入學習概覽,記錄學生各項校內外語文測試的成績,以及其他與語文有關的課外活動。
19. 中大在行政管理方面大體是雙語兼用,這個優良傳統值得堅持。
20. 學生生活活動應多用兩文三語,校園服務單位如餐廳、書店、銀行、超級市場等亦應提供雙語服務。
21. 在教務會之下應設立優化雙語教育委員會,負責統籌、檢討、改進及推廣中大的雙語教育政策,並督導各有關部門執行大學的雙語教育政策。
22. 整體上,中大應營造一個優化的雙語環境,以加強學生的中英雙語能力。大學在執行各項建議時,應循序漸進,並容許有一定的過渡期。
23. 配合大學雙語政策,學生的學習主動性亦十分重要,他們應積極主動學習語文,並善用大學提供的課程、設施及資源,進一步提高語文水平。

The Chinese University of Hong Kong
Draft Report of the Committee on Bilingualism
Executive Summary
(7 September 2006)

1. The Chinese University of Hong Kong (CUHK) is a research-oriented comprehensive university based in Hong Kong, serving the nation as a whole and striving for excellence at the regional and international levels. Given the mission of CUHK and the challenges of globalization in the twenty-first century, this report considers bilingual education at CUHK from a broad and long-term perspective, and recommends a set of forward-looking and strategic principles that align with the unique linguistic environment and strengths of Hong Kong.

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”), adopted by CUHK for the last four decades, is a distinctive characteristic and strength of the University. The policy on bilingual education at the University and its objectives should remain unchanged.
3. As a university that integrates Chinese and Western cultures, CUHK has a unique cultural mission in the current historical and social milieu. The University must be responsive to the global trend of internationalization, and must strengthen its competitiveness in the international arena. This is of paramount importance to the future of its students and to the University’s development. To be globally competitive, the University must acknowledge the importance of English as an international language. It should foster multicultural exchange and cultivate a cosmopolitan outlook among its students through a bilingual policy. At the same time, the University must also honour its mission and responsibility towards Hong Kong and the nation, and continue to preserve and promote the nation’s culture and language in the course of internationalization.

Definition of Bilingualism (*liangwen sanyu*)

4. 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”) means spoken Cantonese (*Yueyu* 粵語), Putonghua (普通話) and spoken English (*Yingyu* 英語). 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 the business and the professional worlds. It is on the basis of this understanding that CUHK develops its bilingual education.

Language of Instruction

5. 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 the language used in reading / reference materials, discussions at tutorials, projects or class presentations, laboratory / practicum / clinical sessions, assignments and examinations, as well as individual supervision.
6. To optimize the effectiveness of teaching and learning, the choice of language of instruction should allow for flexibility, taking into account the nature of the academic subject, professional requirements, the language habits, competence and cultural backgrounds of the students and teachers concerned, and practical needs. There can be variation among Departments in the proportion of use of Cantonese, Putonghua and English.
7. The language used at lectures should be set by the respective Boards of Departments in accordance with the following principles, based on the nature of the academic subject:
- 7.1 For academic subjects of a universal nature, such as the natural sciences, life sciences and engineering, English will, in principle, be used at lectures;
 - 7.2 For subjects related to Chinese culture, society and history, Chinese will, in principle, be used at lectures. The use of Putonghua at lectures should be increased in accordance with actual need. There should also be courses in Chinese culture, society and history that are taught in English, for non-Chinese-speaking or interested students; and
 - 7.3 For subjects related to local culture, society and politics, and those related to philosophy of life, Cantonese will, in principle, be used at lectures.
8. 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 subsequently, to avoid unfairness to students already enrolled.
9. The University should maintain the current requirement that if a Department or Programme decides to recruit students who can only study effectively in Putonghua or English, it must guarantee that sufficient Putonghua- or English-medium courses are offered so that these students can complete their studies on time. Departments that cannot make this guarantee should not admit such students.

10. Lectures for General Education (GE) courses are in general conducted in Chinese (Cantonese and Putonghua). The use of Chinese for GE lectures is more conducive to cultivating an awareness of cultural and personal identity among local students, as well as their sense of ethics and morality. For GE courses related to Western civilization or subjects of a universal nature, lectures could be conducted in English. Nonetheless, for each area of the GE curriculum, there should be an adequate offering of courses taught in English for non-Chinese-speaking or interested students.

Language Requirements for Admission

11. To be admitted to CUHK, students must attain prescribed levels of competence in Chinese and English as specified in the regulations governing admission to undergraduate studies. Students who are exempted by the Senate from these language requirements under special circumstances must also attain a prescribed level of competence during their studies at the University, such as by completing specified language courses and passing the relevant examinations, in order to fulfil the curriculum requirements for graduation.

Exit Tests for Chinese and English

12. The University should continue to encourage its students to participate in the International English Language Testing System (IELTS) tests and the Putonghua proficiency tests organized by the China State Language Commission. Test results serve as indicators of linguistic proficiency in Chinese and English.

Language Enhancement Programme for Undergraduate Studies

13. The University should evaluate the effectiveness of the current four-tier language enhancement programme and review the coordination among all Chinese and English language teaching units concerned to ensure optimal use of resources and coordination among units in policy formulation and implementation.
14. 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.
15. Time and resources permitting, the University should provide intensive language training for new entrants who need assistance, before they begin their university studies.

Credit Unit Requirements of Language Courses

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

Others

17. Faculty at 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 limitation in either language.
18. The University can set up a learning profile in student transcripts to record internal and external language test results and language-related extracurricular activities.
19. The fine tradition of using both Chinese and English in university administration should be maintained.
20. The use of *liangwen sanyu* should be enhanced in student activities. Service units on campus, such as restaurants, bookstores, the bank and the supermarket, should also provide bilingual services.
21. A Committee on Language Enhancement should be established under the Senate to coordinate, review, improve and promote the policy on bilingual education at CUHK, and to supervise the units and departments concerned in carrying out the University’s policy on bilingual education.
22. On the whole, CUHK should cultivate an enhanced bilingual environment that is conducive to the enhancement of students’ Chinese and English proficiency. The University should implement the recommendations in phases, allowing for periods of transition.
23. To complement the University’s policy on bilingualism, it is important that students take the initiative to improve their language proficiency and make good use of the University’s course offerings, facilities and resources.

