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Evaluating the Mandarin-taught Chinese class and Cantonese-taught Chinese class in terms
of the reading and writing proficiency of Primary Students in Hong Kong

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Abstract

This paper investigates opinions on the application of both Cantonese and Mandarin-taught Chinese class given by several reports, articles and journals. The sources, however, have polarization between the two mediums of instruction. Tian (2012) suggests that Mandarin can better uplift the overall Chinese proficiency of students, allowing them to be more familiar with the Standard Chinese system. Other sources have obstacles towards the teaching efficiency, as well as the cultural background of Mandarin. Those who argue against Mandarin-taught Chinese class do not have confidence in the apparent difference between the two types of Chinese class. This paper examines several research articles and journals that counter against Tian (2012) and supports Cantonese-taught Chinese class in primary schools so as to get a comprehensive access to the benefits and drawbacks of the two languages as the medium of instruction in Chinese class in terms of the literacy of primary school students.

Keywords Mandarin-taught Chinese, Cantonese-taught Chinese, primary school students

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Evaluating the Mandarin-Taught Chinese Class and Cantonese-Taught Chinese Class In Terms of the Reading and Writing Proficiency of Primary Students in Hong Kong

There has been a presumption of the superiority of Mandarin-taught Chinese class in terms of literacy of students in Hong Kong, particularly in reading and writing ability. The territory government has also been investigating the effectiveness of Mandarin as the medium of instruction in primary Chinese education in Hong Kong local schools. Of which, Tian (2012) reflects optimistically on this issue due to the resemblance of diction and syntax of Mandarin with Standard written Chinese.

However, revealing the outstanding reading literacy of Hong Kong students, the latest report from the Progress in International Reading Literacy Study (PIRLS) has stirred up some discussions in the territory. What heats up the debate is that receiving dialectic primary Chinese education though most native Cantonese schoolkids are, they, surprisingly, outrank the Taiwanese elementary students, who have been immersed in the Mandarin speaking environment for ages (謝錫金, 2016.) The previous presumption of Mandarin-Chinese education has now been reconsidered. The following literature, most but not all, do not give credits to it. In fact, little changes could Mandarin-Chinese education make in terms of brushing up the literacy of local primary students in Hong Kong.

As the fundamental education for young language learners, reading and writing trainings are adopted in Hong Kong. Of which, two types of reading materials are consisted, namely classical Tang poetry and modern Chinese works from Taiwan, China and Hong Kong. For the training of writing, different styles of writing such as short stories, informal letters and argumentative essays are included.

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Literature Review

In Tian (2012), Mandarin is claimed to be helpful in diction and syntax in which is beneficial to students in the development of reading and writing. First, the correspondence of diction between Mandarin and written Chinese, together with the use of the colloquial Mandarin terms during lessons can boost the vocabulary bank of students. Second, the resemblance of syntax between Mandarin and written Chinese give students an edge to understand the regular structures and grammar of standard Chinese. Mandarin has great consistency with Mandarin in morphemes, words, phrases, clauses and sentences (Tian, 2012,) a wide range of grammatical sentence structures could then be learnt, thereby increasing the understanding of text reading and the writing proficiency of students.

Tian (2012) also mentioned that Cantonese-taught Chinese class in Hong Kong will undermine the writing proficiency of students due to the disparity of syntax between Cantonese and written Chinese. First, Cantonese in Hong Kong has been greatly influenced by the English system since the colonial era. Second, ungrammatical features in written Chinese are grammatical in Cantonese. For example, adverbs can be applied to describe nouns and noun clauses. Another example is that nouns can replace verbs in a sentence (Tian, 2012.) Together with the dialectic word combinations appear in spoken Cantonese, confusion of word orders may occur in the writing of primary students, which reveals the setbacks of Cantonese-Chinese education.

Lai (2010) suggests that Mandarin-taught Chinese class will undermine the literacy of students due to the prime difference between Mandarin and Cantonese, in which is the phonological disparity. Schools may pay most attention in training listening and speaking proficiency, whilst neglecting the teaching quality of reading and writing. The lack of language application may result in the declining efficiency of language learning (Lai, 2010.)

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Tang (2008) observed that Mandarin-taught Chinese could not boost the overall literacy of primary students in Hong Kong. The writing proficiency of students can be examined by several criteria such as content, organization, creativity, and the use of language (Tang, 2008.) Using Mandarin as the medium of instruction may standardize the sentence structures and the use of vocabulary of students. It is, however, not helpful in other aspects. The minor effect that the Mandarin makes results in the unobvious progress of Chinese proficiency of primary students.

Tse, Lam, Loh, & Lam (as cited in Tang, 2008, p. 5) has done an experiment comparing the reading proficiency of Cantonese and Mandarin-taught students. The result shows that the local Cantonese students who received Cantonese-Chinese education had better reading ability than that of the native Mandarin students who received Mandarin-Chinese education in China. This shows that Mandarin in Chinese class does not necessarily link to the improvement of students in reading ability, and even Chinese language proficiency (as cited in Tang, 2008, p. 5.)

Another experiment done by Ko (2012) is about the effect of Mandarin in Chinese writing training. In the investigation, psychological description was taught to five classes of primary 4 students, with one class of them receiving Mandarin-Chinese lessons. After a cycle of teaching, the students were told to create an extension for a story. The Mandarin class has 36% of the increase in psychological description appeared in their writings, whilst the highest progress was made by the Cantonese-Chinese class, with 53% of the increase, with another Cantonese-Chinese class having 36% of increase as well. Since psychological description in story extension involves logic, creativity, as well as imagination, this could better reflect the actual writing ability of students apart from the examination on the use of syntax and vocabulary. The results, naturally, shed light on the higher effectiveness of Cantonese-

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Chinese teaching with the involvement of different writing requirements (Ko, 2012, p. 11.)

The report from the Standing Committee on Language Education and Research (2003) has also elucidated that Mandarin-Chinese education will violate the Chinese proficiency of primary students. Different investigations were carried out to evaluate the effectiveness of both Mandarin and Cantonese-Chinese education. The results demonstrate that the overall Chinese proficiency of the students who received Mandarin-Chinese education was worse than that of the students who received Cantonese-Chinese education (“提升香”, 2003, p. 32.) This proves that Mandarin-taught Chinese class might not have dominance in uplifting the Chinese proficiency of students.

Method

In the purpose of pursuing a rather comprehensive result for the investigation, an online survey was carried out to collect data from people about their opinion and experience towards the two sorts of Chinese teaching language.

The survey was spread via social applications with 201 native Cantonese people reached. Each participant was required to answer 2 to 20 questions in which related to the reading and writing proficiency of primary students in Hong Kong after experiencing Cantonese or Mandarin-Chinese education.

Results

The results show that Cantonese-Chinese education in primary school has more support from the general public. First, more than 93% of the participants prefer Cantonese-taught Chinese class rather than the mandarin one. Second, more than 80% of the people who had Cantonese-taught Chinese class reflected that it was beneficial to the improvement in the overall Chinese proficiency, whilst only 12% of the people who had experienced Mandarin-

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taught Chinese class affirmed the positive effects of the class. Reasons for this phenomenon will be addressed in the following section.

First, Cantonese has better teaching efficiency in reading training. More than 97% of the participants reflected that Cantonese-Chinese education in primary school improves their reading ability, 59% of them even shown their agreement to their fullest. It is because the familiarity of students to the language increases the understanding of students about the lessons. 81% of the participants agree that Cantonese helps them understand the instruction from the teacher better, with another 78% of the people affirm the help of Cantonese in the understanding the reading materials. In contrast, more than half of the participants reflected that Mandarin hinders the development of their reading ability, with 61% of them having a strong agreement in it. It is mainly due to the obstruction of analyzing the reading materials. In conclusion, the participants tend to give credits to the Cantonese-Chinese teaching in terms of the effectiveness in primary reading training.

Second, Cantonese has better teaching efficiency in writing training. Nearly 90% of the participants reflected that Cantonese-Chinese education improves their writing ability, with 56% of them shown their agreement to the fullest. The prime reason for this result is that the familiarity of the language helps them create solid and logical content in their writings. Most of the people in the survey also mentioned that Cantonese is beneficial in building and utilizing vocabulary. In contrast, only 47% of the participants who have experienced Mandarin-Chinese education affirmed the positive teaching effect in elementary writing training. Most of the participants reflected that Mandarin obstructs them from improving the use of diction and syntax. As a result, it is generally agreed that Cantonese-Chinese education has better efficiency in primary Chinese writing training.

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Discussion

Tian (2012) stated that the consistency in diction and syntax of Mandarin with written Chinese helps uplift the reading and writing ability of primary students. The claim is supported by the references in which distinguished the disparity of Cantonese and Mandarin. However, it might have several limitations in proving the drawbacks of Cantonese-education in observance of the discrepancies between the claims and the actual results obtained from other sources and the online survey.

Limitations of These Studies

A few limitations occur due to the unfamiliarity of the reading materials of Hong Kong primary education, neglect of the resemblance of Cantonese and the language in ancient China, as well as the overestimation of the ability of primary students to identify written Chinese and spoken Cantonese. Each of the constraints will be re-examined and explained in the following discussion.

Unfamiliarity of the reading materials. First, the author is from Mainland China and did not cite sources about Hong Kong primary textbooks. We may expect that the author has little understanding in the current curriculum of primary Chinese education in Hong Kong. This may result in the discord of conclusion between her argument and the actual reality. Tian (2012) claims that the switch of the medium of instruction into Mandarin helps students improve their reading ability due to the use of Mandarin colloquial language in class. It, however, might not be pragmatic in the case of Hong Kong primary education. Most of the reading materials, particularly in junior primary, are written by local Hong Kong authors. Teachers might find difficulties in teaching when translating the Hong Kong local terms into Mandarin colloquial language. For example, the translation of cheese is widely called as 芝士 in Cantonese, whilst the Mainland writers tend to adopt the translation 乳酪. However, 乳酪

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has another meaning Hong Kong in which describes the yoghurt. The disparity of diction might confuse students in text reading, which might lead to the adverse effects to the improvement of reading ability in students in lieu of the benefits that Tian (2012) addresses in the above.

Neglect of Cantonese semantics. The author might overlook the multiple meanings of words in Cantonese in which are reserved from the ancient Chinese literature. According to Tian (2012,) she states that the consistency of diction between Mandarin and written Chinese is the standard form of Chinese system. This claim, however, does not apply to the learning of Tang poetry in primary school. As mentioned, ancient Chinese classics play an important role in Hong Kong Chinese education, the ability to understand the ancient Chinese language should be taken into account when evaluating the reading ability of students. Some words in Cantonese are acquitted from the ancient Chinese system. For example, 走 in Cantonese and ancient Chinese can mean both “to walk” and “to run,” while it only means “to walk” in Mandarin and modern standard Chinese system (“粵語中,” 2010.) Another example is that the word 憎 in Cantonese and ancient Chinese can mean both “to loathe” and to “to dislike,” while it only means “to loathe” in Mandarin and modern standard Chinese system (“粵語中,” 2010.) The resemblance in the semantics of Cantonese and ancient Chinese helps students recall their mother tongue when reading and analyzing the ancient poetry, hence aids them better in improving the understanding of the texts as well as the reading ability.

Overestimation of ability. The author might overestimate the ability of primary students to identify written Chinese and spoken Cantonese, which may lead to the confusion of the two language systems. The overestimation could be observed through the absence of sources in which evaluate the first language ability of the primary students in Hong Kong. Primary students do not receive regular first language training but apply it in daily life for

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language acquisition. It is also suggested that a person needs ten years to develop their first language to its fullest (呂偉白, 2014.) The elimination of language training in the midst of primary education might hinder the access of Cantonese, together with the adoption of Mandarin during Chinese class, students with inadequate first language acquisition might mix up the syntax and diction between the two languages. For example, they might express “我走先” into “我先走” in daily conversation, or the opposite in their written Chinese works. The absence of fundamental first language training results in the confusion between languages and might reveal in the written and spoken form of language. The mixed-use of languages caused by the overestimation might bring adverse impacts to the expression of students, particularly in writing ability.

Conclusions and Further Study

In order to improve the reading and writing ability of students, it is essential to decide the medium of instruction carefully. It is suggested that two of the languages have their own advantages in boosting the literacy of primary students, but more importantly, the ability and the first language of the students should also be taken into account. Given the fact that most Hong Kong primary students are native in Cantonese, it will be more effective and beneficial to uplift their literacy by using Cantonese as the medium of instruction. Not only can it brush up the ancient Chinese knowledge of students, but it can also develop writing ability on top of the standardization of diction and syntax. As the Cantonese-Chinese primary education is widely supported by the general public, it is important to investigate the impacts of Cantonese-Chinese education in all the four aspects of language teaching and compare it to the Mandarin one so as to gain full access to both languages as the medium of instruction in Chinese language.

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Appendix A

Consent form

Items for inclusion in the Consent Forms

Title of the study

Evaluating the Mandarin-taught Chinese class and Cantonese-taught Chinese class in terms of the reading and writing proficiency of Primary Students in Hong Kong

Information of the Principal Investigator / Researcher

Name: Ka Wing, CHAN

Post Title: Undergraduate student

Department/Unit: Linguistics and Translation

Institution: City University of Hong Kong

Contact Information: kwchan526-c@my.cityu.edu.hk

Invitation to participate

Hello! I am a year one student from the Department of Linguistics and Translation in City University of Hong Kong. We are currently working on a research so as to evaluate and compare the teaching efficiency of both Mandarin and Cantonese- taught Chinese class in primary school. It will be appreciated if you could spend 5 minutes on this questionnaire in aid of our data collection. Thank you very much!

Description of the study

- Purpose: The survey aims to collect opinions from the general public who are above 18 and use Cantonese as their native language about their views towards the Mandarin-Chinese education in primary school.
- Procedures: An online questionnaire will be spread via mobile applications such as WhatsApp, Facebook Instagram and Line. Each participant will have to answer 2- 20 questions in which related to the reading and writing proficiency of primary students in HK after having Cantonese or Mandarin-taught Chinese class. Data will be recorded and presented via Google form.
- Participant's time involvement / commitment: Each participant will have to spend less than 5 minutes to complete the questionnaire.

Risks and Benefits

- (i) Potential risks/discomforts and their minimization: No risks will be involved
- (ii) Potential benefits: No benefits will be involved

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Participant's Right - Participation and withdrawal

The completion of the questionnaire is entirely voluntary and that you have the right to withdraw from the study any time without any negative consequences, penalty, or loss of benefits to which you are otherwise entitled.

Privacy and Confidentiality

Any information that is obtained in connection with the study will be used for research purpose only. The identifiable information or identity of the participant will remain confidential and will not be disclosed. Data collected will only be used for the investigation. The supervisor and the researcher will be the only two who have access to it.

The result will be reported as group results and is unavailable to participants and third parties.

Questions and concerns

For further concerns and enquire, please feel free to reach us.

Supervisor: Dr. C.-Y, Edwin Tsai

Email address: cytsai@cityu.edu.hk

Student researcher: Ka Wing CHAN

Email address: kwchan526-c@my.cityu.edu.hk

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Appendix B

Survey

Evaluating the Mandarin- taught Chinese class and Cantonese- taught Chinese class in terms of the reading and writing proficiency of primary students in Hong Kong

Hello! I am a year one student from the Department of Linguistics and Translation in City University of Hong Kong. We are currently working on a research so as to evaluate and compare the teaching efficiency of both Mandarin and Cantonese- taught Chinese class in primary school. It will be appreciated if you could spend 5 minutes on this questionnaire in aid of our data collection. Thank you very much!

1. What is your age? 你的年齡是 ?
 18-22
 23-40
 40<
2. Are you a Native Cantonese speaker? 你的母語是粵語嗎 ?
 Yes 是
 No 不是
3. Have you experienced Cantonese- taught Chinese education in primary school? 你在小學的時候試過上粵語授課的中文課嗎 ?
 Yes 有
 No 沒有
4. To what extent do you think Cantonese- Chinese teaching benefits your improvement in your overall Chinese proficiency? 你在多大的程度上認為粵語授課的中文課有助於提高你整體的中文水平 ?
 Least 1 2 3 4 5 Most
5. In what way do you think the Cantonese- Chinese teaching affects your Chinese reading proficiency? 你認為粵教中怎樣影響你的中文閱讀能力 ?
 Improves your reading ability 提升你的閱讀能力
 Hinders the development of your reading ability 窒礙你發展閱讀能力
6. In what way do you think the Cantonese- Chinese teaching affects your Chinese writing proficiency? 你認為粵教中怎樣影響你的中文寫作能力 ?
 Improves your writing ability 提升你的寫作能力

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Hinders the development of your writing ability 窒礙你發展寫作能力

7. How does Cantonese Chinese teaching improve your reading ability? 粵教中如何提升你的中文閱讀能力？

Helps understand the reading materials better 幫助你更了解閱讀材料

Helps understand the instruction from the teacher better 幫助你更了解教師的指示

Helps analyse the reading materials better 幫助你更好地分析閱讀材料

8. To what extent do you think Cantonese Chinese teaching improves your reading ability? 你在多大程度上認為粵教中提升了你的閱讀能力？

Least 1 2 3 4 5 Most

9. How does Cantonese Chinese teaching hinder the development of your reading ability? 粵教中如何窒礙你的中文閱讀能力？

Obstructs you from understanding the reading materials 窒礙你了解閱讀材料

Obstructs you from understanding the instruction from the teacher 窒礙你了解教師的指示

Obstructs you from analysing the reading materials 窒礙你分析閱讀材料

10. To what extent do you think Cantonese Chinese teaching hinders the development of your reading ability? 你在多大程度上認為粵教中窒礙了你的閱讀能力？

Least 1 2 3 4 5 Most

11. How does Cantonese Chinese teaching improve your writing ability? 粵教中如何提升你的中文寫作能力？

Helps build and utilise vocabulary 有助於增加及運用生字

Helps create solid and logical content 有助於建立紮實及合邏輯的內容

Helps boost up imagination 有助於提升想像力

Helps improve the use of diction and syntax 有助於改善用字及句子結構

12. To what extent do you think Cantonese Chinese teaching improves your writing ability? 你在多大程度上認為粵教中提升了你的寫作能力？

Least 1 2 3 4 5 Most

13. How does Cantonese Chinese teaching hinder the development of your writing ability? 粵教中如何窒礙你的中文寫作能力？

Obstructs you from building and utilising vocabulary 窒礙你增加及運用生字

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Obstructs you from creating solid and logical content 窒礙你建立紮實及合邏輯的內容

Obstructs you from boosting up imagination 窒礙你提升想像力

Obstructs you from improving the use of diction and syntax 窒礙你改善用字及句子結構

14. To what extent do you think Cantonese Chinese teaching hinders the development of your writing ability? 你在多大程度上認為粵教中窒礙了你的寫作能力？

Least 1 2 3 4 5 Most

15. Have you experienced Mandarin- taught Chinese education in primary school? 你在小學的時候試過上普通話授課的中文課嗎？

Yes 有

No 沒有

16. To what extent do you think Mandarin- Chinese teaching benefits your improvement in your overall Chinese proficiency? 你在多大的程度上認為普通話授課的中文課有助於提高你整體的中文水平？

Least 1 2 3 4 5 Most

17. In what way do you think the Mandarin- Chinese teaching affects your Chinese reading proficiency? 你認為普教中怎樣影響你的中文閱讀能力？

Improves your reading ability 提升你的閱讀能力

Hinders the development of your reading ability 窒礙你發展閱讀能力

18. In what way do you think the Mandarin- Chinese teaching affects your Chinese writing proficiency? 你認為普教中怎樣影響你的中文寫作能力？

Improves your writing ability 提升你的寫作能力

Hinders the development of your writing ability 窒礙你發展寫作能力

19. How does Mandarin- Chinese teaching improve your reading ability? 普教中如何提升你的中文閱讀能力？

Helps understand the reading materials better 幫助你更了解閱讀材料

Helps understand the instruction from the teacher better 幫助你更了解教師的指示

Helps analyse the reading materials better 幫助你更好地分析閱讀材料

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20. To what extent do you think Mandarin Chinese teaching improves your reading ability? 你在多大程度上認為普教中提升了你的閱讀能力?
Least 1 2 3 4 5 Most
21. How does Mandarin-Chinese teaching hinder the development of your reading ability? 普教中如何窒礙你的中文閱讀能力?
Obstructs you from understanding the reading materials 窒礙你了解閱讀材料
Obstructs you from understanding the instruction from the teacher 窒礙你了解教師的指示
Obstructs you from analysing the reading materials 窒礙你分析閱讀材料
22. To what extent do you think Mandarin Chinese teaching hinders the development of your reading ability? 你在多大程度上認為普教中窒礙了你的閱讀能力?
Least 1 2 3 4 5 Most
23. How does Mandarin Chinese teaching improve your writing ability? 普教中如何提升你的中文寫作能力?
Helps build and utilise vocabulary 有助於增加及運用生字
Helps create solid and logical content 有助於建立紮實及合邏輯的內容
Helps boost up imagination 有助於提升想像力
Helps improve the use of diction and syntax 有助於改善用字及句子結構
24. To what extent do you think Mandarin Chinese teaching improves your writing ability? 你在多大程度上認為普教中提升了你的寫作能力?
Least 1 2 3 4 5 Most
25. How does Mandarin Chinese teaching hinder the development of your writing ability? 普教中如何窒礙你的中文寫作能力?
Obstructs you from building and utilising vocabulary 窒礙你增加及運用生字
Obstructs you from creating solid and logical content 窒礙你建立紮實及合邏輯的內容
Obstructs you from boosting up imagination 窒礙你提升想像力
Obstructs you from improving the use of diction and syntax 窒礙你改善用字及句子結構

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26. To what extent do you think Mandarin Chinese teaching hinders the development of your writing ability? 你在多大程度上認為普教中窒礙了你的寫作能力？

Least 1 2 3 4 5 Most

27. Cantonese vs Mandarin Chinese primary education, which one do you prefer? 你會選擇普通話還是粵語的小學中文教育？

Cantonese 粵語

Mandarin 普通話

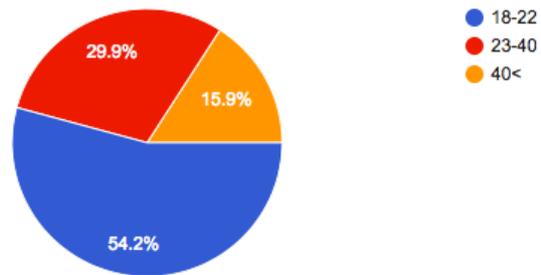
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Appendix C

Survey Result

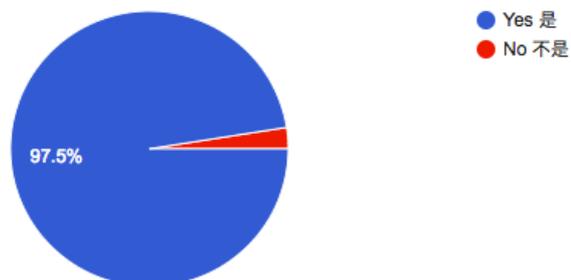
What is your age? 你的年齡是？

201 responses



Are you a Native Cantonese speaker? 你的母語是粵語嗎？

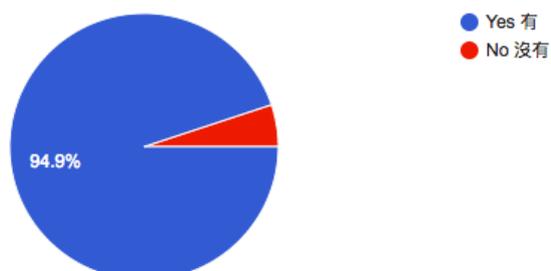
201 responses



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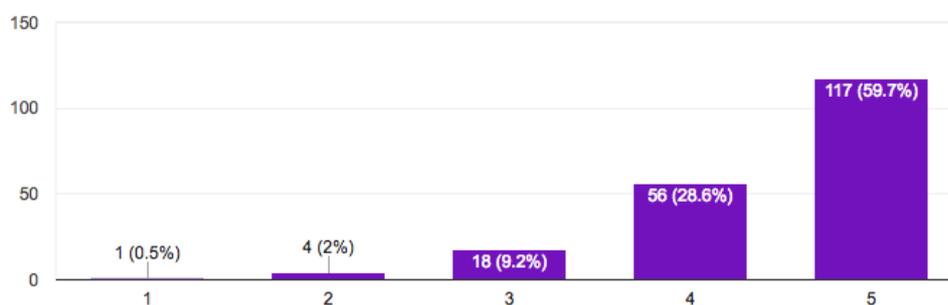
Have you experienced Cantonese- taught Chinese education in primary school? 你在小學的時候試過上粵語授課的中文課嗎？

196 responses



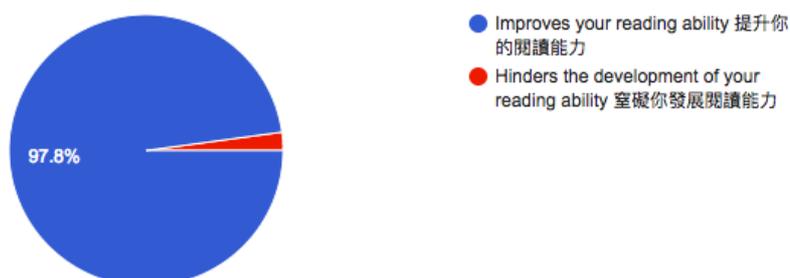
To what extent do you think Cantonese- Chinese teaching benefits your improvement in your overall Chinese proficiency? 你在多大的程度上認為粵語授課的中文課有助於提高你整體的中文水平？

196 responses



In what way do you think the Cantonese- Chinese teaching affects your Chinese reading proficiency? 你認為粵教中怎樣影響你的中文閱讀能力？

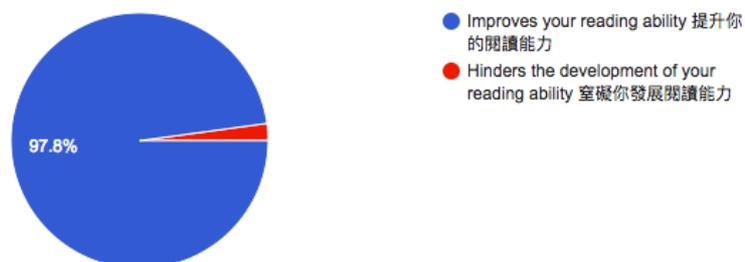
185 responses



EVALUATING MANDARIN AND CANTONESE

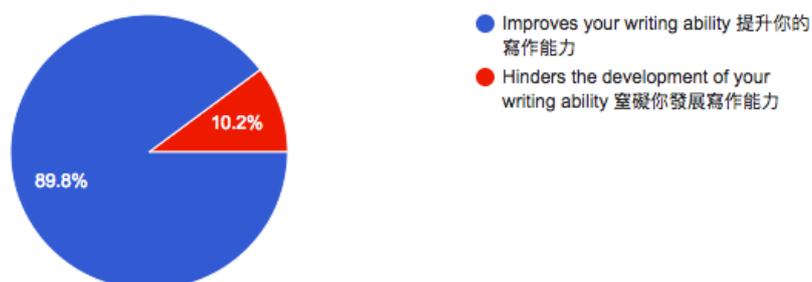
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185 responses



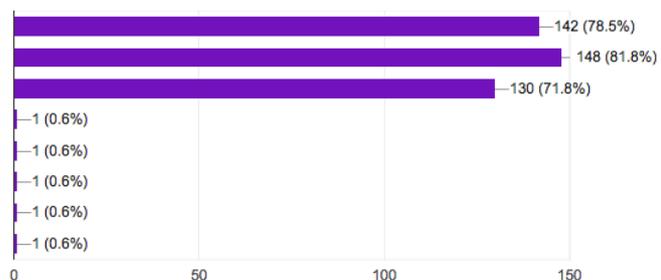
In what way do you think the Cantonese- Chinese teaching affects your Chinese writing proficiency? 你認為粵教中怎樣影響你的中文寫作能力？

186 responses



How does Cantonese Chinese teaching improve your reading ability? 粵教中如何提升你的中文閱讀能力？

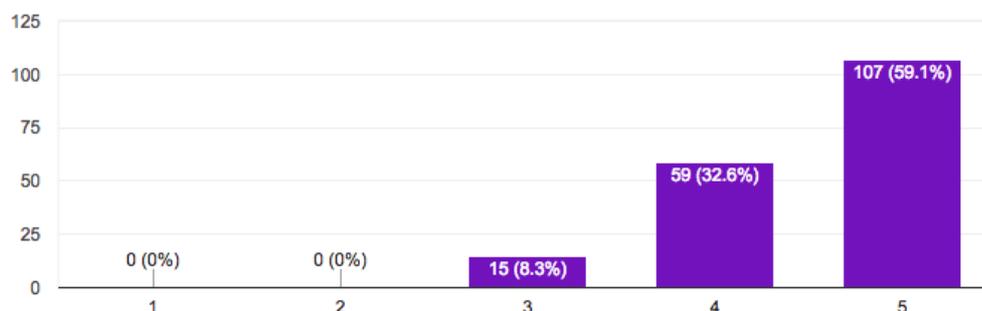
181 responses



EVALUATING MANDARIN AND CANTONESE

To what extent do you think Cantonese Chinese teaching improves your reading ability? 你在多大程度上認為粵教中提升了你的閱讀能力？

181 responses



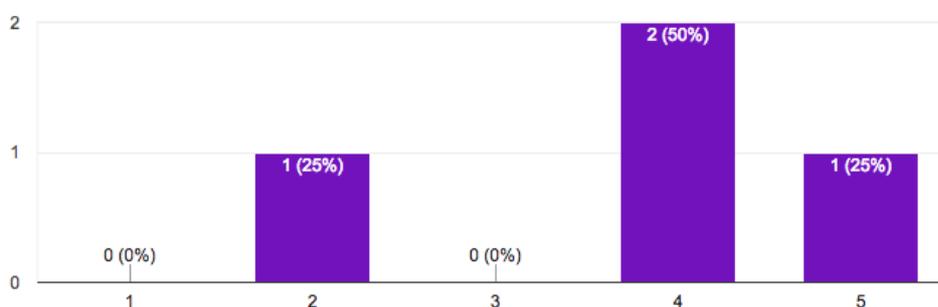
How does Cantonese Chinese teaching hinder the development of your reading ability? 粵教中如何窒礙你的中文閱讀能力？

4 responses



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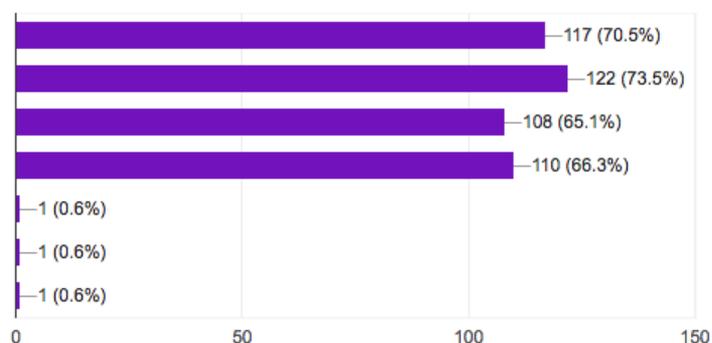
4 responses



EVALUATING MANDARIN AND CANTONESE

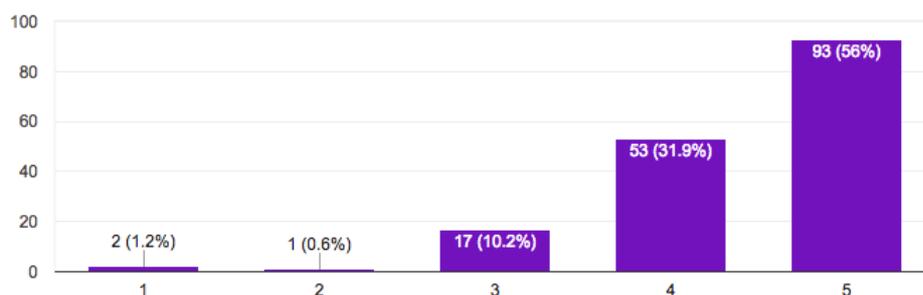
How does Cantonese Chinese teaching improve your writing ability? 粵教中如何提升你的中文寫作能力？

166 responses



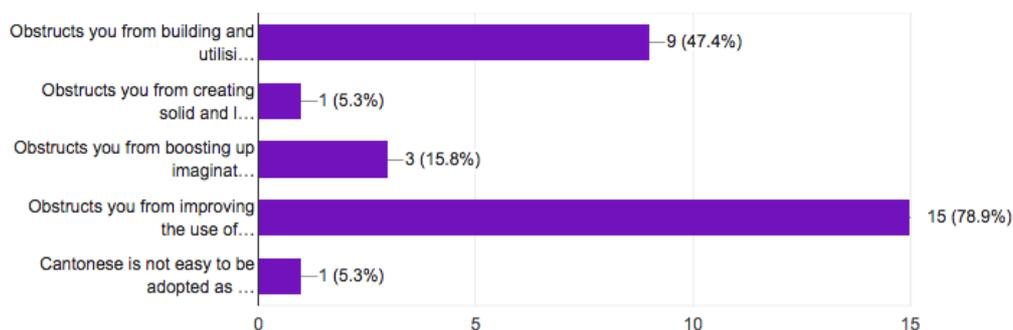
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166 responses



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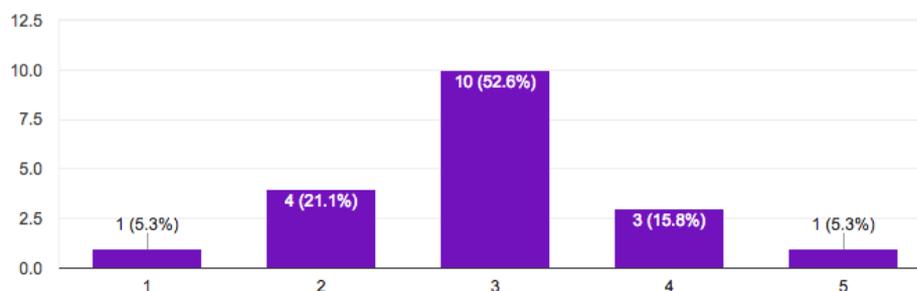
19 responses



EVALUATING MANDARIN AND CANTONESE

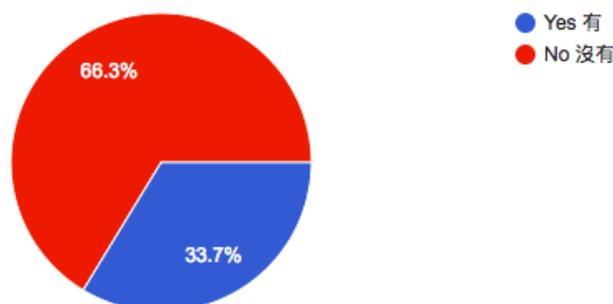
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19 responses



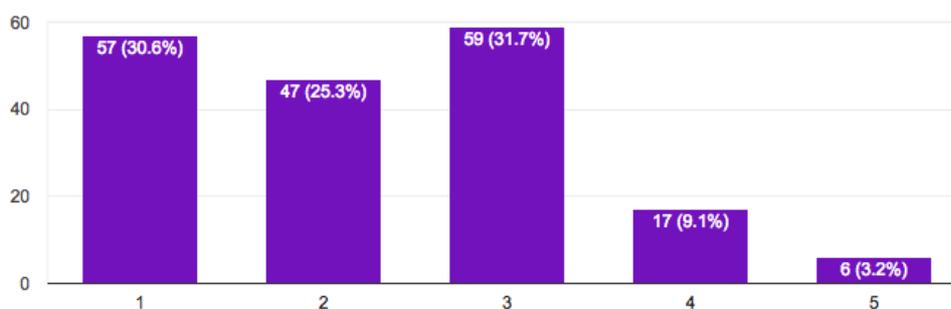
Have you experienced Mandarin- taught Chinese education in primary school? 你在小學的時候試過上普通話授課的中文課嗎？

196 responses



To what extent do you think Mandarin- Chinese teaching benefits your improvement in your overall Chinese proficiency? 你在多大的程度上認為普通話授課的中文課有助於提高你整體的中文水平？

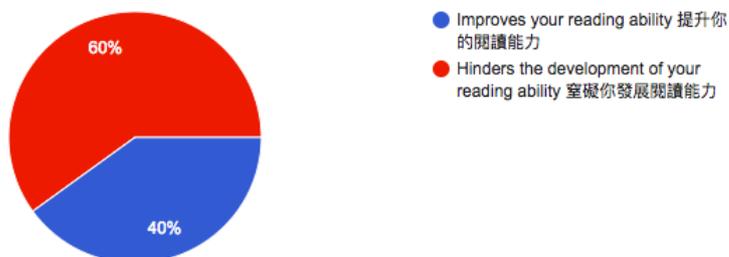
186 responses



EVALUATING MANDARIN AND CANTONESE

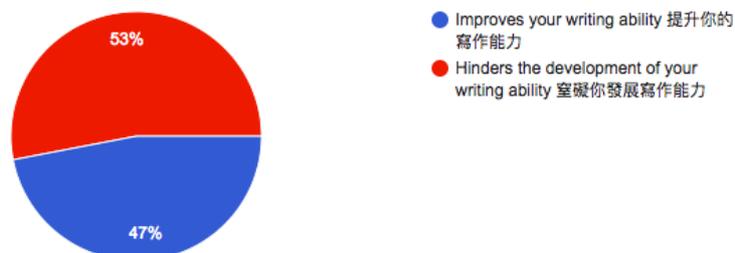
In what way do you think the Mandarin- Chinese teaching affects your Chinese reading proficiency? 你認為普教中怎樣影響你的中文閱讀能力？

65 responses



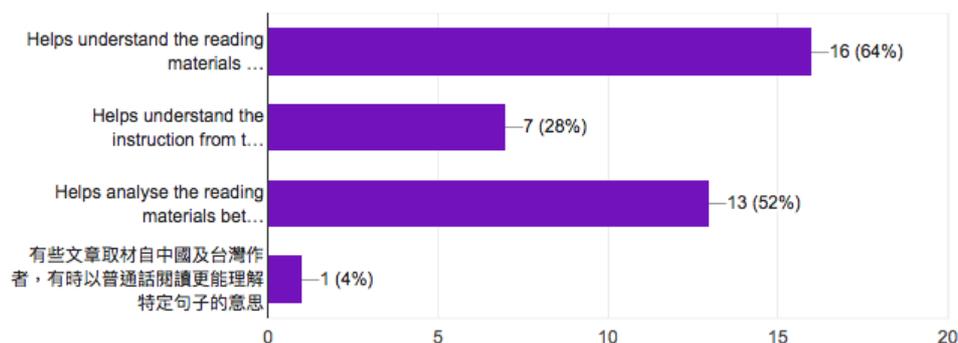
In what way do you think the Mandarin- Chinese teaching affects your Chinese writing proficiency? 你認為普教中怎樣影響你的中文寫作能力？

66 responses



How does Mandarin- Chinese teaching improve your reading ability? 普教中如何提升你的中文閱讀能力？

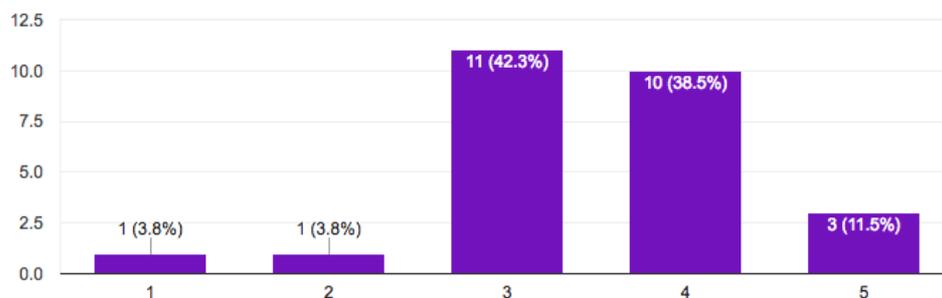
25 responses



EVALUATING MANDARIN AND CANTONESE

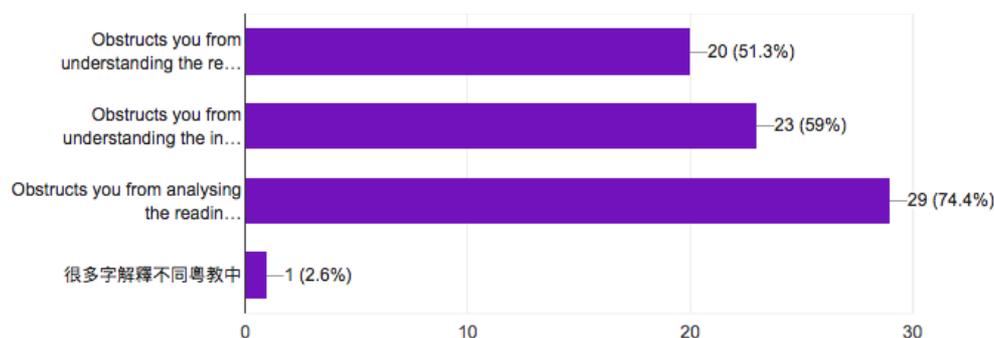
To what extent do you think Mandarin Chinese teaching improves your reading ability? 你在多大程度上認為普教中提升了你的閱讀能力？

26 responses



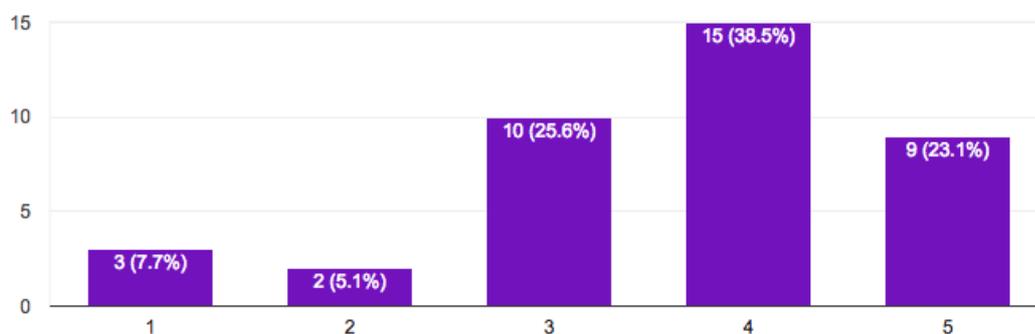
How does Mandarin-Chinese teaching hinder the development of your reading ability? 普教中如何窒礙你的中文閱讀能力？

39 responses



To what extent do you think Mandarin Chinese teaching hinders the development of your reading ability? 你在多大程度上認為普教中窒礙了你的閱讀能力？

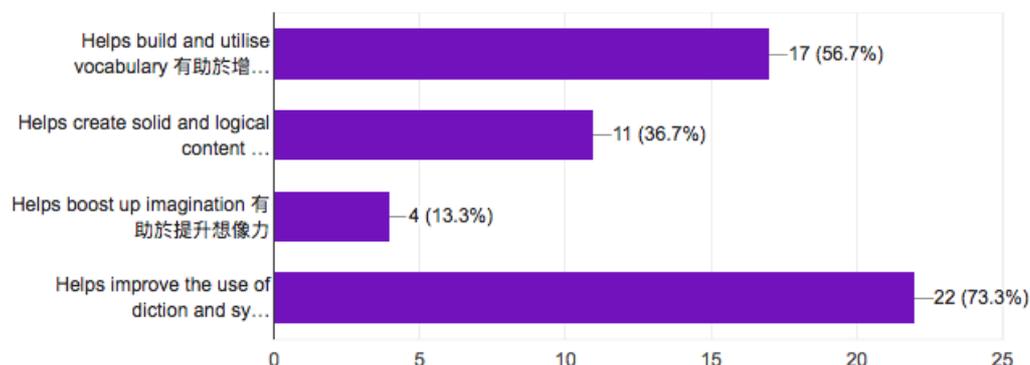
39 responses



EVALUATING MANDARIN AND CANTONESE

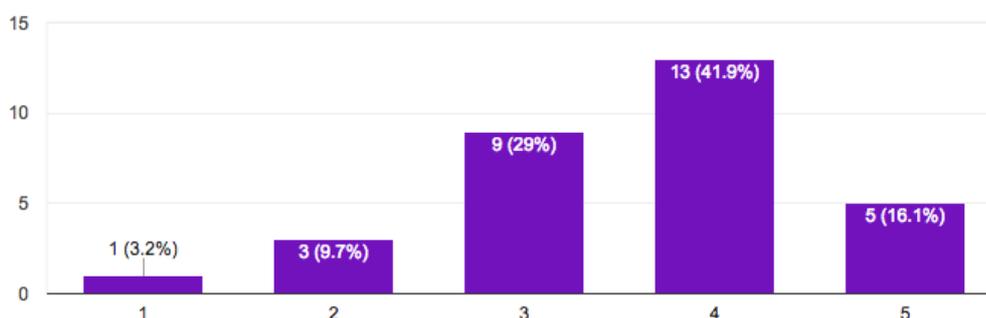
How does Mandarin Chinese teaching improve your writing ability? 普教中如何提升你的中文寫作能力？

30 responses



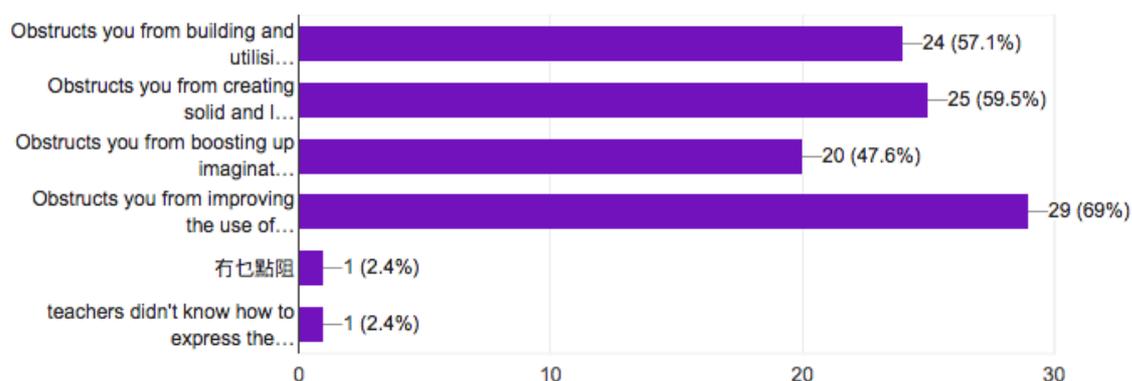
To what extent do you think Mandarin Chinese teaching improves your writing ability? 你在多大程度上認為普教中提升了你的寫作能力？

31 responses



How does Mandarin Chinese teaching hinder the development of your writing ability? 普教中如何窒礙你的中文寫作能力？

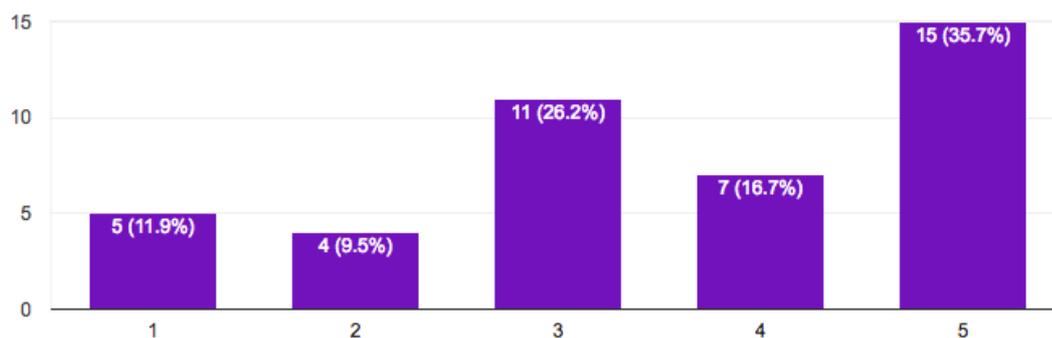
42 responses



EVALUATING MANDARIN AND CANTONESE

To what extent do you think Mandarin Chinese teaching hinders the development your writing ability? 你在多大程度上認為普教中窒礙了你的寫作能力？

42 responses



Cantonese vs Mandarin Chinese primary education, which one do you prefer? 你會選擇普通話還是粵語的小學中文教育？

195 responses

