

# Research on the Reform Countermeasures and Implementation Path of Primary and Secondary School Language Education in Hong Kong SAR, China

Yang Feng (PhD)

School of English Studies, Zhejiang International Studies University

E-mail: yang.feng@zisu.edu.cn

ORCID: 0000-0002-3095-4206

Xiya Wang

School of Foreign Languages, Guangdong University of Science and Technology

Received: March 7, 2022

Accepted: May 26, 2022

Published: August 1, 2022

doi:10.5296/jse.v12i3.19883

URL: <https://doi.org/10.5296/jse.v12i3.19883>

## Abstract

According to a questionnaire and interview survey of 689 students, teachers, and parents from six primary and secondary schools in Hong Kong, China, both public and government-funded schools use traditional Chinese teaching materials and Cantonese as the medium of instruction, while private schools use original English textbooks and English as the medium of instruction. All schools' self-selected teaching materials and teachers have a major colonial education legacy, in that they do not objectively introduce the growth process of Chinese culture and socialism, affecting students' ability to acquire a correct world outlook and ideal. In everyday life, students primarily speak Cantonese, and their Putonghua proficiency is poor. In Hong Kong, the competition for college entrance exams and jobs is fierce, and nearly half of students see no hope and expect to migrate to the mainland for university and employment in order to advance. This study proposed specific reform strategies and implementation methods for language teaching in Hong Kong primary and secondary schools to increase patriotism, university enrolment, and employment rates among Hong Kong students.

**Keywords:** Hong Kong, China; Primary and secondary schools; Language education; Current situation investigation; Reform Countermeasures

**Funded Project:** *This paper is a research result of the project “A Survey on the Current Situation of Language Education in Primary and Secondary Schools in Hong Kong and*

*Research on Reform Measures” (Project No. 2021GBG04), which is funded by Hong Kong and Macao Studies Centre of Country and Area Center in Zhejiang International Studies University.*

## 1. Introduction

Hong Kong, China, is the world's third largest financial hub, with a population of 7.52 million people, over 700,000 primary and secondary students, 1100 primary and secondary schools, and a 12-year free education system (Xu & Xia, 2021). Following Hong Kong's return to China in 1997, the central government has full control of the Hong Kong Special Administrative Region, implementing "one country, two systems" and "Hong Kong people administering Hong Kong," and allowing Hong Kong to keep its original capitalist system for a long time. Hong Kong has been under British colonial administration for nearly 100 years due to historical causes, and has been forced to adopt British colonial education. Chinese was suppressed and Chinese culture was severed in the comprehensive language curriculum of "Chinese, English, history, general education / social knowledge, geography" in primary and secondary schools. A big number of elementary and secondary school teachers trained in the western system, in particular, overlooked the major successes of the Chinese Mainland's reform and opening up. Many primary and secondary school students are misled about socialism and loathe the motherland's mainland of socialist system, and lacks a correct worldview, viewpoint on life, morals, and the lofty ideal of serving society and reaching self-actualization (Chen, 2021).

In Hong Kong, language education in primary and secondary schools comprises both Chinese mother tongue and English second language instruction. Cantonese and Putonghua are the most common Chinese mother tongues. Comprehensive language subjects include Chinese, English, Chinese literature, English literature, morality, general education, common sense, history, and other topics. Following Hong Kong's return in 1997, the policy of "one country, two systems" was introduced. Primary and secondary education, particularly in private schools, continue to follow the British model. The majority of the teaching materials are original British teaching resources, and the majority of the languages of instruction is English. The language of Chinese history is English. Many instructors in Hong Kong, which was a British colony before its repatriation, received former colonial schooling for many years. The major characteristic of former colonial education is the disconnection from the motherland. They have forgotten that they are Chinese, calling mainland tourists "locusts," telling students that "Britain launched a war to eliminate opium," and on the mid-term examination paper, there are questions like "the advantages brought by Japan to China from 1900 to 1945 outweigh the disadvantages" (Li, 2020). As a result, a large number of post-colonial "waste youths" aged 20-30 with no national identity have been cultivated, becoming the vanguard of Hong Kong's black violence in 2019 - people dressed in black who committed violence, smashed arson, blocked subway doors, and besieged mainland tourists and journalists. The atrocities have had a significant impact on Hong Kong's tourist, catering, retail, transportation, and other industries, culminating in the city's first economic recession in ten years, with GDP down 1.2 percent in 2019. (Ling, 2021).

Although a variety of factors contributed to the atrocities in Hong Kong, such as the US empire's attempts to incite a color revolution, the large number of young people who have turned into thuggish wastrels who have forgotten their ancestors and roots must be the result of a major educational problem in the first place. Children are like a blank sheet of paper.

What kind of instructional materials, teachers, and teaching models they utilize can help them grow into young people with different worldviews, values, and perspectives on life. The presence of a huge number of people dressed in black in Hong Kong's crimes demonstrates the urgent necessity for Hong Kong's basic education to "scrape bones and cure diseases." For many years, many instructors in Hong Kong's primary and secondary schools acquired former colonial schooling. The former colonial education tradition is strong, with an emphasis on English over Chinese. Chinese textbooks employ traditional Chinese characters, and Cantonese is frequently used in Chinese courses. There being a general lack of education about socialist core ideas, but emphasizes money is omnipotent. It is difficult to develop suitable successors with a sense of patriotism and affection for Hong Kong. Some young people born after Hong Kong's return in 1997 also took part in Hong Kong This is an example of independence violence. Despite the fact that schools place a greater emphasis on extracurricular reading, reading books frequently lack information related to Chinese culture and socialist basic values. In Hong Kong, language teaching in primary and secondary schools requires urgent educational reform (Qu & Liang, 2021).

Many persistent diseases of former colonial education have affected Hong Kong's education system, teachers, teaching materials, examinations, schools, management, and even institutional design, resulting in extensive and profound consequences that have impacted several generations of Hong Kong and the city's future development (Qu & Liang, 2021). Many teachers in Hong Kong influenced students with extreme violent ideas, preached political fallacies such as "expressing justice in violation of the law," publicized anti-China and Hong Kong remarks that hate the motherland, slander the government, discredit the police force, and distort the facts, and publicized that the British invasion of China was "to help China eliminate opium," and publicized that the British invasion of China was "to help China eliminate opium." As a result, students are unable to create proper values and become pawns in disturbances (Du, 2020). During the black storm, 40 percent of the people arrested on suspicion of breaching the law were college and high school students. Teachers are known as "soul engineers" because they guide young people. However, if teachers themselves believe in extreme violence and anti-socialism, it will be impossible for young students in Hong Kong to develop a correct worldview and viewpoint on life, as well as the life value of serving society and fulfilling oneself (Ling, 2021).

Meanwhile, Hong Kong's accessible land area is restricted. It is one of the world's most densely populated areas, with some of the highest housing prices. The wealth disparity between the rich and the poor is enormous. The poor population used to be over 23%. Ordinary Hong Kong residents are finding it increasingly difficult to live and work in peace and contentment. Many high-quality educational resources schools in Hong Kong demand hefty fees, preventing civilian students from enrolling in prestigious schools. They are unlikely to enter prestigious universities without a strong education. Furthermore, the admittance rate of Hong Kong's eight major universities is barely 20%, suffocating many people's hopes of changing their lives via education. The educational divide makes the stratification of society more visible. Hong Kong is a city where capitalism has reached its pinnacle. The four oligarchs control nearly all of Hong Kong's economic sectors. Ordinary

young people have a difficult time finding ideal jobs. Former Hong Kong finance minister Liang Jinsong says that "young people in Hong Kong are in severe crisis" (Huang et al., 2021).

The rewards of the mainland's reform and opening up in the 1980s and 1990s boosted Hong Kong's development. Hong Kong's economic scale was 1.21 trillion yuan when it returned to China in 1997, similar to the total GDP of nine mainland frontier cities at the time, including Beijing, Shanghai, Guangzhou, and Shenzhen. However, as the mainland continues to reform and expand, cities such as Beijing, Shanghai, Guangzhou, Shenzhen, and Chongqing have surpassed Hong Kong in terms of GDP. If Hong Kong does not seize the last chance for the tremendous development of Guangdong, Hong Kong, Macao, and the Greater Bay Area, it will be surpassed by additional mainland cities, extending the gap. Hong Kong's long-term development requires a significant number of exceptional talents, and it is difficult to rely on those mobs dressed in black. As a result, primary and secondary school education in Hong Kong, particularly the education of many disciplines in the realm of language and culture, must be reformatted. The reform's goal is to build patriotism and affection for Hong Kong education while also eradicating colonialism. Hong Kong will be doomed if education does not decolonize (Dong, 2020).

Most primary and secondary school textbooks in Macao, which is also a Special Administrative Region that adopts "one country, two systems", are in simplified Chinese, and the SAR government places a premium on patriotic education and teacher training, promotes Mandarin teaching, and strictly denies entry to thugs who support Hong Kong independence. Macau is growing swiftly whereas Hong Kong is facing riots and a falling GDP because the people of Macao strongly identify as Chinese and have a high degree of national identity (Hu, 2020).

In Hong Kong, there are over 1100 primary and secondary schools, but only about ten classic patriotic schools with a long history, such as Heung To Middle School, Pui Kiu Middle School, Fukien Secondary School, and Scientia Secondary School. In Hong Kong, there are only five government-subsidized Putonghua elementary schools that use Putonghua as the medium of instruction. Civic patriotic education and Chinese culture education are both lacking in most primary and secondary institutions (Lu, 2020). In this context, this research has far-reaching implications for Hong Kong's children's education as well as the city's future development.

The goal of this research is to investigate and analyze problems in Hong Kong's primary and secondary education, particularly language education, to learn from Macao's successful integration of education and the Mainland, to provide specific countermeasures and implementation paths for Hong Kong's primary and secondary language education reform, to assist Hong Kong's education reform and talent training, and to provide suggestions for training Hong Kong children.

## 2. Investigation and analysis

### 2.1 Survey tools

The research team designed a questionnaire about language teaching in Hong Kong's primary and secondary schools. The questionnaire contains 13 questions, including the respondents' basic information, the version / text / content of the comprehensive language teaching materials used, the medium of instruction, the language of daily life, the Chinese Putonghua curriculum, whether they understand the mainland's development, how to understand it, whether they have plans to travel to the mainland, go to university, and get employed, and what suggestions they have for language learning. Cronbach's alpha coefficient as a whole is 0.87, indicating strong reliability and validity. Meanwhile, according to the above survey direction, the interview outline of language education in primary and secondary schools in Hong Kong was also prepared.

### 2.2 Participants

One public secondary school, one public primary school, one government-aided secondary school and one government-aided primary school, one private international secondary school, and one international primary school were chosen by the research group in Hong Kong. As anonymous respondents, students, relevant teachers, and parents from two teaching classes were chosen at random from Grades 3-6 in primary school, Grades 1-3 in junior middle school, and Grades 1-3 in senior high school. 689 valid surveys were retrieved, with a recovery rate of 91.87 percent, including 570 student questions, 37 teacher questionnaires, and 82 parent questionnaires. A total of 60 students, 12 instructors, and 30 parents were chosen at random for group interviews.

### 2.3 Investigation results and analysis

The contents and results of the questionnaire are as follows:

#### 2.3.1 Survey participants

This survey selected 6 schools, including 1 public primary school, 1 public secondary school, 1 government aided primary school, 1 government aided secondary school, 1 private international primary school, and 1 private international secondary school. There are 261 students in two classes from grade 3 to grade 6, 186 students from grade 1 to grade 3, 123 students from grade 1 to grade 2, 82 parents and 37 teachers. A total of 689 effective respondents are shown in Table 1.

Table 1. Information form of survey participants on the current situation of language education in primary and secondary schools in Hong Kong

Survey items	Findings	Quantity	Ratio (%)
Number of surveyed schools	Public primary and secondary schools	2	33.33
	Government aided primary and secondary schools	2	33.33
	Private primary and secondary schools	2	33.33
Number of respondents (person)	Students in grades 1-2 of senior high school	123	17.85
	Junior middle school students in grades 1-3	186	27.00
	Students in Grades 3-6 of primary school	261	37.88
	Total students	570	82.73
	Teacher	37	5.37
	Parent	82	11.90
	Total	689	100.00

### 2.3.2 Version of textbook

In Hong Kong, all types of schools have the freedom to select their own textbooks. Two public primary and secondary schools, as well as two government-aided primary and secondary schools, use Hong Kong publications, whereas two private international primary and secondary schools utilize the original English textbooks from UK. Hong Kong has around 1100 primary and secondary schools. More than 90% of students attend public or government-aided schools, which mainly use Chinese textbooks published in Hong Kong. Less than ten percent of remaining private primary and secondary schools (including international institutions) still utilize original English textbooks published in Britain.

### 2.3.3 Languages of textbook

Among the surveyed schools, two public primary and secondary schools and two government-aided primary and secondary schools use traditional Chinese characters for all subjects (except English), while two private schools use English for all subjects, which is also the common practice of similar schools in Hong Kong.

### 2.3.4 Content of textbook

The research group discovered that the former colonial education color of the old teaching materials of various subjects before 2021 was serious, and there were many contents that separated Chinese culture and vilified socialism by consulting the teaching materials of comprehensive language courses in the investigation school. Less than 5% of the time is spent objectively introducing Chinese history and culture. Public schools began using new textbooks in 2021. The condition is now better. The new textbooks began to explain Chinese history and culture, as well as the ever-changing socialist construction in China's Mainland, in an impartial and fair manner. The percentage of these topics in textbooks has risen to 10-15 percent.



### 2.3.5 Medium of instruction

The survey found that the medium of instruction of public primary and secondary schools and government aided primary and secondary schools in Hong Kong is mainly Cantonese. The teaching language of private primary and secondary schools is English, and the students' English level is good.

### 2.3.6 Daily life language

According to the survey, more than 95 percent of Hong Kong primary and secondary school students utilize Cantonese in their daily lives. Cantonese is commonly used for peer contact at school and family communication after returning home, and most TV broadcasts are in Cantonese, which is also why most kids' Chinese Putonghua and English levels are not very strong.

### 2.3.7 Status of Chinese Putonghua

Chinese Putonghua is China's official language, as well as the teaching and folk language of various schools in Chinese mainland. Exchanges and collaboration with the Chinese mainland in the economy, education, and other areas have risen since Hong Kong's return to the motherland China. Many exceptional young individuals in Hong Kong desire to develop in Chinese mainland due to the rapid development of economic construction. As a result, many students want to learn Putonghua. However, according to the survey, Putonghua in Hong Kong primary and secondary schools currently opens one class hour per week, resulting in fewer class hours, poor teaching effectiveness, few opportunities for students to practice, and a low Putonghua level.

### 2.3.8 Do you know the development of the mainland

Since the reform and opening up in 1978, the socialist construction and economic development in Chinese Mainland has been fast and changing. China's GDP as a percentage of global GDP has climbed from less than 2% in 1978 to more than 18% in 2021, placing it second in the world and establishing it as a true global economic power. China's tallest buildings did not reach 200 meters in 1978. China now has eight of the world's ten highest skyscrapers. There was no private enterprise in China in 1978. They were all state-owned companies with a little presence among the Fortune 500. Chinese companies now account for 115 of the world's top 500 companies, with more than 25 of them being private companies. China's middle class population has grown from zero to 230 million people. Except for the United States, this is greater than the population of all developed countries combined. Furthermore, young Chinese buyers consume 70 percent of the world's luxury products, with an average age of 39. The national railway business mileage has surpassed 150000 kilometers, with 40000 kilometers of high-speed railway, accounting for more than 70% of the world's high-speed railway business mileage, placing it #1 in the world (Xiong & Wang, 2022). In 1994, the GDP of Hong Kong, China was one quarter of that of Chinese Mainland. In 1997, the GDP of Hong Kong reached 1.2 trillion yuan, higher than the combined GDP of Beijing, Shanghai, Guangzhou and Shenzhen in the same year. However, the total GDP of Hong Kong in 2021 was 2.37 trillion yuan, which has been continuously surpassed by Shanghai (4.32



trillion yuan), Beijing (4.03 trillion yuan), Shenzhen (3.07 trillion yuan), Guangzhou (2.82 trillion yuan) and Chongqing (2.79 trillion yuan) (Yin et al., 2022).

However, in the interview survey, it is found that more than 80% of students, parents and teachers do not understand these situations. Many people also believe that the mainland is still in the state of poverty in the 1980s. Therefore, they are disgusted with the mainland's socialist system, Chinese culture and even Putonghua, the common language of the mainland.

Some teachers even claim that Hong Kong's economic slump is related to the territory's return to China. However, actually when Hong Kong returned to China in 1997, its GDP was only US \$0.18 trillion, accounting for 0.56 percent of the global economy; the UK's GDP was 1.56 trillion US\$, accounting for 4.93 percent of the global economy, ranking fourth; and China's GDP was 0.96 trillion USD, accounting for 3.04 percent of the global economy, ranking seventh. Hong Kong's GDP was 0.37 trillion dollars in 2021, 2.06 times that of 1997; the UK's GDP was 3.11 trillion dollars, 1.99 times that of 1997, and it ranked fifth in the globe; the GDP of China was 16.86 trillion USD and 17.56 times that of 1997, ranking second in the world (Jiang, 2022). It can be seen that the world has progressed since 1997, with Hong Kong and the United Kingdom progressing at roughly the same rate, while China has emerged as the most beautiful dark horse in global economic development. It took 24 years to get from 0.62 times the size of the UK in 1997 to 5.42 times the size of the UK in 2021. In another 3-5 years, the GDP is predicted to surpass that of the United States and become the world's first economy. Unfortunately, most Hong Kong teachers and parents are unaware that the socialist economic development route is the best for the Chinese people. For more information, see Table 2:

Table 2. Do you know the development of the Chinese mainland? Hong Kong's GDP has been surpassed by Beijing, Shanghai, Guangzhou, Shenzhen and Chongqing year by year

Survey object	Findings	Number of people selected / total	%
Student	know	77/570	13.51
	I don't know much	302/570	52.98
	I don't know	191/570	33.51
Parent	know	14/82	17.07
	I don't know much	53/82	64.63
	I don't know	15/82	18.29
Teacher	know	5/37	13.51
	I don't know much	23/37	62.16
	I don't know	9/37	24.32

### 2.3.9 Ways to understand the Chinese mainland

This question has multiple possible answers. Chinese Mainland is learned about by 93-95 percent of students, parents, and instructors through television and electronic media, which is reasonably close. In terms of print media and television, the lowest percentage is 16 percent for students, 23 percent for parents, and 30 percent for teachers. Only 16 percent of teachers, 11 percent of parents, and 9 percent of pupils had gained on-the-spot understanding through

travel and sightseeing in the mainland. About 20% of students, parents, and teachers are aware of the mainland through colleagues, friends, classmates, and teachers. For more information, see Table 3:

Table 3. Main ways to understand the situation in the mainland of the motherland (multiple choice) questionnaire (n = 689 people)

Survey object	Findings	Number of people selected / total	%
Student	Television and electronic media	531/570	93.16
	Paper media, broadcasting, etc	93/570	16.32
	Introduction of parents, teachers and students	115/570	20.18
	Mainland tourism	53/570	9.30
Parent	Television and electronic media	78/82	95.12
	Paper media, broadcasting, etc	19/82	23.17
	Introduction to colleagues and friends	16/82	19.51
	Mainland tourism	9/82	10.98
Teacher	Television and electronic media	35/37	94.59
	Paper media, broadcasting, etc	11/37	29.73
	Introduction to colleagues and friends	7/37	18.92
	Mainland tourism	6/37	16.22

### 2.3.10 Do students have any plans to go to the mainland for university or employment

Many students from low-income families in Hong Kong are not eligible for higher education because the admittance rate of the eight major universities in Hong Kong is less than 20%. (Shi, 2020). With an acceptance rate of about 50% and a huge number of scholarships, several major colleges in mainland China have implemented preferential policies for joint examination and examination-free admission of students from Hong Kong, Macao, and Taiwan. Furthermore, the mainland economy's rapid development has created a big number of high-quality job prospects, which are particularly appealing to students from ordinary Hong Kong families (Chen, 2019). Therefore, the survey found that 41% of the students have plans to go to the mainland for University and employment, 38% of the students are considering, and 21% of the students do not have such plans for the time being.

### 2.3.11 Do parents have any plans to send their children to the mainland for college or employment

The survey found that due to the low gross enrollment rate of higher education in Hong Kong, fewer jobs and great competition pressure, especially since the unrest in Hong Kong in 2019 and the impact of the COVID-19 in 2020, mainland tourists have stopped coming to Hong Kong. The tourist, catering, hotel, retail, and other industries in Hong Kong have all been severely impacted, with income dropping drastically and job pressure increasing, 45 percent of parents also intend to allow their children to attend university and work on the mainland, while 29 percent are contemplating it, and 26 percent have no such intentions currently. See Table 4 for details:

Table 4. Are there any plans to go to the mainland for university or employment (n = 689 people)

Survey object	Findings	Number of people selected / total	%
Do students have any plans to go to the mainland for university or employment	Yes	236/570	41.40
	Not yet	217/570	38.07
	No	117/570	20.53
Do parents have any plans to send their children to the mainland for college or employment	Yes	37/82	45.12
	Not yet	24/82	29.27
	No	21/82	25.61

### 2.3.12 Are you in favor of adding Chinese culture and socialist core values to the textbook

According to the survey, 63 percent of students agreed, 29 percent didn't care, and 8 percent disagreed; 74 percent of parents agree, 16 percent don't care, and 10 percent disagree. 32 percent of teachers agreed, 11 percent didn't care, and 57 percent disagreed. The large percentage of teachers among opponents indicates that parts of primary and secondary school teachers in Hong Kong do not accept socialism with Chinese characteristics and Chinese culture. For a long period, colonial education has instilled in some Hong Kong elites a complete identification with the western world, complete with a submission and pilgrimage mindset. There is a strong feeling and ideology of "opposing China," turning a blind eye to the motherland's development and advancement, and a lack of knowledge of the motherland's mainland. There are even misconceptions and interest concerns in real life. As a result, these elites think that in terms of cultural values and political identity, Hong Kong belongs to the British and American Western world rather than China. See Table 5 for details:

Table 5. Are you in favor of adding Chinese culture and socialist core values to the textbook (n = 689 people)

Survey object	Findings	Number of people selected / total	%
Student	favor	358/570	62.81
	indifferent	166/570	29.12
	opposition	46/570	8.07
Parent	favor	61/82	74.39
	indifferent	13/82	15.85
	opposition	8/82	9.76
Teacher	favor	12/37	32.43
	indifferent	4/37	10.81
	opposition	21/37	56.76

### 2.3.13 If there is a free or half price opportunity, are you willing to travel to the mainland

Because of a lack of time and money, the respondents have little possibilities to visit the mainland. More than 90% of respondents are extremely keen to visit the mainland if the motherland offers free or half-price possibilities, which will greatly assist them in firsthand

understanding the motherland's economic construction and development and identifying with Chinese culture and socialism. See Table 6 for details:

Table 6. If there is a free or half price opportunity, are you willing to travel to the mainland (n = 689 people)

Survey object	Findings	Number of people selected / total	%
Student	Yes	543/570	95.26
	No	27/570	4.74
Parent	Yes	74/82	90.24
	No	8/82	9.75
Teacher	Yes	34/37	91.89
	No	3/37	8.11

## 2.4 Interview results and analysis

The study group randomly selected 60 students, 12 teachers, and 30 parents to perform a group interview. The interview questions are mostly the same as the questionnaire questions, but we can learn more about the reality behind some of them through in-depth interviews.

According to the interview, the education management department, the president, and the school board make decisions about teaching materials and systems in primary and secondary schools. Ordinary teachers merely follow the prescribed teaching materials and lesson plans. Ordinary teachers in Hong Kong get a comparatively generous yearly income of up to HK \$400000-500000, however they work more than 30 hours per week. They work more than ten hours a day on extracurricular activities, and their cumulative workload is enormous. Their sense of professional contentment is low when compared to Hong Kong's housing price of 200000 / m<sup>2</sup>. After paying off the house loan every year, it's difficult to save money for long-distance travel. Some Hong Kong teachers look up to their mainland counterparts. Primary and secondary school teachers in Shenzhen, for example, work only 12 hours per week and earn 300,000 yuan per year, while the cost of living in Shenzhen is less than half that of Hong Kong. This is equally true for regular Hong Kong parents. Their pay is lower, and their living conditions are worse. They also want to live a happy life at a slow pace like the people in the mainland. However, many residents in Hong Kong cannot afford to buy a home due to high prices and high property prices. The entire family may only rent in a small "pigeon cage," requiring them to focus solely on earning money and settling down each day. These ordinary teachers and parents just hope that prices will not rise again, that work pressure will be lessened; they have no time to comprehend the socialist construction on the mainland; they have no national and national identity in their hearts; and they are ideologically apathetic.

## 3. Summary of survey results

Through the questionnaire and interview survey of 570 students, 37 teachers and 82 parents in 6 primary and secondary schools in Hong Kong, China, it is found that:

3.1 In Hong Kong, traditional Chinese teaching materials are used in 90% of public and

government-funded schools, and the language of instruction is Cantonese; original English textbooks are used in private schools, that accounted for 10% of schools, and the teaching language is English. All schools have the liberty to select their own teaching materials. The legacy of former colonial education can be seen in the selection of teaching materials and teachers. It is not conducive to the formation of national feelings of patriotism and love for Hong Kong for primary and secondary school students, especially given the absence of monitoring over the preparation of instructional materials.

3.2 In Hong Kong's comprehensive language textbooks, there are few objective introductions to Chinese history and culture, as well as the successes of socialism construction in the Chinese Mainland, which limits students' understanding and choice of socialist fundamental values. Furthermore, Cantonese is the primary language spoken by students in their daily lives. Despite the fact that all schools offer Chinese Putonghua classes, there is only one hour of instruction per week. Class hours are excessively short, and students' Putonghua proficiency is insufficient, resulting in a linguistic disparity between Hong Kong students and job needs in the mainland.

3.3 Only 30% of teachers agreed to integrate Chinese culture and socialist essential concepts in their teaching materials, while 63% of students and 74% of their parents did. This shows that Hong Kong's primary and secondary school instructors have a limited understanding of Chinese culture and socialism, and former colonial education is a major worry. Hong Kong teachers need to be retrained to improve their quality; otherwise, Hong Kong education will suffer indefinitely, and it will be difficult for Hong Kong primary and secondary school students to develop a correct worldview, view on life, and morals, let alone the lofty goal of serving society.

3.4 Hong Kong has a low gross enrolment rate and fierce rivalry in higher education, and limited career possibilities. Almost half of students and their parents want to attend university or find job on the mainland. This demonstrates that a growing proportion of Hong Kong students desire to participate in the socialist construction of China.

3.5 Television and electronic media are the primary sources of information for teachers, students, and parents about the motherland China's development. Due to tight work schedules and high life demands, few people have visited the Chinese mainland, and 90% of them are looking forward to the opportunity to travel to the mainland for free or half price. The Chinese government and people in the mainland can pay attention to this situation, increase the release and sharing of information of mainland television and electronic media news in Hong Kong, actively invite Hong Kong citizens to visit the mainland for free, truly comprehend the mainland's rapid socialist construction, and use the great reform and opening up achievements to improve the people of Hong Kong's national identity.

#### **4. Reform and implementation path**

4.1 Since ancient times, Hong Kong has been part of Chinese territory, and the development path that Hong Kong pursues is entirely up to China, not the imperialist countries. The Chinese central government has the option of keeping Hong Kong's capitalist system for a

long time while executing the "one country, two systems" and "Hong Kong people administer Hong Kong" national strategies. It cannot, however, tolerate those "Hong Kong British slaves" who "prefer to be British dogs rather than Chinese" instilling anti-socialist and anti-China reactionary ideas in children and young people, which is related to the major right and wrong issues of who should educate students, what kind of students should be educated, and how students should be educated. It has to do with the proper formation of Hong Kong students' worldview, outlook on life, ideals and beliefs, as well as the future development of Hong Kong's destiny.

The Hong Kong government and the Education Bureau ought to take effective measures to strengthen in-service teachers' patriotic education and training, include patriotic awareness content in vocational assessments, organize free mainland visits for Hong Kong teachers during the holidays, understand the great achievements of the socialist reform and opening up of the motherland's mainland, improve patriotic awareness and implement it in daily teaching. To replenish the teaching force with fresh blood, Hong Kong independents and colonial lackeys who have been kneeling for a long time and are unable to stand upright and carry out poisoning of students must be resolutely removed from the teaching force and replaced with professionals with a strong sense of patriotism.

4.2 The colonial slavery education that the German Nazis and Japanese fascists once conducted in their occupied countries began with language education, as depicted in the French novelist Alphonse Toude's "The Last Lesson." China's official language is Mandarin Chinese. Primary and secondary schools in the mainland have used unified textbooks published by the People's Education Press since the founding of the People's Republic of China, teaching socialist core principles to 1.4 billion Chinese people generations by generations: "prosperity, democracy, civility, harmony, freedom, equality, justice, rule of law, patriotism, dedication, integrity, and friendliness." It is also these ideals that have made China the world's second-largest economy in decades, and its GDP will surpass that of the United States and become the world's largest economy in 3-5 years.

Therefore, if Hong Kong wants to keep up with the pace of the construction and development of the motherland, it can realize the value of life only by imitating the educational experience of Macao, selecting the teaching materials published by the People's Education Press, strengthening the supervision of self-compiled teaching materials, promoting the teaching of Chinese Putonghua, allowing primary and secondary school students in Hong Kong to improve their Putonghua level, integrate into the reform and opening-up of the mainland, especially the development and construction of Greater Bay Area, and get better academic and professional development, which is also the good wish of many Hong Kong parents.

4.3 Relevant government departments should increase the broadcasting of mainland television and digital media in Hong Kong, so that Hong Kong compatriots can know more about the actual situation of the economic development of the mainland, see the current construction and development of mainland cities, the clothing, food, housing and transportation of mainland residents and the construction of a new socialist countryside, enhance the self-confidence and pride of the Chinese people and improve the national



identity.

4.4 It is suggested that the central government of China and the local government of Hong Kong jointly allocate a special fund to allow 1 million Hong Kong citizens to travel to the mainland free of charge or half price every year, give priority to encouraging Hong Kong parents and teachers to lead primary and secondary school students to travel to the mainland during winter and summer vacation, and allow all Hong Kong citizens to travel once to the mainland of the motherland free of charge within five years to get in touch with and understand the rapid development of socialism in the mainland of the motherland, to have the first-hand experience that which one between capitalism and socialism is more suitable for China's development.

## 5. Conclusion

The issue of education in Hong Kong, particularly language teaching in primary and secondary schools, is one that many former colonies face after returning to their home countries or gaining independence. The basis of the conflict is a clash of cultures and values between the colonial power and the home country, and how this conflict is resolved has favorable implications for similar regions and countries around the world. This research supports the community of human destiny's viewpoint, believing that we should seek common ground while reserving differences for common development, advocating respect for public opinion, respect for home country culture, and harmonious and inclusive common development.

## References

- Chen, J. (2021). Research on the dilemma and Countermeasures of "national identity education" of Hong Kong people since Hong Kong's return. *China Educational Science*, 4 (03), 38-46.
- Chen, L. (2019). Reasons and solutions for the lack of national education for young people in Hong Kong. *Course Textbooks Pedagogy*, 39(11), 137-143.
- Chen, S. (2019). Research on enrollment and education management of Hong Kong, Macao and Taiwan students in Colleges and universities. *China Adult Education*, (02), 36-38.
- Dong, L. (2020). If education is not decolonized, how can Hong Kong have a future? *Historical review*, (03), 138-140.
- Du, L. (2020). *Research on the current situation of Hong Kong Primary School Students' recognition of Chinese traditional culture and educational countermeasures*. Shenzhen University.
- Gao, D. & Li, L. (2020). The significance and reform path of patriotic education for young people in Hong Kong. *China Moral Education*, (08), 39-43.
- Hu, R. (2020). Primary and secondary education in Macao since its return: development and experience. *Research on Contemporary Chinese History*, 27(02), 63-76 + 158.



- Huang, Y., Guo, K., Deng, Y. (2021). Reflections on the reform of general education in Hong Kong. *Hong Kong and Macao Research*, (02), 66-74 + 96.
- Jiang, Q. (2022). China's GDP increased by 8.1% in 2021, with a total volume exceeding one million billion yuan for two consecutive years. *Financial Expo*, (02), 2-7.
- Li, X. (2020). Hong Kong education needs thorough "scraping bone and treating poison". *Beijing Daily*, May 22, (003).
- Ling, S. (2021). Research on the lack of national identity education in Hong Kong. *Journal of Guangzhou Institute of Socialism*, (01), 67-72.
- Qu, H. & Liang, S. (2021). Research on the decolonization of education in Hong Kong. *United Front Research*, 5(03), 62-72.
- Li, M. (2021). Exploration of youth national education in Hong Kong under "one country, two systems". *Guangdong Youth Research Institute*, 35(01), 106-106.
- Shi, J. (2020). Institutional environment and development of higher education in Hong Kong. *Educational Academic Monthly*, (06), 30-37.
- Wang, S. (2020). Reflection and path of patriotism education for Hong Kong College Students. *Journal of Nanjing Xiaozhuang University*, (03), 117-121
- Xiong, S, & Wang, X. (2022). Temporal and spatial evolution characteristics and influencing factors of China's economic development mode. *Statistics and Decision Making*, 38 (08), 114-117.
- Xu, S. & Xia, Y. (2021). Changes in education management in Hong Kong: 1842-2020. *Hong Kong and Macao Research*, (03), 83-93.
- Yan, L., & Liu, H. (2020). Leveraging non-governmental educational institutions to enhance students' sense of national identity in Hong Kong. *Strait Education Research*, (03), 84-88.
- Yin, W., Lin, Z., Liu, Y. (2022). Economic effects and Countermeasures of Hong Kong's accession to RCEP. *Asia Pacific Economy*, (02), 138-145.