

entrance requirements—is probably incapable of success (although Pyrrhic victories in this area *might* be possible).

A recent report in the *South China Morning Post* (17 July 1987, p. 2) that there is a proposal before the Senate of the University of Hong Kong to require higher language grades for entry to the University, including a higher UE grade, seems a step in the right direction. However, it is hoped that the University will not only monitor very carefully the effects on new entrants' standard of English of the new Use of English Examination Syllabus (which will be examined for the first time in the same year as this Proposal would take place, 1989); but also the consistency of the standard indicated by the same grade from year to year.

Will the proposed new requirement (effective from 1989) of Grade D in the UE (new syllabus) examination *in fact* denote a candidate who achieved a higher standard, than one awarded a Grade E (old syllabus) in 1988?

Certainly, the weighting given to the different language skills by the two versions of the Examination seems different.

How far are the skills tested by the two versions of the Examination comparable?

How far is it the case that any change in the skills tested lies in the direction of selecting with greater accuracy students with the necessary ability in English language skills to study in HKU?

It might be argued that the new syllabus—though probably of greater relevance than the present one for future administrators and executives—provides less stimulation than the existing syllabus, for students who are interested in abstract values and concepts, and what Arnold calls the lively play of the mind.

It may well be, therefore, that Grade D (new syllabus) will not in reality indicate a standard any higher than Grade E (old syllabus).

It should, however, be possible to enhance the status of the revised UE examination, to make it equivalent to that of the other, A level subjects.]

The Cambridge Certificates of Language Proficiency might be an appropriate model. The Examination could be called a Certificate examination, with the expressed aim of testing Language Proficiency, at a level equivalent to that of an A level.

To make the examination an A level subject, there would be a necessity for academic content, in such areas as, for instance, linguistics, semantics and morphology: but it is not in this area that the need of the students and the need of Hong Kong society lies.

A Certificate subject in Language Skills, for which international recognition would have been negotiated as at a level equivalent to A level, would be of help in improving students' motivation in the area where the students' present weakness is perceived, and where Society urgently desires improvement.

#### B. *Within an extension of the Existing System*

4. To support the suggestion now made of an extension of the existing system, whereby the UE Examiners' Annual Report is submitted to the



Education Department, for a consideration of any implications for necessary action on their part; and to whoever is responsible (whether this is the Education Department's Curriculum Development Committee, the English Language Teaching Unit, the Inspectorate, the Colleges of Education, or the Institute of Language in Education; or the Schools of Education of the two Universities) for long-term measures of support (pre- or in-service training; help with the provision of materials and equipment) for teachers of UE in the Hong Kong schools.

[A measure of assistance for a small number of teachers has recently been offered by various organisations (for example, the Continuing Education Division of the Hong Kong Baptist College and the INSTEP Programme of the University of Hong Kong's Extra-Mural and Education Departments. Praiseworthy though these initiatives are, however, they are inadequate substitutes for the measure of support which could be achieved through integration and expansion of such help in a formal extension of the existing systems.]

**What indications are there that the Examiners may be ready to support initiatives involving a rapprochement with the Teachers of UE and with those who support teachers in their work?**

There are two hopeful signs.

1. The 1986 Examiners' Report does in fact finally recognise the existence of a problem of student motivation.
2. The current and long-standing Chairman of the UE Subject Committee and the most frequent Chief Examiner in recent times of the UE Examination gave a brief address at the Second ILE International Seminar in December 1986; in which she stated that it was time for people to discuss together the problems of English learning outcomes in Hong Kong.

\* \* \*

**Use of the two Corpora as a basis for decisions for changes to the examination syllabus, and for items for inclusion in any teaching syllabus**

The fact that both groups do comment on a number of common areas (albeit with different emphasis and frequency) indicates that the picture given by this analysis of two secondary sources is at least approximate to the reality; and that the use of these two Corpora as a basis for decision for change is, to that extent, justifiable.

**The teaching context: is the standard of English falling?**

*"Standard"*

76 of the 139 teachers who responded to this Questionnaire were experienced teachers of the Use of English course. Their comments include observations on changes in their students' motivation over an unspecified number of years.



The information obtainable from the HKEA's Annual UE Reports spans six years; any changes in the phenomena observed by the Examiners and Markers would, presumably, be reflected in these Reports.

### **Examiners**

Comments which explicitly mention "Standard" occur in the following years: 1980 (Summary, Composition, LT); 1981 (Composition); 1983 (Composition); 1985 (LT); and 1986 (Composition, LT).

As far as Composition is concerned, the comment is fairly consistent from 1980 to 1986: this is, that there are a few extremely good candidates, with an increasing proportion of poor candidates.

As for the Listening Test (LT), the comment for 1985 is quite encouraging. But then, in 1986, there is the strange comment that, although the students did quite well in the examination, their performance implies that their teachers need to worry about their listening comprehension.

### **Teachers**

The Teachers make no comments on changes in students' ability or standard. (No question in the Questionnaire specifically requested such comments: however, given the considerable opportunity for free responses, it would be likely that one respondent at least would comment on a change in students' ability or standard if such a change had manifested itself.)

### **Comment**

The impression given is of a pyramidal situation: in spite of the recent large increases in candidates, the number of very good candidates is approximately the same from year to year; but the numbers in each lower rank increase from year to year.

\* \* \*

## **A. Major areas of concern**

### **Identified by the Examiners' Corpus**

#### **1. *Comprehension***

The impression gained is that, in the case of some students, comprehension may be extremely weak.

The evidence suggests that there may be two main reasons for this:

- a. a low standard of English;
- b. a lack of critical thinking.

### **Identified by both the Examiners' and the Teacher' Corpus**

#### **2. *Grammar***

Three pieces of evidence suggest that there should be a degree of formal grammar taught in a Form 6 and 7 English course.

- a. One teacher reports that his/her students keep on asking for grammar to be taught in class.



- b. The Examiners continually comment on poor grammar.
- c. Several teachers find that their students would appreciate a bridge between CE and UE work.

## **B. Comment on the teaching of grammar in Forms 6 and 7**

1. The amount of grammar to be taught would depend on the competence of the individual students in each individual UE class. Thus, there is a need for:

- a. a diagnostic test to be administered to each student on entry to the UE course.
- b. individual self-study units in relation to the specific areas listed below (and for any other likely common areas of weakness), at a level appropriate for the maturity of the students, and culturally suitable for them.

2. The amount of grammar work, as such, needed in the UE class might gradually decrease as improvements in English learning are increasingly achieved in the Primary and Secondary Schools.

## **C. Areas for improvement**

Based on the comments of Examiners and Teachers, the following are important areas for improvement.

1. *Comprehension and critical thinking*
2. *Specific points of Grammar*
  - "wh" questions;
  - giving answers which are coherent with the questions;
  - punctuation;
  - sentence construction;
  - use of links;
  - use of tenses (e.g. past perfect, past indefinite, subjunctive, simple future);
  - voice;
  - transitive and intransitive verbs;
  - agreement of subject and verb;
  - number;
  - use of the definite and indefinite articles;
  - use of prepositions;
  - gender;
  - a recognition and clear understanding of the difference between English and Chinese constructions.
3. *Other Areas for Improvement in Basic Language Skills*
  - Skill in relation to:
    - metaphors and idioms;
    - a recognition of the difference between English and Chinese expressions;
    - spelling;



an awareness of common errors in pronunciation (and hence, spelling) and the reasons for them;  
format;  
register;  
various means of extending vocabulary;  
reading data in tabular form and relating it to information presented in verbal form.

#### **D. Methods of improvement**

##### **Comment**

1. It seems that grammar and comprehension (and, perhaps, writing also) could be improved at the same time, by focussing on the grammatical and stylistic analysis of passages.

It would be important that the passages used for this study should not require extreme attention to be devoted also to other features, such as would be required if too much of the vocabulary was unknown or if the thought was too sophisticated.

2. Critical thinking should be given more emphasis.

The development of an ability to debate and argue a case can itself be a help to following the arguments of others.

2a. There might be a case, not only for including an oral element in the examination (as argued in the writer's Paper delivered in the Institute of Language in Education International Seminar in December 1986 (*op. cit.*), but of requiring participation in a debate as one part of the oral element. [The administrative arrangements would not be by any means insuperable.]

3. It seems that the written comprehension work, currently required, is far too difficult for many students.

To the extent that spoken discourse is usually less dense in intellectual content, it may be that the intellectual content of oral and listening work is more appropriate than that of reading work, for the weaker students.

3a. There might be a case, not only for including an oral element in the English Examination, but for giving the oral and listening elements equal weighting with the reading and writing elements.

It is not likely that the better students would suffer; since these skills are equally useful to them also; and they are skills which have traditionally been given less formal emphasis in Hong Kong.

4. It cannot be emphasised too much that:

1. class contents need face validity with the students themselves;
2. this face validity is most easily achieved if the students perceive (or can be led to perceive) the class contents as relevant to an examination which has high relevance and status.



## E. Specific proposals for changes to the examination syllabus

The class contents which this analysis of two Corporuses suggests are required, are most likely to be able to be present in the following conditions:

- a if the UE Examination is changed in the following ways:
  - i if an oral element is introduced;
  - ii if the listening and oral elements together have equal weighting with the reading and written elements;
  - iii if the oral element includes a debate section;
  - iv if the listening element includes a phonetics section;
  - v if the listening element includes a dictation section;
  - vi if the listening comprehension includes a passage from Hong Kong's electronic media;
  - vii if the listening comprehension includes a question which requires the identifying of the nature of a number of brief excerpts (e.g. a News Report, a political speech, a salesman making a pitch, a secretary responding to her boss, etc). [This addresses the problem of format and register, as well as creating motivation for structured work in relation to English language radio and television; as well as work on awareness of the differences and similarities of English and Chinese usage in matters of register and format.]
  - viii if specific vocabulary questions are asked;
  - ix if a new reading comprehension question is introduced which requires the grammatical and stylistic analysis of at least one paragraph;
  - x if a new reading comprehension question is introduced, which requires the identifying of the nature of a number of brief excerpts (e.g. a letter to a friend, a speech, a bed-side story, etc). [This addresses the problem of format and register.]
  - xi if one reading comprehension passage is taken from the Hong Kong daily newspapers;
  - xii if the rubric which says that students should not write in complete sentences is omitted. [It is MORE difficult for students to write NOT in complete sentences. Also, it is clear that students need to practice writing complete, grammatical, sentences.]
- b Either
  - i if a detailed teaching syllabus is produced;
- Or
  - ii if a course textbook is commissioned.

*Note:* The points listed in E are firmly based on the two Corporuses discussed in this article. All (other than (a)(ii)) find a basis in specific recommendations, or on identifications of specific areas of weakness, made in the Annual Reports, many of them explicitly.

Many may also be *derived* from the material presented in the Teacher's Corpus.



It is clear that the proposals above indicate an examination syllabus rather different from that of the new Use of English Examination Syllabus for Forms 6 and 7 in Hong Kong, which has—as mentioned above—now been accepted for first examination in the summer of 1989.

Those who have worked on developing the new examination syllabus believe that it is a distinct improvement on the former syllabus.

An examination can of course improve in several areas: in the validity and reliability of the examination as an examination (does it test what it aims to test? do the best candidates score the best scores, etc.); and in the “washback” effect on the teaching—and learning—in schools.

Given the continuing and growing concern in Hong Kong about maintaining or perhaps improving the standard of English in Hong Kong, a most important concern must also be, therefore, whether it helps either to maintain or to improve the standard of English or not.

Some of the Proposals made in E above are in fact addressed by the new Examination Syllabus.

The issue of grammar (Ea (ix)) is directly addressed by the examining of “language systems”. Furthermore, the sample paper does not include any rubric that states: “Candidates are not required to write in complete sentences” (Ea (xii)); and, if this accurately foreshadows the actual Examination Papers, this could also encourage more attention to developing grammatical accuracy. There will however be problems, if markers are instructed not to penalise candidates for grammatical inaccuracy in those sections of the paper which do not specifically test it. Word will get back to the schools, and this will discourage acceptance of consistently rigorous attention to grammatical accuracy.

Much of the HKEA sample paper for the new Listening Test could be seen as an advanced version of a dictation exercise (Ea (v)). More than this, however, it also requires the additional skills of relating information heard, with written and graphic material, and some evaluation of the attitude of speakers. Both these aspects—which are innovations at this level—are helpful. In general, it seems that the new Listening Test will encourage work in the classroom, which is relevant to daily life.

Nevertheless, it is the case that the more complex skills tested in the sample Listening Test paper also require in candidates the simpler skills which would be tested by a straightforward dictation paper (Ea (v)) and some phonetics work (Ea (iv)). The fact that the Test does not *directly* test these, simpler, skills may well mean that students will be resistant to the simpler work which would help them improve. As with the present syllabus, they may be resistant to work not identical in format to the examination itself. If this is the case, many may still not develop the skills, relevant to their future English language needs—whether in the workforce or in their tertiary studies—which this Listening Test sets out to test.

For the new Listening Test to effect more improvement in the Form 6 and 7 English classroom, the addition of even short sections of straightforward dictation and phonetics work into the new Examination Syllabus would, in the writer’s opinion, be helpful.



The new Examination Syllabus does not directly encourage the use in teaching of materials from the Hong Kong media (even adapted materials) (Ea (vi), (xi)). It does not encourage oral work (Ea (i)). It does not encourage vocabulary work *per se* (Ea (viii)). Nor intensive work on style, register, or format (Ea (vii), (ix), (x)). Of course, all these—with the important exception of oral work—are quite closely relevant to what the Examination Syllabus does require; but, if they run true to form, students will be convinced of this only if the examination itself *directly* tests such work.

Additions of these elements would thus, in the writer's view, improve the chances that the new syllabus will have any radically improved effect on what takes place in the classroom.

It is very much to be hoped that an oral test will be incorporated into the new UE examination syllabus as soon as possible.

To the best of the writer's knowledge, no teaching syllabus is being prepared, consistent with the new examination syllabus (Eb (i)). No course textbook (Eb (ii)) has been commissioned.

This means, by and large, that what takes place in the classroom, in preparation for the new UE examination, will be determined by the textbooks which are produced by publishers.

Of those on the market already, some show a notable flaw. Doubtless to save or reduce the costs of copyright permissions, the passages seem to have been written by the textbook writer, and have not been selected from a variety of writers who are professionals in various fields. Others rely almost entirely on local journalism for written tests. The former circumstance effectively minimises the range of the students' exposure to a lively variety of authentic English. The latter limits the conceptual level quite severely.

The proof of the pudding is in the eating. It is very much hoped that the HKEA will monitor most carefully the washback effect on schools of the new UE examination syllabus, particularly with regard to any effect on the "standard" of English of the candidates.

Since this process could not even begin for two years, it is hoped that, in the meantime, modifications along the lines suggested above could be made.

### **In conclusion: a plea for response**

This writer would be very happy if this Paper could provoke responses, whether of acceptance, constructive criticism, further information, or alternative suggestions, which would—like this Paper—have the sincere intention of helping to improve the English Language outcomes of Hong Kong students from their Form 6 and 7 English Language Course.

As has already been indicated, there is evidence that there are people within the different relevant groups in Hong Kong who are inclining to action, in relation to the English teaching at the higher levels of the HK Education System.



Let us hope that concerted, harmonious, energetic, and efficient advantage will be taken of this momentum, to build on progress already made, and that beneficial outcomes will be achieved.

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# 從古文字看傳統教育對待體罰的問題

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老師施諸學生的體罰問題，前一陣子因為電視台播放了探討香港教育有關這類事件的片集，故而引起教師團體予以詰難，認為該片有誤導觀眾，歪曲老師形象之嫌。誰是誰非，一時之間很難下定論；何況能不能夠體罰，又必先考慮為一個，因時地是否有此必要的相對而非絕對的問題。這裏不妨先就語源學的角度，剖析「教」與「學」二字的字形架構，及擇錄若干先秦典籍一些有關教學與體罰的重要論述，探索中國傳統教育對體罰有那些看法，如果不得不執行體罰時，則會採用那種態度來面對學生的問題。

先看「教」、「學」兩個字，在漢代許慎的《說文解字》裏怎樣詮釋：

「教」上所施，下所效也。从攴，孝。古文教。  
「學」覺悟也。从教，从冂；冂，尚矦也。白聲。篆文

教省。音胡覺切。

由許慎的說法，再參考古文字的架構，就可以知道：

1. 學字本來的寫法是「𠩺」，裏面包含着一個教字「教」，剛好說明教與學二者依存關係；因為學生所學的，全得依靠老師拿什麼去教給他，此所以《說文》釋教字做「上施下效」的原因。
2. 由學字的構形，我們還可以知道上古中國要學生首先懂得那些知識，也就是老師最早要教的。下列甲骨文字能夠提供這方面的訊息：

- A. 𠩺 見殷契遺珠第 522 片甲骨
- B. 𠩺 見殷契卜辭第 717 片甲骨
- C. 𠩺 見京都大學所藏甲骨第 4 836 片甲骨
- D. 學 大篆
- E. 學 小篆

按爻字說文云：「爻、交也，象易六爻頭交也。」音胡茅切。周代易卜用筮竹，形狀與後代的竹籌相似，於占卜以外亦用以記數，故甲骨文 A 型，乃在爻旁着兩手會從記數學起的意思。



B形爲爻下着房舍形，說明商周時代，中國已存有學校一類之學習場所，早非遊牧民族時代那種遇事而學，隨機而教的教育方法。

C型實際是A型和B型的合併寫法，因爲 𠂔 (拱)與 𠂔 (掬)同樣表示用兩手把弄器物；二字的分別只係“拱”象兩手奉舉，而“掬”象兩手提挽而已。

D型進一步加子字表示這個正在學習知識的人是個小孩子，而E型再加象人手持棍棒狀的 攴 (攴)字爲義符，然後才構成古人認爲什麼是教與學的整個觀念；《尚書·舜典》：“扑作教刑”。《傳》：“扑、榎楚也”。正好爲此給予論證。

同樣的例子還可以從教字看到，《說文》裏尚有一個 𡥉 字解釋爲：“𡥉、放也。从子、爻聲。”音古肴切。

這裏的放字作仿效的仿字解，也即是教字所說的上施下效。教與學本來就是一種模仿行爲，教者將先民的智識作出規範的模式讓學者仿效，故謂之師範；學者跟着學懂了，於是恍然大悟，此所以《說文》釋“學”字云“覺悟也”。又由“𡥉”之與“教”，可見教字加 攴 爲義符，才將字形固定下來；它的古文“效”不列子爲意符，與“𡥉”的不列 攴 爲意符，都祇能表達教字的部份意義吧了。

“𡥉”、“教”關係猶如“學”之與“斆”，不過許慎將學字作爲 斆 字的篆省，而在 𡥉 字又不列作教字的省寫，此其一； 𡥉 字入子部，而教字入 攴 部，此其二；徐鉉注《說文》且分讀 𡥉、教二字爲平、去異音，此其三；是以文字學家不審“𡥉”本即教字或省，自易忽略教、學二字包孕的訊息，不約而同地說明了古人早經認定體罰在整個教學過程中的存在價值。

至於古人對體罰的問題，又抱着些什麼態度呢？《禮記·學記篇》說：“大學始教……入學鼓箠，孫其業也；夏楚二物，收其威也。”鄭玄注：“鼓箠，擊鼓警眾乃發箠出所治經業也。孫猶恭順也。夏、桡也，楚、荆也。二者所以撲撻犯禮者，收謂收斂整齊之；威、威儀也。夏、古雅反，注同。桡、吐刀反。《爾雅》云：‘桡、山櫟’。櫟、普卜反。”

按威儀猶今人之謂儀表，古人施行體罰的原則在警策學生，使其收斂嬉遊之心，上課時能夠肅整容儀；施罰的形式則大體用戒尺，即古人所用的夏(或加木旁)楚，擊打掌心以爲懲教。

末了，雖是題外話，但值得一說的是，教育之教字從爻亦聲；現時一般字模或手寫每誤從孝旁作教，《說文》的孝字作：

“孝、善事父母者，从老省，从子，子承老也。”音呼教切。  
孝、𡥉 異音異義，千萬別混爲一體才好。



# 中國語文教師延續教育的必然性和必要性

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最近我讀到了刊登在人民教育出版社(北京)出版的《課程·教材·教法》(1986年第3期)上的湖北省武昌實驗中學的一位語文老師陳文國寫的文章。文章談的是試教《閱讀》、《寫作》新教材(全日制重點中學語文課用)的體會，題目是：《新穎·充實·管用》。文章中有一個小標題是《使用新教材必須更新知識》。這段文字是：“新教材引進了許多新思想、新知識、新訓練，試教過程中也不斷產生一些新問題，這對教師提出了更新更高的要求。如果我們不注意自身知識的更新，那是很難適應工作的。比如‘段’的知識是近年來語文教學界紛紛提出的研究課題，而新教材編者已經將它引進了《閱讀》，把它作為知識體系探討方面的一個重點，並提出了一條研究的思路。再如第六冊出現了介紹信息論和控制論的說明文，而《寫作》課本‘現代漢語常識’使用的是有別於統用的中學‘暫擬體系的新概念’，這些都是我們平時實踐比較少的東西，如果我們自己都沒有掌握，那麼怎樣去教學生呢！因此在試教中，我們加強了學習，博採兼蓄專業和專業以外的新知識來爭取試教的主動權。”由這一段話，我們可以瞭解到，作為一個語文教師必須隨時像海綿吸水一樣，學習新的知識，形成新的能力，才能適應語文教育工作的需要。

語文教師的延續教育屬於終身教育範疇。“國際成人教育會議”的第三次會議(1972年在東京；第一次會議是1949年在丹麥赫爾辛格，第二次是1960年在加拿大蒙特利爾，第四次是在1985年3月在巴黎，第四次會議通過了“學習是人的基本權利”的宣言)確定了終身教育的概念，明確了終身教育的重要性以及在經濟文化發展、社會進步中的重要作用。工作後的語文教師的延續教育，就一般情況看來，我理解為主要指大學後的延續教育，即取得高等師範院校學士學位的、合格的語文教師的繼續教育；其次是不合格的語文教師的學習，屬進修參加合格考核問題。本文主要談大學後的延續教育問題。

語文教師的延續教育之所以重要，是由於社會是發展的，科學文化是發展的，學術研究是發展的，教育體制是發展的，教材是有變化的，教師是生活在日益發展的社會當中，生活在知識量激增的情勢之中。語文教師要教書育人，授業解惑，要溫故也要知新。在知識量激增的時代，必須日



益充實知識和能力的結構，鍛煉自己的智力，這樣才能適應日益進步的社會的要求。提高語文教師的知識、能力和思想素質問題，從來都不是抽象的、一成不變的，而是隨着歷史的發展而不斷發展的。我們需要的語文教師的素質是適應國家開放、改革、發展社會主義商品經濟，建設高度的民主和物質文明、精神文明所需要的素質，即現代化的素質。

這種素質，有異於我國多年來帶有封閉格局的素質。工作後的語文教師應看到社會科學文化的發展帶來的教育、人的思想觀點、生活方式、消費結構(用北京市的例子說，在飲食、衣着不斷改善外，根據抽樣調查，每百戶居民擁有電視113臺(其中彩電32臺)，電冰箱42臺，收錄機71臺，與五十年代已大不相同)、工作教學條件諸方面以及其他社會領域的深刻變革，並應看到國家的建設前景、國際關係的發展對全球的發展正產生着深刻的影響。在這種形勢下，語文教師要瞭解自己的教育對象在認識、知識和能力方面的要求和變化。這就必然要提高自身的修養，開拓視野，增長能力，提高自身的思想、科學、文化素質。

從發展中的社會的要求來看，新的技術革命引起了物質生產和精神生產之間關係的變化，出現了文化教育(含語文教育)與科學技術相結合的趨勢，出現了自然科學與社會科學、工程技術科學等學科之間的相互交議、滲透的局面。這就要求語文教師不僅具備語文科學<sup>(1)</sup>、教育科學<sup>(2)</sup>的知識，而且還要具備多學科<sup>(3)</sup>的基本知識和必要的科技知識<sup>(4)</sup>以及相應的教學能力<sup>(5)</sup>。可以看出，社會發展和科學文化的發展必然要求語文教師要改善自己的知識和能力的結構。

從語文教育學的發展來看，中國大陸多年來的語文教育思想，一是傳授語文知識(含課文)，二是提高寫作能力。隨着社會發展的要求，現在已經發展為知識與能力並重而且相互結合的教育階段。知識結構也適應需要，由單純的文學內容發展為文學——文章(包括應用性文體、科技文體)——語文知識的內容，而能力也適應社會交際日益廣泛的需要發展為聽、說(包括演講辯論)、讀、寫四種能力同步發展的結構，同時培養學生的創造性思維能力。這就要求語文教師必然要打破過去的枷鎖，增長這些方面的知識，補充並提高自己的教學能力，即工作後不改善自己的知識和能力的結構，就難以勝任語文教師的工作。

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(1) 包括美學藝術。

(2) 包括心理學。

(3) 如電腦語文處理、信息語言學、統計學、控制論、模糊論、統籌學、心理語言學、社會語言學、法制和法律等。

(4) 課本中有大量的關於海洋、宇宙、激光、機器人、大自然、仿生學的說明文。

(5) 如製作軟件教具，使用現代化錄音、錄像教具等。



以上我談了語文教師延續教育的必然性，這正是客觀形勢發展的需要而形成的必然性。

從語文教師的工作自身要求來看，大學後的延續教育是十分必要的。教師的主觀世界應具備熱愛教育事業並為教育事業獻身的素質，這種思想素質是從事教育工作的靈魂和動力，是教師的脊梁。說文教師應具備這種思想素質，應立志成為本專業的學者。這樣就會主動地在原有的知識和能力的結構上，添磚加瓦，努力不懈，用新的知識來裝備自己，有求知若渴的思想感情，重視延續教育，修正、補充自己的知識和能力的結構，以適應語文教學工作的需要，成為具有身教和言教品德的語文教育家。

幾十年來社會發展的實踐和科學文化<sup>(6)</sup>的發展，已經證明語文教師延續教育的必要性。

葉聖陶先生說：“大學畢業之後還是要自學，在工作和生活中自學，根據工作和生活的需要自學。許多真有成就的人，他們的知識絕大部分是自己學來的。”<sup>(7)</sup>盧嘉錫先生（中國科學院院長）說：“即使讀到大學，一個人……也不可能在學校裏把將來要用的知識全部學完。在當今科學技術飛速發展的情況下，知識更新的進程是非常快的。學到的知識不夠用，甚至過時了，新的知識又急需我們去掌握。”<sup>(8)</sup>這些話都說的是大學後繼續學習<sup>(9)</sup>的必要性。下面想從幾個方面談談語文教師在大學畢業後由於工作的需要和補充新知識的需要而繼續受教育的必要性，這當中也有點滴自己的體會。

第一、要補充關於漢語普通話的語音知識，用普通話進行教學，這是漢語規範化的重要任務。教師要學好“全國語言文字工作會議”<sup>(10)</sup>的文件<sup>(11)</sup>、掌握國家的語文政策和方針任務。中國大陸的《憲法》已規定“國家推廣全國通用的普通話”，普通話理當成為教學語言，但是從現狀上看，還有不少語文教師不能用普通話進行教學，這些教師正在努力學習普通話的知識和說普通話的能力。去年五月（1985）我來香港參加“普通話教學與測試研討會”，瞭解到今年（1986）在香港學校的某些年級增加普通話課程，我想將來普通話也會成為教學語言。1986年4月18日《光明日報》披露“港府官員也在學習普通話，港府公務員訓練處長柯維謙先生說：‘港府

(6) 對語文教師來說特別是文史學科。

(7) 《和青年朋友談自學》第1頁，檔案出版社，1986。

(8) 同上，第3頁。

(9) 對國家和社會來說即延續教育。

(10) 1986年1月。

(11) 見《語文建設》1986年第1、2期。



官員需要與內地官員進行社交上的溝通。’在過去半年，六十名來自各部門的副處長級官員、行政官員、專業人士及工程師等，積極參加普通話課程訓練。”我認爲這就是工作後延續教育的重要內容之一。官員如此，我想語文教師出于自己主觀工作的需要，也一定能很快地適應需要，學好普通話課程<sup>(12)</sup>。

第二、與學習普通話有關的是，語文教師要補充和增長關於演講、辯論的知識和能力。談說辯論的教學在大陸多年來是忽視的。由于語文課本<sup>(13)</sup>增加了說話訓練、演講與模擬法庭辯論的課文，中師也增加了口語訓練的內容，同時受到大陸近幾年來開展演講活動<sup>(14)</sup>和香港舉行的“亞洲大專辯論會”在電視台播出後的影響，中學語文課勢必要加強學生的說話訓練，因此要求語文教師要增加這方面的知識和教學能力。這也正顯示出延續教育的必要性。

第三、新的教學語法體系的學習<sup>(15)</sup>。大陸的中學語文教學比較重視語法教學。五十年代的漢語課本和六十年代的語文課本使用的教學語法系統是五十年代擬訂的《暫擬漢語教學語法系統》<sup>(16)</sup>。三十多年來，特別是1976年以來中國語言學界重視了漢語語法特點的研究，有很多研究成果。這些研究成果要反映到中學語文教學中去。爲此，1981年7月在哈爾濱召開了由教育部主持的“全國語法和語法教學討論會”，王力、呂叔湘、張志公、朱德熙、張壽康等一百多學者參加了討論，會上確定了教學語法體系的原則，以後又經過多次修改，在1984年第二期《中學語文教學》雜誌發表了《中學教學語法系統提要(試用)》，這是目前新課本使用的體系。五十年代的《暫擬系統》是字、詞、句的單位系統，而《提要》則是語素、詞、短語、句、句群的五級單位體系，而以短語爲教學中心。語文教師就需要補充、修改自己的語法知識，提高適用於《提要》體系的語法分析能力。這方面的延續教育是十分必要的。北京語言學會爲此舉辦了系到講座，編寫了《中學教學語法基礎》一書<sup>(17)</sup>。

(12) 詳見拙文《現代社會與普通話》見《北京師院學報》1986年第2期，這是在香港“普通話教學與測試研討會”上的大會發言。

(13) 高中語文《寫作》。

(14) 如1986年6月大規模的十城市青少年演講邀請賽，由中央電視臺和《演講與口才》雜誌社舉辦，已播出。

(15) 這就是我在文章的開頭所寫的要學習新語文課本使用的有別於“暫擬系統”的語法體系的問題。

(16) 見人民教育出版社出版的《語法和語法教學》1956。

(17) 張壽康審訂，北京教育出版社，1986。



第四、補充文章學的知識<sup>(18)</sup>。文章學研究文章的組織結構規律和讀寫文章的規律，既是古老的學科，又是新興的學科。大陸已出版了若干本文章學書籍<sup>(19)</sup>。中學語文教師補充文章學的知識是必要的。

第五、大學畢業後出版的書刊和文物資料的學習。這是大學後延續教育的重要內容。在這裏我可以談一談自己的經歷。我是1946年北京師範大學中文系畢業的，如果把我微薄的知識分爲三，那麼大學和大學以前習得的基礎知識是三分之一，而大學後學習的內容佔三分之二。我畢業後學習了在大學沒有學習過的普通語言學、漢語詞彙學、語體風格學、語文教育學、現代文學等學科和大量的新書刊，而對文物資料的學習則顯得更爲突出。我在大學讀書時，當時的文字學概念告訴我，甲骨文字是殷商文字，鐘鼎青銅文字是周代文字。後來1956年11月到1982年5月，陝西岐周原鳳雛宮殿遺址窖穴出土有字甲骨，北京昌平、陝西扶風齊家村等地又不斷出現有字甲骨並陸續公佈，經考證斷定爲西周甲骨文字，連就打破了甲骨文字專屬殷商時代的概念<sup>(20)</sup>。而商代婦好墓的發掘，出現了銅器文字，也打破了青銅文字專屬周代的概念(婦好墓文物曾在北京展出)。又如1959年10月在新疆婁耑縣米蘭古城遺址發現的《坎曼爾詩箋》兩抄件；1969年新疆維吾爾自治區吐魯番一座唐墓出土了《論語鄭氏註》(卜天壽抄本)。以後，1972年在山東臨沂銀雀山西漢前期墓裏發現了《孫臏兵法》<sup>(21)</sup>、《守法令十三篇》、《晏子》、《太公》、《尉繚子》等竹書殘本<sup>(22)</sup>。1973年在河北定縣西漢中山王墓(即金縷玉衣墓)發現了《論語》、《文子》等竹書殘本，同年在長沙馬王堆西漢前期的三號墓發現了《戰國從橫家書》、《老子》(有影印本)、《經法》<sup>(23)</sup>、《周易》和《遺冊》等大批帛書和竹書。1975年在湖北雲夢睡虎地十一號秦墓發現了《秦律》的部分抄本和秦《大事記》(公元前306-217)<sup>(24)</sup>。1977年在安徽阜陽雙古堆西漢前期的汝陰侯墓發現了《詩經》、《倉頡篇》等竹書的殘本。這些

(18) 新的教材有大量的文章(如寫實記敘文、說明文和議論文，有別於文學作品)，有本文第一段提到的關於“段”的知識，這些都屬文章學的內容。

(19) 如拙著《文章學導論》(湖北教育出版社)和由我主編的《文章學概論》(山東教育出版社)，還有《古代文章學概論》(王凱符等，武漢大學出版社)、《文章學》(徐江等，南開大學出版社)等。

(20) 參見《西周甲骨的發現、研究及其學術價值》，王宇信，見《文史知識》1986年第5期；又見《西周甲骨探論》，中國社會科學出版社。

(21) 1975年文物出版社。

(22) 總見《銀雀山漢簡釋文》，文物出版社，1986。

(23) 文物出版社，1976。





(24) 參見《雲夢秦簡初探》，河南人民出版社，1979。



抄本、帛書、竹書，有的是重要佚書，如《孫臏兵法》和《經法》（漢黃老之學），有的是古抄本。這些文物有的改變了我們對某些古籍的看法，有的修正了我們的認識，有的對勘了《史記》之誤，很有重新學習之感。例如《坎曼爾詩箋》中的白居易《賣炭翁》抄本的年代是元和十五年（公元820年），當時白居易（公元772-847）年48歲，還健在。抄件的詩句與今本（含課本）稍有不同。如“翩翩兩騎來是誰”，抄件作“兩騎翩翩來是誰”，案平仄論（下句為“黃衣使者白衫兒”），作“兩騎翩翩”較為順適；今本“一車炭，千餘斤”，抄件作“一車炭重千餘斤”，以當中不頓足為七字為好；今本“半匹紅綃一丈綾”，抄件作“半匹紅紗一丈綾”，“綃”是絲帛，價值比紗貴得多，應以紗為是<sup>(25)</sup>。

又如，從宋代以來就認為傳世的《晏子春秋》（即《晏子》）、《尉繚子》（兵家）<sup>(26)</sup>、《六韜》（由《太公》分出）都是後人偽作，但銀雀山出土抄本證明這些都是先秦古籍，而《鶡冠子》前人也認為是偽書，但從馬王堆出土的古佚書來看，這本書也是先秦古籍，《文子》也是如此，改變了我們過去的錯誤的看法。

我們現在把《戰國策》的《觸讐說趙太后》的觸讐，根據馬王堆帛書改為觸龍，這是大家熟知的例子。另根據《史記》的記載，蘇秦與張儀是同時期的敵對人物，而從馬王堆出土的《戰國從橫家書》<sup>(27)</sup>來考證（帛書多為司馬遷所未見），根據帛書的記載，張儀在前，當他在秦國當權的時候，蘇秦還很年輕。張儀死在公元前301年是秦昭襄王時代（齊湣王元年），而蘇秦是活動在齊湣王、齊襄王時代，年輩比張儀晚得多（比張儀晚死25年左右）。這就端正了我們對張儀、蘇秦的認識，而這些資料是我在大學讀書時無法看到的。

第六、“絕知此事要躬行”。這是陸游的詩。所謂躬行，我是指要去參觀出土文物展覽，去參觀博物館，也指游覽參觀考察。我們知道傳統的說法是中國最早的文字是殷商甲骨文字，而從山東大汶口的甗口文字（北京自然博物館有復制原大的甗和刻字[旦]）。西安東郊半坡遺址出土的器物有圖畫和文字（如，還有複合文字，如），根據碳14測定距今約六千年，這樣中國文字的歷史就上推了三千年。幾年以前，河南登封王城崗，發現了夏代文字資料（，釋為“共”字）。這些都能在半坡博物館和洛陽博物館見到實物和複製品。

(25) 詳見《出土文物二三事》，郭沫若，1972，人民出版社，第13-14頁。

(26) 上海古籍出版社，1978年注釋本。

(27) 文物出版社，1976。



我過去從來沒有把“阿房宮”、“灞橋”同現時聯繫起來，而到了西安却見到了阿房宮公社和灞橋商店。在秦兵馬俑博物館和銅車馬館瞭解到秦代兵將的裝束和車馬的裝配，在咸陽博物館見到了西漢的大量兵馬俑（形制較小），在西安（含碑林）見到了聞名的唐宋碑石，在河北正定大佛寺親自撫摸了有名的隋代《龍藏寺碑》，增加了實感。

我過去在讀劉禹錫的《洞庭》：“白銀盤里一青螺。”和雍陶的《題君山》：“一螺青黛鏡中心。”的詩句時，以為君山是立着的“青螺”，下圓而上光。1984年我游洞庭，登君山，才知道是橫着的“青螺”，一頭寬一頭窄。如果不到洞庭湖是會用想像去代替真實的。在洞庭湖我親眼見到范仲淹《岳陽樓記》中寫的“長烟（雲）一空，皓月千里”的景像。“一空”應是“滿空”，我見到了滿空的條雲。語文課本（初五冊）注為“大片烟霧完全消散；一，全”是失實的（從互文看，“一空”應與“千里”相對仗）。我覺得這樣的延續學習也是不可少的。

第七、必須改變死板的教學方法。應當讓學生不僅“學會”而且“會學”，要把死教變為指導學生學，這種改變在大陸已有端倪，但未形成風氣。這是複雜的問題，也是重要的問題（習慣的教法是很難變的），本文不準備詳述這個問題，但改變是必要的。

從以上敘述可以說明語文教師延續教育的必要性。

下面想談談中國大陸進行工作後的語文教師（主要是大學後）的延續教育的實施簡況。

1985年《關於教育體制改革的決定》指出：“必須對現有的教師進行認真的培訓和考核，把發展師範教育和培訓在職教師作為發展教育事業的戰略措施。”、“要為在職教師舉辦函授和廣播電視講座，要切實辦好教師進修院校。”據此，中國國家教育委員會主任李鵬說：“今年（1986）我國租用的國際通訊衛星專門開設了電視教育頻道，為培養中小學教師提供了一個很好的條件。”<sup>(28)</sup>李鵬還說：“實施九年制義務教育，師資是個大問題。沒有合格的教師，就難以保證教學質量。目前我國有八百萬中小學教師，擔負着兩億多中小學生的教學任務”、“他們中間還有不少的同志沒有接受過正規的師範教育，為了進一步提高中小學的教學水平，保證教學質量，需要進行在職培訓。現在‘中國教育電視’<sup>(29)</sup>節目的播出和電視師範學院的建立，就為廣大中小學教師的在職學習和提高創造了一種條件。”、“今後一個時期，要把成人教育的工作重點轉移到崗位職務培訓

(28) 李鵬《堅持改革，大力發展基礎教育》1986年9月11日《光明日報》。

(29) 引者按，即國際通訊衛星專用於電視教學的頻道，在語文方面開設現代漢語、古代漢語，文章寫作等課程。



上來。”、“這種教育應當提倡學用結合、學以致用和以不脫產的業餘學習爲主。同時積極開展大學後的繼續教育。”<sup>(30)</sup>

上面的幾段話說明了兩個問題：一個問題是爲了貫徹《中華人民共和國義務教育法》中的第十三條：“國家採取措施加強和發展師範教育，加速培養、培訓師資，有計劃地實現小學教師具有中等師範學校畢業水平，初級中等學校的教師具有高等師範專科學校畢業以上水平。國家建立教師資格考核制度，對合格教師頒發資格證書”的條文，現在國家已頒布了試行辦法。考核合格證書暫設教材教法考試合格證書和專業合格證書兩種。“計劃在五年或者更長一點的時間內，先讓教師在所教學科方面達到國家規定的標準，能夠勝任所教學科的教學工作，作到崗位合格。”<sup>(31)</sup>就語文課來說，已擬定了現代漢語、古代漢語、語言學概論、教材教法等科的考試大綱，並編印了相應的教材，準備明年舉行第一次考核。這是中國大陸在教師進修考核方面的重點工作。

第二個問題是：大學後的繼續教育。目前雖然不是國家教師培訓的重點，但從李鵬的講話中可以看出，國家對大學後的延續教育是重視的。目前從事大學後教育工作的單位很多，除各省市教育廳局、教育學院舉辦語文學術、教學講座，研究班，開展電影、電視教學錄音、錄像討論和觀摩教學，召開教學經驗交流會和專題研討會之外，就語文學科來說，國家對中國語言學會以及各省市語言學會，中國修辭學會以及地區修辭學會、作家學會、全國中學語文教學研究會（含各省市研究會），中國邏輯與語言研究會、現代漢語研究會、《中學語文教學》雜誌社和中國民主同盟中央、中國民主促進會中央及地方市委會舉辦的語文學科講座都是支持的。下面舉例來說一說。

北京教育學院除培訓非大專畢業的語文教師（開面授、函授課程，舉辦電視講座）之外，從1978年到1984年舉辦了語文專題講座122次，參加聽講者爲84100人次。該院從1983年起辦了語文教學研究班，以提高具有大學畢業程度、從事教學工作多年的教師水平，注意解決教師的知識更新和進一步提高教學能力。1983年9月開辦的語文研究班招收了59名學員，學習的課程有教育理論，如德育論，學習心理和教學論<sup>(32)</sup>，學習語言學、美學、文體通論等課程，脫離教學崗位學習半年；1984年又舉辦了同樣的研究班。

(30) 《搞好電視教學，發展開放教育》，見1986年9月25日《光明日報》。

(31) 《中學語文教學》1986年第9期17頁。

(32) 討論傳統教學論以及蘇·贊可夫、美·布魯納和法國、德國等的教學論。



東城分院和西城分院近幾年也舉辦了中學語文教材教法研究班和不同課題的研究班(如現代漢語)，參加的多為骨幹教師。北京教育學院組織的學科教材教法研究班，開展教學研究、教學經驗總結和交流活動(含教學電影和錄像分析)。結業時每個學員要交學業論文<sup>(34)</sup>。1986年7月14日北京市教育局同日本國際協力事業團合作舉辦的教育工程學教師培訓班開學，有40名教師參加學習，學習視聽教育、計算機在教學上的利用等課程<sup>(35)</sup>。

河北省教育廳師範教育處於1985年12月在唐山市舉辦了“中師口語教學講習會”，這是第一次口語教學研究的會，有十一個省市中等師範學校的口語教師140餘人參加，有研究漢語口語、口語修辭、演講學的專家講課，對口語教學問題進行了討論，並發出了加強口語教學研究的《倡議書》<sup>(36)</sup>。

河北保定地區教育局在1982年4月舉辦語文學術報告會，我在會上講了開創語文教學新局面的幾個問題<sup>(37)</sup>。1980年武漢市教育局與教育學院共同舉辦“中學語文課堂教學研究會”，請張志公、葉蒼岑、張壽康等講課<sup>(38)</sup>並舉行觀摹教學。1982年河南省洛陽地區教育局也舉辦過兩次為期12天的語文教學講習班。1985年11月江西宜春地區和新餘市教育局舉辦“秀江之秋中學語文教研週”，有二十一個省市的近千名語文骨幹教師參加研究教改問題，有徐仲華等十三位專家(包括特級教師)作了專題報告。這種教學研究活動是難以數計的，僅我個人幾年來就曾參加過北京、錦州、吉林、長春、通遼、洛陽、信陽、岳陽、廣州、昆明、深圳等二十幾個城市的有關提高大學後語文教師水平的教學活動。

學術團體也經常為語文教師舉辦介紹科研成果的講習班，一般舉辦十天到十五天左右，多半在假期內進行組織。如中國語言學和中國修辭學、中國文章學會(籌)現代漢語研究會曾多次舉辦語法修辭、文章學講習班(如在咸陽、福州、昆明、敦煌、承德等地)。

北京語言學會為提高語文教師的語言教學水平，於1981年舉辦“現代漢語講座”，有王力、呂叔湘、周祖謨、周有光、張志公、朱德熙、張壽康等教授講課，每週一次，歷時數月，有一千七百人參加學習<sup>(39)</sup>。1986年暑期又舉辦了《中學教學語法提要》系列講座請十餘位語法學者講課，講稿經整理後已定由和平出版社出版。

(34) 以上參見《北京市中小學教師培訓工作概況，1978-1984》。

(35) 7月15日《北京晚報》。

(36) 詳見《演講與口才》1986年第3期第40頁。

(37) 六講，見拙著《語文學習與教學》，甘肅版，1984。

(38) 我的講稿見上書。

(39) 講稿已由知識出版社出版，1983。



全國中學語文教學研究會於1979年在上海成立，多數省市設有分會，這是專門以研究語文教育理論、交流教學經驗、進行教學改革為任務的研究會，多年來舉行了幾次年會和專題討論會。年會論文已編輯出版《語文教學研究》<sup>(40)</sup>、《語文教學在前進》<sup>(41)</sup>，對語文教師進行延續教育起了重要作用。

目前大陸出版的語文教學期刊已有《中學語文教學》、《語文教學與研究》、《中學語文》、《語文教學通訊》等二十餘種<sup>(42)</sup>。這些期刊及時刊載進修資料等，對提高教學水平、交流語文信息很有作用，可以看成是語文教學水平和顯示研究方向的標誌。不僅如此，雜誌社也組織教學科研活動，如《中學語文教學》就組織過多次專題討論會<sup>(43)</sup>。1985、1986舉辦了兩次“語文研究新成果講習班”，由李何林(魯迅專題)、周振甫(古代散文)、周汝昌(紅樓夢)、張壽康(文章學)、李燕杰(演講學)、舒乙(老舍之子講老舍風格)、李金鎧(電腦語文處理)等人講課，講課的還有柯岩、劉紹棠等作家，並有魏書生等特級教師講教學經驗，受到語文骨幹教師的歡迎。講稿由湖南教育出版社出版。

大陸各民主黨派也積極舉辦多學科講座，如中國民主同盟(含北京市委)舉辦的三次講座，曾請朱光潛、常任俠講美學，陸宗達講訓詁學，林傳鼎講教育心理學，季羨林講中國文化的發展戰略，常迴講信息科學，講課的還有費孝通、錢偉長、陶大鏞、談家禎、鄧廣銘等人，語文教師可以選聽，也起到了教師延續教育的作用。

以上所說的一些情況，只是我個人接觸到和瞭解到的信息，真可以說是管窺一斑，因為這些活動，各自為政，缺乏全國性的統計資料。

中國大陸的中學語文教師共626 014人，其中高中教師84 914人，初中教師541 100人。全國中學語文教師具有大專學歷的只有152 258人，沒有取得大專學歷資格的473 756人。從這個數字看來，大陸的語文教師工作，理當以不合格的教師進修考核工作為重點，可是我們可以說，大學後的語文教師延續教育已引起重視。不過，這一工作尚未形成全國性的計劃網絡，除各省市教育廳局、教育學院較有計劃外，各群眾團體等的活動，既缺乏橫向聯系，也缺乏有計劃的統一組織。也可以說，大陸大學後的延續教育已經興起，一批起步較快的高等院校已經做出成績。清華大學

(40) 教育科學出版社。

(41) 人民教育出版社。

(42) 目見《中學語文教學》1986年9月號封四。

(43) 如1983年北戴河文言文教學討論會，會的成果是出版了《中學文言知識學習要點》1986，今年11月開同樣性質的會。



已成立繼續教育學院，幾年來開辦多種新學科的進修班三百五十七個，培養了業務骨幹兩萬零一百六十人<sup>(44)</sup>。我相信今後國家教育部門定能制訂大學後延續教育的計劃並大力貫徹實施，全國高等師範院校包括電視師範學院也會具有語文教師大學後延續教育的單位來開展教學活動，全社會也會進一步提供語文教師工作後進修的足夠條件。

1986.10.10

(44) 《光明日報》1986.10.6。



## FUTURE ISSUES OF ILEJ

Volume 4 of ILEJ will be published in mid 1988. Contributions will be welcomed. They should be sent to the editors before 31 December 1987 at the following address :

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Kowloon  
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Articles should be approximately 4 000 words in length. An English style-sheet is attached on the next page for your reference. A brief abstract in the same language as the articles should be included. Book reviews will also be welcome. Further information about the ILEJ may be obtained from Ms Madeleine LAU, Tel. : 3-7719552.

## 徵稿

《語文教育學院學報》第四期將於一九八八年中出版，歡迎來稿。來稿如用中文撰寫，請用原稿紙單面橫寫，字數宜在四千以內。每篇文章請附內容提要，如另附英譯者更佳。稿件請於一九八七年十二月前寄交下址：

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香港教育署語文教育學院  
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## STYLE SHEET

1. Manuscripts should be typewritten, preferably on A4 size paper. Typing should be double-spaced and on one side of the paper only.
2. Items to be italicised should have single underlining. These include the following:
  - a. Section headings and subheadings (which should not be numbered).
  - b. Words or phrases used as linguistic examples.
  - c. Words or phrases given particularly strong emphasis.
  - d. Titles of tables, graphs and other diagrams.
  - e. Titles or headings of other books or articles referred to or cited.
3. Capitals (no underlining) should be used for the following:
  - a. Title of article or review. (The author's name(s) may be in smaller type).
  - b. Headings of NOTES and REFERENCES sections.
4. Single inverted commas should be reserved for:
  - a. A distancing device by the author (e.g. This is not predicted by Smith's 'theory'...).
  - b. A method of highlighting the first mention of terms specially coined for the paper.
5. Double inverted commas should be reserved for verbatim quotations.
6. The first page should contain the title of the article at the top of the page, in capitals, with the name of the author(s) immediately below and centred. A reasonable amount of blank space should separate these from the start of the text. Headings such as *Introduction* should be underlined and located at the left-hand side of the text. There should be two blank spaces between the subheading and the start of the first sentence of the text, which should be indented 5 spaces.
7. Tables and diagrams should each be numbered sequentially and their intended position in the text should be clearly indicated. Diagrams should be on separate sheets. All such graphic displays should have single underlining. Capitals should only be used for the initial letter of the word Table or Diagram and for the first word in the following sentence (e.g. *Table 2. Distribution of responses*).
8. Footnotes should not be used. Reference in the text should be to author's name, year of publication and, wherever applicable, page or pages referred to (e.g. "This is refuted by Smith (1978a: 33–5). However, several authors take a different view (Chan 1978:13; Green 1980)").
9. Notes which require explanation should be indicated by superscript numerals in the body of the article and should be grouped together in a section headed NOTES (in capitals) at the end of the text. The number and quantity of notes should be kept to a minimum.



10. References should be listed in alphabetical order in a section headed REFERENCES (in capital letters), immediately following the NOTES section.
11. In cases of joint authorship, the name of the main author should be placed first. Where each author has taken an equal share of the work, the names should be sequenced alphabetically. The fact that the names are in alphabetic order may, if so desired, be pointed out explicitly in a note.
12. Journal articles should be referenced in the following way:  
Oller, J. W. and Streiff, V. 1975. "Dictation: A test of grammar-based expectancies," *English Language Teaching Journal* 30(1): 25-36.
13. Books and pamphlets should be referenced in the following way:  
Foss, B. (ed.) 1974. *New Perspectives in Child Development*. Harmondsworth: Penguin.
14. Articles in books should be referenced in the following way:  
Kvan, E. 1969. "Problems of bilingual milieu in Hong Kong: Strain of the two language system." In *Hong Kong: A Society in Transition*, edited by T. C. Jarvie and J. Agassi, pp. 327-343. London: Routledge and Kegan Paul.



## **THIRD ILE INTERNATIONAL SEMINAR— 15, 16 and 17 DECEMBER 1987**

The Institute of Language in Education will hold its Third International Seminar from 15 to 17 December 1987 at the Shangri-la Hotel, Kowloon, Hong Kong.

### **Seminar Theme**

The theme of the Seminar is "Languages in Education in a Bilingual or Multilingual Setting".

### **Seminar Objectives**

The objectives of the Seminar are to provide opportunities for teacher trainers, linguists and applied linguists, language teachers and educational planners to:

1. examine issues in language planning in education;
2. identify the factors which foster a supportive relationship in the teaching and learning of the various languages and dialects within any given society in an educational context;
3. explore the criteria for successful individual bilingual/bidialectal/multilingual language development;
4. examine the issues involved in raising language awareness and identifying good teaching practices;
5. explore the issues involved in the effective use of language as a tool for classroom learning (medium of instruction);
6. identify the criteria for successful classroom language learning (language-as-a-subject).

Further information about the Seminar may be obtained from the Director, Institute of Language in Education. 21/F., 56 Dundas Street, Kowloon, Hong Kong.



The articles in this Journal record the personal views of the contributors and should not be taken as expressing the official views of the Education Department, Hong Kong.

本學報各篇文章內容，僅代表作者個人見解，並不代表香港教育署的意見。







