

English, rather than simply learning and practising English. Possible wider educational concerns were sometimes neglected.

Some groups found it hard to find a way of fitting their individual material into the coherent package which they were trying to produce, so that it made a whole.

As time passed first drafts of materials were tried out in their author's classroom and amended, and then given to other group members to trial and comment on, before a 'final' version of the material was submitted to the bank. All the completed materials have been tried out at least once, and most twice. Inevitably, however, time caught up with us and a number of materials have not really been trialled sufficiently.

Currently the materials are with the Education Department. They will soon be printed and/or duplicated in some form, and then all members of the swapshop will get copies of all the materials in the bank.

We would hope that as more contributions are added to the bank, and as packages are completed they may be made available to others. For the moment, however, they belong to swapshop members.

The outcome

The most obvious outcome is that 5 sets of materials have been produced, as set out above, embracing about 43 individual items.

This, however, is not the only outcome. It can be argued that the most heartening and positive outcome of the swapshop is the fact that the members wish to continue it on the same voluntary Saturday morning basis as before. They have expressed the feeling that the Swapshop project has provided them with an invaluable opportunity to improve their classroom teaching together with a chance to meet colleagues and exchange ideas, experiences and social chat on a regular but not over-demanding basis. This is important to teachers, because it increases job satisfaction and helps them to value themselves and their profession more highly. Teaching ceases to be boring routine and becomes a more stimulating experience. While members have expressed the wish to continue with the swapshop, they have preferred not to continue to take part in the school-based curriculum development project scheme, in order not to be subject to the time constraints imposed. This may mean that the momentum behind the production of materials loses some force, but it should also mean a more flexible use of time allowing us to achieve a higher quality product.

The future

The ILE is planning to go on with the Swapshop. We are thinking of expanding it to involve other past secondary participants who would like to take part. This will necessarily involve more tutors.

It is hoped that more teachers of English will thus be able to widen their knowledge and enhance their professional skills through joining the Swapshop.

A SEVEN-SESSION THEME-BASED SCHEME OF WORK FOR P. 6 PUPILS

John Duncan—Tutor

**Elizabeth Chan
Theresa Chan
Margaret Lee
Suzanna Ng
Phyllis Yu
Patsy Wong**

Primary Teachers

Primary teachers attending the ILE refresher courses are able to try out in practice some of the new ideas they have picked from the course, by giving Experimental Teaching (ET) lessons to classes in 'affiliated' primary schools. These ET sessions take place on seven successive Fridays during the ILE course, with the same class, and with a different ILE participant teacher taking the session each week.

One of the advantages of this system is that it encourages a strong co-operative spirit between the seven ILE participants teaching a particularly class, and a great deal of accumulated experience is shared in the process. Another plus is that the once-weekly scheme provides ample time for teachers to develop the skills necessary to plan, modify, observe and evaluate lessons effectively—in a way which is practically impossible in the hand-to-mouth environment of ordinary teaching. On the other hand, there are potentially serious problems of discontinuity in this arrangement. An ET session takes place only once a week, for a mere 35 minutes, and a different teacher takes it each time. There is a danger that both class and teacher will treat each session as a one-off fireworks display, bearing little relation to 'ordinary' teaching.

An obvious way to counter this discontinuity is to design a scheme of work based on a strong theme. This theme will develop over the seven weeks and will hold the seven sessions firmly together. The re-emergence of the theme at the same time each week triggers the pupils' memories of the previous week's session, thereby facilitating the revision and recycling of language points from the week before, and overcoming the pupils' feelings of disorientation at having a change of teacher each week. The common theme also gives each 'new' teacher the confidence to build in a consistent way on what has been taught before, without having to worry unduly about whether the class will 'know' a particular language item or not. Another benefit of the theme-based approach is that, with the theme driving the lesson content, there is much less chance of the ILE participants duplicating work being carried by the class in their other English lesson during the week. The theme's scheme of work could be designed to incorporate the new language being presented by the regular teacher, but without any danger of repeating that teacher's activities or situations.

For these reasons, seven participants on the February-June 1989 ILE course chose to design and carry out a 7 session theme-based scheme of work for the P.6 class they had been assigned to teach in Lo Yu Chik AM School.

Having made their decision to use a theme, the group soon realised that whatever theme they eventually selected would have to satisfy a number of criteria. In the first place, naturally, the theme would have to be within the experience of, and directly interesting to, P6 boys and girls. And further, it would have to contain the depth and versatility to remain appealing over seven weeks. With children of this age just starting to become interested in the use of English in the world outside the classroom, further motivation would be provided if the theme could incorporate realistic Hong Kong situations where the use of English was natural. This would reinforce the idea of English as a medium of communication rather than just another school subject.

From the teaching point of view, it was important that the theme could be exploited to provide practice in all the skills, and also, that activities employing the range of pairwork and groupwork interactions could be included within it. The ILE teachers were also concerned that their lessons would provide reinforcement of the new language that was to be introduced in their regular teacher's lessons during the seven weeks.

One final consideration was that the scheme needed to be extremely flexible—even to the point of being capable of being abandoned midway if the early sessions did not go as planned. The ILE teachers had met the class and the class teacher, but none of them knew the class or the school before their ET sessions started, so they were unable to predict what would happen with any certainty. This criterion of possible abandonment instantly ruled out, for example, the idea of a continuous story developing towards a climax in the final session. For the scheme of work an episodic structure was therefore decided on, as being more suitable.

A number of themes were suggested and found wanting. Preparations for a picnic or outing were considered, but it was felt that after the pupils' initial enthusiasm it would be difficult to maintain the theme for the whole period—particularly since, unfortunately, there could be no 'real' picnic at the end! The picnic was also an unlikely context in which to use English realistically—Cantonese being the obvious choice in such an event. The same objection was also levelled at the idea of using a visit to Ocean Park as the theme.

The idea of a 'hotel' theme seemed to have more potential. Most pupils would have been to a hotel at one time or another, English was often used in hotels in Hong Kong, and most happily, a large number of situations could be included (as it were) under one roof—a restaurant, a disco, reception, paying the bill, the pool, and so on. It would also be easy to obtain authentic materials, which would add realism to the lessons.

The hotel theme quickly evolved into a series of episodes featuring an American, Tom Jackson, staying in a Hong Kong hotel. It became obvious

that Tom needed to have a Hong Kong friend, Mary Wong, to talk to, and to inform him about Hong Kong. Very soon Tom started to develop into a rounded character-with a family back home, and his own likes and dislikes. The friendship with Mary provided opportunities to practise informal language, expressing a variety of functions. The hotel itself, on the other hand, generated more formal language.

However, as the scheme of work evolved, even the hotel theme was seen as limiting. The main concern was that over 7 weeks the reappearance of the same hotel would become monotonous. If the scheme of work had been a seven-session project compressed into a week or two then this concentration would have been acceptable, in fact desirable, but there were doubts about the attractions of such a theme strung out over seven one-session weeks.

It was the characters themselves who were able to provide the additional scope. Once it was decided that Tom was a tourist travelling on his own, rather than a businessman, the possibilities for extension were endless. Tourists buy presents, they visit the sights, they send postcards home. They ask a lot of questions and they frequently need help. It was even possible to reintroduce the discarded 'Ocean Park' topic for one session, as Tom and Mary would visit the Park together—and of course they would talk about it in English! The hotel would still provide the framework, but it was the characters that had in fact become the unifying theme.

A simplified version of the final scheme of work appears below:

| Lesson | Topic | Activity | Function |
|--------|-----------------------|---------------------------------------|--|
| 1 | At Reception | Form Filling/ Listening | Asking and giving information about yourself |
| 2 | At the Hotel Cafe' | Ordering Food/Dialogue Building | Asking for things/Requests |
| 3 | At the Hotel Disco | Reading and writing a poster | Describing people/Talking about habits |
| 4 | Theft in the Hotel | Dialogue Building/ pairwork puzzle | Identifying people |
| 5 | Buying Presents | Matching game | Suggestions, Agreement/ Disagreement |
| 6 | At Ocean Park | Reading authentic material | Vocabulary building, Suggestions |
| 7 | Postcards Home | Reading and Writing postcards | Describing events |

In practice, the group found that they did not need to abandon their scheme! In fact, individual sessions went ahead as they had been planned from the beginning. Modifications were made mainly in response to the

pupils' hesitancy with language which the teachers had thought they would be able to handle—an inevitable result of not knowing the class well beforehand. Similarly, the ILE teachers had assumed a greater degree of assurance on the part of the pupils when it came to speaking up than was actually the case, and as a result a number of activities had to be modified in order to build the pupils' confidence and encourage communication.

The pupils themselves undoubtedly enjoyed the experience. They had no trouble perceiving the links between the lessons, and the teachers found that the revision of the previous lesson's points went very well. An interesting insight was that the pupils were able to retain all sorts of 'irrelevant' details about Tom and Mary—for weeks after they had been casually introduced. It was obvious that the characters had developed realistic identities of their own (as they had for the teachers!) and that the pupils were able to identify with them.

From the teacher training point of view, this theme-based scheme was a useful learning process for the teachers themselves. It is unusual in Hong Kong primary schools to use the approach of theme-based project work which is the norm in most European countries. In Hong Kong, schemes of work for English lessons tend to be concerned with how to divide up and supplement the textbook with a strong focus on language input. The textbook itself provides any thematic continuity that there is. This small experiment indicated, however, that a theme or topic-based approach does not preclude systematic input or practice, and further that it provides a strong motivation for teachers and pupils alike.

In terms of transfer to schools, this particular scheme could certainly be compressed into a shorter period of regular lessons, with very little modification. It is sometimes observed that one of the practical difficulties with communicative language teaching in schools is the amount of time, and effort, that needs to be put into preparing materials. The advantage with a theme-based scheme is that-once-prepared—it provides a ready-made rentable chunk of material. In addition, precisely because the scheme has a theme, totally new materials are not required for each lesson. As an example, the cut-outs of the characters and the hotel used in this scheme were greeted with recognition in lesson after lesson!

Nevertheless, the crucial feature that made this scheme a success was that it was a cooperative effort. The seven teachers involved all contributed ideas, and they all helped with the design and preparation of materials. Even a brilliant single teacher working independently in their own school would have been very unlikely to produce anything so creative or of such good quality. It is therefore essential that teachers in schools should be strongly encouraged to cooperate together by their principals, and be given recognition by them when they do so. Without this support communicative English language teaching in primary schools will never be as effective or as enjoyable as it should be, and the creativity of talented teachers will remain untapped.

A Seminar on 'Teacher Development'

About twenty professionals with an interest in language teacher education took part in a seminar on 'Teacher Development' at the British Council on Saturday 25 February 1989. The session was led by Dr. Desmond Allison of the Institute of Language in Education. It was organised by local representatives of the International Association of Teachers of English as a Foreign Language (IATEFL), in conjunction with the Secondary School English Teachers Association (SSETA).

The seminar took a sympathetic but cautious look at reports of activities undertaken in the U.K. and elsewhere by members of the 'Teacher Development' group of IATEFL. These reports suggested how teacher development groups can be set up, in order to encourage teachers to share experiences and exchange ideas.

Conclusions reached at the seminar were that successful teacher development initiatives cannot be imposed from above or outside, but have to come from teachers themselves. Teacher development can and does take place in Hong Kong in various ways, but it seems unlikely that 'Teacher Development groups' will spring up in local education contexts at present. The needs of teachers to explore their own motivation and reflect on their experience may more easily be met by talking informally to friends who are also teachers, perhaps from other schools, or by working with colleagues on other projects.

Other aspects of teacher development include making small studies of one's own teaching, and developing materials for use in class and for exchange with other teachers. These activities are valuable, though they are also time-consuming. A challenge to teacher educators is to encourage and support such initiatives, without seeking to impose them, among teachers in schools.

跟 電 腦 學 拼 音

—— 電 腦 輔 助 普 通 話 教 學 初 探

導師：何國祥
謝曾淑貞

教學設計：CP 871 第 13 組學員：

馬淑霞
麥淑霞
葉惠芝
甄玉燕

程式設計：區潤樹

一、前言

電腦輔助教學 (Computer Assisted Instruction, 簡稱 CAI), 自五零年代發展迄今, 已有三數十年歷史, 但由於通用性課程軟體未能順利發展, 加上硬體設備昂貴及功能未備, 在七零年代受到一些挫折, 八零年代以後, 隨着微電腦技術之完備及價格下降, 尤其中文處理技術之突破, 使得這方面之研究, 製造不少有利條件, 此研究乃就普通話拼音教學方面, 試圖製作一個成本低廉之輔助教學軟件。

電腦輔助教學系統基本架構分成「硬件」及「軟件」部份, 其中:

硬件——包括電腦主機, 螢幕, 鍵盤, 磁碟機, 打印機等。

軟件——系統軟件, 包括作業系統, 程式語言 (BASIC) 及中文系統。

課程軟體 (COURSE WARE)

二、電腦輔助教學模式之選擇

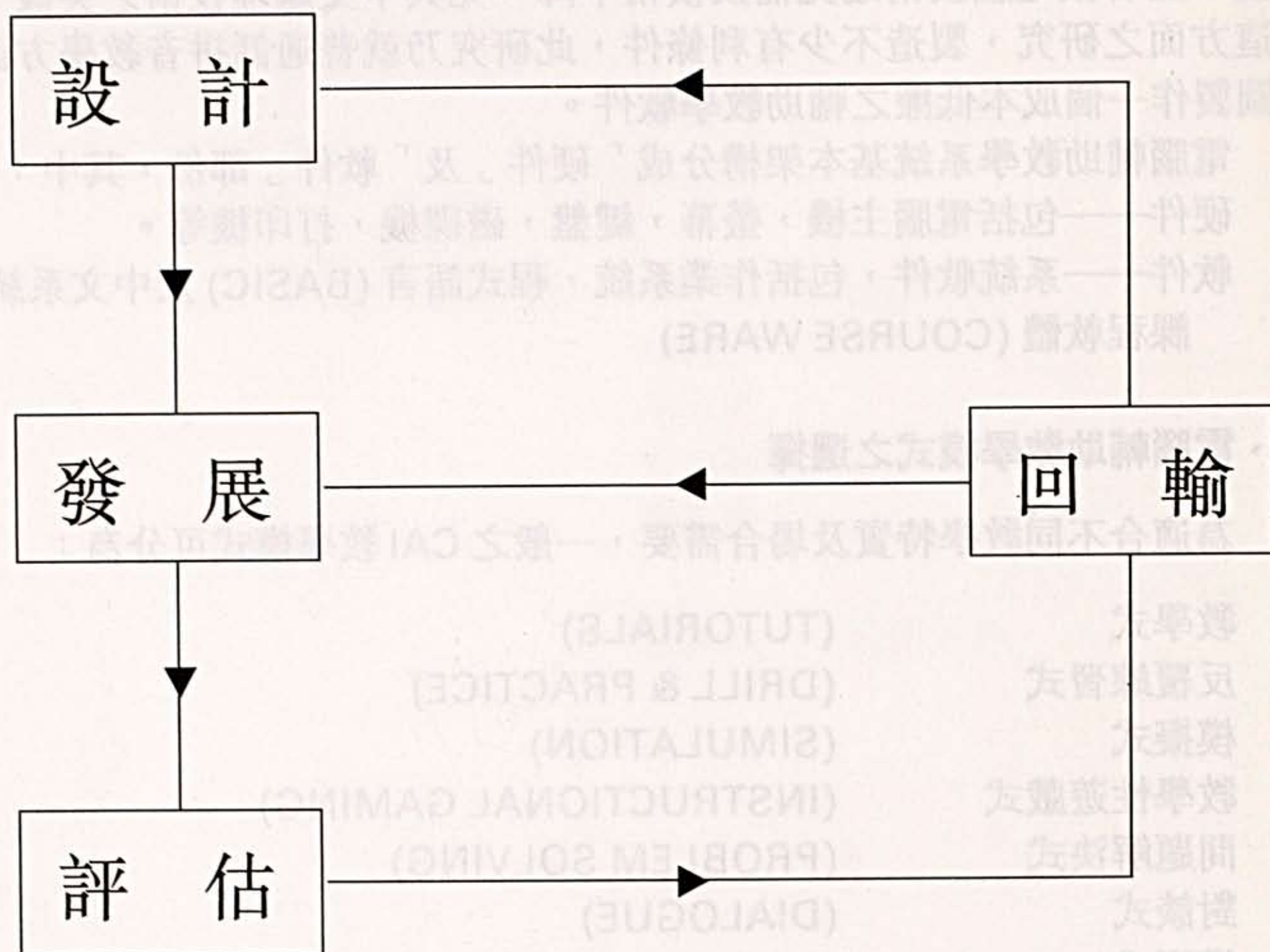
為適合不同教學特質及場合需要, 一般之 CAI 教學模式可分為:

| | |
|--------|------------------------|
| 教學式 | (TUTORIALS) |
| 反覆練習式 | (DRILL & PRACTICE) |
| 模擬式 | (SIMULATION) |
| 教學性遊戲式 | (INSTRUCTIONAL GAMING) |
| 問題解決式 | (PROBLEM SOLVING) |
| 對談式 | (DIALOGUE) |
| 模型式 | (MODELING) |
| 測驗式 | (TESTING) |

此設計為教學性遊戲式, 其構想是寓教育於遊戲。此種方式較適合低年級偏重於記憶性之練習教學, 在沒有心理負擔情形下進行學習, 這種主動學習已證實對幼年教學有特別成效。

三、CAI 軟體之編寫步驟及過程

CAI 軟體之發展過程可分設計，發展和評估三個階段，其關係如下圖：



3.1 課程之選擇

‘跟電腦學拼音’課程需要性分析：

課程需求：設定漢語拼音練習為小學普通話科必備的單元，為加深及提高學生的拼音能力，本遊戲將提供學生課外的輔助學習機會。

教學對象：小學四至五年級學生。

學習速度：不受限制。

學前經驗：學生應掌握聲母，韻母與及聲調之基本知識，和詞組的讀音。

學習方式：遊戲及練習。

學習目標：1.使學生從遊戲中熟習漢語拼音。

2.引起學生學習漢語拼音的興趣。

學習年齡：由10-14歲。

限制：本遊戲沒有教授拼音方法及詞組讀法。

費用：僅需電腦基本設置，軟件製作費用低廉。

時間：可供課外使用。

空間：不受限制。

3.2 教學目標

課程名稱：普通話教學設計之「齊玩齊學普通話」。

單元名稱：跟電腦學拼音。

教學目標：1.使學生從遊戲中熟習漢語拼音。

2.引起學生學習漢語拼音之興趣。

學習環境：是一種主動及娛樂性之學習。

時間地點不受限制。

問題難度可以自由選擇。

偏重拼音及聲調之記憶。

行為目標：加強學後保留之效果。

加強經驗的累積。

行為標準：應以能滿足所設定成績標準。

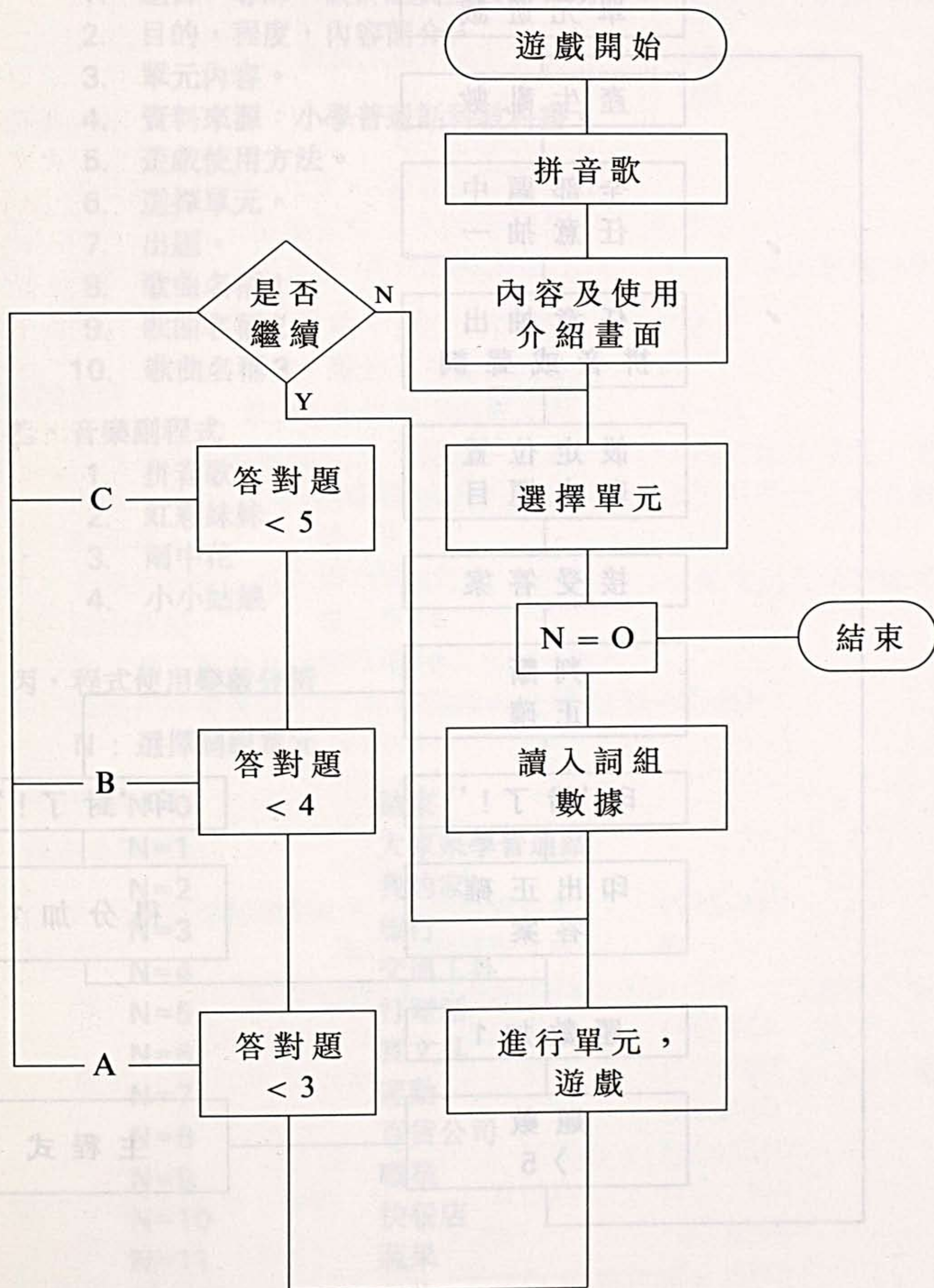
3.3 教學分析

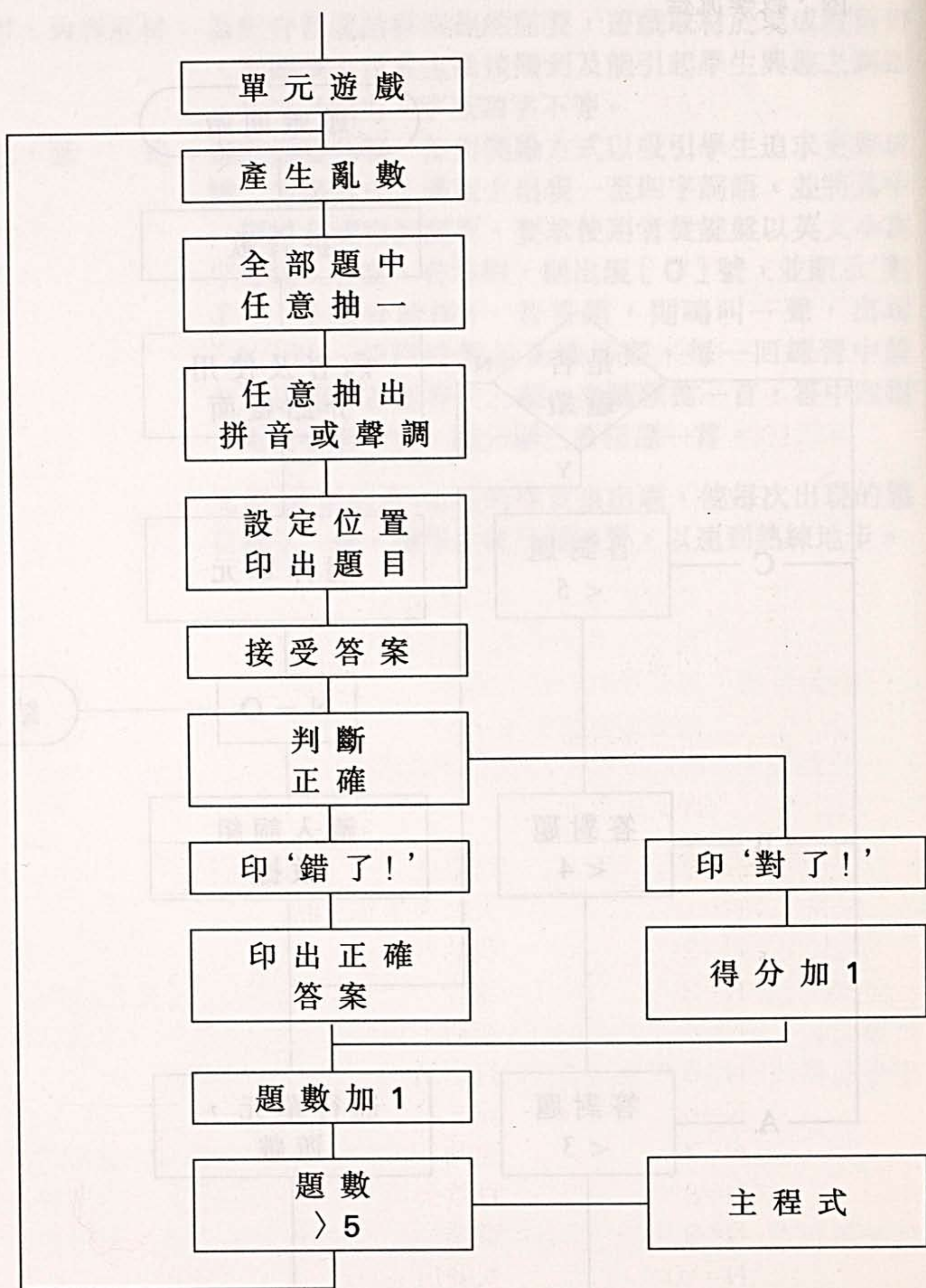
甲、內容取材：為配合普通話科課程的需要，遊戲取材於現成教科書，選擇學生日常生活接觸到及能引起學生興趣之詞組，每詞字數由一字至四字不等。

乙、形式：遊戲採積分制，使用獎勵方式以吸引學生追求更好成績，出題方式：畫面上出現一至四字詞語，並將其中一項拼音或聲調漏空，要求使用者從鍵盤以英文小寫字母輸入答案，若答對，則出現[O]號，並顯示‘對了！’及得分增加1。若答錯，則鳴叫一聲，出現[X]號，並同時顯示正確答案。每一回練習中設有五道題，若能答中三題，獎聽歌曲一首，答中四題，兩首任選一首，滿分則三首任選一首。

又依{亂數隨意}出現的性質來出題，使每次出現的題目都不一樣，讓學生能反覆練習，以達到熟練地步。

丙、教學流程





3.4 課程設計

甲、本遊戲程式分為 10 個畫面。

1. 題目，導師，設計組員及製作日期。
2. 目的，程度，內容簡介。
3. 單元內容。
4. 資料來源：小學普通話科教科書。
5. 遊戲使用方法。
6. 選擇單元。
7. 出題。
8. 歌曲名稱 1。
9. 歌曲名稱 2。
10. 歌曲名稱 3。

乙、音樂副程式

1. 拼音歌
2. 虹彩妹妹
3. 雨中花
4. 小小姑娘

丙、程式使用變數分析

N：選擇詞組單元

| | |
|------|---------|
| N=0 | 結束 |
| N=1 | 大家來學普通話 |
| N=2 | 我的家 |
| N=3 | 旅行 |
| N=4 | 交通工具 |
| N=5 | 打電話 |
| N=6 | 買文具 |
| N=7 | 運動 |
| N=8 | 百貨公司 |
| N=9 | 職業 |
| N=10 | 快餐店 |
| N=11 | 蔬果 |
| N=12 | 動物 |

| | | |
|-------------|---|--------------------|
| TS\$ | : | 練習標題 |
| P | : | 目前之題號 |
| SE | : | 答對題數得分 |
| LO | : | 代表前一問題之號碼 |
| RO | : | 代表目前出現之號碼 |
| R1 | : | 一字題由 0-1 |
| | : | 二字題由 0-3 |
| | : | 三字題由 0-5 |
| | : | 四字題由 0-7 |
| | : | 代表聲調及拼音 |
| SP\$ | : | 用以存入空白字串 |
| Y\$ | : | 用以判斷是否繼續，存入 y 或 n |
| X1-X4 | : | 代表聲調距離拼音之位置 |
| AN\$ | : | 輸入答案字串 |
| S1\$-S4\$ | : | 代表聲調 0=輕聲 |
| | | 1=第一聲 |
| | | 2=第二聲 |
| | | 3=第三聲 |
| | | 4=第四聲 |
| Q1-Q4 | : | 單元內詞語數量 |
| | | Q1=單字 |
| | | Q2=雙字 |
| | | Q3=三字 |
| | | Q4=四字 |
| Z1\$-Z17\$ | : | 常用重覆字串，以變數代表，方便再用。 |
| F\$ | : | 單元資料檔案名稱 |
| | : | 陣列變數名稱用意介紹如下： |
| AS\$(Q1) | : | 單字詞組 |
| BS\$(Q2) | : | 雙字 |
| CS\$(Q3) | : | 三字 |
| DS\$(Q4) | : | 四字 |
| A\$(2, Q1) | : | 存放單字，拼音，聲調，拼音位置 |
| B\$(5, Q2) | : | 雙字 |
| C\$(8, Q3) | : | 三字 |
| D\$(11, Q4) | : | 四字 |

丁、數據結構

遊戲程式與詞組分離，方便增加單元，詞組數據以 DATA 形式存入，可以增減而不影響程式運作，方便日後更改，詞組分隔以 999，888，777，666 為號。

3.5 硬體選擇

1. 本遊戲需要顯示中文，須能配合中文系統。
2. 本遊戲需配上簡單音樂，其作業系統應有音樂指令。
3. 為發展教材之普及性，易於使用，以 IBM PC XT 或兼容機為機種，配 640 K RAM 及 HERCULES CARD 並單色顯示。

3.6 軟體選擇

1. 為考慮使用者經濟成本，速度反成次要，中文採用磁片系統，但需能作 24×24 字體放大而無須硬盤者。據此選用 [倚天] 中文磁碟系統。
2. 音樂副程式，除拼音歌需自行編寫程式外其他從現成音樂副程式庫中選用。
3. 程式語言採用 BASIC，方便日後容易修改。
4. 因製作時間限制，並未使用圖形，可在發展中應用。

四、CAI 教學文件

4.1 教師使用須知

教師使用 ' 跟電腦學拼音 ' 步驟。

1. 所需設備：

硬件—IBM 或 8088 兼容機 640k 配 HERCULES CARD (即 MONOCHROME) 。

軟件—倚天中文系統 (系統程式 SYSTEM 1 及 24×24 字盤 SYSTEM 2) 。

—DOS 2.1 (碟上應有 BASICA, CAI36, F1-F12 FILE) 。

2. 執行步驟：

(1) 將 DOS 2.1 磁碟放入 'A' 磁碟機。

(2) 將 ' 倚天 24×24 SYSTEM 2 ' 放入 'B' 磁碟機。

(3) 開啟‘電腦螢幕 MONITOR’。

(4) 開啟 IBM 機，當‘A’磁碟機紅燈亮着，表示正在讀入資料，直至該紅燈熄滅而電腦螢幕出現 A 〉。

(5) 取出‘A’磁碟機 DOS 2.1 磁碟，換入‘倚天 SYSTEM 1’磁碟。

(6) 鍵入 ET 再按‘輸入 ENTER’鍵，‘A’磁碟機會自動讀入中文資料，最後螢幕右下方出現有‘倚天’中文字。

(7) 取出‘A’磁碟機‘倚天 SYSTEM 1’磁碟，換入 DOS 2.1 磁碟。

(8) 鍵入 BASICA 並按‘輸入’ENTER’鍵。

(9) 當螢幕出現 OK 字時，按 F3 鍵，即出現下列字樣

OK

LOAD”

(10) 鍵入 CAI36 及按‘輸入 ENTER’鍵，一會再出現 OK

(11) 鍵入 RUN 及按‘輸入 ENTER’鍵，磁碟機紅燈熄滅後開始出現下列畫面

普通話教學設計

(12) 當介紹完畢，這時可選擇 1-12。

(13) 磁碟機紅燈又再亮着，表示資料正在讀入，紅燈熄滅後，可以開始。

4.2 教學單元

1. 大家來學普通話

2. 我的家

3. 旅行

4. 交通工具

5. 打電話

6. 買文具

7. 運動

8. 百貨公司

9. 職業

10. 快餐店

11. 蔬果

12. 動物

註：單元 1-7 適用於四年級

單元 8-12 適用於五年級

資料來源：單元內詞組取材自下列出版社教科書：

大 雅 (1986)

四 海 (1986)

明 華 (1987)

齡 記 (1987)

新 雅 (1986)

教 育 (1986)

現 代 (1986)

文 達 (1987)

模 範 (1986)

新亞洲 (1986)

五、展望

此遊戲除可推廣至其他級別，增加單元外，尚可以考慮下列改進：

5.1 程式編寫

- 甲、數據處理可用檔案編寫，增加靈活性及減少輸入詞組時間和錯誤機會。
- 乙、採用彩色動畫，並配合聲音，增加吸引力。
- 丙、若畫面設計數量很大時，可使用畫面設計輔助軟件套，增加效率。

5.2 普通話教學內容擴展

- 甲、利用數據庫技術，可進一步發展自動編譯拼音工具，將教材加上拼音及聲調，降低造價。
- 乙、發展閱讀普通話機器，將教材文字輸入，由電腦按拼音讀出。

附錄一 單元詞組

單元：1. 大家來學普通話

雙字詞組：

- | | | | | | |
|-----|------|------|-----|-------|------|
| 1. | wǒ | men | 2. | dà | jiā |
| | 我 | 們 | | 大 | 家 |
| 3. | jiàn | miàn | | nín | zǎo |
| | 見 | 面 | 4. | 您 | 早 |
| 5. | tóng | xué | | shàng | xué |
| | 同 | 學 | 6. | 上 | 學 |
| 7. | lǎo | shī | 8. | xué | xiào |
| | 老 | 師 | | 學 | 校 |
| 9. | tán | huà | 10. | shuō | xiào |
| | 談 | 話 | | 說 | 笑 |
| 11. | diǎn | tóu | 12. | yǔ | yán |
| | 點 | 頭 | | 語 | 言 |
| 13. | jiān | jì | 14. | fāng | biàn |
| | 交 | 際 | | 方 | 便 |
| 15. | xiè | xiè | 16. | zài | jiàn |
| | 謝 | 謝 | | 再 | 見 |
| 17. | nǚ | lì | 18. | xué | xí |
| | 努 | 力 | | 學 | 習 |
| 19. | gōu | tōng | 20. | bù | dǒng |
| | 溝 | 通 | | 不 | 懂 |

三字詞組：

- | | | | | | | | |
|----|------|------|-----|----|-----|-------|----|
| 1. | tīng | qīng | chǔ | 2. | duì | bu | qǐ |
| | 聽 | 清 | 楚 | | 對 | 不 | 起 |
| | pǔ | tōng | huà | | yì | diǎnr | o |
| 3. | 普 | 通 | 話 | 4. | 一 | 點 | 兒 |

單元：2. 我的家

雙字詞組：

| | | |
|-----|------------|-----------|
| 1. | bà 爸 | ba 爸 |
| | mèi 妹 | mei 妹 |
| 3. | gē 哥 | ge 哥 |
| 5. | jiě 姐 | jie 姐 |
| 7. | yé 爺 | ye 爺 |
| 9. | shū 叔 | shu 叔 |
| 11. | pái 排 | xíng 行 |
| 13. | ā 阿 | yí 姨 |
| 15. | fáng 房 | zi 子 |
| 17. | yú 愉 | kuài 快 |
| 19. | xiāng 相 | chǔ 處 |
| 21. | chǎo 吵 | jià 架 |
| 23. | gū 姑 | gu 姑 |

三字詞組：

| | | | |
|----|----------|----------|---------|
| 1. | hǎo 好 | hái 孩 | zi 子 |
|----|----------|----------|---------|

| | | |
|-----|------------|----------|
| 2. | mā 媽 | ma 媽 |
| | wài 外 | pó 婆 |
| 4. | dì 弟 | di 弟 |
| 6. | biǎo 表 | gē 哥 |
| 8. | bó 伯 | bo 伯 |
| 10. | péng 朋 | you 友 |
| 12. | jiā 家 | lǐ 裡 |
| 14. | fù 富 | yǒu 有 |
| 16. | shēng 生 | huó 活 |
| 18. | hé 和 | mù 睦 |
| 20. | hé 和 | qì 氣 |
| 22. | jiù 舅 | jiu 舅 |

| | | | |
|----|----------|----------|---------|
| 2. | zuò 做 | jiā 家 | wù 務 |
|----|----------|----------|---------|

單元：3. 旅行

雙字詞組：

| | | | | | |
|-----|------------|------------|-----|------------|------------|
| 1. | jiāo 郊 | wài 外 | 2. | yù 預 | bèi 備 |
| 3. | kōng 空 | qì 氣 | 4. | qīng 清 | xīn 新 |
| 5. | wán 玩 | shuǎ 耍 | 6. | tiào 跳 | shéng 繩 |
| 7. | fēng 風 | jǐng 景 | 8. | měi 美 | lì 麗 |
| 9. | bái 白 | yún 雲 | 10. | nóng 農 | fū 夫 |
| 11. | huáng 黃 | niú 牛 | 12. | chéng 乘 | liáng 涼 |
| 13. | xiǎo 小 | niǎo 鳥 | 14. | chàng 唱 | gē 歌 |
| 15. | shù 樹 | xià 下 | 16. | xià 下 | yǔ 雨 |
| 17. | gǎi 改 | qī 期 | 18. | dà 大 | wù 霧 |
| 19. | shān 山 | lù 路 | 20. | shāo 燒 | kǎo 烤 |
| 21. | yě 野 | cān 餐 | 22. | huí 回 | jiā 家 |
| 23. | shuǐ 水 | hú 壺 | 24. | shí 食 | pǐn 品 |
| 25. | shū 舒 | chàng 暢 | 26. | tài 太 | yáng 陽 |
| 27. | huáng 黃 | hūn 昏 | 28. | pá 爬 | shān 山 |
| 29. | yuǎn 遠 | zú 足 | | | |

三字詞組：

- | | | | | | | | |
|----|------|-----|-----|----|------|-------|------|
| 1. | mù | dī | dī | 2. | xīng | qī | tiān |
| | 目 | 的 | 地 | | 星 | 期 | 天 |
| 3. | yì | jiā | rén | 4. | zhào | xiàng | jī |
| | 一 | 家 | 人 | | 照 | 相 | 機 |
| 5. | wánr | yóu | xì | 6. | zhuō | mí | cáng |
| | 玩 | 遊 | 戲 | | 捉 | 迷 | 藏 |

四字詞組：

- | | | | | |
|----|------|----|------|------|
| 1. | jiāo | yě | gōng | yuán |
| | 郊 | 野 | 公 | 園 |

單元：4. 交通工具

雙字詞組：

- | | | | | | |
|-----|------|-------|-----|------|-------|
| 1. | diàn | chē | 2. | dī | tiě |
| | 電 | 車 | | 地 | 鐵 |
| 3. | huǒ | chē | 4. | lún | chuán |
| | 火 | 車 | | 輪 | 船 |
| 5. | xiào | chē | 6. | fēi | jī |
| | 校 | 車 | | 飛 | 機 |
| 7. | fān | chuán | 8. | xiǎo | tǐng |
| | 帆 | 船 | | 小 | 艇 |
| 9. | qì | chē | 10. | lǎn | chē |
| | 汽 | 車 | | 纜 | 車 |
| 11. | kè | chuán | | | |
| | 客 | 船 | | | |

三字詞組：

- | | | | | | | | |
|----|----|------|-----|----|----|-------|-------|
| 1. | mó | tuō | chē | 2. | jì | chéng | chē |
| | 摩 | 托 | 車 | | 計 | 程 | 車 |
| 3. | zì | xíng | chē | 4. | qì | diàn | chuán |
| | 自 | 行 | 車 | | 汽 | 墊 | 船 |

四字詞組：

- | | | | | |
|----|-----------|-----------|-----------|----------|
| 1. | jiāo 交 | tōng 通 | gōng 工 | jù 具 |
| 2. | gōng 公 | gòng 共 | qì 汽 | chē 車 |
| 3. | dù 渡 | hǎi 海 | xiǎo 小 | lún 輪 |
| 4. | jià 架 | kōng 空 | lǎn 纜 | chē 車 |
| 5. | chū 出 | zū 租 | qì 汽 | chē 車 |

單元：5. 打電話

單字詞組：

- | | | | |
|-----|----------|-----|-----------|
| 1. | wéi 喂 | 2. | líng 零 |
| 3. | yī 一 | 4. | èr 二 |
| 5. | sān 三 | 6. | sì 四 |
| 7. | wǔ 五 | 8. | liù 六 |
| 9. | qī 七 | 10. | bā 八 |
| 11. | jiǔ 九 | 12. | shí 十 |

雙字詞組：

- | | | | | | |
|----|-----------|----------|----|----------|-----------|
| 1. | qǐng 請 | wèn 問 | 2. | wèn 問 | hòu 候 |
| 3. | hái 還 | hǎo 好 | 4. | zài 再 | jiàn 見 |

三字詞組：

- | | | | |
|----|------|------|------|
| 1. | dǎ | diàn | huà |
| | 打 | 電 | 話 |
| 3. | děng | yí | děng |
| | 等 | 一 | 等 |
| 5. | méi | shìr | o |
| | 沒 | 事 | 兒 |
| 7. | zài | jiā | ma |
| | 在 | 家 | 嗎 |

- | | | | |
|----|-------|------|------|
| 2. | nǐ | zhǎo | shéi |
| | 你 | 找 | 誰 |
| 4. | dǎ | cuò | le |
| | 打 | 錯 | 了 |
| 6. | shàng | jiē | qu |
| | 上 | 街 | 去 |
| 8. | nǐ | hǎo | ma |
| | 你 | 好 | 嗎 |

四字詞組：

- | | | | | |
|----|-------|------|------|------|
| 1. | tè | bié | de | shì |
| | 特 | 別 | 的 | 事 |
| 2. | nǐ | shì | shuí | ya |
| | 你 | 是 | 誰 | 呀 |
| 3. | shàng | nǎr | o | qù |
| | 上 | 哪 | 兒 | 去 |
| 4. | huí | dào | jiā | lǐ |
| | 回 | 到 | 家 | 裡 |
| 5. | diàn | huà | hào | mǎ |
| | 電 | 話 | 號 | 碼 |
| 6. | yí | huì | o | jiàn |
| | 一 | 會 | 兒 | 見 |
| 7. | nǐ | shuō | shén | me |
| | 你 | 說 | 什 | 麼 |
| 8. | hái | méi | huí | lái |
| | 還 | 沒 | 回 | 來 |
| 9. | liú | gè | huà | o |
| | 留 | 個 | 話 | 兒 |

單元：6. 買文具

單字詞組：

- | | | | |
|----|-----|----|-----|
| 1. | zhǐ | 2. | shū |
| | 紙 | | 書 |

雙字詞組：

| | | |
|-----|------------|-----------|
| 1. | zì 字 | diǎn 典 |
| 3. | xiàng 橡 | pí 皮 |
| 5. | wén 文 | jù 具 |
| 7. | bǐ 筆 | hé 盒 |
| 9. | kè 課 | běn 本 |
| 11. | máo 毛 | bǐ 筆 |
| 13. | dāo 刀 | zi 子 |
| 15. | tú 圖 | shū 書 |

| | | |
|-----|-----------|-----------|
| 2. | shū 書 | bāo 包 |
| 4. | qiān 鉛 | bǐ 筆 |
| 6. | chǐ 尺 | zi 子 |
| 8. | dōng 東 | xi 西 |
| 10. | diàn 店 | yuán 員 |
| 12. | yuán 圓 | guī 規 |
| 14. | dì 地 | tú 圖 |

三字詞組：

| | | | |
|----|-----------|----------|----------|
| 1. | yuán 圓 | zhū 珠 | bǐ 筆 |
| 3. | gù 故 | shi 事 | shū 書 |

| | | | |
|----|-----------|---------|----------|
| 2. | liàn 練 | xí 習 | běn 本 |
|----|-----------|---------|----------|

單元：7. 運動

雙字詞組：

| | | |
|----|-----------|-----------|
| 1. | yùn 運 | dòng 動 |
| 3. | pái 排 | qiú 球 |
| 5. | chén 晨 | yùn 運 |
| 7. | bá 拔 | hé 河 |

| | | |
|----|-----------|------------|
| 2. | bàng 棒 | qiú 球 |
| 4. | zǎo 早 | cāo 操 |
| 6. | tiào 跳 | shéng 繩 |
| 8. | pǎo 跑 | bù 步 |

- | | | |
|-----|-----------|-----------|
| 9. | yóu 游 | yóng 泳 |
| 11. | sài 賽 | pǎo 跑 |
| 13. | tiào 跳 | yuǎn 遠 |

- | | | |
|-----|-----------|-----------|
| 10. | dǎ 打 | qiù 球 |
| 12. | tiào 跳 | gāo 高 |
| 14. | liū 溜 | bīng 冰 |

三字詞組：

- | | | | |
|----|-----------|----------|----------|
| 1. | xiǎo 小 | pí 皮 | qiú 球 |
| 3. | dǎ 打 | lán 籃 | qiú 球 |

- | | | | |
|----|---------|----------|----------|
| 2. | yǔ 羽 | máo 毛 | qiú 球 |
| 4. | tī 踢 | zú 足 | qiú 球 |

四字詞組：

- | | | | | |
|----|----------|-----------|-----------|----------|
| 1. | róu 柔 | ruǎn 軟 | tǐ 體 | cāo 操 |
| 2. | qí 騎 | zì 自 | xíng 行 | chē 車 |

單元：8. 百貨公司：

單字詞組：

- | | |
|----|----------|
| 1. | jiǔ 酒 |
|----|----------|

雙字詞組：

- | | | |
|-----|------------|------------|
| 1. | yóu 遊 | rén 人 |
| 3. | gòu 購 | wù 物 |
| 5. | guàng 逛 | guāng 逛 |
| 7. | biàn 便 | fú 服 |
| 9. | wán 玩 | jù 具 |
| 11. | shí 食 | wù 物 |

- | | | |
|-----|-----------|----------|
| 2. | rè 熱 | nao 鬧 |
| 4. | lǐ 禮 | wù 物 |
| 6. | yī 衣 | fu 服 |
| 8. | xié 鞋 | zi 子 |
| 10. | táng 糖 | guǒ 果 |
| 12. | yí 一 | tào 套 |

- | | | |
|-----|------------|----------|
| 13. | qún 裙 | zi 子 |
| 15. | shàng 上 | yī 衣 |
| 17. | mào 帽 | zi 子 |
| 19. | qiú 球 | xié 鞋 |

三字詞組：

- | | | | |
|----|-----------|----------|------------|
| 1. | sòng 送 | gěi 給 | nǐ 你 |
| 3. | wán 玩 | jù 具 | xióng 熊 |
| 5. | yáng 洋 | wá 娃 | wa 娃 |
| 7. | niú 牛 | pí 皮 | gǔ 鼓 |
| 9. | qiǎo 巧 | kè 克 | lì 力 |

四字詞組：

- | | | | | |
|----|----------|-----------|-----------|-----------|
| 1. | bǎi 百 | huò 貨 | gōng 公 | sī 司 |
| 2. | shè 設 | bèi 備 | qí 齊 | quán 全 |
| 3. | gè 各 | shì 式 | gè 各 | yàng 樣 |
| 4. | bāo 包 | luó 羅 | wàn 萬 | yǒu 有 |
| 5. | rén 人 | shān 山 | rén 人 | hǎi 海 |
| 6. | mó 模 | xíng 型 | qì 汽 | chē 車 |

- | | | |
|-----|-----------|---------|
| 14. | máo 毛 | yī 衣 |
| 16. | kù 褲 | zi 子 |
| 18. | chèn 襯 | yī 衣 |
| 20. | diàn 電 | qì 器 |

- | | | | |
|----|-----------|-----------|-------------|
| 2. | mài 賣 | shí 時 | zhuāng 裝 |
| 4. | xiǎo 小 | lǎ 喇 | ba 叭 |
| 6. | xiǎo 小 | pí 皮 | bāo 包 |
| 8. | xī 吸 | chén 塵 | jī 機 |

單元：9. 職業

雙字詞組：

| | | | | | |
|-----|------------|-----------|-----|-----------|------------|
| 1. | jiàn 教 | shī 師 | 2. | yī 醫 | shēng 生 |
| 3. | hù 護 | shi 士 | 4. | jǐng 警 | chá 察 |
| 5. | shāng 商 | rén 人 | 6. | xué 學 | sheng 生 |
| 7. | diàn 店 | yuán 員 | 8. | gōng 工 | rén 人 |
| 9. | sī 司 | jī 機 | 10. | yǎn 演 | yuán 員 |
| 11. | dǎo 導 | yǎn 演 | 12. | fǎ 法 | guān 官 |
| 13. | jīng 經 | lǐ 理 | 14. | mì 秘 | shū 書 |

三字詞組：

| | | | | | | | |
|----|-----------|------------|-----------|----|-----------|-----------|------------|
| 1. | shòu 售 | huò 貨 | yuan 員 | 2. | shì 侍 | yìng 應 | shēng 生 |
| 3. | zuò 做 | mǎi 買 | mai 賣 | 4. | xiāo 消 | fáng 防 | yuán 員 |
| 5. | gōng 工 | chéng 程 | shī 師 | 6. | kē 科 | xué 學 | jiā 家 |

四字詞組：

| | | | | |
|----|----------|-----------|----------|---------|
| 1. | jiā 家 | tíng 庭 | zhǔ 主 | fù 婦 |
|----|----------|-----------|----------|---------|

單元：10. 快餐店

雙字詞組：

| | | | | | |
|----|---------|----------|----|------------|-----------|
| 1. | yì 一 | bēi 杯 | 2. | yí 一 | kuài 塊 |
| 3. | wǔ 午 | fan 飯 | 4. | zhōng 中 | cài 菜 |

| | | |
|-----|-----------|-----------|
| 5. | xī 西 | cān 餐 |
| 7. | qī 汽 | shuǐ 水 |
| 9. | guǒ 果 | zhī 汁 |
| 11. | niú 牛 | nǎi 奶 |
| 13. | jī 雞 | dàn 蛋 |
| 15. | diǎn 點 | xīn 心 |
| 17. | zhū 豬 | pái 排 |
| 19. | niú 牛 | pái 排 |
| 21. | xiān 鮮 | nǎi 奶 |

三字詞組：

| | | | |
|----|-----------|-----------|-----------|
| 1. | kuài 快 | cān 餐 | diàn 店 |
| 3. | xǐ 喜 | huan 歡 | chī 吃 |
| 5. | rè 熱 | kā 咖 | fēi 啡 |
| 7. | sān 三 | míng 明 | zhì 治 |

| | | |
|-----|------------|------------|
| 6. | jī 雞 | tuǐ 腿 |
| 8. | dàn 蛋 | gāo 糕 |
| 10. | kě 可 | lè 樂 |
| 12. | miàn 麵 | bāo 包 |
| 14. | niú 牛 | ròu 肉 |
| 16. | huǒ 火 | tuǐ 腿 |
| 18. | xiāng 香 | cháng 腸 |
| 20. | rè 熱 | gǒu 狗 |

| | | | |
|----|-----------|-----------|-----------|
| 2. | chī 吃 | dōng 東 | xī 西 |
| 4. | bīng 冰 | qí 淇 | lín 淋 |
| 6. | hàn 漢 | bǎo 堡 | bāo 包 |
| 8. | jú 橘 | zi 子 | shuǐ 水 |

單元：11. 蔬果

單字詞組：

| | |
|----|----------|
| 1. | dòu 豆 |
|----|----------|

雙字詞組：

| | | |
|-----|-----------|----------|
| 1. | qīng 青 | cài 菜 |
| 3. | lí 梨 | zi 子 |
| 5. | bō 菠 | cài 菜 |
| 7. | mù 木 | guā 瓜 |
| 9. | chén 橙 | zi 子 |
| 11. | lì 荔 | zhī 枝 |
| 13. | mì 蜜 | guā 瓜 |
| 15. | jú 橘 | zi 子 |
| 17. | lóng 龍 | yǎn 眼 |
| 19. | yáng 楊 | táo 桃 |
| 21. | pí 枇 | pa 杷 |
| 23. | méi 梅 | zi 子 |
| 25. | bō 菠 | luo 蘿 |

| | | |
|-----|------------|-----------|
| 2. | shuǐ 水 | guǒ 果 |
| 4. | xī 西 | gua 瓜 |
| 6. | fān 番 | qié 茄 |
| 8. | bái 白 | cài 菜 |
| 10. | luó 蘿 | bo 蔔 |
| 12. | xiāng 香 | jiāo 蕉 |
| 14. | pú 葡 | tao 萄 |
| 16. | dōng 冬 | guā 瓜 |
| 18. | qié 茄 | zi 子 |
| 20. | yòu 柚 | zi 子 |
| 22. | yáng 楊 | méi 梅 |
| 24. | lǐ 李 | zi 子 |
| 26. | yē 椰 | zi 子 |

三字詞組：

| | | | |
|----|---------|----------|---------|
| 1. | hú 胡 | luó 蘿 | bo 蔔 |
|----|---------|----------|---------|

| | | | |
|----|---------|-----------|----------|
| 2. | xī 西 | hóng 紅 | shì 柿 |
|----|---------|-----------|----------|

單元：12. 動物

單字詞組：

- | | | | |
|----|------------|----|-----------|
| 1. | xióng 熊 | 2. | zhū 豬 |
| 3. | mǎ 馬 | 4. | xiā 蝦 |
| 5. | yáng 羊 | 6. | xiǎn 蜆 |
| 7. | bàng 蚌 | | |

雙字詞組：

- | | | | | | |
|-----|-----------|-----------|-----|------------|------------|
| 1. | lǎo 老 | hǔ 虎 | 2. | shī 獅 | zi 子 |
| 3. | xī 犀 | niú 牛 | 4. | dà 大 | xiàng 象 |
| 5. | luò 駱 | tuó 駝 | 6. | hú 狐 | lǐ 狸 |
| 7. | dài 袋 | shǔ 鼠 | 8. | bān 斑 | mǎ 馬 |
| 9. | xiǎo 小 | lù 鹿 | 10. | shuǐ 水 | niú 牛 |
| 11. | tù 兔 | zǐ 子 | 12. | huáng 黃 | gǒu 狗 |
| 13. | huā 花 | māo 貓 | 14. | lǎo 老 | shǔ 鼠 |
| 15. | wō 蝸 | niú 牛 | 16. | xiǎo 小 | chóng 蟲 |
| 17. | mì 蜜 | fēng 蜂 | 18. | mǎ 螞 | yǐ 蟻 |
| 19. | qīng 青 | wā 蛙 | 20. | xiǎo 小 | guī 龜 |
| 21. | gōng 公 | jī 雞 | 22. | bái 白 | é 鵝 |

| | | | | | |
|-----|-----------|-----------|-----|-----------|-----------|
| 23. | wū 烏 | yā 鴉 | 24. | yā 鴨 | zi 子 |
| 25. | xiǎo 小 | niǎo 鳥 | 26. | jīn 金 | yú 魚 |
| 27. | hǎi 海 | tún 豚 | 28. | mò 墨 | yú 魚 |
| 29. | xīng 猩 | xīng 猩 | 30. | hóu 猴 | zi 子 |
| 31. | bào 豹 | zi 子 | 32. | cāng 蒼 | ying 蠅 |
| 33. | wén 蚊 | zi 子 | 34. | bì 壁 | hǔ 虎 |
| 35. | páng 螃 | xiè 蟹 | 36. | wū 烏 | guī 龜 |
| 37. | zhī 蜘蛛 | zhū 蛛 | 38. | yóu 魷 | yú 魚 |
| 39. | jīng 鯨 | yú 魚 | 40. | hú 蝴 | dié 蝶 |
| 41. | qīng 蜻 | tíng 蜓 | | | |

三字詞組：

| | | | | | | | |
|----|-----------|----------|-----------|----|-----------|-----------|---------|
| 1. | zhuó 啄 | mù 木 | niǎo 鳥 | 2. | bā 八 | zhǎo 爪 | yú 魚 |
| 3. | xiǎo 小 | gǒu 狗 | o 兒 | 4. | xiǎo 小 | māo 貓 | o 兒 |

FIFTH HONG KONG INSTITUTE OF LANGUAGE
IN EDUCATION INTERNATIONAL CONFERENCE

LULTAC '89

(Language Use, Language Teaching and the Curriculum)

Hong Kong 13-15 December 1989

Summary of Objectives:

The Conference will focus on issues relating to language use, language teaching and the curriculum. Extensive reassessments of language teaching approaches of the late 70s and early 80s have led to a review, reinstatement or reinterpretation of language teaching concerns within a context of new insights into language.

GENERAL INFORMATION

The designing and implementing of the curriculum in schools and other institutions and the management of any changes in the curriculum need to be informed by this work. The conference will, therefore, encourage discussion of papers on topics such as the following:

通 訊

1. Language Use and Language in Education
2. Language Learning and Teaching: Some areas for Re-Appraisal
3. The Place of Literature in Language Teaching
4. Curriculum
5. Research

香港教育署語文教育學院

主辦

第五屆國際研討會

一九八九年十二月十三日至十五日 (香港)

研討會主題

這次研討會的主題是「語文運用、語文教學與課程」。

研討會目標

研討會的目標，在於探討有關語文運用、語文教學與課程等問題。七十年代末至八十年代的語文教學，曾有廣泛的檢討。在探討語文學習和語文運用有新看法的層面上，這種對語文教學的重新已經引起論戰，希望說明或給以不同解釋的討論。

FIFTH HONG KONG INSTITUTE OF LANGUAGE IN EDUCATION INTERNATIONAL CONFERENCE

LULTAC '89

(Language Use, Language Teaching and the Curriculum)

Hong Kong 13-15 December 1989

Summary of Objectives:

The Conference will focus on issues relating to language use, language teaching and the curriculum. Extensive reassessments of language teaching approaches of the late 70s and early 80s have led to a review, reinstatement or reinterpretation of language teaching concerns within a context of new insights into language learning and language use.

The designing and implementing of the curriculum in schools and other institutions and the management of any changes in the curriculum need to be informed by this work. The conference will, therefore, encourage discussion of papers on topics such as the following:

1. Language Use and Language in Education
2. Language Learning and Teaching: Some areas for Re-Appraisal
3. The Place of Literature in Language Teaching
4. Curriculum.
5. Research

香港教育署語文教育學院

主辦

第五屆國際研討會

一九八九年十二月十三日至十五日（香港）

研討會主題

這次研討會的主題是「語文運用、語文教學與課程」。

研討會目標

研討會的目標，在於探討有關語文運用、語文教學與課程的問題。七十年代末至八十年代的語文教學，曾有廣泛的重估。在對語文學習和語文運用有新看法的層面上，這種對語文教學的重估已經引起檢討、重新說明或給以不同解釋的討論。

院校課程設計者、執行人和管理課程改變的人員，需要得知討論情況。因此，研討會歡迎提交有關下列論題的論文：

1. 語文運用和語文教育
2. 語文的教和學：值得再評鑑的範疇
3. 文學在語文教學中的地位
4. 課程
5. 研究

ILE PUBLICATIONS AVAILABLE FROM THE GOVERNMENT PUBLICATIONS CENTRE

| <i>Title</i> | <i>Year Published</i> | <i>Price</i> |
|--|---------------------------|--------------|
| Sample Language Tests for Primary Schools | 1986 | \$18 |
| Listening Comprehension for Primary Schools | 1987 | \$20 |
| Listening Comprehension for Secondary Schools | 1988 | \$25 |
| Developing Reading in English—Approaches and Techniques | 1989 | \$46.50 |
| A Handbook on 'Projects' for Teachers of English | Forthcoming | |
| 常用字字形表 | 1986 | \$45 |
| 小學讀書百問 | 1986 | \$20 |
| 小學寫作教學 | 1987 | \$25 |
| 小學普通話科教學設計 | 1988 | \$35 |

All ILE Handbooks for teachers of English and Chinese in Hong Kong can be obtained from

Government Publications Centre
G/F G.P.O. Building
Central
Hong Kong

語文教育學院出版之中、英文教師手冊可於中環郵政局大廈政府刊物銷售處購買。

FUTURE ISSUES OF ILEJ

Volume 7 of ILEJ will be published in December 1990. Contributions will be welcomed. They should be sent to the editors before 31 June 1990 at the following address:

The Editors (English/Chinese): ILEJ,
Institute of Language in Education,
Park-In Commercial Centre 21/F.,
56 Dundas Street,
Kowloon
HONG KONG

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.

中文來稿稿例

《語文教育學院學報》主要刊載有關語文教學、語文應用、語文研究的學術論文。來稿如用中文撰寫，請閱下列說明：

- 一、來稿請用單面有格稿紙，以繁體正楷橫寫。
- 二、字數宜在四千至八千字之間。
- 三、引文請註出處，圖表、音標、古文字、外文等，務請繪寫清楚。
- 四、編輯顧問及委員對來稿有刪改權，不願者請註明。
- 五、來稿請附姓名、任職機構、通訊地址、電話、以便聯絡。
- 六、本刊不設稿酬，來稿刊載後，寄贈當期學報三冊。
- 七、本刊每年出版一期，每期截稿時間，為當期學報出版年份的六月底。
- 八、來稿請寄：

香港九龍
登打士街五十六號
柏裕商業中心二十一樓
香港教育署語文教育學院
語文教育學院學報編輯（中文）收

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. Titles 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. These 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.

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。

