

An Error Analysis and Suggested Remedial Measures

The aim of this article is not to analyse every possible or probable error made by secondary students but to examine more closely some of the prevalent mistakes made particularly by students in Chinese middle schools. A collection of sentences containing mistakes written by students of Pooi To Middle School has been adopted as the basis of our discussion. Judging from the writers' own experience, mistakes of this kind are also likely to be detected in the written work by students of the Anglo-Chinese sector. For each error discussed we intend to offer an explanation and then a suggestion to eradicate the mistake. We hope by doing so both students and interested teachers may be benefited. Let us start with a basic point which must be grasped firmly in the process of learning how to master English:

- (1) Forgetting singular and plural forms and confusing countables with uncountables and vice versa:
e.g.

Everybody know the way home.
We often plays together.
Her mother know how to make a good meal.
A great deal of tin are produced by Malaysia.
The people of Hong Kong is very busy.
There are still many scenery in Hong Kong.
We can get many information from your talk.

A native speaker of English may be shocked at reading sentences of this kind; but to a Chinese teacher of English these are just part of the common and recurrent mistakes made by Chinese students learning English. On the whole, students who make this kind of mistakes are not entirely ignorant of the basic grammatical requirements of these sentences; sometimes, errors occur simply because they are careless. However, to eliminate these errors, students should be asked to write out sentences carefully from the following or similar substitutional tables:

There are	some several a few plenty of a lot of a large number of enough	books	in the library
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There is	some no a lot of plenty of a large quantity of (not) much (not) enough	tea	in the cupboard.
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A Reading List

1. Chomsky, Noam, 'Linguistics and Philosophy'. Language and Philosophy. Hook, Sidney (ed.) (U.S.A.: New York University Press 1969) P. 51-9.
2. Chomsky, Noam, 'Review of Skinner's Verbal Behaviour'. Readings in the Psychology of Language. Jakobovits and Miron (ed.) (New Jersey: Prentice - Hall, Inc. 1967) P. 142-171.
3. Elloitt, A.V.P., 'The End of an Epoch', Extract from English Language Teaching. Vol XXVI, No.3, June 1972.
4. George, H.V., 'The "Black Box" Model of Language Acquisition: Implications for Early Course Design from RELC Journal. Vol. I, No. 2, December 1970.
5. Hallidsy, M.A.K. etals. The Linguistic Sciences and Language Teaching. (London: Longmans, 1976) ch. 7-9.
6. Hok, Ruth, 'The Challenge of Oral Drill' Language Learning. Vol. XII, No. 1. 1962.
7. Ilson, Robert, 'The Dicto-Comp: A specialized Technique for Controlling Speech and Writing in Language Learning.' Language Learning, Vol. XII, No. 1, 1962.
8. Lane, Harlan, 'Some differences between First and Second Lanugage Learning.' Language Learning. Vol. XII, No. 1, 1962.
9. Pulgram, Erust, 'Homa Loquens: An Ethological View', Linqua, Vol. 24, 1970. P. 309-342.
10. Ranch, Leo, 'Language - Learning Models', Language and Philosophy, Hook, Sidney (ed) (U.S.A.: new York University Press, 1969) PP. 208-214.

proceeds in the same way as does first-language which is not correct. Students of second language begin with a highly articulate verbal repertory which is usually seen as expediting the second-language learning process but in particular cases the two repertories may actually conflict. (5) As a result, pronunciation may be impaired. Thus, we can see that the introduction of spoken language before writing and reading may not be a great advantage. In the case of the middle school students, when learning the second-language, they have to make use of their brain, not just their instincts as in learning their first-language. They will make use of their intellectual power as well. Since pronunciation has been their great obstacle to efficient use of the second-language, the teacher may employ the method of oral drill which emphasizes practice and repetition of certain patterns. Oral drill is considered the very good device in learning a new language in the beginning. 'It is these devices that must be formed into habits through their constant repetition.' (6) The advantages of this device are that mistakes can be prevented, utterances be controlled and everyone in the classroom is clear of what is expected. There is also the participation of all members of the class and the use of unison drills has good psychological value: comforting and reassuring. (7) Contrast is also used in order to break old habits away and establish desirable new ones, and I think, drill work is inevitable according to the behaviorist's theories. (8)

In order to promote the standard of spoken English, the students should be encouraged to use it and experience it more. But, not all students can have the chance to speak English outside the classroom. One suggestion is the teacher should help the students to organize speech clubs or other English speaking activities. Though the actual time spent on using English may not be very much, these activities can promote the kind of atmosphere and feeling for speaking English among the students.

The last point that I want to make is that translation has been found helpful to the middle school students. I think one of the problems of effective use of the second-language is that the students cannot internalize the meaning of new words and phrases. A student may write a composition, using many new words which are used in the wrong contexts. Translation may help them to select the appropriate words, phrases or patterns that can fit into the context of the passage. But translation may lead to other problems such as the appearance of 'chinglish'. Direct translation from Chinese to English without regarding the proper usage and idioms should be avoided. But I cannot think of a way to control the stylistic problems. Perhaps the middle school students should concentrate on translating sentences and simple paragraphs only.

Having read the articles concerning second-language learning, I have the feeling that teaching a second language requires one to be clear about the goal of teaching that language, and one's flexibility in adopting various methods in order to achieve the aim of teaching that language effectively and efficiently.

— Victoria Tao —

Footnotes

1. Erust Pulgram, *Homo Loquens: An Ethological View*. Lingua V. 24 (Amsterdam: North-Holland Publishing Co., 1970) P. 336.
2. Op. cit. P. 337.
3. Op. cit. P. 337.
4. M.A.K. Halliday et als. The Linguistic Sciences and Language Teaching. (London: Longmans. 1965) P. 258.
5. Harlan Lane, 'Some Differences between First and Second Language Learning.' Language Learning Vol XII No. 1 1962 P. 10.
6. Ruth Hok. 'The Challenge of Oral Drills' Language Learning Vol XII No. 1 1962 P. 48.
7. Op. cit. P. 49.
8. Op. cit. P. 47.

Some Pedagogical Issues Concerning Second-Language Teaching to Middle School Students

There are differences between first language and second language learning. Second language learning is not formation and performance of habits but problem-solving. The goal of second language learning is not automatic reaction to linguistic stimuli or acquisition of non-thoughtful response. The middle school students, I think, are facing difficulties in their second language learning. It is because though they have attained a considerable knowledge of the English language, they cannot make full use of it without making a lot of grammatical mistakes. This is the most frustrating of their school life.

Teaching the English language to the middle school students is equally difficult. The teacher has to decide whether pattern practice should be discontinued, oral lessons be lengthened and translation passages be emphasized or not.

Pattern practice is 'the learning of language structure through the repetition of utterances in which the patterns (of sound, order, form and choice) are either identical or have only small and consistent differences. It makes the explanation of grammar largely unnecessary and encourages the function of analogy.' (1) I think pattern practice is very useful for students of lower forms or primary level. Up to Form three level, the teaching of grammar may be relevant since the goal of pattern practice is to acquire automatic language habits, which is not the primary goal of second language teaching. I prefer the teaching of grammar to students of Form three to pattern practice because the students are by now old enough, having attained some degree of proficiency with the English language in the past few years, to learn the language by analysis rather than by mere analogy. I use the term 'grammar' here as 'structure'.

Language is grammar. (2) Are we going to give a lecture once or twice a week on grammatical structure? This is not what I mean. The teaching of grammar or grammatical structures should be incorporated into comprehension and composition lessons, or may be in some oral lessons as well. I think we should bear in mind that we teach grammar not so much as purely 'rules' but means to analyze the sentence or pattern. In this respect, the proper contexts in which the rules are applied should be stressed and examples should also be given to the students.

One of the differences between first and second language learning is that the first-language learning occurs necessarily upon a clean slate but second-language. (3) This fact accounts for the difficulty of learning the second language effectively, especially in pronunciation. But, on the other hand, the second-language learner can have a better understanding of the second language if he can contrast the grammatical and linguistic differences of the two languages. Still, a better knowledge of the second language does not necessarily mean that the learner can use it more effectively. This is due to the fact that 'competence' and 'performance' are not identical in language learning. Thus, is contrastive analysis desirable? Will it help the student to know more about the English language? In order to answer these questions we have to look for the aim of using contrastive analysis. Contrastive analysis can help us to look for some linguistic universals in the two languages and also some linguistic differences. It can be used as a guide to discriminate different usage or structures of the two languages. For senior Forms, I think this device should be used when recurring mistakes of a pattern occur. The use of contrastive analysis may lead to the problem that the teacher should have a fair knowledge of both languages.

Another issue that the teacher has to deal with is whether he should pay more attention to the teaching of spoken language. Some people think that the 'total process of second-language learning can be more rapid and effective if a command of the phonological system and a good range of grammatical pattern and some basic lexical items are all in the spoken medium, are taught before the learner is introduced to written forms.' (4) This view is attacked because it assumes that second-language learning

- Mackay, R. 1974. Teaching the Information Gathering Skills. RELC Journal Vol. 5, No. 2, 58-66.
- Moody, K.W. 1976. A Type of Exercise for Developing Prediction Skills. RELC Journal Vol. 7, No.1, 13-18.
- Niles, O.S. 1965. Organisation Perceived. Developing Study Skills in Secondary Schools. (ed. Harold L. Herber). International Reading Association, 57-76.
- Pierce, M.E. 1972. Expectancy in Advanced ESL Reading: Graded Exercise for Identifying Subject Units in Sentences. Austin: The University of Texas, Ph. D. dissertation.
1975. Teaching the Use of Formal Redundancy in Reading for Ideas. TESOL Quarterly Vol. 9, No. 3, 253-270.
- Wappen Tubtintong 1974. Structural Reading and Its Implications for Improving Comprehension and Increasing Speed in Reading Technical Passages. RELC dissertation.
- Walker, C. 1974. Reading Development and Extension. 27-40 Ward Lock Educational.

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Editorial Note:

We are much honoured by the contribution of the above article from Mr. Cheng Yuk Ning, a senior lecturer of the School of Education, C.U.H.K. and a member of the Board of Trustees of Pooi To. Mr. Cheng is a thoroughly devoted educator who has had a variety of educational experience as teacher, principal, lecturer, etc. The field he specializes in is the teaching of English as a second language.

is to cross out in pencil what is a restatement of an idea previously stated. Other examples are given in the articles mentioned above and teachers should try to design their own exercises to see whether they could be used in their own forms.

Creating Predictive Skills in Reading

Although Goodman's article 'Reading - a Psycholinguistic Guessing Game' was written eleven years ago, reading specialists are still developing reading strategies based on his views. Goodman's article originated in a study of reading misuses and was not related to the problems of L2 learners. However his model led a number of E L T specialists to investigate the reading problems of L2 learners. Since the native speaker obviously makes use of prediction skills in reading, it is argued that it is possible to teach sure skills to L2 learners at the post-intermediate stage. The strategy is, in the words of K.W. Moody (1976) 'to create expectations as one reads, to use the cue system to predict, and then to check these predictions.' Moody gives an example of such an exercise for developing prediction skills in reading in an article in R E L C Journal Vol. 7 No.1, June 1976. He is not alone in advocating this approach; specialists like D. Knapp Frank Smith and V. Allen also recommend the use of techniques that encourage students to take risks and set up hypotheses while reading. Another article on the subject is 'Predicting Your Way through Written English: an Approach to Teaching Advanced Reading to E. S. L. Students' by J.A. Elias (1975). I would also recommend this article to teachers.

A more difficult and perhaps more challenging type of group prediction exercises is given in chapter 3 of 'Reading Development and Extension' by Christopher Walker (1974). This is probably more suitable for native speakers but could perhaps be adapted for use with a bright class of TESOL students who are ready to tackle advanced reading.

I have dealt with the topic in a rather cursory way but I hope the articles and books I mentioned will help teachers to formulate their own strategies for developing advanced reading skills. I would like to conclude by mentioning that there are two interesting films on teaching reading which can be obtained from the British Council. They are Units 9 and 12 of the 'Teaching Observed' Series: 'Reading Comprehension' and 'Supplementary Reading and Reference Skills'. They will act as useful supplement to the suggestions given in the articles mentioned.

Reference:

- Been, S. 1975. Reading in the Foreign Language Teaching Program. TESOL Quarterly Vol. 9, 233-242.
- Burns, P.C. 1972. Vocabulary Growth through the Use of Context in Elementary Grades. The Reading Curriculum (ed. A. Melnik et al). Univ. of London Press in association with the Open Univ. Press, 288-297.
- Elias, J.A. 1975. Predicting your Way through Written English: An Approach to Teaching Advanced Reading to ESL Students. New Directions in Second Language Learning, Teaching and Bilingual Education. TESOL. 307-318.
- Etherton, A.R.B. 1976. Success and Failure in Learning English An Enquiry amongst 4,000 Chinese Students. The English Bulletin Vol.6, No. 5, 34-48.
- Goodman, K.S. 1967 Reading: A Psycholinguistic Guessing Game. Journal of the Reading Specialist. Vol. 4, 126-135.
- Horn, V. 1975. Advanced Reading: Teaching Logical Relationships. English Teaching Forum, Vol. 13, Nos. 3-4, 216-218.
(Original title 'Teaching Logical Relationships in Written Discourse'. TESOL Quarterly Vol. 3, No. 4).

- (a) transitional words and phrases, e.g. furthermore, as a result
- (b) repetition of content, including the use of anaphoric references
- (c) parallel structure
- (d) enumeration
- (e) headings and sub-headings

Another aspect which the teacher should not neglect is the syntactic features which contribute to the cohesion of text. Even though discourse analysis is a recent development in linguistics, there is already a considerable body of literature on this subject. R. Mackey (1974) stresses the importance of giving students practice in noting textual cohesion resulting from lexical and syntactic relations as well as the various linguistic signals or 'discourse markers' which 'tells us whether to interpret a stretch of text as an observation, a reinforcement, a conclusion or some other act of communication.' Although articles and books on comprehension teaching mention a number of these markers, Mackey's article 'Teaching the Information gathering Skills' gives a systematic description of the markers and is well worth reading. A more elaborate study of discourse markers and structural reading geared to scientific texts is 'Structural Reading and its Implications for Improving Comprehension and Increasing Speed in Reading Technical Passages' by Wanpen Tubtimtong (1974).

Teaching Logical Relationships

Another area which deserves attention is the comprehension of logical relationships. Students require specific training in detecting relationship between main ideas and supporting details. Such relationships are not normally mentioned in textbooks for second language learners and teachers have to devise their own teaching materials to fill this need. One useful method is that suggested by V. Horn (1975) in the article 'Advanced Reading: Teaching Logical Relationships'. Horn points out that the categories of relationships (e.g. alternative, amplification, cause, comparisons, contrasts, etc.) are limited in number and these could be taught in connection with the appropriate conjunctions. The teacher should first help the pupils to establish the main idea. Through the use of judicious questions, he should guide them to find out how the other sentences serve to amplify the idea or act as illustrative examples. The students should underline the appropriate connectives or signals and place abbreviated forms of the categories (e.g. cont. for contrast) against the margin. In this way they will soon learn to see how paragraphs or even passages are built up.

Another useful article is 'Organisation Perceived' by O.S. Niles (1965) in 'Developing Study Skills in Secondary School'.

Teaching Students to Make Use of the High Redundancy in Written English

A recent trend in teaching reading to L2 learners is to train them to make use of the high redundancy in written English. It is said that the English language is 50% redundant and the native speaker instinctively focuses attention on the crucial part of the message and ignores repetitions and redundancies. M.S. Pierce (1972) made a study of the problems L2 learners encounter when reading unsimplified prose and suggested that TESOL students should be trained to distinguish between main ideas and supporting details and to recognize sentences which are restatements. She also pointed out that students should be given practice in identifying the subject of a complex sentence and making intelligent guesses about the kind of prediction they might expect to be associated with each subject: Her article 'Teaching the Use of Formal Redundancy in Reading for Ideas' (1975) is well worth reading.

Another article which deals with the same point is 'Reading in the Foreign Language Teaching Program' by S. Been (1975). Various techniques for exploiting redundancy are possible. One method

Training in the Use of Context Clues for Word Meaning

In an article in RELC Journal Vol. 7 No. 1, K.W. Moody identifies two of the current weaknesses in comprehension teaching. 'The present contention is that much of the teaching of English as a second or foreign language has failed the learner in two ways. First, it has induced him to pay too much attention to identifying and 'understanding' every individual item in a text. And second, it has not trained him in the perception and use of those signals which alert the skilled readers to connectives, relations, contrasts, changes of direction, exemplification and so on.' Chinese students are all too prone to take the view that they cannot claim to understand a paragraph until they understand every word in it. The teacher must encourage them to make a proper study of the general context in order to arrive at the meanings of unfamiliar words. The Provisional Syllabus states: 'During this phase (the questioning stage) the meaning of new or difficult expressions will often become clear without the teacher having to resort to explanation or paraphrase.' The ability to deduce the meaning of new words through an intelligent study of the context is one of the most useful skills a student can acquire. The six most common types of context clues are comparisons, contrast, examples, elaboration, experience and definitions. Whenever possible, the teacher should draw the students' attention to such clues until they can make use of them on their own. Sometimes a single context is insufficient to bring out the meaning of a word and several examples are needed. The teacher can provide additional clues through the use of multiple context. I sometimes give the following example to convince teachers that it is often possible to arrive at the meaning of a strange word through a study of the context. 'When the teacher entered the room, Jack xyted to be doing his composition. He was not really writing his composition; he was merely xyted to be busy at work.' It is easy to see that 'xyt' means 'pretend'.

For teachers who are interested in teaching this skill, I would recommend P.C. Burn's 'Vocabulary growth through the use of context in elementary grades' in 'The Reading Curriculum' (University of London Press & The Open University Press). Not all the suggestions are applicable to the local situation but teachers will find much that is stimulating and useful in the article.

Training in Recognizing Paragraph Structure

Systematic training in reading should include teaching students to recognize patterns of writing and paragraph structure and the importance of transitional words as signposts of the author's direction of thought. Research in the teaching of reading has proved that students who have a clear understanding of the functions of connectives tend to do better than other students in comprehension tests.

Let us look at paragraph structure first. While it is generally true that an author introduces his subject in the first paragraph or arrives at conclusion in the last, he may do any of the following in a paragraph:

- state a problem and offer solutions
- present an argument
- give examples to illustrate a point or support an idea
- give steps in an argument
- amplify a given point
- appeal to emotions
- explain a process
- present a viewpoint and provide reasons
- compare and contrast a subject
- relate incidents to clarify a point.

If the class is made aware of paragraph structure, comprehension is facilitated.

When teaching paragraph structure, the teacher should aim at building up a skeleton outline of the paragraph on the board. This he should attempt to do through the use of appropriate questions. At the same time he should help them to identify 'guides to coherence' such as the following:

'Traffic problems are causing serious concern in Hong Kong. The tremendous growth of population in recent years places a heavy burden on public transport services. The rise in the standard of living enables more and more people to own cars. The number of vehicles of all types is far too great for the small mealeage of roads. Many of these are narrow and winding and are unsuitable for the speed and volume of present day traffic. To make matters worse, careless pedestrians often wander off the pavement and add to the danger of the road.'

Suppose we ask the following questions:

1. What places a heavy burden on public transport?
2. What is the result of the rise in the standard of living?
3. What adds to the danger of the road?

It is very likely that the students will answer as follows:

1. The tremendous growth of population.
2. More and more people own cars.
3. Careless pedestrians often wander off the pavement.

Do their answers really show that they have comprehended the crucial part of the text, i.e. 'places a heavy burden on public transport' or 'the rise in the standard of living'? The chances are that they have pinpointed the answer by noting certain words used in the text. Let us now look at the actual questions set:

1. What reason is given for the crowding of bus and trams?
2. What shows that people are now better off?
3. What can pedestrians do to keep the roads safer?

I am sure all teachers will agree that the questions really test comprehension. The advice given on page 26 of the 'Provisional Syllabus' is relevant. 'To test genuine comprehension it is better to use in the question different vocabulary items from those used in the passage, but items which the pupils should know. To answer such a question the pupils will have to have understood the content of the section of the passage involved, or make a guess.'

Variety in Questioning Procedure

Variety in the questioning procedure is also important. Too often questions are of the factual type. Teachers should remember that there are different types of questions one could ask on different kinds of texts. For stories and related passages simple factual questions of the 5 W's and/H (who, what, where, when, why and how) type may be sufficient. But for expository and argumentative prose, other type of questions may be appropriate. For example:

- logical questions** -- the aim is to get the students to see the relation between different parts of the passage;
- inference questions** -- to make students read between the lines;
- judgment questions** -- to stimulate students to offer their opinions;
- response questions** -- to find out the students' personal feelings.

Students who are exposed only to factual questions will not be able to transfer their skill to the study of other passages. The teacher has to teach them how to deduce logical relationships, to understand the significance of connectives and to use contextual clues to arrive at the meaning of unfamiliar words.

Another point which needs mentioning is the handling of wrong answers. There is a very strong temptation for the teachers to give the right answer and pass on. However, it is much more profitable for the teacher to use further questions to deal with the mistake. He can use:

- (a) **support questions** -- 'Why do you say that?'
'What does line__ say?'
- (b) **back-tracking questions** -- 'If the answer is __, does this agree with the answer to a previous question?'
- (c) **projection questions** -- 'Look at line __ further on. Does this match your answer?'

Teaching Advanced Reading Skills in the Secondary School

The present emphasis on the Oral Approach has sometimes led to reading being relegated to a position of minor importance. This is unfortunate since reading is a skill which is of paramount importance at the secondary level when students need a sophisticated degree of study and reference skills. It is pertinent to refer to a statement made by Dr. A.R.B. Etherton (1976) in an article entitled: 'Success and Failure in Learning English -- an Enquiry amongst 4,000 Chinese Students'. Under the heading of 'Factors Contributing to Success' he mentions the following:

'1. Extensive reading. This stands out far above any other factor. It was listed as the most important by 83% of the students.'

If reading is so important, then we should certainly examine critically existing method of teaching reading and try to refine our teaching technique so as to develop our students' reading skill in an efficient way.

Reading Skills

Although specialists in the teaching of reading are not in complete agreement about the different sub-skills which make up what is popularly known as the reading skill, we could consider the following as skills we wish to foster:

- (a) the ability to find factual information
- (b) the ability to locate the central idea
- (c) the ability to determine logical relationships
- (d) the ability to infer the meaning of unfamiliar words through a study of the context
- (e) the ability to discover what is implied
- (f) the ability to determine the mood of a story.

Obviously, we should have a definite aim whenever we teach a reading passage. Our aim in one lesson might be to foster skill (b). In this case we do not insist on the students examining every word in the text; rather we encourage them to skim quickly over the passage and try to locate the central idea as quickly as possible. If our aim is to foster skill (c), we direct the students' attention to words or phrases which establish logical relationships. There may well be a follow-up exercise in which the same guide words are used in other contexts. In this way they receive training in using such words as clues or signposts to the directions of the author's train of thought.

In a short article of this nature, it is not possible to go into details, but I should like to discuss briefly the following:

- (a) the appropriate use of comprehension questions
- (b) training in the use of context clues for word meaning
- (c) training in recognising paragraph structure
- (d) teaching logical relationships
- (e) training students to make use of the high redundancy in written English
- (f) creating prediction skills in reading

The Use of Comprehension Questions

Successful comprehension teaching depends largely on the teacher's skill in questioning. If he uses the appropriate questions, he will help the students to get more from the text than they could do on their own. Let me illustrate this by using part of a passage set in the Chinese School Certificate Examination.

1603 Sylvan Drive
Austin, Texas
January 31, 1978

Dear Pooi To,

In a few weeks you will be 90 years old. It was very kind of Principal Kwong to send my husband and me an invitation to attend your birthday party on March 11. We appreciate her thoughtfulness. We cannot be present but we want you to know we are praying you will have a very happy day and that you will have many more birthdays, each happier than the one preceding.

Do you remember that 50 years ago this month I arrived in Canton, China, with Miss Mary Alexander and began working with you? You were only 40 years old then. How we thank God for helping us carry on in spite of numerous trials and heartaches when we had to move from place to place trying to escape Japanese bombings during World War II. It was indeed a time of rejoicing when we were able to return to our dear beloved home in Tungshan, Canton. Only a few years later, however, many of us left Canton for Hong Kong, where we could continue teaching Bible in our school and saw many of our students accept Jesus as Lord and Saviour.

In the summer of 1958 when Miss Flora Dodson and I told you good-bye, she knew she would not be returning but it was not until the following year that I was confronted with the fact that illness was bringing about a big change in my life. When Miss Helen Huen, your principal at that time, knew I would not be going back to Hong Kong, she wrote a beautiful letter to my church here in Austin expressing thanks for Inez Lung Chou and hoping the church would send someone else to help with the work.

Pooi To, this month Miss Huen's hope was realized when Dr. Vi Marie Taylor, a member of our church, arrived in Hong Kong to begin teaching there. She is a person whom all of us love and we know you are going to love her because she loves our Lord and wishes to serve Him out there. I am sure Vi Marie will love you a lot but I doubt that anybody can ever love Pooi To more than Inez Chou.

In conclusion, please allow me to quote from Paul's letter to the Romans, for these words seem to be addressed to you, Pooi To, who have loved God for nearly a century: "I am sure that neither death, nor life, nor angels, nor principalities, nor things present, nor things to come, nor powers, nor height, nor depth, nor anything else in all creation, will be able to separate us from the love of God in Christ Jesus our Lord" (Romans 8:38-39, RSV). And may He continue to love you and allow you to serve Him until Jesus comes again!

Lovingly yours,

Inez Lung Lee (Inez Chou)

February 27, 1978

Congratulations to the Administrators and Faculty of Pooi To, Hong Kong!

For ninety years, administrators and faculty have worked in Pooi To to produce educated Chinese women to serve in the world. Your history is one filled with accounts of women that have made real sacrifices to make possible the education of Chinese women and to lead them in following the precepts of our Lord and Master.

Perhaps it was Miss Mary Alexander that first introduced me to the Pooi To program, but for more than fifty years I have been acquainted with some facets of your activities and have rejoiced in your accomplishments. Since 1947, when my own sister, Dr. Jaxie Short joined your ranks, I have followed even more closely your day-to-day program. The W.T. Short family has rejoiced in times of victory for Pooi To, and have wept with teachers in days of darkness.

On several occasions I have been permitted to attend Alumni meetings of Pooi To students. These events have been at those times when Jaxie was home in the USA and we were permitted to go to such meetings. I have always been impressed with the high quality of leadership that these women that I have met had demonstrated. I have had a sense that Pooi To graduates are women that have a real sense of caring for others, and that they truly demonstrate the high qualities of womanhood which they learned in the Pooi To classrooms.

I have been privileged to visit your school in Hong Kong, and I rejoice with you over your present facilities. I offer my congratulations to each one that has a part in the present day program. I thank our Heavenly Father for these women and men that have served so valiantly in the past and who have now joined the Heavenly Hosts in Eternity, as well as those of you who continue to serve. Many voices are lifted in praise and thanksgiving for the programs of POOI TO. I pray that your school will long continue to serve.

Cordially,

**EUNICE SHORT, Historian
Oklahoma Baptist University**

Pooi To's 90th Anniversary

When the Lord inspired Miss Emma Young and other Baptists in Canton to start a school for girls in 1888, only He knew how great the influence would become. As I think back of the students who have come to know the Lord Jesus Christ as Savior because they came to Pooi To, I praise our living Lord. As I think of the individuals who have had their lives enriched by their years in Pooi To, I thank the Lord that he called me to join in this ministry. As I think of the homes which have trained children and young people to have faith and courage for tomorrow, I rejoice in the many generations that have been blessed through Pooi To. As I think of Pooi To graduates who have moved to so many different places around the world, I am glad that they have been a spear-head for the spread of the Gospel-- one was among the first Baptists in a country and helped to welcome the missionaries when they came in a few years after she had returned from Pooi To; she is now a pastor's wife in that country where she is able to witness and minister to many others. As I think of those who have studied the Bible but have not yet committed their lives to Jesus Christ, I trust that they continue to turn to the Bible to receive comfort and direction in their lives.

On this our 90th anniversary, I join in praise and thanksgiving to our loving Lord who planned and has guided Pooi To throughout these 90 years. May His richest blessings be on all of the graduates and on the school in the years ahead. Thank you for accepting those of us who came as teachers as well as alumnae of this wonderful school.

Jaxie Short

Three Decades with Pooi To Middle School

When I arrived in Canton in the fall of 1947, everything was new to me. Having attended schools in America from early childhood, I was unfamiliar with many Chinese customs and teaching methods. I could not explain all my feelings in not being able to speak Cantonese because what little Chinese I knew was Toishan dialect. Naturally, my heart was disturbed because of the language handicap, but I was grateful to be reminded of a verse from Apostle Paul, "My God shall supply all your need according to his riches in glory by Jesus." (Philippians 4:10). I thank God for His Guidance and the help of the teachers and students and for the privilege of taking part in celebrating Pooi To's 60th Anniversary a few months later, March, 1948.

At the time when I was just about to adjust myself to the new surroundings, the political change took place in Canton in October, 1949. I continued my teaching at the school for a short period. Because of illness I came to Hong Kong for medical check up. I was happy that my medical report was satisfactory, but happier to be invited to join the teaching staff of Pooi To Middle School in Kowloon. I shall always remember Miss Huen and the Women's Missionary Union of Virginia for making my service at Pooi To Middle School of Hong Kong possible.

As we joyfully celebrate the 90th Anniversary of Pooi To, I also cherish memories during my thirty years of service which I shall complete this fall. Of course there are unpleasant memories as well as happy ones. My heart is always filled with joy when I meet an alumna in church or on the street who tells me her career accomplishment or other happy events. I also appreciate when someone comes to share her problem with me.

Last but not the least I am deeply grateful for friends on the faculty who share my problems and joy. Above all I want to thank God for His guidance and many blessings. May Pooi To's first Motto, "Seek ye first the Kingdom of God", remain in the hearts of Pooi To students and teachers for years to come.

Margaret Jung

Pooi To Middle School in Hong Kong

After the surrender of the Japanese in 1945, plans were made to move the main school back to Canton, and to open a branch school in Hong Kong. Consequently, the Hong Kong branch opened on October 15, 1945, with 194 students in nine classes from Kindergarten through Junior I. The following semester the enrolment reached over 200 and two classes were added, Junior II and Junior III. In July, 1946, the school had its first commencement exercises with students graduating from Junior III, Primary 6 and the Kindergarten section. On December 2, 1945, Dr. Lam Chi-Fung was invited to be supervisor of the school and he took the responsibility of registering the school with the Education Department in Hong Kong.

In April, 1952, through the kindness of the Hong Kong Government, a tract of land covering 75,130 square feet on Inverness Road was obtained free for the purpose of putting up a new school building. After two years of preparation, this building was completed and on June 12, 1954 was officially opened by Lady Grantham. Since the completion of the building, all classes of the Junior and Senior High sections have been held there.

Then the year of our 70th Anniversary celebration took place in March, 1958. One of the high lights of this occasion was to erect a memorial building which was to be used for the Upper Primary classes. The faculty members started to raise fund for it by performing a play. Other contributions from different sources made the 70th Anniversary Building a reality in 1960. This five storey building covering 20,000 square feet is dedicated to those who have served faithfully in the field of Christian education. We rejoiced and thanked God for this accomplishment.

After Miss Helen Huen had served as principal of Pooi To in Hong Kong for 16 years, she retired in August, 1965. She truly has given her life to serve Pooi To for more than 40 years without reservation. Although she is now enjoying her retirement, the spirit of her forty years of service in Pooi To will continue to glow for many years to come.

After Miss Huen's retirement, the Board of Trustees invited Mrs. Chang Mo Tak Kwan to be the principal. Under her administration, the guidance of our Lord, the kindness of the Hong Kong Government, the generous contributions of alumnae, friends far and near, parents, students and faculty members, the new Primary School building located at 3 Fuk Cheung Street, Kowloon City, was completed in March, 1967. Both of the rented buildings on Grampian Road and Stirling Road had been returned to their owners.

Principal Mo was a far-sighted leader. She revised the Middle School curriculum by adding the commercial subjects of typewriting, accounting and economics. Since the school has a commercial department, it gives the commercial majors more opportunities to obtain jobs in the commercial field when they graduate. After Miss Mo rendered nine years of efficient service in Pooi To, she resigned to join her family in Canada in 1973.

Following her resignation, the Board of Trustees appointed Mrs. Wong Lee Foon Yuk, a Pooi To alumna, to assume the responsibilities of the school administration. Unfortunately, she served less than two years and was attacked by cancer which took her life.

In this period when Pooi To was greatly in need of a principal, the Board of Trustees placed the task upon me to fill the post. With God's guidance, I came into office in September, 1974.

During 90 years the school had changed principals several times, but her Motto: "Love, Truthfulness, Purity and Perseverance" will never change. With the co-operation of the teachers and all members of the staff, we shall do our best to nurture the students morally, intellectually, physically and spiritually for service to God and the community.

At present there are 58 classes and the total enrolment of the whole school is 2,700 students. In 1975 the Middle School Section of Pooi To accepted the Hong Kong Government's proposal to become subsidized in three stages. From September, 1978, the school will be fully subsidized. Though Pooi To will become a Government subsidized school, it continues to be under the Baptist Convention of Hong Kong. We shall continue to preserve Christian teaching and encourage students to seek first "the Kingdom of God".

Kwong Siu Lin
Principal

A HISTORICAL SKETCH OF POOI TO MIDDLE SCHOOL

1888-1978

Prior to the revolution during the Ching Dynasty, middle school education was regarded as unimportant, especially for girls. Fortunately, however, Pooi To Girls' Middle School had already been founded, and up to the present, as we celebrate our ninetieth Anniversary, I wish to take this opportunity of presenting to our readers this publication with a brief historical outline of the school and a few words of encouragement for the future.

The Early Stages of Our School

After the Boxer Rebellion, China became an open port for Western civilization. Many schools were established. The American Baptist Mission started churches and schools. The Southern Baptist Mission of America realized that the Chinese women had so few chances of getting an education that they sent Miss Emma Young of the Women's Missionary Union to China; and she founded Pooi To School in the area known as Ng Sinn Moon in Canton on the 3rd of March, 1888. The school was opened for women and girls with the aim of giving them an opportunity to receive an education and at the same time to hear the Gospel of Jesus Christ.

In the following year, Miss Young went on furlough; and Mrs. Janic Lowrey Graves succeeded her and became the Principal of the school. Mrs. Graves served Pooi To for 35 years devoting the best years of her life in guiding the school from infancy to maturity. Later in 1907 as the enrolment increased, a piece of land covering more than 146,000 square feet in Tungshan, the eastern suburbs of the city, was purchased to erect two new school buildings. In 1921, a part of the old classrooms was demolished and two more new buildings were put up. These were used for the Primary section. In 1918, the school accepted the four-year system, and concentrated its attention to the education of girls only. In 1921 Pooi To graduated its first class of students. Besides developing the academic side, students took part in outside activities, such as the Athletic Meetings of Canton. At the Eighth Track Meet, Pooi To won the Volley Ball Championship.

Change in Constitution

When the school was first established, it was under the management of the Southern Baptist Mission of America and the Board of Trustees consisted of Americans: but later a change took place and in 1922, Mr. Tong Bing-Wing was chosen as the first Chinese Principal, Miss Mary Alexander as supervisor, and the Board of Trustees consisted of 3 Chinese and 3 Americans. In 1924, the Middle School accepted the new 6-year system, 3 years of Junior Middle and 3 years of Senior Middle. In the same year, Miss Helen Huen returned from Singapore and joined the Pooi To staff at Canton. At that time, the Christian Schools were criticized for giving too much emphasis to religion and not enough attention to Chinese literature. After the capital of China was moved to Nanking, the government took over the control of all the private schools. The Leung Kwong Baptist Churches Association considered this matter seriously and finally organized a Chinese Board of Trustees to control the school themselves. In 1928, the school celebrated its 40th Anniversary and the school authorities and the students launched a campaign to raise funds to build a 40th Anniversary Hall. Miss Huen was chosen chairman of the building committee. The contributions received were not enough to complete the building. Consequently, Mrs. Lo Lin was sent to America to solicit subscriptions for the cause. In 1932, the Hall was completed. On March 15 of the same year, the school became a registered school and became independent and self-supporting.

Evacuation During the war

Owing to the Japanese War in 1937, the school moved to Shiu Hing for half a year. Then in 1938, it moved to Hong Kong and rented building on Kwong Wah Street in Kowloon to carry on its work. As the enrolment increased, it was found necessary to move the Primary section to the education building of the Stirling Road Baptist Church in Kowloon City. When Hong Kong fell into the hands of the Japanese in 1941, the school was again compelled to close. In February, 1942, it moved to Macau. At the close of the war, the school returned to Hong Kong in August, 1945 and opened a branch school with Miss Jessie Lee as the headmistress and Dr. Lam Chi Fung as the supervisor.

CONTENTS

1. A Historical Sketch of Pooi To Middle School.....S. L. Kwong
2. Pooi To's 90th Anniversary.....Jaxie Short
3. Three Decades with Pooi To Middle School.....Margaret Jung
4. Greetings and Congratulations to Pooi To.....Eunice Short & Inez Lung Lee
5. Teaching Advanced Reading Skills in the Secondary School.....William Y.N. Cheng
6. Some Pedagogical Issues Concerning Second-Language
Teaching to Middle School Students.....Victoria Tao
7. An Error Analysis and Suggested Remedial Measures.....Paul L.K. Wong
8. Learning English—a Pleasure or a Load?.....Wong Man Fong, M. 6
9. How I Was Reborn as a ChristianAnita Wong, M. 5F
10. Mention some of the difficulties facing old people today
and suggest ways in which young people can help.....Alison Tung, M. 6
11. A Happy Memory.....Chang Hang San, M. 5C
12. A Story about a Man Who Has Only Three Months to Live.....Ada Tsang, M. 5C
13. An Outing in the Summer Vacation.....Ho Kit Fong, M. 5B
14. A Plea for Peace and War No More.....Mariana Wong, M. 6B
15. The District in Which I Live.....Cook Pi Wah, M. 5A
16. Leaving Pooi To—Some Thoughts and Feelings.....Mariana Wong, M. 6
17. Today.....Yip Hoo Ying, M. 4B
18. Seagulls.....Isabel Wong, M. 4A
19. Failure and Success.....Minnie Ho, M. 4B
20. An Annual Report (1976—77) of the English Club.....Lau Mei Yin, M. 5C
21. Editorial Board

POOI TO MIDDLE SCHOOL
90TH ANNIVERSARY
1888—1978