表[18]交代出傳統承認的20個聲母(含「零聲母」)和51個韻母如何組合成一些有字可寫的基本音節。表中每一直行是一個聲母,每一橫列是一個韻母。同一橫列的字是跟不同的聲母拼合的疊韻字,而同一直行的字則是跟不同韻母拼合的雙聲字。這個表提供了大量雙聲例子和疊韻例子,以及同一韻(例如第43號)換盡不同的聲母,和同一聲母(例如第16和19號聲母)幾乎換盡不同的韻母的例子。

學員如未能掌握聲母的異同或韻母的異同,他需要的是大量雙聲、疊韻、換聲、換韻的例子。本表正好為他們提供了所需字例。不過這些例子是拿來用耳朵聽的,而不是用眼睛看的。希望提高辨聲、辨韻能力的學員應該自己抽時間將字例分別逐行、逐列的誦讀出來,並專心地聆聽。聆聽的焦點在於:同一直行或同一橫列的字,它們相同在甚麼地方?相異又在甚麼地方?

使用表[18]的時候,得注意下列幾點:
——方括號內的字為多音字,並非每個讀音都適用於該聲韻組合。
——為增加可用字例,「字」的範圍擴大至包括單個的英文字母。
——沒有放字的組合位置,可能口語會用上。
——方框範圍為音系所不容的組合,不用花時間去嘗試或推敲。

能善用表[18]的學員,語音意識定能顯著地取得整體性的提高。接著下來,便是聲韻調細部語音意識的刺激和發展了。

7. 辨調能力

字調的性質,學員到了這個階段理應掌握。不過,對異調和同調的判斷,尚未必拿捏得準。下面[19]提供了一些字例。橫著唸,每列都是由四個同調的字構成的詞組或句子;豎著唸,每行的六個字都不同調,而且都以 T1,T2……T6 的順序排列。

[19]　T1　開機關槍
　　　T2　好想飲酒
　　　T3　快要爆炸
　　　T4　何妨求人
　　　T5　有你有我
　　　T6　重大任務

正像前面[14]可擴充為[15]以便照顧老把入聲和舒聲在字調層面加以區分的那種人的語感,[19]也可以基於同樣的考慮而擴充為[20]:

[20]　　　　　←A類　　　B類→
　　　T1　開機關槍　　　即刻
　　　T2　好想飲酒　　　鈤

T3　快要爆炸　　法國
T4　何妨求人
T5　有你冇我
T6　重大任務　　獨立

　　[20]跟[15]有一個不可掉以輕心的分別：[15]的第二調B類懸空，但[20]的第二調B類則列了一個「鈤」字。面對「九調說」，[15]採取的是守勢，但求暫且把三個所謂入聲調安頓下來；而[20]則開始轉守為攻了。「鈤」使得九調說陷於困境，而本教程所假定的六調立場對「鈤」這樣的第二調B類字卻早就虛位以待了。

　　字調操練的首要目標是要學員快而準地判別出任何兩個不同的音節是同調還是異調。要達到或邁向這個目標，學員的聽辨練習是不可少的。誠然，[20]提供了不少同調異調的例子，較早前[14]的「夫府富扶婦父」還是聲韻相同而僅異於調的例子。不過，除非學員特別勤奮，或語音意識本來就比較強，否則光是例子的靜態提供是不夠的。學員需要的，是互動(interactive)模式的聽辨練習。基本方式是：教師講出兩個音節來，讓一組學員判斷它們是否同調，然後教師即時講出正確答案。具體的做法可因應不同的情況而定出。上述《語文及傳意》課程的語音課以八個人為一個導修組，我的做法是把問題以是非題的方式提出，學員以舉手表「肯定」、以不舉手表「否定」。例如我說：

[21]　認為「零」「一」不同調的舉手。

舉手的答對了，不舉手的答錯了。熟習後，[21]可簡化為[22]：

[22]　「零」「一」不同調。

　　舉手的，肯定在答「是」，不舉手的，卻有多種可能性：答「否」、未決定、不參與。若隨機找字，兩字只有六分之一機會同調。因此，「某某是否不同調」？這種提問方式以「是」為正確答案的居多。也就是說，在多數情況下，凡舉手的，都是沒有問題的；凡不舉手的，不管他在答「否」、未決定、還是不參與，都顯示出問題，教師都得留意。

　　用來提問的兩字組，可以預先準備，也可臨場找字。即使預先準備了，也不宜把用來提問的兩字組全部印在紙上發給學員像答問卷般在紙上回答。要取得好效果，最好能達到下列要求：

[23]　a　每次由教師把要問的兩個音節清晰地讀出來
　　　　b　只讓學員聽到這兩個音節，而不讓學員看有關的兩個漢字（若有字可寫的話）
　　　　c.　每聽到讀出一個兩字組後盡快回答
　　　　d.　大家都能看見其他人所作出的答案
　　　　e.　全組回答後，立刻告知正確答案

選些甚麼兩字組來提問呢？我認為大可不必預先精挑細選。我採用的方式是在每一導修課中把導修學員的姓名放在自己面前，截取三字姓名中的兩字來提問。比方「陳大文」就提供了「陳大」、「大文」、「陳文」三個兩字組，八個學員(若無同音字)就提供了24個兩字組。假定學員都認識同組其他學員的中文姓名，這個方式就免去了憑空讀出兩個音節來學員或會一時聽不清楚，或對某音節過分好奇等問題。

經過十來次問答後，辨調能力較差的學員便無所遁形了。操練的目的、教師的任務，就是要幫這些學員克服困難。

8. 把字調哼出來

把異調的聽成同調，怎麼辦？例如「陳大」異調，學員聽成同調，怎麼辦呢？反過來，若把同調的聽成異調，又怎麼辦呢？例如「陳文」同調，學員聽成異調，那又怎麼辦呢？

辨調有問題，最主要的原因是沒能把決定字調異同的因素——即「音高」這成分——從渾沌的音節中離析出來。有沒有辦法讓有關學員聽聽在擺脫了聲母、韻母等非音高因素後的字調是怎麼樣的呢？有。樂器可以奏出純粹在音高方面的差異，而有滑音效果的樂器(例如小提琴)更可模擬字調，奏出純粹在音高方面的高低升降。此外，吹口哨也能很好地模擬字調。不過，小提琴和口哨有這樣或那樣的不便，不切實際，不若把字調「哼」出來般無論何人何地都能輕易做到。

所謂「哼出來」，可有多種理解，有多種具體「哼」法，但教師要引導大家劃一用同樣的方式去哼，這樣才能收到好效果。這裏推薦大家用一個處於粵語音系邊緣的基本音節[hŋ]。用這個方式把「陳大文」等哼出來，就會像[24]那樣。

[24]　　原字：　　陳　　　　大　　　　文
　　　　哼出：　　hŋ⁴　　　　hŋ⁶　　　　hŋ⁴

哼出來的字調不像樂器奏出來或口哨吹出來那麼純粹，它還有類似聲母韻母的成分[hŋ]。不過，由於無論原音節的聲母韻母是甚麼都被扯平為[hŋ]這樣的近乎無意義的音，結果被突顯出來的就只有字調。如[24]所示，哼出來後，「陳」和「文」是一樣的，因為兩者字調相同；而「大」跟「陳」「文」就不一樣了，因為字調不同。把音節哼出來後，學員往往就能對字調這個概念恍然大悟。

碰到把異調聽成同調的情況，例如「陳大」異調，卻聽成同調，經過「哼出來」的步驟後，由於「陳」「文」哼出來顯然不同音，兩字的不同調就無所遁形了。

跟以上的情況相反，把同調的聽成異調，例如「陳文」同調，學員聽成異調，那又怎麼辦呢？在一般情況下，一樣可以用哼調的方法解決：[24] 不但突顯出「陳大」異調、「大文」異調，也同時讓大家聽到，哼出調來後，「陳」「文」都一樣是 $hŋ^4$ 這樣的聲音，因而突顯出「陳」「文」的同調。

不過，上一段所說的，並不常常應驗。不錯「陳」文都一樣是 $hŋ^4$，但將中間沒有停頓的「陳文」兩字哼成同樣中間沒有停頓的「$hŋ^4 hŋ^4$」後，兩個 $hŋ^4$ 其實並不完全同音。此話怎說？把音節哼出來，與其說是突顯出了字調，例不如說是突顯出了「音高」來得更符合事實。而問題正在於此：「音高」不但用於「字調」，還用於「語調」(intonation)。粵語的中立式語句用一種漸降語調 (downdrift)，因此，「陳文」兩字的字調雖同，若「陳文」連著說，在後的「文」比在前的「陳」處於一個稍低的音高水平。

一般粵語人的字調意識比語調意識強得多，因而只會聽到「陳文」同調，根本不會受「漸降語調」的干擾。不過，字調意識本來就較差的人，尤其是那些碰巧在語言以外（例如通過音樂）具有較強的辨音高能力的人，「$hŋ^4 hŋ^4$」聽在耳裏就難保不會認為並不同音。針對這種情況的對治方法是：除了哼出「陳文」外，還哼出其顛倒版本「文陳」。這麼一來，有關學員就會感受到[25]的 a' 和 b' 的同音了。

[25]　a.　　陳　　　　文
　　　a'.　　$hŋ^4$　　　$hŋ^4$
　　　b.　　文　　　　陳
　　　b'.　　$hŋ^4$　　　$hŋ^4$

不論 a' 和 b'，其中的前 $hŋ^4$ 和後 $hŋ^4$ 都不同音，但 a' 和 b' 之間卻是同音的。由此可知：

[26]　a.　　（不管 a' 或 b'，）前 $hŋ^4$ 和後 $hŋ^4$ 的差異源於字調以外的、跟位置有關的因素
　　　b.　　哼出「陳」來跟哼出「文」來的結果是相同的
　　　c.　　「陳」「文」同調

如本節所示用「哼出來」的手段突顯出字調後，辨調能力方面的大部分問題基本上都能解決。

9.　舒聲入聲的辨別

前面第 4 節和第 7 節都用了特別措施，在圖 [15] 和圖 [20] 中區分出分別呼應舒聲和入聲的 A、B 兩類，貫串六個調。第 4 節又特別指出：舒聲與入聲是音節的兩大類型，敏於區別兩者是一種值得追求的語音意識。「舒聲一入聲」的辨別，對以下各事都有助益：

[27]　　a.　　連繫「六調說」與「九調說」
　　　　b.　　辨平仄
　　　　c.　　辨韻尾
辨舒－入既然有用，那麼，與其把A、B兩類的劃分作為安頓「九調說」的臨時措施，倒不如把舒聲－入聲的區分名正言順地列入對學員語音意識要求的範圍內。

　　比較圖[15]和圖[20]中的A、B兩類，兩者的界綫在甚麼地方呢？換句話說，其分類基礎是甚麼？由於舒聲的字多而入聲的字少、入聲本身的性質也較突出，上述問題可轉化為「何謂入聲？」這問題。對此問題，請檢視一下以下幾種不同的答案：

[28]　　a.　　入聲是以p、t、或k這些字母結尾的音節
　　　　b.　　入聲是以塞音結尾的音節
　　　　c.　　入聲是在音節之末，口腔發音通道某處（具體地說有雙唇、舌葉、舌根三種可能）成閉塞狀態的那些音節
　　　　d.　　入聲是 在音節之末，喉部成閉塞狀態的那些音節
　　　　e.　　入聲是 突兀地「收結」（即從有聲到無聲）的音節

[29]　　入聲是較短的音節

跟[28a]有關，相信很多讀者會奇怪為何我遲遲沒有引入音標。我的理由如下：

[30]　　a.　　語音意識是在聽音和發音上的辨異辨同能力，此能力並不以任何音標為前提
　　　　b.　　在標音上用上相同或同類的音標是在聽辨上判斷為（音節中某成分）同音或同類的音的結果，不能倒果為因
　　　　c.　　香港人名地名的慣常「英譯式」拼法，是一種偽拼音系統，造成很壞的干擾

　　回到[28a]，這是一種「以目代耳」的識別法。聾人、音盲、最低級的電腦都能勝任，但這跟語音意識的提高一點關係都沒有。用[30b]的道理來說，我們是因為聽出入聲音節的末尾是個塞音，才用塞音音標去標示有關的音，而不是倒過來，即「因為音節末有p, t, k這些字母，所以是入聲。」用[30a]的道理來說，即使世上沒有p, t, k等字母，甚至沒有任何音標，入聲還是可以跟舒聲區別開來的。

　　[28b]可有以下兩種理解：－
[31]　　a.　　入聲是以塞音這種「音標」結尾的音節
　　　　b.　　入聲是以塞音這種「發音」結尾的音節
[31a]不外是[28a]的意思，不用討論。[31b]也就是[28c]的意思。[28c]才真正把學員的注意力放回語音本身的屬性上。問題是，它要求

學員對三種不同部位的塞音的發音細節均有所感受，並對它們之所以同屬塞音類也有所體會；這對部分學員來說是難以做到的。

[28d] 則是從另一個角度去把握入聲音節韻尾所屬音類：無論在口腔的閉塞是 p、t、還是 k，都同時伴隨有喉部的閉塞 [ʔ]，這是粵語韻尾塞音的一大發音特色，但中文文獻中卻鮮有提及。正是這樣的發音特色，賦予入聲韻尾一個頗容易捉摸的標誌。問題是這時候學員對「喉塞」是甚麼也許一點也不認識，針對這個問題，可給予學員下列引導：

[32] 「喉塞」就是喉部閉塞的狀態，在語言以外也用得著，例如（被動或主動）咳嗽前、或深深吸氣後故意暫時留存大量氣體於肺部不讓呼出（例如搬動重物前或潛水前）等情況下喉部都處於閉塞狀態。

只要學員掌握了「喉塞」是怎麼樣的一種狀態，他就很有希望可以以此為著眼點輕易地把韻尾的三個不同塞音一網打盡，也即把入聲一網打盡。

[28e] 又是從另一個角度去把握入聲音節。其實這個角度的著眼點還是「入聲音節韻尾都同時伴隨有喉部的閉塞 [ʔ]」這粵語韻尾塞音發音特色的一個派生現象。請看下列因果鏈：

[33] 　　韻尾塞音伴隨有喉塞
　　　　→這些塞音的「除阻」聽不見聲音 (without audible release)
　　　　→發出一個音節的音，若韻尾是塞音，則到韻尾階段就會突然沒有了聲音。

[28d] 和 [28e] 是互相配合的，可以兼收並蓄，讓學員對兩者都加以留意。有的學員敏於此、有的學員敏於彼。學員只要掌握其中之一，辨別舒聲入聲已無往而不利了。

[29] 又是從另一個角度去把握入聲音節。[29] 這命題是個很流行的說法。作為 [33] 的引申，我們可以這樣理解：

[34] 　　韻尾塞音伴隨有喉塞
　　　　→這些塞音的「除阻」聽不見聲音
　　　　→發出一個音節的音，若韻尾是塞音，則到韻尾階段就會突然沒有了聲音
　　　　→由於韻尾塞音無聲，入聲音節的有聲部分會短少了韻尾那一段

如果 [29] 僅以 [34] 的方式來理解，不失為辨識入聲的又一進路。不過，若把 [29] 理解或引申為下面 [35] 的那些基本上與事實不符的命題，就會反過來影響我們對舒聲、入聲、音長等概念的理解了。

[35] 　a.　入聲音節經常比舒聲音節為短
　　　b.　入聲音節不能拉長

10. 順次説出六個調

粤語分六調，這是學員在這一階段所已掌握的；而經過上一節「辨舒一入」的訓練後，「一調之內既可有舒聲，也可有入聲」的道理就更清楚了。此外，學員又從圖[14]知道六個調有1-6的標籤。辨識六調的異同是個基本的語音意識要求，而六個調跟六個標籤的對號則僅為一種方便設施，本身與語音意識無直接關係。雖然如此，由於六調標籤的記認很有實用價值，還是很值得我們去掌握的。

用1-6的數目去標籤字調，就等於給六個調規定了一個次序。六個調按一定的順序呈現出來，就成了一節極短的曲調。圖[14]的「夫府富扶婦父」，就是同一聲韻組合套上由規定次序的六個調所構成的小小歌曲。有的人以為把這曲唱好是辨調的先決條件，其實這是倒果為因了。唱出這曲，不外把已能辨的調一一跟1-6等標籤對上號而已。不過，像[14]這種用同一基本音節（即聲韻組合）套這首「六調曲」的練習，的確有助字調意識的提高，和暴露出一些辨調能力上的問題。例如「夫」唱出六個調，學員可能弄錯如下：

[36]

	T1	T2	T3	T4	T5	T6
正確：	夫	府	富	扶	婦	父
錯誤1：	夫	府	婦	扶	婦	父
錯誤2：	夫	府	富	扶	富	父
錯誤3：	夫	府	婦	扶	富	父

圖[36]展示的錯誤，都源於對T3和T5的辨別不夠敏感。[錯誤1]，T5重出，取代了T3。[錯誤2]，T3重出，取代了T5。[錯誤3]，T3和T5換了位置。

同性質的問題，也會出現在T2－T5之間和T3－T6之間。

對某兩調的辨別不夠敏感，不一定表示某人在語言使用中把兩調混了。如果將「夫府富扶婦父」換成[37]，每一個以粤語為母語的人都能正確地說出來：

[37]

	T1	T2	T3	T4	T5	T6
a.	三	九	四	零	五	二
b.	三	碗	細	牛	腩	麵⑦

[37]的兩款六調字串，正可利用來幫助記憶六調的順序。當這個順序不再構成障礙，就可進行同一基本音節套上（定序的）六調的練習了。首先，可視讀以下例子：

[38]	T1	T2	T3	T4	T5	T6
	呼	虎	褲	符	婦	負
	芬	粉	訓	墳	奮	份
	因	隱	印	仁	引	孕
	幽	柚	幼	油	有	右
	衣	椅	意	移	已	二
	閹	掩	厭	鹽	染	驗
	淵	宛	怨	元	軟	願
	司	史	嗜	時	市	事
	衰	水	歲	誰	緒	隧
	威	委	畏	圍	偉	胃

這個練習的目標，是任何一個基本音節都能憑空唱出六調來。視乎學員達到這個要求的快慢，視讀的過程可縮短或整個免掉。

接著下來，[39]是一些半視讀的例子。由於有些位置無字可寫，或寫了也不好懂，特別加上注釋。設想中，學員應該不用看注釋，就能套出六調來。

[39]	T1	T2	T3	T4	T5	T6	・注釋・
	看[1]	罕	看[3]	寒	旱	翰	1：看護　3：看見
	冧	林*	□[3]	臨	凜	□[6]	*：林仔　3：□屋　6:□磚頭
	褸	樓*	□[3]	流	柳	漏	*：買樓　3：□佢做生意
	拎	令[2]	□[3]	零	領	另	2：打令　3：閃閃□
	□[1]	□[2]	□[3]	狼	朗	浪	1：發□嚟[2]　2：□口盅　3：□腳
	媽	□[2]	嗎[3]	麻	馬	罵	2：麻□哋　3：你好嗎？
	蚊	文*	□[3]	民	敏	問	*：講英文　3：時間好□
	新	□[2]	□[3]	臣	□[5]	慎	2：花□　3：（埋怨）　5：（神經有問題）
	雙	想	相[3]	常	上[5]	上[6]	3：首相　5：上課　6：上午
	溫	搵	□[3]	雲	允	運	3：（禁錮）

既然練習目標是任何一個基本音節都能憑空唱出六調來，到了一個階段，教師可隨便講出任何一個音節來，要求學員套出六個調。不過，並非每個基本音節都像[38][39]般跟任何調拼合都成為可用的音節的，請看[40]：

[40]	T1	T2	T3	T4	T5	T6	・注釋・
	靴	噓[2]		噓[4]		聲	2,4：噓[4]　噓[2]

[hœ:]跟 T3, T5, T6 拼合都非現成在用的音節，但這只是偶然未用的組合，學員應有能力唱齊六個調。可是，還有另一種不同的情況，見[41]和[42]：

[41]　　T1　T2　T3　T4　T5　T6　　　·注釋·
　　　　巴　把　霸　爸[4]　*　　罷　　4：一爸
　　　　畸　棋[4]　暨　奇　企　*　　　2：捉棋

[42]　　T1　T2　T3　T4　T5　T6
　　　　瀄　?　節　?　*　　截

在[41]，由於有關聲母的類屬和個別字調的組合限制使然，兩個打星號的聲韻調組合可認為是不能成立的。在[42]，一方面由於韻尾的類屬（塞音）和個別字調的組合限制使然，另一方面也由於[41]那種限制使然，打星號的聲韻調組合可認為是不能成立的；而打問號的組合也是不太正常的。面對這些情況，學員發不出那些音系所不容的組合是情有可原的，但語音意識（特別是拼音意識）較強的人一般都能通過類比而將有關音節發出音來，因而還是值得鼓勵學員去作出嘗試的。

11. 聲母操練

　　本文一直避免使用音標，為的是盡量避免學員以目代耳。但是，語音意識的訓練往往最後結晶為一套拼音系統的掌握。因此，在適當的階段，音標的介入還是有正面作用的。以下將圖[18]的第 1–20 號聲母據香港語言學學會 1993 年的《粵語拼音方案》配上具體字母：

[43]

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
b	p	m	f	gw	kw	w	ng	（零）	d	t	n	l	g	k	h	z	c	s	j

　　我們可以請學員輪流拿 [a:] 韻配上 1–20 號聲母（即 b-j）作為熱身。跟字調不同，這 1–20 的具體次序沒有太大的意義，沒有記憶的需要。

　　聲母操練所採用的操練方式，基本上就是第 7 節《辨調能力》所介紹的操練方式，只不過把焦點改為放在聲母上罷了。至於所提問題則由[21]改為[44]：

[44]　　認為「零」「一」不雙聲的舉手。

　　我個人的做法還是像第 7 節般主要在學員的姓名中找提問用字，但因應聲母不同於字調的情況，作出一些調整：第一，因雙聲的機率只有 1/20，為了提高比率，故意多找雙聲的，少找不雙聲的。第二，要預先準備一些針對聲母辨識難點的字例。有關難點和所需字例如下：

[45]　　　　難點　　　　　　　所用字例

(a)　送氣─不送氣　　　冬天 鋼琴 碰杯 挑剔 蹺蹊 傾偈 青春 龜羣
(b)　g─gw 及 k─kw　　矜貴 求其 窮困
(c)　z, c, s 之圓脣與否　專職 忖測 相識

上述三項分別針對下列不同情況：

[46]　a.　[45a]　針對因受坊間偽拼音影響而無視送氣與否之別的情況
　　　b.　[45b]　針對因受普通話拼音影響而將 gw 和 kw 誤解為以 g，k
　　　　　　　　為聲母的情況
　　　c.　[45c]　針對因受英語影響而將圓脣版與不圓脣版的 z, c, s 誤為
　　　　　　　　不雙聲的情況

　　把不雙聲的聽成雙聲，怎麼辦？例如「冬天」不雙聲，學員聽成雙聲，
怎麼辦呢？首先，可把兩字真的改為雙聲，以資對比。教師指出：

[47]　a.　把「天」改為用「冬」的聲母，成為「冬顛」，那才雙聲，或
　　　b.　把「冬」改為用「天」的聲母，成為「通天」，那才雙聲
　　　c.　「冬顛」與「通天」不同音，就因為聲母不同

有了對比，學員就可能明白過來了。此外，可以拿有關聲母跟不同的韻母
拼合，從而突顯該聲母的身分，例如教師指出：

[48]　a.　「冬」的聲母是 [di:, da:, dœ:] 這樣的音，而
　　　b.　「天」的聲母是 [ti:, ta:, tœ:] 這樣的音，所以
　　　c.　兩者不雙聲

反過來，若把雙聲的聽成不雙聲，又怎麼辦呢？例如「專職」雙聲，學員聽
成不雙聲，怎麼辦呢？一般來說，可用類似 [48] 的方法：

[49]　a.　「專」的聲母　是 z[i:], z[a:], z[œ:] 這樣的音，而
　　　b.　「職」的聲母也是 z[i:], z[a:], z[œ:] 這樣的音，所以
　　　c.　兩者雙聲

但由於我們知道問題出在 [46c]，我們可以更有針對性地指出：

[50]　a.　不圓脣的 [li:,　la:] 與圓脣的 [ly:,　lœ:]　不影響它們之為雙聲，
　　　　　所以
　　　b.　不圓脣的 z[i:], z[a:] 與圓脣的 z[y:], z[œ:] 也不影響它們之為雙聲

12. 韻母操練

　　韻母（尤其韻腹部分）的標音比聲母標音的分歧要大，而韻母數目又相
當多，一時間也無法記住，因此我們就繞過韻母的標音不提了。

　　韻母操練所採用的操練方式，基本上也是第 7 節《辨調能力》和上一節
《聲母操練》所介紹的操練方式，只不過把焦點改為放在韻母上罷了。所
提問題則由 [44] 改為 [51]：

203

[51]　　　認為「零」「一」不疊韻的舉手。

　　也像上一節一樣，為了提高疊韻出現比率，要著意多找疊韻的字組，少找不疊韻的字組；也要預先準備一些針對韻母辨識難點的字例。有關難點集中在因受坊間偽拼音影響而無視低元音韻腹的長 [a:] 短 [ɐ] 之別的情況。具體難點和所需字例如下：

[52]　　　坊間拼法　　　　不疊韻字例
　　　　　ai　　　　　　　大細
　　　　　au　　　　　　　交手
　　　　　am　　　　　　　擔心
　　　　　an　　　　　　　爛𣲷
　　　　　ang　　　　　　　鄧生 (作為「鄧先生」之簡)
　　　　　ap　　　　　　　入閘
　　　　　at　　　　　　　七八
　　　　　ak　　　　　　　德伯

　　把不疊韻的聽成疊韻，怎麼辦？例如「大細」不疊韻，學員聽成疊韻，怎麼辦呢？可用上一節用過的辦法，把兩字真的改為疊韻，以資對比。教師指出：

[53]　　a.　　把「細」改為用「大」的韻母，成為「大晒」，那才疊韻，或
　　　　b.　　把「大」改為用「細」的韻母，成為「第細」，那才疊韻
　　　　c.　　「大晒」與「第細」不同音，就因為韻母不同

有了對比，學員就可能明白過來了。

　　反過來，若把疊韻的聽成不疊韻，又怎麼辦呢？例如「大怪」疊韻，學員聽成不疊韻，怎麼辦呢？一般來說，這種情況不多。以疊韻的為不疊韻，有以下幾種可能原因：

[54]　　a.　　因提防不辨低元音韻腹的長 [a:] 短 [ɐ] 之別而矯枉過正
　　　　b.　　[46b] 的聲母問題反映在韻母上，即以為 gw 及 kw 的 w 是韻母的一部分
　　　　c.　　未能將字調跟韻母離析出來，以異調疊韻為不疊韻

這些誤差，或因一時之失（如 [54a]）、或因較早階段的語音意識出了問題（如 [54b, c]），均須對症下藥，區別處理。

13. 結語

　　本文粗略地勾劃出一個語音意識初級教程的基本輪廓。為免篇幅過長，許多細節都不及介紹或討論，希望讀者能舉一反三，並在基本原理框架內的廣闊空間，因應不同情況、不同教學目標，自由發揮。甘冒滑頭之譏，還是要說一句老話：運用之妙，存乎一心。

「初級教程」的提法本身就預設了一個「進階教程」的更高目標。事實上，就「語文及傳意」課程中語音課的教學目標來說，對語音意識有比上面所述更高的要求。例如：

[55]　a.　韻母要切分為韻腹及韻尾
　　　　b.　要辨韻尾異同
　　　　c.　要辨韻腹異同
　　　　d.　要感知聲母的發音部位和發音方法
　　　　e.　要感知韻尾的發音部位和發音方法
　　　　f.　要感知韻腹的長短
　　　　g.　要感知韻腹的舌位
　　　　h.　要感知字調的調形

這些都是進階教程所應有的內容。

　　我意識到本文所介紹出來的是一個人力密集 (labour-intensive) 的教程。語音是口耳之學，語音意識教程之人力密集，可謂向來如此，誠不足怪。但是，這並不表示語音意識教學就只能是這個樣子。在多媒體電腦、電腦網絡、電腦輔助學習軟件、電腦中文處理等快速發展的今天，用資本投入代替大部分人力投入的願望至少並非不切實際。

　　當然，上述願望跟目前實況仍有一段距離，當中更明顯地缺了一個環節：還沒有人將這樣一個教程系統地、完整地寫出來。本文所勾劃的教程輪廓，就算是千里之行的第一步吧！寫出這個教程輪廓後，起碼小組導修可以由其他人來上課，而不一定由講課的人包辦。

附註：

①　據粵音，下同。
②　「生」有長 [a:]（如「生仔」）、短 [ɐ]（如「生產」）兩讀，作為一個「好意頭」的字取前一種讀音。
③　至於那是通過口頭講述、講義、還是指定閱讀而達致，都不影響這個教程。
④　嚴格來說，「疊韻」≠「同韻母」，但在粵音的範圍內可不作區分。
⑤　「字調」相當於英文 tone。T1 等可認為是「Tone 1」等的簡寫。
⑥　或作「搐」，又或作「吱」，意思是「擠壓」、「噴射」或「撓癢癢」。
⑦　[37b] 蒙梁仲森先生提供。

LANGUAGE THROUGH CONTENT AND CONTENT THROUGH LANGUAGE: THE ILE COURSE FOR TEACHERS USING ENGLISH AS THE MEDIUM OF INSTRUCTION

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Background

In 1990, Education Commission Report No. 4 made a number of recommendations regarding the Hong Kong Government's policy on the medium of instruction used in secondary schools (ECR 4 Ch.6). One of these recommendations was the elimination of the use of 'mixed code' in schools and the use of one medium only in any secondary class from S1 to S7. The Commission used the term 'mixed code' to mean the common practice of using textbooks, written work and examinations in English, with teachers using 'Cantonese to explain the lesson material to students and to conduct discussions with students', (ECR 4:100). It was recommended that in future only those students assessed through a medium of instruction grouping assessment (MIGA) in P6 as being able to study effectively through English at secondary level should do so. Parents were to be given guidance as to the appropriate medium of instruction for their child and were expected to use this in choosing a secondary school. Schools were expected to adopt either English or Chinese as their medium of instruction or to become two medium schools, with any one class using one medium consistently. With only minor amendments, the recommendations made in ECR 4 in this respect have become Hong Kong Government policy.

The Commission was aware in 1990 that its recommendation would have implications for teacher education but this topic was left to the following report, No. 5. As a minor part of a series of major recommendations for teacher education, ECR5 proposed, '.... In-service courses to help serving teachers upgrade their skills in the relevant medium of instruction.' (ECR5: 74). It was clearly the Commission's view that many teachers, by now accustomed only to using mixed code, and with many of the younger ones having been educated through it themselves, would lack the proficiency or the confidence to teach their subjects using only English or only Chinese.

The Need for Support for Schools

Experience elsewhere suggests that only a minority of children are able to change successfully from mother tongue to foreign language medium of instruction at the beginning of secondary schooling. (Much of the evidence for this comes from Canada, see Swain (1992) for a comparison of the

Canadian and Hong Kong experiences and possibilities of immersion programmes.) Yet in Hong Kong the huge majority of schools offer so-called English medium education (though in fact a mixture of languages) and parents demand it. The consequence of such social pressures is that schools are faced with a requirement, to educate many, perhaps most, students through an inappropriate medium. The principal rationale for using English as the medium of instruction for Chinese speakers in Hong Kong is to produce a high level of bilingualism. This then brings with it the various benefits students, parents and society are seeking. Plainly, the identification of those students who can achieve this through a late immersion programme is of immense importance.

If the students' ability to cope is in question then so is that of the teachers. It is not simply a question of language level though this is one factor. If students are to achieve bilingualism, then one of the responsibilities of all teachers is to develop the language competence of their students in the English of their own subjects. All teachers are, therefore, to a degree, English teachers in an English medium school and probably in a much more overt way than they need to be when teaching through the mother tongue. They need three qualities that may set them apart. They need a good standard of English for the teaching of their subject. They need to acquire the skills and strategies for teaching their own subjects through English and for helping their students develop their English. Lastly they need a positive attitude towards the use of English as a medium (Johnson, Shek and Law, 1993 p. 28).

A third major problem facing schools is that of resources. Many of the teaching materials produced for Hong Kong seem to ignore the fact that students are studying in a foreign language beyond providing unsystematic glossing of vocabulary. Few if any provide the sort of support students and teachers need by, for example, integrating language across subjects, providing opportunities for the reworking of knowledge through different means or providing a rich variety of activities that require the use of the subject language by students. The recently published Longman Bridge Programme (1994) does tackle a number of these issues for the initial three months of English medium education.

The Course Objectives and Organisation

A course which is intended to provide support for teachers must address the issues of resources, of the teachers' attitude, proficiency and skills and their understanding of the rationale for the use of English. It must also provide them with the understanding, knowledge, skills and commitment to give leadership in their own schools. The Institute of Language in Education began planning a course for teachers using English as the medium of instruction in 1993. At the same time, planning began of a course for teachers using Chinese as a medium of instruction. In December 1992 the theme of the ILE International Conference was 'Language and Content'. This brought together academics and teachers from a number of countries and

papers, workshops and colloquia on a range of issues in this area were presented. A number of these were of direct relevance to the courses then being considered, notably those by Mohan, Tang, Wong, Goldstein and Liu, Reeves and Chan, Drave and Wong (see references) and influenced the overall design and parts of the content.

The Course for Teachers using English as a Medium of Instruction (EMI Course), as it emerged, has four main objectives:

1. To improve teachers' understanding of the relationship between language and learning.
2. To improve teachers' language proficiency in English for teaching their subjects and to strengthen their confidence in using English as the medium of instruction.
3. To assist teachers to develop classroom strategies for the effective use of English as the medium of teaching and of student learning.
4. To introduce teachers to language across the curriculum strategies.

The Course deals with issues which concern teachers working with S1-3 students and is, therefore, relevant both to them and to those at management level in secondary schools. Places on each EMI Course are open to teachers of all subjects. The Course is 16 weeks long and full-time, providing approximately 440 study hours. Teachers are nominated by their schools. The opportunity for worthwhile staff development, both for schools and for individuals is, therefore, considerable.

Major Features of the Course Design

The Course is intended to give teachers the chance to improve their own English and to reflect on medium of instruction issues in the light of their own experience and of the knowledge and ideas put before them. They are given opportunities to try out skills and strategies in the classroom as the Course progresses. This is achieved through three modules.

The Project Module (about 40% of the timetabled Course) requires each participant to complete three projects. Each involves planning, the development of teaching materials, teaching (in two of the three projects this takes place in school) and evaluation. Each project has a different focus, for example 'Working with texts' or 'Classroom interaction' and is prepared for a different lower secondary level. Teachers work in small, mixed subject groups. The cross-curricular links these sub-groups facilitate are a crucial factor in introducing the importance of co-ordinating an approach to language that involves all subjects. Teachers prepare materials and lessons individually for the teaching of their own subjects but are expected to plan with reference to the rest of their group so that certain aspects can be co-ordinated across subjects.

At the same time, focused language improvement work takes place (about 30% of the Course) made up of a compulsory 'core' and a range of options. As well as providing for direct language improvement, the Language Improvement Module gives teachers experience of modern language teaching techniques.

The third component of the Course is the Medium of Instruction Module (about 30% of the Course). This provides input on background issues together with the chance to develop and practise classroom skills and strategies. As all input and products are in English and the participants are expected to speak English to one another while in the Institute (and as of now frequently do), the module also provides a major opportunity for language practice. The module also provides integration by focusing on some of those aspects of the language development of students, through the teaching of content, which the teachers have recently been working on for their own language improvement. Most components of the Medium of Instruction Module are related to the needs of the content classroom and feed directly into the three projects. These provide the chance for practice and experimentation. This relationship is fundamental to the Course. The components which provide this input include ones on motivating students towards English medium education, on identifying linguistic difficulties in texts and evaluating and selecting resources, on the development of appropriate teacher language and the skills to accompany it, on student language development and dealing with errors, and on teaching content through the four modes.

The Course is not intended to make all teachers into specialist teachers of English. Rather it should help them to understand relevant medium of instruction issues and the background to the current policy. It should then help them to see what contributions they can make to the successful use of English as a medium in their own schools, both through their teaching and through working in teams with teachers of their own and other subjects. In order to achieve this, however, some understanding of what is involved in teaching and learning a language is necessary. A basic knowledge of language and content relationships through, for example, knowledge structures (Mohan, 1986, 1993, Tang, 1992) is essential. Similarly, teachers need to be aware of the typical structures of texts found in their own subjects and of how to recognise the difficulties students are likely to have with these. They have to recognise the need to promote the active use of English in the classroom as a part of the teaching and learning of their own subjects. At the same time, it was recognised as crucial during the preparation of the Course that the integrity of the teachers as specialist teachers of subjects other than English should be respected. We believed that the major challenge of the Course would be to convince the subject teachers that they needed more than simply an improvement of their own English proficiency. Only slightly less significant was the need for Institute staff to accept new ways of thinking. It was crucial that they should appreciate that, unlike the language teachers they were accustomed to working with, the EMI Course participants would probably be unconvinced that language was central to teaching and learning.

The Story so far

The first intake of 54 teachers of eight subjects came to the Institute in February 1994. Of these nearly half are teachers of mathematics, with

integrated science having the next largest subject representation; six are English teachers. It is encouraging that schools have nominated a number of senior staff, who can be expected to have some influence within their schools when they return. At the time of writing (six weeks into the Course) the first block of the Course, culminating in the first project, has just been completed. What follows is, therefore, based on preliminary results of a questionnaire-based evaluation of that part of the Course together with my own impressions of how the Course is going. These are based on observation, some experience of teaching the subject teachers and discussions with them and with ILE lecturers who are also very closely involved with the Course.

One of the most striking characteristics of the group of teachers who have joined the Course is their ignorance of language policy in Hong Kong. The question of medium of instruction has been widely discussed in recent years and yet little information on the policy or the background to it has either reached or been absorbed by these teachers. Of particular concern to the ILE staff working closely with them is the teachers' initial belief that the ILE is trying to promote the greater use of English as a medium of instruction rather than the most appropriate language for each student.

We are encouraged by the standard of English the teachers possess and their commitment to self-improvement in this area. While some are struggling, they are generally able to sustain a sufficiently high level of academic discussion in English to meet the demands of the Course. They are both able and determined in many cases to maintain its use for more general purposes with one another while in the Institute, even when tutors are not present. This will certainly be the most important factor in any improvement in fluency and confidence resulting from the Course. For most participants, their principal objective in attending the Course is their own language improvement; there have already been requests for it to be allocated a greater proportion of course time. This is confirmed by the questionnaire evaluation. Some participants were surprised to find that there are any other components in the Course. (This was made very clear in details sent to schools with nomination forms.)

Despite this, the acceptance of what we are setting out to achieve, while not universal and certainly not unquestioning, is generally high. The teachers are extremely doubtful about the wisdom of the medium of instruction policy as currently being implemented and whether many of the classroom and planning strategies being proposed are practical in their schools. They are probably right to be sceptical. Many of them are aware that the other conditions for success in the use of English as the medium do not exist in their schools. Very few were consulted when their schools were deciding which medium to adopt. They are, nevertheless, thinking very seriously about language and education and the relationship between language and the content of their own subjects. The Course components have been well received and the evaluation is definitely positive.

The projects provide the most substantial examples of the teachers own commitment, their level of understanding and their ability to relate the Course to their own school and classroom practice. The projects also reveal where there are serious weaknesses in understanding either as a result of weaknesses in Course design or content, or to the fact that it is only one third over.

For their first project, the great majority of the teachers have made serious efforts to produce a unit of work which combines the teaching of their subject with at least some elements of classroom language practice, a recognition of language difficulty where appropriate, and some integration of language across subjects. It is easy to underestimate the changes in outlook and practice that this work represents for many individuals. Mathematics teachers, for example, have frequently been told over the years that their subject is 'language free' and that the more they restrict their students' work to figures the fewer difficulties they will have. It is highly encouraging, therefore, to see a series of lessons on a topic as seemingly unpromising as congruent triangles that can be described as language rich. This example also includes a sophisticated attempt to simplify a peculiarly obscure textbook in a way that should also help students' English to develop and proposes a range of techniques that will enable the teacher to explain the topic without the use of Cantonese. Some groups of teachers attempted to integrate the content of their subjects through a single theme (farming in one case). Others recognized mathematical procedures (and therefore language) that are required in other subjects (the calculation of percentages, for example) or scientific concepts that can be useful in the understanding of a topic in another subject. The fact that these attempts may not always be successful should not disguise their value. If the burden on students and teachers in English medium schools is to be made manageable then this sort of co-operation must become more frequent.

The lack of understanding of the language features that make their subjects distinct has been the most important weakness demonstrated in these early projects. Without that understanding the teachers are both unable to focus on the language of their subject in their own lessons or truly to see the relationship between language and content. The examples of language, other than vocabulary, that most have identified as 'difficult' for students or 'significant' in a lesson or in a text have been such things as tenses, interrogatives, imperatives or passives. Furthermore, it is frequently instructional language that is identified rather than content language. While in a few cases these judgements may be accurate they are generally not so and we cannot say that the teachers are yet teachers of language and content.

The difficulties the teachers have in seeing relationships between language and content in their own subjects mean that the integration of language across subjects has also produced considerable problems in these early projects. Classroom language has proved the least troublesome in this respect at this stage as any problems in this area are likely to be revealed only with teaching real classes later in the Course.

Not surprisingly, the teachers have a clear idea, accurate or not we have yet to establish, of the technical vocabulary of their subjects that students would not understand. They seem to be less secure about the sub-technical. There are many examples in the projects of vocabulary being recycled; this is done consciously and deliberately in different subject lessons planned by cross-curricular groups. They do, however, lack sensitivity to different meanings of words in different subjects and in different contexts.

Revision and Development of the Course

There are already a number of significant issues of course design and management that we know need adjustment or further development. Firstly, the success of the projects, which are so central to the Course, depends in large part on the closeness of the relationship between the Medium of Instruction Module (the 'input' from the Department) and the Project Module (the 'output' from the Course participants). Too many components are seen by the teachers, and this is backed up by the materials produced for the projects, as not contributing significantly. Either the Course structure or the content, it is not yet clear which, needs further thought.

Secondly, some consideration must be given to dealing with substantial imbalances between subject specialisms represented on a Course, which means, in particular, the high proportion of mathematics teachers. The professional relationships and understandings that are developing among teachers of different subjects have been one of the successes of the Course to date. This is confirmed by the evaluation. Even if it were administratively possible it might be undesirable to limit the numbers of certain subject specialists (almost certainly mathematics) on a Course. It would be equally unacceptable to run Courses only for teachers of one subject. It is a truism to say that in-service course participants learn more from one another than they do from the formal content but it seems especially important when they represent different disciplines. On the other hand, different subject teachers do have their own needs and priorities and these must be addressed. One aspect of this is the need for a greater concentration on individual subjects within the Course components (in addition to a wider range of teacher and student materials available for reference in the Department).

Another issue to be faced in the longer term is the need to provide an acceptable assessment of teachers' language competence for teaching purposes. At present this is beyond our means. We also have to develop our relationships with schools to provide better opportunities for participants to work with classes.

One of our concerns at the course design stage of the EMI Course was how well our own staff would adjust to the needs of teachers of subjects other than English. The development of a 440 hour course as fundamentally different in objectives and design from those that have previously constituted the work of the Department provided a major challenge to the teaching staff. This was particularly so when other major developments were also taking place in the Department and within teacher education in Hong

Kong. In most cases the evaluation questionnaires indicate that, while they may need to be more clearly focused at project work, the components produced and taught so far are generally appropriate in content and in level. More informal evaluation suggests that the teachers are concerned about being 'treated like English teachers', they feel that there may be a lack among some of the staff of awareness of or sensitivity to the massive adjustments in thinking that the teachers are being asked to make. Some of the relationships intended by the Course design to be made between course components are more difficult to establish than we had expected. A Course of this type is clearly a learning experience for those teaching on it as much as for those studying.

Issues for the Future

The development of the EMI Course will, we hope, continue for several years and it would be surprising if the Course in, say, three years' time bore much relationship to the one that started in February 1994. The most significant developments may come about as a result of the evolution of the Government's medium of instruction policy. The EMI Course cannot exist alone and course developers will have to pay careful attention to, for example, the level of adoption of bridging courses at S1 and the characteristics of the Target Oriented Curriculum to be introduced at Key Stage Three.

Three issues stand out as being particularly significant. Firstly, the degree to which the Education Department monitors and then enforces the medium of instruction policy will be crucial. Secondly, changes in the nature of external examinations could have a dramatic effect on teachers' perceptions of the importance of language and the relationship between language and content. This would be so if, for example, candidates were required to explain, describe, justify or solve problems within their subject, using the language of their subject, be it English or Chinese. This would be a move away from the emphasis on displays of factual knowledge that currently predominate. Such changes would also focus parents' attention on the choice to be made in P6 in a way that has not been the case up to now. Lastly the teacher qualifications to be awarded by the Hong Kong Institute of Education, could lead to teachers being certificated to teach in one, two, or even three languages. School principals need some way in which they can tell at the recruitment stage whether a teacher is competent to teach in English. An in-service course could provide the means for those already teaching to add a certification to teach in English, and thereby demonstrate their competence. Any developments along these lines would have a dramatic effect on the nature of the Course and the attitude of the teachers towards it.

However the issue of the medium of instruction used in Hong Kong secondary schools evolves it seems certain that there will be a role for English. That said, the case for an in-service course to help teachers of all subjects use the language effectively in the classroom remains strong. Such

a Course clearly belongs in an Institute of Education, from which expertise in other subject teaching can be drawn to complement and enrich that in language teaching. The understanding of the relationships between language and content that we are seeking to develop would then be made real through those providing the Course.

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REPORT ON THE INTENSIVE ENGLISH PROGRAMME FOR SIXTH FORM STUDENTS WHO HAVE STUDIED THROUGH THE MEDIUM OF CHINESE

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Background

The Intensive English Programme (IEP) for Sixth Form students who have studied through the medium of Chinese arises from a recommendation of the Education Commission Report No. 4. The recommendation is that there should be a course 'to allow students who have studied in the medium of Chinese to improve their English language skills prior to their entry into tertiary education' (para 6.6.11 in ECR4 Chapter 6, 1990). The ECR4 recommendations were endorsed by the Governor in Council in 1991.

The recommendation was made in recognition of the fact that students studying through the medium of Chinese would be exposed to considerably less English at school than students studying through the medium of English. It was suggested that measures such as an Intensive English Course for Chinese-medium students would expose them to more English and help them to meet tertiary requirements.

Working Party's Recommendation

An agreement was made between the Director of Education and tertiary institutions offering degree courses via their representative that the Education Department would help these students achieve tertiary entrance requirements in general English, and the tertiary institutes would organise English enhancement courses to assist students to develop the language and skills required for tertiary level study in their specialist subjects. In October 1991, a Working Party was set up, headed by the Deputy Director of Education, with twelve members comprising representatives from tertiary institutes. The possibility of different forms of courses were considered and it was resolved that an integrated Intensive English Programme should be organised for Sixth Form students who had studied through the medium of Chinese.

The Intensive English Programme (IEP)

It was decided that the Intensive English Programme should be seen as a whole and should contain:
- a post S6 4-week course (starting in 1993)
- a post S7 6-week course (starting in 1994)

- a Supplementary English Exam (from 1994)
- a Self-Access English Learning Package to be used during the Sixth Form (available from September 1995)
- a series of 6 seminars each year for English teachers of the students in the Programme

The British Council was contracted to organise the Intensive English Programme with assistance from the Tung Wah Group of Hospitals, and with assistance for the Supplementary English Exam provided by the Hong Kong Exams Authority. The Council is also responsible for developing the Self-Access English Learning Packages, and for organising the seminars for teachers.

The Post S6 Course

Only Chinese-medium students are qualified to participate in the two courses. This year the Certificate of Education Exam was used as an indicator as to which students were to be considered 'Chinese-medium'. To qualify a student must have sat for at least 50% of the papers in Chinese except for the subjects for which there is no choice of language (i.e. Chinese, Chinese History, English, English Literature, Buddhist Studies, Short-hand and Typing).

Since the number of students who were qualified far exceeded the number of places, further requirements were imposed: a student must have sat for 100% of the papers in Chinese (except for the subjects specified above, and for Maths and Additional Maths); and he/she must have at least 14 points in his/her six best subjects. About 1110 students were recruited into the Post S6 Course both in 1993 and in 1994.

The Post S7 Course and the Supplementary English Exam (SEE)

To be eligible for the Post S7 Course a student must have completed the Post S6 Course, and have obtained an F grade in Use of English. In May 1994, the Exams Authority arranged to have the U of E results announced earlier than in the past so that students with an F grade could immediately enrol on the Post S7 Course and prepare for the Supplementary English Exam.

Only students who satisfied the above two criteria were qualified because the Working Party felt that the Intensive English Programme should be seen as a whole. They believed that while the overall effect of a 10-week Intensive English Programme (4 weeks post S6 and 6 weeks post S7) supported by a Self-Access Learning Package could realistically be expected to contribute cumulatively towards raising a Grade F performance to Grade E, it could not be expected to bring those below Grade F to Grade E level.

Since the aim of the whole Programme was to maximise Chinese-medium students' opportunities to meet the entrance requirements of tertiary institutes, only those who satisfied the above mentioned criteria

and who also satisfied the entrance qualifications in other subjects were allowed to take the Supplementary English Exam.

A 'pass' in the Supplementary English Exam was deemed acceptable to tertiary institutes as meeting the entrance requirements in respect of English to courses for which Grade E in the Use of English was the usual requirement.

Guidelines for the Courses

In order to ensure the quality and effectiveness of the course, the Working Party stipulated guidelines for the organisation of the two courses. as follows:

- The Post S6 Course should focus on raising the motivation of students towards learning English, and on providing them with strategies that would enable them to benefit fully from their S7 studies and so do better in their U of E exam;
- The Post S7 Course should focus on upgrading the standard of English of students with an F grade in U of E but who have otherwise met the entrance requirements of tertiary institutes. This would enable the students to have a second chance to gain admission to these institutes;
- The students should have plenty of individual attention from the instructors and the overall staff-student ratio should not be less favourable than 1:10.

Progress to Date

The first Post S6 Course was run in summer 1993. About 1,780 students applied and 1,117 students were accepted. In May 1994, about 270 of these students got an F grade in U of E and became eligible for the Post S7 course. At the time this article was written, the course was still being run. By the end of the course, the A-Level Exam results would have been released and students meeting the entrance requirements of any tertiary institute would be allowed to sit for the Supplementary English Exam. If they got a 'pass' in this exam, they would be considered for admission to these institutes.

The second Post S6 Course will be run in late July 1994. About 1,800 students have applied for this course and 1,118 students have been admitted.

Six seminars have been organised for teachers of Chinese-medium Sixth Form students over the past year.

The preparation of the Self-Access English Learning Package is underway. About fifty percent of the materials have been prepared and they are being piloted at S6 level in thirteen Chinese medium schools.

An increase in funding is being sought for this course, in order to increase the number of students who might attend. However, there is no guarantee that the bid for extra funding will be successful.

Evaluation of the Programme

It is not easy to determine the effectiveness of the Programme since it was the first time that Chinese medium students sat the U of E exam. It is not possible to compare the U of E results this year with those of previous years. Hence it is difficult to measure the amount of improvement due to the Programme.

Points for Further Consideration

With the announcement of the U of E results, which has always attracted the attention of the public, the press was particularly interested in the Post S7 Course as a special measure to help students with an F grade to obtain an E grade. Initially, the press and some members of the public, including some teachers and students from English-medium schools, did not seem to appreciate the fact that the Post S7 Course was for Chinese medium students only.

When the aims of the Course and the IEP were clarified, a small number of people felt that the Programme should be extended to students from English-medium schools as well. Their argument was: students from these schools do not really use English to study content subjects and therefore do not have much more exposure to English than the Chinese-medium students.

However, this Programme is a positive discrimination measure to encourage students to study in a medium suitable for them. If a student appears to be able to benefit from being taught through Chinese only, he/she is encouraged to join a Chinese-medium school.

The IEP is one of the measures the Government has introduced to support these students to compensate for the lack of exposure to English. The IEP is an interim measure introduced at a time when only a relatively small member of students are learning through Chinese. As the number of Chinese-medium students grows, it will become difficult or even impossible to run the Programme, both because of the amount of funding necessary and the logistics—by 1996, the number of students for the Post S6 Course might go up to around 2,800, and that for the Post S7 Course to around 550. With a teacher-student ratio of 1:10 as stipulated, the number of teachers required for the summer of 1996 will be over three hundred and thirty. Recruiting this number of teachers qualified to teach on the Course would be a major problem.

According to the calculation of the Government, at present, approximately 70% of students are expected to be Chinese-medium. This would mean a huge number at S6 level. Indeed, as the number grows, a solution for the longer term is required. Assistance in English should be more integrated into the system and representatives from both secondary and tertiary levels need to agree on a feasible arrangement for the transition from Chinese-medium secondary education to English-medium tertiary education.

One possible solution might be for tertiary institutes to offer places to students who meet the entrance requirements in their results in subjects other than English. A student who gets an F grade in English should take an English proficiency bridging programme offered by the institute to enable him/her to study through English. The alternative is to have two different English exams at tertiary entrance: one for Chinese-medium students and one for English-medium students. The third solution might be to offer tertiary education in Chinese-medium as well as English-medium.

THE PRIMARY ENGLISH EXTENSIVE READING SCHEME—THE FIRST YEAR OF DEVELOPMENT

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In September 1993, the development of the Hong Kong Primary English Extensive Reading Scheme (HKERS(PRI)) began in the Institute of Language in Education (ILE). A project team consisting of one Senior Lecturer, one Lecturer and two Research and Development Officers was set up and work on developing resource materials suitable for use in the Scheme is under way. In this report we shall describe the Scheme and the work in progress.

Background

There has been a growing interest in English extensive reading programmes in Hong Kong schools in recent years. In response to growing demand, the ILE set up an extensive reading scheme for secondary schools in September 1991. This Scheme for junior secondary students is now well established and is well received by teachers and students. Feedback from teachers also showed that there was a need for a scheme at primary level: They pointed out that while it was good to have a reading scheme at Secondary One, it would be even better if there was a reading programme at primary level so that the habit could be formed and nurtured earlier. Approval was therefore obtained from the ED to implement a reading scheme at Primary 5 and 6 levels. Booklists and resource materials for the Scheme are being developed now, and the Scheme will be implemented in schools by phases from September 1995.

Definition of an Extensive Reading Programme

In our definition, 'extensive reading' means reading a large number of books for enjoyment and information. In an extensive reading programme, books of high-interest level are provided in large quantity. The pupils, working at their own pace, are encouraged to read as many books as they can. The language level of the books they read should roughly match their competence in reading so that they can read the books comfortably and quickly.

By participating in the reading programme, pupils will greatly increase their exposure to the language. Research studies on such programmes seem to indicate that such exposure helps to improve pupils' proficiency in the target language. Elley's study of a nationwide extensive reading programme in the Fiji Islands showed that the 'book flood' classes made much greater improvement in all aspects of English than the control groups using an Oral

English Syllabus based on audio-lingual approaches and the improvement was especially marked in reading (Elley and Mangubhai 1983). Similar positive language gains were also reported in two nationwide extensive reading programmes for primary pupils, one in Singapore (Ng 1989) and the other in Brunei (Ng 1992). It will be interesting to see whether a reading programme for Hong Kong primary pupils will yield similar results.

Structure of the Hong Kong Primary Extensive Reading Scheme

The Hong Kong Primary English Extensive Reading Scheme (HKERS(PRI)) is an integral part of the Primary English curriculum. Participating schools will be required to allocate class time to extensive reading so that pupils can make full use of the resources provided and will also be given regular help by their English teachers.

The schools will be given resource packages and in each package there will be approximately 300 books (both fiction and non-fiction) of a variety of genres and settings. The books will be graded into six different reading levels, with progression from the easiest to the more difficult. Each book will also be accompanied by support materials in the form of a 'Help Card' and an 'Activity Card'.

As even pupils in the same class may have different levels of English proficiency, the Scheme also includes a placement test to help teachers assess individual pupils' reading ability so that they can enter the programme at the appropriate reading level. In addition, teacher's manuals, teaching aids, guidelines and sample lesson plans to help the implementation of the Scheme, and reading charts and records to help teachers and pupils monitor progress will also be provided.

The First Stage of the Development Work

(a) A questionnaire survey on extensive reading in Hong Kong primary schools

As a first step in the development work of the HKERS(PRI), a territory-wide questionnaire survey on the current practices in Hong Kong primary schools concerning extensive reading was conducted in October 1993. Since the reading scheme is designed for Primary 5 and 6 pupils, the survey was targeted at upper primary level. The aims of the survey were to investigate the extent to which extensive reading materials and extensive reading type of activities are used at present at upper primary level. It also attempted to find out what reading difficulties pupils have and to gauge primary teachers' opinions on the place of extensive reading in the curriculum.

The questionnaire was sent by post to 435 primary schools chosen at random from the 852 primary schools in Hong Kong. 294 questionnaires were returned, representing a response rate of 67.6%. A detailed analysis of the survey is presented in Yu et al (1994).

The data collected from the questionnaire provided useful information for the development and design of the HKERS (PRI). Firstly, the survey showed that most teachers considered extensive reading as useful in helping their pupils learn English. They believed that through reading English books extensively, their pupils would gain confidence and interest in reading and develop the ability to read independently. However, the survey also revealed that little emphasis is given to extensive reading in the present curriculum. Since the HKERS(PRI) will be fully incorporated into the English curriculum, it can hopefully redress the balance. In this connection, it is heartening to find that of the schools surveyed, 120 have already indicated interest in joining the Scheme, showing that there is considerable enthusiasm for such a reading programme in Hong Kong primary schools.

Results of the survey also suggest that most teachers thought reading English was difficult for their pupils. For example, they found that their pupils had serious problems in interpreting implicit ideas in the text, tackling words, and sustaining reading for a reasonable period of time. The implication is that besides providing pupils with high-interest books, we must also consider ways to prepare the pupils so that they can develop the ability to read independently.

(b) The Selection, grading and piloting of books

The most important criterion we adopted in choosing books is that they must be interesting. As Bright & McGregor(1970) pointed out, 'The most important thing is that the pupils should enjoy what they read. A book that satisfies all other criteria but fails this one is a reject.' Asher (1980) also showed empirically that children's comprehension of high-interest material was superior to their comprehension of low-interest material.

Moreover, since the Scheme is for primary schools territory-wide, the books must also cater to a wide range of reading abilities, so that the weaker pupils will find books which are easy enough to start with, and the brighter pupils will find books which are challenging to read. Besides considering the language in terms of the complexity and familiarity of structures as well as the range of vocabulary, it is also important to look at the presence of contextual and pictorial clues, amount of information load, and physical features such as length, print size, and quality of illustrations.

In order to locate suitable titles, we have vetted over 4,000 titles from local and overseas book stores, agents, publishers, the ILE Resource Centre, and primary schools that have their own collection of English books. These include books written for foreign learners of English, reading schemes for native speakers of English (e.g. Oxford Reading Tree, Ginn Reading 360), and books that are written for the leisure reading of native speakers of English. So far about 750 titles have been selected as potentially suitable reading materials to include in the Scheme. A lot of books were excluded for the following reasons:

1. Readers accompanying textbooks are written in tightly controlled language. Pupils may find them easier to read because they are more familiar with the vocabulary and structures used. However, many of these 'structured readers' often focus on language teaching rather than on the storyline or interest level and are therefore not suitable for inclusion in an extensive reading scheme. Moreover, most of them have been used in Hong Kong primary schools as class readers;

2. Books written in English simple enough for our weakest P.5 and P.6 pupils are often too childish for them;

3. Books with appealing content are sometimes too difficult for upper primary pupils to read on their own;

4. Books written for native speakers of English often contain too many colloquial and idiomatic expressions which hinder pupils' overall comprehension of the texts. The unfamiliar settings of some of these books also make them difficult to read.

In order to find out whether we were on the right track in the selection and grading of materials for the Scheme, we conducted a pilot study to gather pupils' comments on the books included in our preliminary selection in terms of interest level, level of difficulty of language, and layout. Information obtained from the pilot would be used to evaluate individual books. 732 books were involved in this pilot study.

The study took place in March 1994 in five primary schools (seven primary 5 classes, six primary 6 classes). Each class of pupils was presented with about 200 books in two categories: fiction and non-fiction. The books in each category were graded into three levels of difficulty. The pupils were invited to read books from both categories and different grade levels. They had to complete a questionnaire about the book before returning it and borrowing another one. On average each book was exposed to 160–200 pupils. About 5,000 questionnaires were collected and are now being processed.

(c) Development of support material

As discussed in 4.1, since pupils have serious difficulties in reading in English, support must be given to enable the pupils to benefit from extensive reading. In the design of the Extensive Reading Scheme, each book in the Scheme will be accompanied by a 'Help Card' and an 'Activity Card'.

The 'Help Card' provides pre-reading activities which aim at preparing and motivating pupils to read the book. For example, the general context, setting, or difficult vocabulary items which hinder overall understanding of the book are introduced in the 'Help Card'. The cards also contain activities aimed at developing reading skills and strategies to facilitate reading, like making prediction about the content of a book, using different ways to deal with different text-types, and using illustrations and contextual clues to aid understanding.