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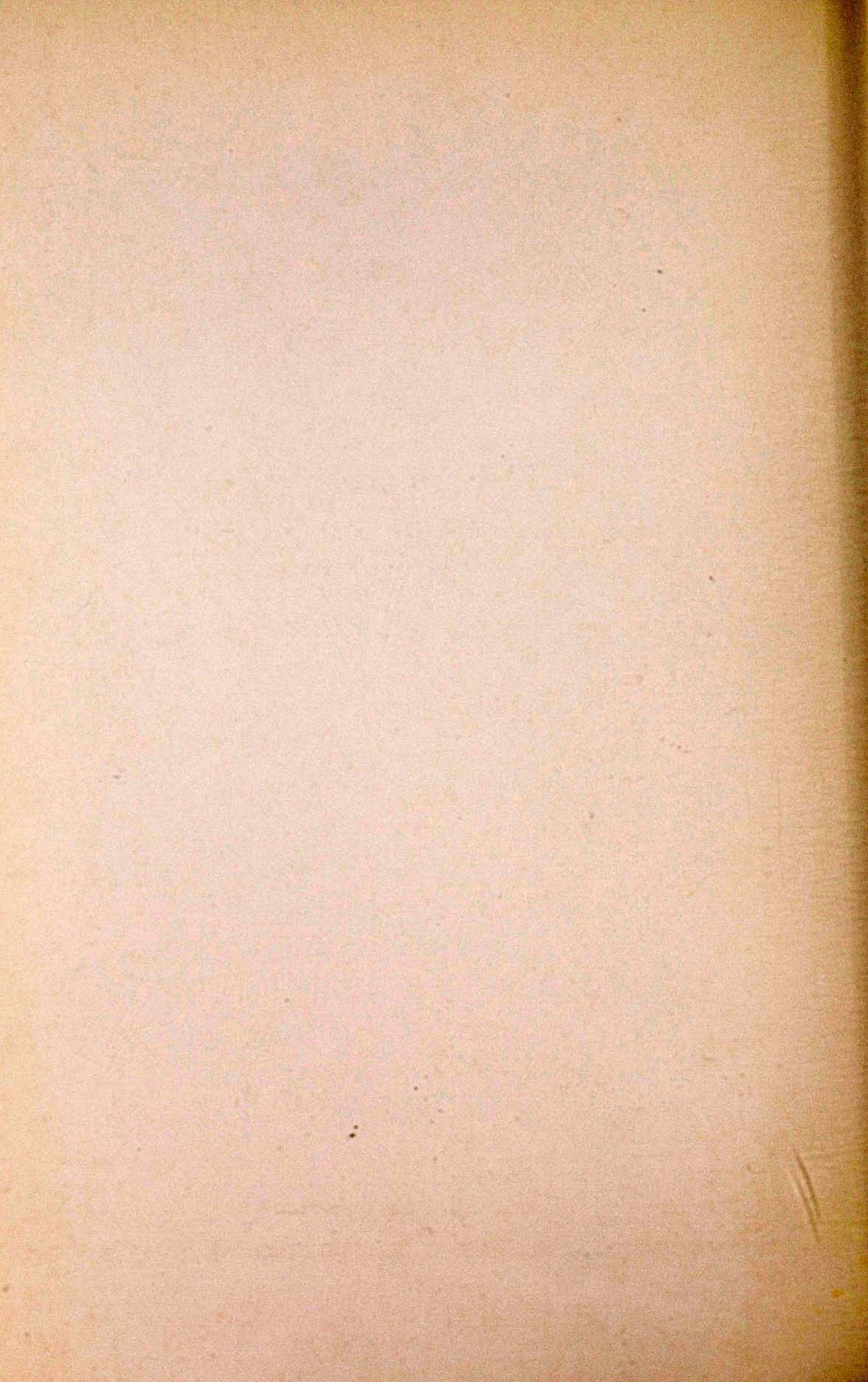
語文教育學院學報

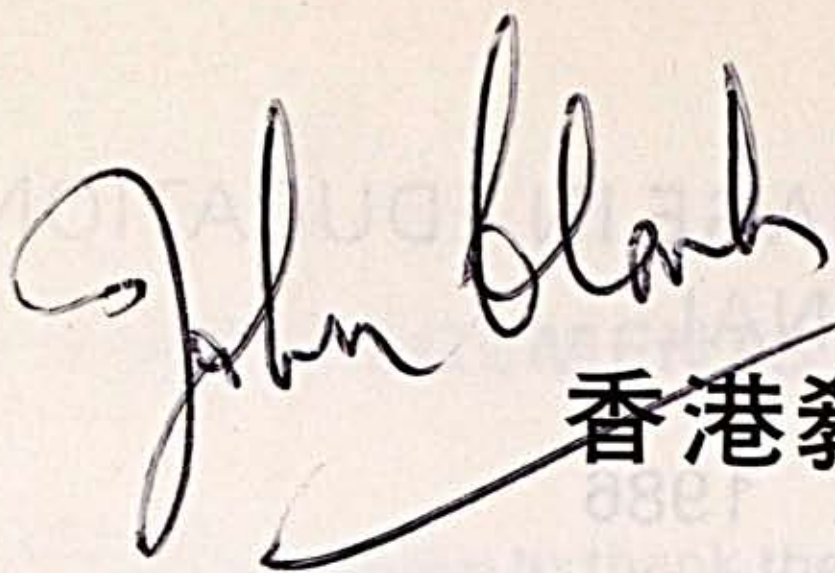
第二期

一九八六年



Institute of Language in Education 語文教育學院





香港教育署

語文教育學院
學 報

INSTITUTE OF LANGUAGE IN
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Education Department, Hong Kong

一九八六年

第二期

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語文教育學院學報

一九八六年

第二期

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

本學報各篇文章內容，僅代表作者個人見解，並不代表香港教育署的意見。

ACKNOWLEDGEMENTS

FOREWORD

The editors would like to thank the Journal Advisors and all those members of the staff of the I.L.E. who helped in the preparation of this issue of the ILEJ.

致謝

本期學報得到校外學者出任顧問，及院內同事協助編輯工作，謹致謝意。

FOREWORD

This second issue of the ILEJ contains articles on the speaking, reading and writing skills (Ho Kwok-cheung, Clive Criper, Chan Wai-leung and Godfrey Liu); on aspects of grammar and lexis (Lee Kar-shui, William Cheng and Gabriele Stein) and on language learning and teaching problems that can arise because of cultural differences (R. J. Owens). There is also a description of a research project presently underway in Hong Kong (Lee Hok-ming), a description of a task-based approach to in-service language teacher training which has been adopted by the British Council in Singapore (Prem Mathur) and a summary of a workshop held in Hong Kong at which the use of micro-computers for language learning on a voluntary, self-access basis was discussed (David Foulds and Anthony Cheung).

The articles which appear in English have been selected from those prepared for and read at the first Institute of Language in Education International Seminar on Language Teacher Education held in Hong Kong in December 1985 and which was attended by scholars from 14 countries.

前言

本期刊載的文章，內容包括說話、閱讀和寫作技巧的討論（何國祥、葛爾柏、陳煒良、廖國輝）；語法和詞匯的研究（李家樹、鄭旭寧、史丹）；不同文化所產生的語文教與學問題的探討（奧文思）；一個在港進行的研究計畫介紹（李學銘）；新加坡英國文化協會為培訓在職語文教師而採用的研習活動介紹（梅杜）；一個在港舉行，探究使用電腦自學語文專題討論的綜合報導（傅大衛、張俊明）

去年十二月，語文教育學院舉辦了第一屆國際研討會。這次研討會以語文教師培訓為主題，參加學者來自十四個國家。本期所刊載的英文論著，就是選自研討會中所宣讀的論文。

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COMMUNICATIVE LANGUAGE TEACHING AND EXTENSIVE READING

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Class libraries, class readers, simplified texts, reading notebooks, stories from an alien culture—all these terms and ideas appear to belong to an age of language teaching and language learning that is long gone by. They reek of teacher directed classrooms, an unthinking acceptance of a colonial cultural influence and an old fashioned view of the nature and process of comprehension.

I wish to argue the opposite. To be more precise I wish to argue that, within limitations, the practices implied by such terms require rehabilitation as vital means through which we can at least hope to achieve a degree of communicative language teaching (and learning) particularly in institutional settings.

Communicative Language Teaching—The Problems

I do not intend to attempt any definition of communicative language teaching—that ground has been worked over well enough. What I wish to remind us all of is the difficulty we have in any way at all of approaching the ideals implied in the label in the majority of the language teaching situations of the world. Common to all approaches, though, are two assumptions. The first is that learning best occurs (though some would say only occurs) through the learners' attempts to use the language for genuine communicative purposes i.e. when they are concentrating on the 'what' rather than the 'how' of what they want to say. The second is the 'comprehensible input' thesis of Krashen, namely that the learner requires language input that is comprehensible as a necessary condition for learning. Learners require something against which they can test, so to speak, their developing competence. These conditions are not, as we know, easily achieved.

Teachers Competence

Much of current thinking on communicative language teaching methodology implies native speaker teachers or at the very least non-native speaker teachers who are very confident of their ability to be able to respond appropriately to their students' attempts at communication and to be able to judge and subsequently comment on their students' own communicative efforts in the foreign language. While these conditions apply in Britain in the field of English as a foreign language, particularly at the adult level, they do not apply there in the teaching of foreign languages at school level. This

latter situation is by far the most common situation in foreign language teaching across the world. The level of proficiency in the foreign language of the body of teachers at school level or beyond is one of the major problems in achieving a gain in the proficiency level of the learners they are teaching.

Methodologies depending upon a high level of proficiency of the main body of language teachers tend to serve to divide the world into the haves and have-nots rather than bring it together in a single methodology which can be used everywhere.

Content of Communication

Within institutional settings it is often difficult to identify genuine topics about which language learners can and want to communicate with each other or with the teacher. At higher levels where learners are wishing to acquire the language for, say, professional or occupational reasons and are using the language in those contexts then the learners may well be genuinely interested in talking to each other about their own speciality. This would certainly fulfil the requirements of the learner's emphasis being not on form for its own sake but on exploiting his/her desire to convey a meaning by whatever means are available through the second or foreign language. More often than not in these circumstances the teacher is left outside—as a language teacher and not a teacher of medicine or law or engineering, he/she has a specialist knowledge which does not match that of his students. Real content discussion is thus often inhibited by the teacher being a comparative novice (often, indeed, a complete novice) in the areas in which students may wish to communicate. This may occur in all but the best ESP/EOP teaching establishments.

The situation is even more difficult at school or indeed higher education level when general English is being taught. Providing any authentic communicative tasks in a foreign language is extremely difficult where the foreign language is not used within the country concerned or where the learners do not expect to be using the language immediately for travel or tourist purposes. Many communicative syllabuses are made up largely of role playing situations and simulations to be used to engage the interest and motivation of the learner so that all possible communicative strategies are brought into play in order to bridge any communication gap present as a result of a lack of knowledge of the second or foreign language.

In practice many problems arise particularly in school settings. Authentic role play situations are hard to design, particularly in foreign language situations where children do not see a direct use for the foreign language at all. Even without the authenticity requirement, repeated role playing has its limitations as a classroom activity.

Class Size

One of the limitations of role playing activity is class size. Group work of any kind is extremely difficult to achieve in the classroom and it becomes close to impossible for any but the most brilliant and dedicated teacher when the

number of learners in a class gets large. Obviously a class full of highly motivated adult learners provides by far the best conditions for this kind of activity. Adults who have given up time and money to attend classes voluntarily will go out of their way to perform in the way required of them but even for them there are limitations imposed by size and layout of classroom and the sheer numbers of learners for each teacher. In more 'normal' situations throughout the world language teaching classrooms are less favourable learning environments because of size, lack of a driving motivation on the part of pupils/students and because teachers are not paragons of motivated, dedicated, expertise but ordinary citizens of the countries they come from trying to do an ordinary job like any other citizen—no better and no worse. (I am leaving out the effects that may follow from the generally low pay that teachers receive.)

In summary, group work in any class makes extra calls on the teachers' confidence, expertise and willingness to do extra work. Large classes make such work almost impossible.

Communication and the Spoken Language

Communicative language teaching seems to be almost entirely associated with the teaching of the spoken language. Communication is taken by most, though not all, to refer to oral communication, not by conscious decision but by default. There is no reason why and many reasons why we should not make this assumption in the normal language teaching classroom. The written medium also provides an excellent means for enabling students to learn through a communicative mode.

Levels of language

One problem is widespread throughout the world, both in language classrooms and in others, namely a mismatch between the level of teaching implied by the syllabus in whatever form it exists and the actual level of knowledge or performance of the learners being taught. The incidence of the mismatch and the problems that it causes are not peculiar to language learning or communicative language teaching. The mismatch is important, however, in that it does affect language learning—if we accept the theoretical view that language learning requires 'comprehensible input' i.e. input that is comprehensible and processable by the learner and not just by the teacher. The problem is particularly acute in centralised school and higher education systems where the syllabus for any year may be imposed on all classes and hence all pupils irrespective of the level they have already achieved. Syllabus levels and hence levels of materials and teacher presentation more often than not reflect ideals or hopes rather than reality. For language learning an appropriate level and quantity of 'comprehensible input' is essential and a reading programme is a way in which this can be effectively achieved. It is to this notion that I now wish to turn.

Language and Literature

Almost all the attention of the past few years on providing genuine language input has been on how to achieve this through oral interaction. The use of reading for this purpose has been downgraded by communicative language teachers though not, of course, by teachers of literature. Perhaps one of the reasons for this has been the attack on the teaching of literature, certainly in the EFL context. The criticism of the teaching of English literature in countries where English is required for more mundane tasks has often been justified. Criticisms have been based on inappropriacy of level where original works of literature are given to learners whose proficiency is far below that required to understand and appreciate the works concerned; on inappropriacy of content where the learners require the language for study purposes, occupational purposes or international or intra-national communication; and on inappropriacy of cultural content as expressions of an overseas culture.

There should be no dispute that the study of a foreign culture and literature is a worthwhile occupation in its own right. It is not likely to be the most effective way of teaching language as a communicative system either for those at the earlier stages of language learning or for those who wish to use language for some purpose. In the move away from this kind of teaching, however, extensive reading appears to have got lost.

Reading as Input

We all recognise that a major problem for language learners is how to get exposure to the language they are learning. The problem is minimal for those living and studying in the country whose language they are learning. It is most acute for those who are learning in schools or other institutions in countries where the foreign language is rarely if ever used outside the classroom. In such circumstances the learner is usually solely dependent upon input from the teacher and from a textbook backed up, in fortunate circumstances only, by other supplementary material.

I have already referred to the difficulties in relying on the teacher as a source of good language. We also need to remember that we would hardly applaud if the teacher was talking throughout the lesson and the pupils or students were silent or inactive. If we turn to 'the textbook' then it is also clear that, measured as quantity of input, the textbook is very limited. A native speaker could probably read through most textbooks from cover to cover within an afternoon. Neither of the above sources is sufficient to provide the learner with an adequate language environment through which or for which the foreign language can be acquired.

Extensive reading can provide the essential ingredient for language learning because these three variables can be manipulated to suit a particular group of learners.

Quantity

Individual readers can provide a vast quantity of linguistic input. Books can be changed frequently and the range of titles can provide the learner with an

unlimited supply of new material. Twenty different titles for a class of forty pupils allows for very extensive changes round of books at small cost. (It would be more accurate to say that there is no *extra* cost in providing unlimited reading for the learner once the initial decision is taken to provide reading i.e. a book for everyone). The possibility of reading a book a week, or even more, however small the book, would transform the quantity of 'input' that most foreign language learners receive, particularly at school.

Language Level

Input, however, is not enough. It needs to be 'comprehensible'. The failure to match pupil or student proficiency level with level of textbook or teaching materials is one of the major failings of educational systems throughout the world. The reasons are obvious: centralised or even partly centralised planning tends to require a large degree of uniformity of teaching practice as indeed does the need for economy. Uniform syllabuses for particular stages of school irrespective of individual variation, uniform textbooks, pressures from centralised examination systems, the perceived need to monitor teachers work, all tend to lead to the individual learners' needs becoming secondary if not forgotten. Yet years of attempts to spread the gospel of individualised learning have had only marginal effects on most educational systems.

There are many examples we can all quote where pupils within the school system start a foreign language, be it English or some other, and within a short while fall behind the textbook or the syllabus or whatever plan it is that the teacher is following. Thereafter year by year as the 'input' becomes less and less comprehensible and the gap between what the teacher is teaching and the learner's own level of proficiency widens a spiral of non-learning develops. This is frequently the cause of situations where seemingly little language learning occurs over the whole period of secondary or primary schooling.

Supplementary extensive reading is one way in which this spiral of non-learning can be broken. For English as a foreign language there is a very large quantity of already published books which have been 'simplified' in some way. Some publishers' series have been simplified or written according to structural criteria of word counts and syntactic complexity. Others have tried to incorporate or pay attention to such things as information structure. Such processes of simplification have been the subject of considerable criticism as our knowledge of the process of comprehension improves and there would be few people who would now feel confident in justifying the particular lexical or grammatical grading found in some of the series as even the *most* important factors affecting comprehension. Nevertheless on empirical grounds alone it is clear that graded readers do provide a pathway from simple to difficult reading and that individual books can be graded along a continuum though with a margin of inaccuracy which may be due to differences that individual readers or groups of readers bring to the reading process.

The effect of providing comprehensible as opposed to incomprehensible input can be very powerful not only on the possibility of learning but also on motivation. The introduction of a reading scheme designed for the particular level of the students concerned can often provide a student with the first 'success' he or she has ever really had in the foreign language i.e. the completion of a real task.

In summary one can say that individual readers graded from very elementary to advanced provide an ideal input which can be individualised to suit each learner's needs. The content of a library is an ideal learner input as long as the choice of reading is closely and carefully tailored to the needs of the individual.

Interest

The ability to succeed is but one of the motivating factors in a reading programme. The other is the inherent interest of the task the learner is being asked to carry out. In the Edinburgh Project on Extensive Reading with which I have been associated the simplified and unsimplified books used have all been fiction. The reason for this is again pragmatic. Experience showed that the popularity of fiction far outweighed that of non-fiction though there is no reason why that should be so in all situations.

The task that a learner is asked to carry out in such a programme is truly a communicative one. While in a school situation there may be pressures on a teacher to engage in reading, once a book is taken up the reader becomes involved not in looking at the language for its own sake but in using the language to find out what is happening or will happen in the story. In other words the reading becomes a means to an end—the discovery of the twists and tails of an adventure, the trail of a romantic love story. The learner becomes unaware of 'learning' the language only of the pleasure of a story. There may of course be complaints from both teachers and even from some learners that reading stories is not work, is not serious enough to lead to language learning, but that is a problem of another kind.

The necessity for the reader to become fully engaged in the story makes the choice of books on offer extremely important. All of us know the effect of picking up *War and Peace* in place of a paperback by Barbara Cartland or Ian Fleming. Yet there are certain strongly held views on subject matter which inhibit the adoption or success of reading schemes. The first derives from the teaching of literature and places an over-high premium on choosing 'good' books as opposed to 'trash' or originals as opposed to simplified or abridged versions. In other words the main purpose of a reading scheme in a foreign language is forgotten—to provide maximum exposure to the language. Whether this is to be achieved through comics or through Shakespeare depends on the reader's inclination.

A similar view derives from notions of only providing appropriate cultural content either on the grounds that large amounts of reading material from an external source will interfere with the transmission of local values or on the grounds that children in particular will only enjoy reading about things and places which are local and therefore within their experience.

The first objection is really about political and social priorities and the language teacher has no particular expertise to answer it either way. The second objection usually comes from teachers or others in the educational system who believe that the criterion of local setting affects pupil-reader motivation. There seems little evidence to support the view. What matters is how good a story is being told. Whether the setting is local, another continent or outer space, while not irrelevant, appears to be secondary to the ability of the author. For language learning purposes it is the motivation to want to know what will happen over the page, in the next chapter or at the end of the book that matters. It is the urge to use the language and not just look at the language (or the dictionary) that counts.

Reading as Topic

What I have been dealing with so far are the advantages that come from using extensive reading as the necessary input for language learning to take place. Reading of this kind can also provide the topic for real oral communicative work. As mentioned earlier in the paper, providing situations in which learners genuinely wish to exchange information or ideas in a foreign language is difficult. Reading, however, provides even an elementary learner with the opportunity and frequently the desire to evaluate what he or she has read and to communicate that to others.

The opportunities for discussion of this kind are least when members of a class have all read different books as would happen if using a library-based extensive reading programme. Opportunities are largely restricted to interchanges between individual learner and teacher who may well not have read the book concerned. Opportunities for class or group based discussion become possible even in a class library based system of individual reading when the number of titles available for the class is limited and most members of a class will be expected to have read most of the titles eventually. Class discussion on the content and quality of the books is then possible.

However, much more useful as a source of and stimulus for genuine communication both oral and written, is the old and traditional notion of the class reader. The difference from the class library system is that every member of a class will be reading the same book with all the possibilities of discussion, evaluation and debate that that raises quite apart from the possibilities of language exploitation that a long connected text makes available.

The interest that is aroused by storyline, characterisation, analysis of social or political issues raised or implied in the book should not be underestimated whether the learners involved are budding scientists or language specialists. The involvement in the text is normally far greater than that for isolated reading comprehension type passages.

For many school or institution based pupils reading for pleasure can provide by far the most authentic language experience that they have in the foreign language. They are operating as native speakers do in reading silently and alone, in reading to satisfy their own interests and curiosities, in

reading to receive direct communication from the author through the text without mediation through the teacher, and in relating what they have read to their own experience. For oral communication practice such reading input becomes invaluable since it provides the stimulus for individual experience and feelings which can form the basis for a genuine and interesting exchange of personal views and perceptions in a way which simulated role playing does not and can not. While there are many opportunities for real communication to take place in classes whose students are drawn from different countries or areas it is infinitely harder to provide real and genuine communication opportunities in a foreign language for a class all drawn from a similar background. Discussions about family or what individual have done over the week-end, holidays etc. have their limitations!

The Content of a Reading Programme

The systematic implementation of a Reading Programme, like any curriculum implementation, imposes constraints and perhaps forces a degree of rigidity which some might question. A compromise is possible between the demands of an educational system with its emphasis on uniformity and control and the requirement of freedom necessary for individuals to engage in reading 'for pleasure' though I do not intend to examine this aspect now. A brief description of the component of the Edinburgh Project on Extended Reading is, however, given in the Appendix. What is certain is that those old fashioned components mentioned at the beginning of the paper are all central—both to the implementation of a programme and to the language progress of pupils.

Conclusion

Let us return to the components and summarise their functions.

- Class libraries — provide unlimited amounts of input for the learner; input is independent of the teachers linguistic competence; input is independent of the teachers teaching ability. choice of books offered is a pragmatic matter—learner controlled, not teacher controlled. purpose of reading appears to be pleasure not language learning itself.
- Class readers — provide a shared knowledge and experience for a class as a whole
provide unlimited opportunity for class-based genuine communication, both oral and written
provide opportunity for language exploitation and language instruction based on inherently interesting materials
- Simplified texts — allow for individualised programmes of reading provide comprehensible input
provide motivation by division into levels thus showing targets and rates of progress

In conclusion we can only ask 'Why, with the possible exception of EAP teaching, has systematic reading been so neglected as a genuine communicative activity?' Can we think of a better and cheaper method of providing both comprehensible input and a genuine reason for wanting to communicate in the classroom?

APPENDIX

The Edinburgh Project on Extensive Reading (EPER) aims to provide all the necessary wherewithal for the implementation of a systematic reading programme. It is based at the University of Edinburgh in the Institute for Applied Language Studies and is directed by Mr David Hill. What is provided for the implementation of any scheme is as follows:

1. Current Readers — a database of all current readers in EFL with full specifications.
2. An Evaluation of Current Readers — an assessment of readers in terms of content, language simplification, topic interest, quality of illustrations, production etc.
3. System of Grading — a division of all simplified readers into 7 levels based not on publishers classifications but on experience of use; a listing of suitable easy unsimplified books to cope with the transition from simplified to unsimplified.
4. Experience of Use — Information is starting to be collected of which titles have proved popular/suitable in different parts of the world.
5. Reading Aids — Reading aids for books judged suitable for use have been produced:
 - (i) Introductions— to help readers choose
 - (ii) Question slip—quick basic questions the answer to which provides the outline of the story of the book—used as a reading check
 - (iii) Answer card—answers for the above for self checking.
6. Class Reader List — list of books, graded by level, suitable for use as a class reader.

- 7. Class reader teaching Aid — a teaching aid for the above to assist teachers who are not familiar with how to teach from a class reader.
- 8. Reading Charts — charts to enable teachers to plot their students' reading progress.
- 9. Tests—entry/progress — tests to indicate the reading level for pupils/students entering a reading programme
- 10. Administrators Manual — A basic manual for the systematic implementation of a reading programme, modifiable to take account of local circumstances.
- 11. Class Library Lists — Lists are available for complete class libraries, modifiable to suit size of class and other local requirements.

談中學中國語文科閱讀教材的份量問題

陳煒良

語文教育學院

近年來，香港中學生的中文水平直線下降，是有目共睹的事實。造成這種現象的產生有許多原因，我以爲學生讀得太少，是一個重要的原因。我現在把中學生學習中文教材的份量問題，提出跟大家討論。

學習語文是沒有捷徑的，必須多讀巧練，才會得到好成績。通過廣泛的閱讀，學生從教材裏吸取語文知識，擴大了自己對生活及詞匯的認識，發展智力，學習用詞造句、結構篇章的技巧，和各類體裁與表達方法。然後通過各種精心設計的練習，把從課文裏學到的語文知識變爲能力，應付學習和生活的需要。

閱讀的份量必須多，非如此不足以使學生的語文能力的發展有足夠的營養；閱讀的內容必須廣，非如此不足以使學生對生活現象有深廣的認識。香港中學生在中文課內所讀的課文有幾篇呢？這是語文教學上一個值得研究的問題。

根據教育署頒佈的中國語文科課程綱要的建議，中學一至五年級每周上中文課六至七節。但是事實上，每班每周有七節中文課的中學並不多，一般只有六節，或每六日循環周有六節或七節，算起來每周只有五節或六節。課程綱要又建議每周中文課六節的班級，每年教課文二十四至二十八篇，每周上課七節的，每年教三十至三十四篇。就一般情況來看，各中學中一至中三每年平均只教中文二十四至二十六篇，也有少至二十篇的。還有，現在許多中學都設有輔導班，照顧那些程度較差的學生。就中文科方面來說，部份班級每年所教的課文只有十八篇。至於中四和中五所讀的中國語文科會考課程，包括共同課文二十三篇，選教課文分兩組，一組五篇，一組七篇，即學生在兩年內要讀二十八篇或三十篇。合起來計算，學生在中學五年的中文課裏所讀課文，多的只有一百篇左右，少的就連九十篇還不到，以這個小小數目的課文作爲中國語文科教材的主要內容，要求訓練學生有合乎水準的聽說讀寫能力，實在是遠遠不夠的。

這份量跟中國、台灣和星加坡的中學中文課本的內容份量比較，也頗有距離。中國一九七八年頒佈的中學語文教學大綱試行草案，編定中學五個年級閱讀的課文共二百七十四篇，其後經過修訂，在一九八二年推行使用的五年制中學語文課本，課文總數共三百篇，分爲十冊，每冊三十篇，

即學生一年要讀六十篇。又根據中學語文教學一九八〇年第十一期刊登的一篇文章，陝西省千陽中學進行了一個語文教學改革實驗，學生在初中兩年內讀了一百八十篇文章，另外在課外還背誦了一百五十首詩歌。在這樣大量增加學習份量，却沒有增加課時，學生反應是學習負擔不重。台灣國民中學初中三個年級的國文課本，包括每年必讀的課文三十二篇，選讀的八篇，即共四十篇；高級中學國文課本，規定高中一全年讀三十六篇，高中二、三兩級每年讀三十二篇。星加坡四年制華文中學的華文課本，共分八冊，供八學期使用，每冊約二十篇，學生一年也要讀四十篇。由上面列舉的資料，可見香港中學生所讀課文的份量，是比不上鄰近國家的中學生所讀的。

中學生每年要多讀一點課文，這要求是不是太高呢？我們首先看看中學語文教材的歷史情況。一九三四年國內開明書局出版的「開明國文讀本」，供初級中學生國文科精讀之用，全書分六冊，每學期用一冊，每冊選文四十二篇。一九三五年商務印書館出版的「復興初中國文」，全書六冊，每學期用一冊，每冊收精讀教材四十篇。四、五十年代中華書局出版的「新編高中國文」六冊，每冊收課文四十篇左右。這幾套課文的份量很多，那時教師是「自由講學」的，不一定全部講完，但教的也不少，中國在一九五〇年到五五年的中學語文課本，每學期用一冊，每冊都是二十篇左右。一九六〇到六六年的五年制和六年制中學語文課本，每冊都是三十篇。從歷史看，中學生每年多讀一點課文是應該而又可行的。

爲了提高學生的語文程度，增加學生學習課文的份量是必須的，但是，怎樣在教法、取材和教學時間方面來配合呢？

先說教材。學生在一定時間內，能學習多少份量的教材，是和教材的難易密切相關的。而教材的難易，又和它篇幅的長短、內容的深淺、語言的簡易、艱澀有關。中學生閱讀的課文應該是長短適中，內容具體，語句明白易曉，文言和語體的比例適當，題材廣泛，切合學生的能力、興趣和需要。這樣，學生就會覺得容易、有趣、實用，閱讀的速度、份量就可以大大提高了。

爲了增加學生學習課文的份量，我認爲課文應該分爲精讀課文和略讀課文兩部份。先說精讀課文。一篇好課文可以給予學生的「營養」是多方面的，除了內容的理解和詞語的認識外，還有安排結構、表達技巧、文體知識、思想內容、修辭手法、詞句運用、語法特點、……等，每一項還可以再分爲若干小目。如果要確定這課書的教學目的和內容，可供考慮的因素至少有七、八點之多。究竟我們對一課書的教學要求是面面俱到呢，還是集中一些呢？我以爲教學時間有限，如果要求每課教學都求全求備，對

課文裏某些「精華」不忍割愛，就勢不能顯出教材特點、突出教學重點，學生的印象也就不夠深刻，教學效果反為不理想。我們應該考慮課文的特點，配合各年級教學要求，以主要的統率次要的，以帶有全面性的概括局部性的，使到教學的要求既集中而又內容豐富。學生在每課、每節教學中都會有一「得」、兩「得」，積少成多，循序漸進，慢慢提高了語文知識和能力。因此，精講並不是對課文作精細的、全面的講，而是掌握着課文中某些特點作精細的分析，引導學生以點帶全，仔細學習。精讀課文一般適宜篇幅較短，便於教師精講，也便於學生多讀、熟讀，細心體會，鑽研文章的技巧。

略讀課文也不要求教師詳細講解，只要就課文的特點握要地指導學生學習，或組織課堂討論，讓學生發表意見，目的在培養學生學習的積極性和自學能力，擴大閱讀範圍，增長學生的知識，豐富學生的語言。略讀課文的篇幅可長可短，只要內容生動，對學生有吸引力，深淺適合學生程度，寫法上有某些優點就夠了。

把課文分做精讀和略讀兩種，來擴大學生的閱讀量，是近二、三十年來因應教學時間和教學環境而發展的一種趨勢。一九四九年以前，中學語文課本收課文雖多，但沒有指定哪些是精讀，哪些是略讀的。中國一九五〇年到五五年出版的語文課本，每冊都是二十篇，全部是精讀課文。一九六〇到六六年出版的語文課本，每冊三十篇，不分精讀課文和略讀課文，但說明可以精講，可以略講。現行的課本每冊有課文三十篇，初中指定精讀的約佔三分之二，略讀的約佔三分之一；高中精讀和略讀的各約佔一半。台灣高級中學國文課本，每冊收課文十六至十八篇，其中精讀的約佔三分之二，略讀的約佔三分之一。由此可見把本港中學中文課本的內容分做精讀和略讀兩部份，實在是可行的事。兩類課文的選文標準是一樣的。略讀課文要較富趣味性，以利自讀。

其次，在教法方面，我們怎樣使它和教材分量的增加相配合呢？語文教學的主要目的，並不是要學生強記一些語文知識，而是使學生發展智力，增長語文能力，來應付生活的需要。因此，用啓發教學的方法來培養學生的自學能力和習慣，是我們中文教學所致力。在上中文課前，教師可以編定預習指導發給學生，指點他們初步認識課文內容、查考詞句意義，思索文章結構和表達技巧。上課時，學生就能夠對教師的提問、分析，作出敏捷的反應，對課文的領悟自然加快加深，學習的時間也因而縮短了。又因為學生在預習時對課文有了基礎的認識，教師只須針對某些教材特點，教學重點，學習難點作深透的分析，對次要的問題只作簡短的討論，或指點學生自行解決。這樣，教學時間縮短了，教的課數增多了，教學却有

特色，學生印象深刻，效果自然提高。運用這種方法還有一個好處，就是盡量發揮學生的能動性，培養他們積極的自學能力和自學精神。

在時間方面又怎樣和教材的增加相配合呢？中文科的教學內容豐富，既要增長知識，培養能力，還要發展智力，沒有充裕的教學時間，是難以完成任務的。即使以每周上課七節計算，香港中學生學習中文的時間，跟中國、台灣的比較，尚有不如下，更何況有些中學每周的中文課，連六節也沒有呢？所以，如果教育署能硬性規定中學每周有七節中文課（若能增加更好），使教師有足夠的教學時間，運用精教、略教的方法，增加閱讀教材的份量，訓練學生多讀、多寫、多想，慢慢提高他們的語文能力。

總之，爲了提高中學生的中文水平，使他們有足夠的語文知識和能力來應付學習和生活的需要，和養成自學的能力和習慣，增加教材的份量是可行而且是必要的，爲了達到這個目的，在教材的選擇和組織上要有適當的安排，例如課文的內容、長短、深淺要適合學生的程度和需要，課文要分精讀和略讀兩種來增加閱讀量，又要在內容、體裁、結構和技巧上，把相似相關的課文組成單元，使教學時能互相比較，以此例彼，收舉一反三的效果。最重要的，是教師必須在每一課的教學中，能掌握教材的特點，切合學生的需要，或針對學生疑難的地方作重點教學，來擴大學生的閱讀量而又每課有得。這樣，學生的中文水平就有希望提高了。

語言和表象在寫作中的交互作用

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在創作過程中語言思維和表象思維肯定有交互作用。中文寫作在這方面的研究並不多，原因就是思維很難量化和控制。我曾經模倣一位蘇聯學者的研究作過以下的實驗。

這個實驗在三間學校舉行，被試者計有61人，測試了116個次，他們的年齡和級別分配如下：

組別	級別	年齡	23	22	21	20	19	18	17	16	15	14	不詳	
1A	中三								7	12	4	1		24
	中五			3	1			1						5
1B	中三						2	2	1			3	2	10
2A	中三		1	1	2	2	2	2	2	2			3	17
		(複試)	1	1	2	2	2	2	1				6+1	17+1
2B							3	2	1			3	2	11
		(複試)					2	2	1			3	2	10
2C				1	2	2	2	2	2	2			8	21
共次數			2	6	7	6	13	13	15	16	4	10	24	116

第一次實驗只提供圖片，第二次圖片之外並加上口頭描述，第三次檢查性的複試。第二、第三次圖片共分兩類：第一類是日常生活背景的畫：一張是海灘，另一張海灘有旅行和游泳的人。第二類是大自然背景的畫：一張是草原和樹林，另一張樹林中有一隻獅子。第三張是學校生活背景的畫。

實驗時首先紀錄時間，包括整個過程所需時間；指導語說過以後，即開始記錄，每隔5分鐘在作文卷上加一標記，表示進度。其次抽樣（因為人力欠缺）記錄學生的動作，（一）記錄被試者中斷自己的作業的時間和看畫片的次數，（二）記錄被試者不在看畫片時的其他動作。

① HA 契爾尼柯娃，“學生在創作性作文過程中的想象實驗研究” 表象與想象的心理學研究，科學出版社，1963，頁21-46。

② 三間學校之中，有兩間是夜中學，學生年齡較長，一間是津貼中學，學生年齡較幼。

整理時，時間數字資料可以使我們了解學生寫作各部份的速度。從文字資料，可以分析出學生創作過程的思維活動；分析時同時考慮到其他客觀資料——創作過程中各個階段的時間指標、問題、動作等。

(一) 簡單指導語的實驗

這次實驗純粹是用圖片引起學生的思維。實驗分A、B兩組進行。A組用普通海灘圖片，沒有人物，B組的海灘圖片，人物鮮明地顯出來，兩對男女，其中二人是在喝汽水模樣。實驗時只作簡單的指導語，並沒有描述圖畫任何的內容。

在第一個實驗中，發現學生寫作有下列幾種現象：

1. 直觀引起聯想多於純粹的再造想象：

在A組29篇作文中，只有兩篇是描寫圖片的再造想象。B組10篇之中並沒有純粹的描寫，表象跟着引起聯想的佔大多數，有9篇。這可能和生活經驗有關係，生活經驗越豐富，聯想越多。單純描寫圖片的作文，字數比較少，寫起來漫無目的，見一樣寫一樣，也欠缺組織。

2. 沒有明顯人物的圖畫，不能引起詳盡的表象分析

A組作文因為不受細節的限制，29篇之中，差不多沒有一篇相似；但是實際利用圖畫的地方並不多，只是表面化的描述。這類作文大部份是學生回憶生活中某一件事，或者改寫某個故事，而對於圖畫其他部份很少加以詳細分析。

3. 有明顯細節的圖畫，能使學生的思維更有目的

B組10篇作文內容差不多都離不開旅行游泳和野餐。可見學生的思維受到客觀的細節控制。

4. 綜合思維佔優勢的文章，往往缺乏生動的形容詞

特別是A組的作文，因為缺乏細節，很難引起學生的分析思維，29篇文中，只有5篇用到形象性的譬喻。B組10篇卻只有兩篇缺乏形容詞。

5. 分析思維佔優勢的文章，往往充滿形象性的詞語

這類文章中有很多深細的描寫，這類可稱為創造性的描寫，文中充滿形容語，比較、借喻、形象化、擬人化等等，質素也比前一種好。

6. 在相同時間內，A組作文字數比B組多

整個作文過程中，這兩組的寫字的速度並不一致。最初5分鐘B組比A組快，因為人物顯明，立刻吸引學生的注意力，引起聯想，第一個五分鐘內平均字數有40.5個，最多81個，最少有9個。

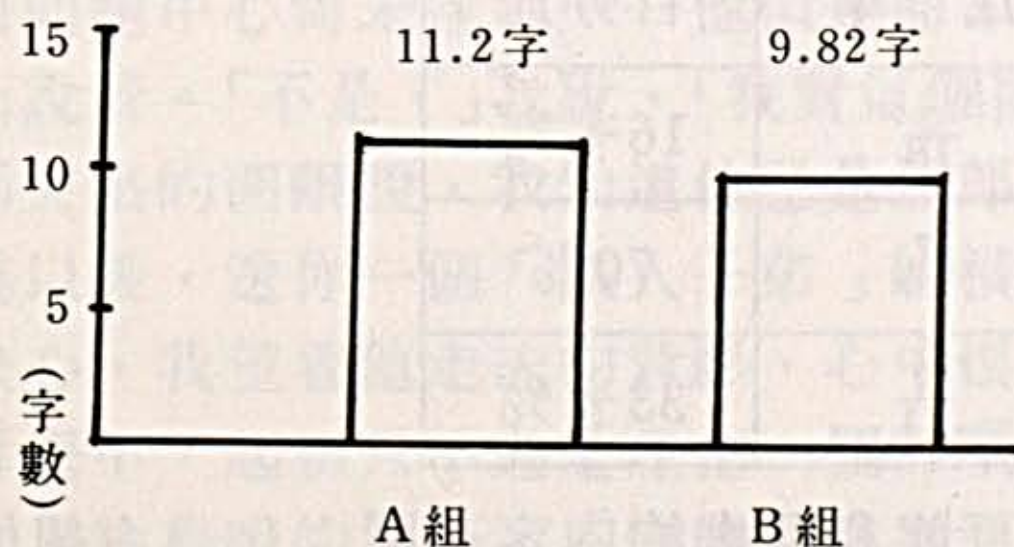
A組29篇中有15人在最初五分鐘是沒有寫字的，最多的有81個字。很明顯地知道，學生在這段時間追憶、聯想；有些學生敏捷的，一開始就不停的寫，所以和B組最快的比較，也不相上下。

在寫作中段時候，B組似乎較A組落後了。特別是對細節加以分析的時候，學生不斷地望圖畫，或停筆想，下面是十位同學每五分鐘寫字數量，✓表示望圖次數：

時間	字 數									
				40分						
50				9						
45			33	41						60
40	1		68	65	29	27		41	22	50
35	15	75	35	87	70	76		21	55	58
30	19	89	41	35	53	72	39	80	61	24
25	75	12	28	33	8	47	64	58	37	64
20	58	18	53	41	85	78	74	56	52	82
15	39	76	30	20	46	22	95	67	49	80
10	62	59	30	64	33	53	100	72	33	33
5	69	31	27	14	43	35	78	35	54	30
學生	A	B	C	D	E	F	G	H	I	J

我們可以發覺學生望圖最多的五分鐘，字數也最少，例如E生在第二個五分鐘內看圖3次（見表），寫字33個；第五個五分鐘看圖三次，只寫了8個字。由此可見細節會引起學生分析，分析越細密，寫作速度越低。

A組對整個海灘感知，起初的聯想是較為困難的，但以後就速度大增。所以整體來算，都比B組寫得快。



平均算來，A組每分鐘11.2字，B組每分鐘寫9.82字。

(二) 指導語詳細的實驗

在這一組實驗中，除了圖片之外，還加上詳細的描述。我給A組學生看一張樹林的畫，同時加上指導語：

「在這張圖片上，你們看見樹林的一部份，在地上長滿了綠油油的小草；有些小草已呈現墨綠色了。這個森林的樹木很茂盛，有叢叢矮小的，也有些高大的。天空很明朗，沒有半點浮雲，這顯然是盛夏的天氣。現在請大家利用這一幅畫的內容，但不必把這張畫加以描述。可以用任何與這張畫的內容有關的題目來寫。」

B組的圖畫也是一幅樹林，但有附加細節——一隻獅子：

「在這畫上，你們看見是森林的一部份，是一塊草坪，旁邊生長了很多矮樹，其中有些長得較高，還有一棵已經枯了，僅僅剩下光禿禿的樹幹，顯然是一棵枯死了的老樹。天邊是白茫茫的一片，山頂上的薄雪反映出一片光亮，凋零的叢草疏疏落的分佈在草坪上。這些顯然是冬天的景色。周圍顯出一片死寂，只有那隻雄獅正在那兒徘徊着。現在請大家寫一篇故事，寫時要盡量利用這張畫的內容，但不一定把它加以描述。寫時自己擬題目。」

C組是一張以學校生活為背景的畫：

「這是一張學校的生活照片。有一群年輕的男女生在課室裡討論問題。最前面的有兩位女同學和一位男同學，正在利用骰子討論或然率的問題，老師在旁邊看和指導。後面的那一群討論另一個問題，有些在寫，有些在聽，有些在講，大家都集中精神在問題討論上。現在請你們利用這張圖畫的提示，寫一篇完整的故事。」

結果我發現有下列幾種現象：

1. 各組學生的思想，都受到指導語的限制，有些只是消極的複述一遍；但比率就不一樣。

組別	比率	百分比
A組	$\frac{3}{18}$	$16\frac{2}{3}\%$
B組	$\frac{7}{10}$	70%
C組	$\frac{7}{21}$	$33\frac{1}{3}\%$

上述的現象可能和圖畫的內容有關：(一) A組的森林因為沒有明顯細節，學生是對整幅畫感知，所以指導語也不能發揮很大的作用。(二) 獅子和課室比較，自然是後者能夠引起更多的聯想和生活經驗。

2. A組對圖畫的想象，只是短短幾句，很難得有幾個深細的分析、推想。一般的作文都是回憶的文字。指導語起的作用不大。引用指導語一般都是在起首作文時描述背景，之後就手不停揮盡是回憶的文字。好像男生H的作文：「藍藍的天，白白的雲、樹和草，很能使我回憶到故鄉江南的情景……。」於是手不停揮的盡是回憶的文字。對於指導語較為印象深的，好像男生B的「自然的響往」：「明朗的天空，沒有半點浮雲，顯然是一個盛夏的季節，綠油油的青草長滿整個大地，……這一切景象亦使到每一個人回想到大自然的美，紛紛的到各地旅行……。」下面就記述他一次旅行的經驗。
3. B組的獅子和枯樹成爲明顯的事物，而整個森林退爲次要。學生的想象能力被細節及指導語的限制。大多數都把指導語掌握不放，對於圖中指導語沒有提到的細節，便完全疏忽了。
4. 獅子和森林對香港學生並不常見，所以不易引起學生表象創作。指導語說明這是一隻雄獅，學生就說是雄獅，其實是一頭母獅；這一方面反映學生是受指導語限制，另一方面、反映學生對於獅子的認識不深。在生活經驗缺乏的情況下，逼學生創造故事是困難的。有些學生只能想起寓言故事「獅子和老鼠」。
5. 與生活經驗接近的圖畫，不單引起學生相類的聯想，而且更能引起學生情緒的共鳴。

C組中百分之一百的測驗卷是以學校生活爲題材，消極的複述指導語的只有5篇。其他的都能引起在學校的經驗；特別是對某一件特別事件的回憶。有些學生甚至有對話的紀錄：他慢慢的走過來了，我心中對他討厭極了，他作爲人師表，却沒有一絲做師長的氣質，那俗不可耐的談吐，令我厭惡。上課時也總是講一些無關重要的話，市井俚語，在他口中層出不窮，他反以爲有幽默感，真是肉麻當有趣。「胡老師，這個詞語怎樣解釋？」我問他，根本上我相信他的答案不會令我滿意的。「甚麼，這個問題豈不是太簡單了嗎？」說完，他胡扯了一陣，而問題中心尙未達到……他似是而非的。一面翻書本後面的註釋，一面說着。「不是，」我說，「我對這個問題簡直是不了解。」……他瞪着那突出的圓眼說，我知道他已是江郎才盡，也不再奢望了……待我畢業以後，送你一個「誤人子弟」的橫額，作爲感謝，我心中暗暗下了決心，我望着他走去的背影，心中恨恨的說「去你的吧!!」

在他的腦海中，起初只不過是產生一個討厭的形象，後來就發展爲他跟這討厭人物頂咀的經過，在他的文字裏充滿了憤恨，鄙視的激動情緒，字體也越寫越潦草，這時，他的思想在飛奔着——這也是一般敘述實在經驗的特色。

作者情緒的激動，除了在語句看到之外，在其他一些客觀材料看到。寫作文時，忽而笑，忽而滿面怒容，忽而間歇一會，忽而揮筆直書，就好像自己是文中的人物一樣。同時在字數方面，也是驚人的，28分鐘，寫字607個，平均每分鐘21.7個，比第一組平均數字快一倍有多。

6. 更重要的是：學生能將舊有的經驗和知識，通過具體的直觀的表象，得到解放，得到提升，也就是領會圖畫的內容和意義。

也許學生從前聽說過輔導法，小組討論法的教學法，所以在21篇文章之中有10篇是談判這個問題，而且給圖畫富與很有意義的解釋和判斷。有學生說：「我很喜歡這張圖畫，也很喜歡畫中的老師和學生間的融洽感情，如果說圖畫中所表現的是中國學校的學習情況的話，我是不敢相信的。」另一位學生也說：「教學的方法很多，但我從沒有見過這樣的教學法，先生用實物來解釋一樣事物的重要性，這樣才不會空口講白話，相信這更為清楚。」

(三) 檢查性的實驗

爲了檢查詳細語言指導，對第二組實驗所寫作文的過程有什麼影響，故在一個月之後，讓同一學生再看同樣的畫作文，但不再造詳細的指導。一般的現象約有下列數點：

1. 詳細指導中所提到的詞在第一次實驗裡用到了，在第二次實驗裡，使用頻率較少；甚至不用。例如：

指導語	第一次實驗	第二次實驗
「森林」 你們看見是森林的一部份	1. 在一個很大的森林裡 2. 這個森林一定很少人到 3. 行入去那個密密的樹林裏	在一個很大的一部分
「樹」 1. 旁邊生長了很多矮樹 2. 光禿禿的樹幹 3. 一棵枯死的老樹	1. 有很多小的樹 2. 其中有幾棵是高的 3. 那些樹很密 4. 一定有很多奇形怪狀的樹林	1. 有很多樹木 2. 其中有幾株特別高 3. 有很多矮而密

指導語	第一次實驗	第二次實驗
「天邊」 天邊是白茫茫一片	天上有一片白雲	沒有用這個詞
「山頂」 山頂上的薄雪反映出 一片光亮	高山頂有一片雪	山頂上已有些雪
「草」 凋零的叢草疏疏落落的 分佈在草原上	1. 草地的草很密 2. 近着樹腳的草很 疏	地上長滿了青綠綠的 草
「雄獅」 只有那隻雄獅在那兒 徘徊着	1. 只有一隻獅子在 行 2. 看這獅子真可憐 3. 我相信這獅子等 待很久 4. 這獅子在做什麼	1. 有一隻獅子在行 走 2. 獅子一定在找尋 食物 3. 可憐的獅子四週 徘徊
「冬天」 這顯然是冬天的景色	1. 這是冬天的景色 2. 因為這是冬天	沒有用這詞

2. 第二次用形容語比第一次多

第一次實驗	第二次實驗
1. 草已枯了	1. 草已枯黃了
2. 十分寒冷	2. 我坐在枯樹下
3. 一片清冷	3. 有些矮樹林
4. 樹木已枯頹了	4. 一棵枯了的樹
5. 一頭大獅子	5. 一座高山
6. 高而枯的大樹	6. 瘦削的雄獅
7. 樹枝很細	7. 豐富的點心
	8. 高的枯樹
	9. 正在發抖的我
	10. 飢餓的獅子
	11. 一個陌生人
	12. 可憐的獅子

3. 明顯的細節在第二次實驗時仍然能夠限制思想

B組11篇作文，複試時有四篇的結構和內容與第一次實驗時完全一樣；但A組21篇中竟沒有一篇相同

第一次試驗題目	第二次試驗題目
仁慈的獅子 一個可怕的冬天 獅子在原野 在森林裡的景象	仁慈的獅子 森林奇遇記 獅子在廣大的草原上 森林和獅子

這種重複性，可知文中所表現出的記述獨特的定型性來。這裏反映了學生脫離了具體材料(圖畫)來寫作文的傾向。他們的記述都有較為簡單的、概括的性質，這也是他們所以進而建立寓言形象的緣故。

結論

在這個實驗裡，客觀的刺激就是：畫片和指導語。這些刺激並不能完全制約反應，因此，有少部份個別想象過程的出現。其他都受客觀實驗條件所影響。例如改變畫的某部分或細節，那麼就會引起想象過程本身的相應變化。這是能估計得到的反應，從而控制這些反應在寫作過程中趨往某一方面。這樣，只要知道畫片內容那些客觀變化，那些部分、細節對作文內容發生影響的話，就可以在相當的程度控制反應。若同時加入的語言刺激，也是同樣地控制了作文的思維過程。可見，由於實驗條件的改變，我們研究的過程就有了改變，而這種改變，是不難從固定的刺激物估計出來的。

在作文過程中，表象可以進行改造。例如：創造性想象表現在虛構，表現在創作的才能上，這是大部分學生表現在分析細節時所表現出來的。這也表現在不少作文所寫的人物特徵上，這些事物，都是學生們所沒有遇見過的。或者是在另外一種情況下經驗過的。其次，想象活動表現在構思情景，事件發展和其推論裡。想象還表現在尋找形象語句的過程裡，這個過程的基礎就是改造表象。

畫片的思想內容是發展想象活動的最強刺激。有些學生即使創作才能弱些，但在充滿思想內容的作文中也表現了足夠的創造能力，順利完成了作業。