

# ILEJ

INSTITUTE OF LANGUAGE IN EDUCATION JOURNAL

Volume 4

1988

## 語文教育學院學報

第四期

一九八八年



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  
EDUCATION JOURNAL

Education Department, Hong Kong

第四期 一九八八年  
Volume 4 1988



## ACKNOWLEDGEMENTS

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。



# INSTITUTE OF LANGUAGE IN EDUCATION JOURNAL

Volume 4 1988

## Editorial Board

Verner BICKLEY

CHAN Wai-leung (Chief Editor)

Madeleine LAU

for the Institute of Language in Education

## Advisors

Harley BROOKES

British Council, Hong Kong

CHIU Ling-yeong

University of Hong Kong

## 語文教育學院學報

一九八八年

第四期

編輯委員會

白敬理

陳煒良

(主編)

梁鴻麗

顧問

布洛士

香港英國文化協會

趙令揚

香港大學中文系



## FOREWORD

The fourth issue of the ILEJ contains articles on listening and reading skills (William Cheng, Margaret van Naerssen and Graham Low), on teacher education and educational changes (John Clark and Tian Ben Na) and on language learning and teaching problems that can arise because of the influence of dialects (Lee Hok Ming and Liu Shu Xin). There is also a discussion of recent developments in Chinese language teaching in Hong Kong (Au Yeung Yu Wing), a description of a dictionary use survey which has been carried out by the City Polytechnic of Hong Kong (Andrew Taylor) and a summary of an experiment in which micro-computers are exploited in a writing skills course (Frances Leung). There is one article which draws attention to the differences between the perceptions and expectations which Hong Kong and Macau students bring to the classroom, and the view of the teaching-learning situation held by teachers using a communicative language approach (Carol MacLennan). There is also an article on language and teaching problems that are related to "the inherent conflicts in secondary school TEFL" (Brian Tomlinson).

## 前言

本期刊載的文章，內容包括聆聽和閱讀技巧的討論（鄭旭寧、瑪格麗·范漢斯和盧克倫）；教師培訓和教育轉變的意見（簡閔達、田本娜）；語文教學中的方言干擾問題（李學銘、劉叔新）；香港中文教育發展近況（歐陽汝穎）；一個由香港城市理工學院進行的字典使用調查（泰勒）；在寫作教學中使用微型電腦的試驗（梁周麗梅）；香港和澳門學生在課堂中表示認知與期待的不同和教師對使用語文傳意方法而營造教學情景的見解（麥卡蓮）。此外，本期還有專文討論“中學英語教學內在矛盾”引起的語文教學問題（湯連生）。



# CONTENTS 目錄

歐陽汝穎	香港中文教育發展近況	7
William CHENG	Cinderella goes to the Ball or Listening Comprehension Comes into Its Own	16
John L. CLARK	The Relationship between Teacher In-Service Education and Educational Change	30
李學銘	在方言環境中的語文教學與學習	39
劉叔新	漢語方言語文教育的方言干擾問題	48
Frances LEUNG	Exploiting the Microcomputer in English Language Writing Instructions	57
Carol MACLENNAN	An Investigation of the Criteria which a group of Hong Kong and Macau Students of English list as those which make a good Teacher	61
Margaret van NAERSSSEN & Graham LOW	But you can do Reading Research: Projects for Book Flood Teachers	75
A. J. TAYLOR	Learners and English Dictionaries: Some Assumptions and Challenges	88
田本娜	語文教師的在職培養與提高	93
Brian TOMLINSON	Conflicts in TEFL      Reasons for Failure in Secondary Schools	103







# 香港中文教育發展近況

歐陽汝穎

香港大學教育學院師範學系

## 一、引言

香港自開埠以來，百分之九十八居民是華人，日常交往以中文的應用為最廣。可是，由於香港一直以來都是英國的殖民地，英語是香港的法定語言，所以英語的社會地位遠較中文優越。這種重英輕中的現象，由上而下，深入民間，因而大大地阻礙了中文教育的發展。除了上述的歷史因素外，香港人使用中文的模式也影響了中文教育的質素。由於香港華籍居民主要是粵籍，因此，廣東話(廣州話)便成了當地的通用口語。廣州方言與“普通話”的詞匯、語法都有很多不同的地方，當地華人講的是廣東方言，寫的是文言文或語體文，所以他們是不能“我手寫我口”的。他們要把口語變成書面語，是需要經過思維上的轉錄或翻譯的過程。因此，有些語言學者認為，香港華人學習中文，並不能算是母語學習。但是，由於廣東方言與中文語書面語同屬中國語言，因此亦不能算是第二語言的學習。香港人學習中文的方法和途徑，便因此出現了很多問題和困難。

香港中文教育的發展，自開埠至今，可分為四個時期：第一個時期是“唐文時期”(1841—1900)。當時香港的外國人，通稱中國人為“唐人”。當時在書院讀英文的，稱為讀番書、寫番文、學番話；讀中國書的，便稱讀唐書、習唐文、寫唐字。學塾裡教授中文的老師稱為“唐書先生”。這是受中國傳統舊教育影響的時代。

第二個時期是“漢文時期”(1900—1930)。1900年後，“唐文”已漸漸被“漢文”一名取代，當時的中文老師被稱為“漢文教習”，學校的中文課本亦稱為“漢文課本”。漢文得名的由來，據說是跟當時的外國人熱心“漢學”有關。這是受外國教育影響的時代。

第三個時期是“中文時期”(1931—1975)。1931年後，中國僑務委員會成立，香港僑校紛紛向中國政府呈請立案，並參加廣東省教育廳舉辦的中學會考。為了適應內地課程，當時香港人對中文科的稱謂，便漸漸與內地一致。“漢文”一詞也逐漸被“中文”取代。這是受內地及時代影響的時期。

第四個時期是“中國語文時期”(1975——當前)。這時期，香港教育署把小學中文科改稱為中國語文科，強調小學生學習中文應以應用為大前題，及後，中學中文科亦分為中國語文科及中國文學兩科。“中國語文”一名，正式為官方採用。各種公開考試，也把中文科改稱為中國語文科或中國



語言文學科。這是香港就當地的特殊情況，自行設計中文科課程，試圖使中文學習科學化的時代。

由於歷史的原因，在香港，“中文”、“中國語文”、“漢語”、“唐文”、“華語”、“華文”等都是同義詞，它們只是在不同時期對“漢語”的不同稱謂而已。本文中對各同義詞的運用，也是採取同樣的原則。

上述首三個時期的概況，已有不少的著述論及，因此，這裡不再作討論。下面筆者將集中報告香港中文教育的近況。

## 二、新語文政策與教育設施

1975年，港府正式承認中文為與英語具有同等地位的法定語言，這對中文的社會地位的提昇，起了很大的作用，同時也為中文教育注射了一支強心劑，因為隨着中文被承認為法定語文後，就是一系列新語文政策的實施，現分別列述如下：

甲、中文基金會的成立——這基金會的成立，可以代表官方對改善中文教育的第一步。1981年6月，香港政府宣報原則上同意設立一個獨立的中國語文發展基金會，計劃為學童編印良好而有趣味性的中文刊物、普遍提高市民的中文程度、推廣中文在社會上的應用等。該會改名為中文基金會，此為香港政府於1985年宣佈耗資三億二千萬元推行語文教育計劃的其中一個要項。

乙、語文教育學院的設立——同一時期，港府亦宣佈設立語文教育學院，它是直屬於香港教育署的。語文教育學院的工作包括：1.為中英文教師提供複修及進修課程，讓他們把握語文教學的最新動態、課程設計、教學方法等。2.設立一個各類語文教學的資源中心，為所有專業教師提供設施、教學資料、會議地點，以供他們交換經驗。3.推行各類有關研究、設計及發展中英文教學的標準教材。語文教育學院自1982年創立至今，已有千多名在職教師完成進修課程。從1987年開始，該學院更為各科教師提供中文進修課程，來配合母語教學的實施。

丙、中文科教師的增加——在增加教師人數方面，港府在過去的幾年，也不遺餘力地襄助。在1982年，為了能推行語文科的輔導教學，教育署已在各學校增加了語文教師的教席。為了進一步提高中學教授中文的質素，教署在1985年6月宣佈，準備在每所開設18班或以上的中學，增加一名學位中文教師，使中文科教師每週的教節得以減少，並可不須教授四班以上的語文課，使教師在工作量減輕的情況下，對教授中文的質素有所提高。



丁、公開考試刪去答卷語言的註明——香港的公開考試，自1975年宣佈中英文中學的考試課程合併後，證書上均註明答卷語言。1985年，教育署同意廢除證書上答卷語言的註明。這不但可以鼓勵考生運用中文答題，還反映了當局有意破除對採用中文答卷學生的偏見，藉以提高中文在教育上的地位，使達致與英語平等的水平。1986年，第2號教育統籌委員會報告書建議，高級程度考試可改用中文應考，而非以英語作答不可，這可以說是官方落實考試語言政策的另一證明。

戊、母語教育的推行——過去，香港的中小學是根據教學語言，分為英文／中文中小學。英文學校除了中國語文及中國歷史外，其他科目都是以英語授課的。而中文學校除了英文課外，所有科目都用中文（廣東話）講授的。有關當局基於1982年國際顧問團報告書的建議，並從推行九年普及教育取得的經驗，了解採用母語教學的急切性。於是，教育署於1986年發出了鼓勵中學採用中文為教學語言的通告。並成立了中文課本委員會，監察中文教科書編寫及出版事宜。1987年5月，港府更公佈撥款七百萬資助出版中文課本。此外，專上學院及大學應否採用母語教學，也是當前的論題。作為第一學府的香港大學，原則上也同意接受用母語授課，但詳細的施行方法，仍在商議中。

這一系列的公佈，證明了有關當局對語文政策的態度——盡力提高中文的應用範圍及社會地位。這無疑是科學化和進步的，也可以說是一舉兩得的。第一得是使學生有更多的機會採用中文學習、溝通、表情達意。在熟能生巧的大前提下，學生的中文水平自然得以提高。第二得是採用母語學習，省却了過英語關的工夫，學生學習的效率更藉此可以提高。

### 三、教學課程

正如任何國家一樣，香港的語文教育發展，是受制於官方的。一切有關教育的問題，如課程的設置、革新、教材選訂、公開考試形式等，都是由教育署及考試局這兩個官方部門管理、統籌。

甲、中小學中國語文科課程——自從中文成為合法語文運動成功後，教育署於1975年發表了一份嶄新的中小學課程綱要。這綱要跟過去的截然不同，在課程、教材、教學方法三方面作了重大的改革。

課程的整體特色包括：重視培養學生對語體文的閱讀和理解能力、指導學生運用語體文表達思想、重視學生聆聽及說話能力、書法和工具書教學等。



爲了能讓出版商編寫出好的課本、教材來配合新課程，教署在1976年發出了一份學校通告，對小學中國語文科課程綱要及小學中國語文科理想課本的選擇，作出指示和表明態度、立場，同時更附上一些有關當局自撰的課文及應用練習作爲示例，反映了教署對改進中文教學的熱誠。

爲了使小學生能夠積極從實踐中學習，教署在1975年正式推行“活動教學”，把單元教學的概念引進課堂；亦把傳統的教師講學生聽的學習方式變成“集體教學”、“分組學習”、“個別輔導”的活動，使學生對語文學習的興趣大大增加。

至於1975年推出的中學語文科課程，在當時看來，也是頗具突破性的。那是由於它將中文科分爲中國語文科和中國文學科，也同時把中、英文中學中國語文科課程統一起來，把中文教育帶進中國語文教育的年代。

這課程的特色，教學目標方面包括：強調思想能力的訓練、切合學生生活的需要、加強以學生爲本位的學習成份。課程內容的特色則是，加強語文運用的練習、重視閱讀理解能力的訓練、重視補充教材的教學和課外閱讀活動。至於教材的編選，爲了配合以應用爲大前提的教學目標，文言文的分量減少了，語體文分量大大增加。此外，選材的範圍更廣，新課程把中學各年級教材的選文篇數增加了，目的在給予教師更大的選擇自由，如在58篇的中學一年級選文中，教師可根據學生的程度及興趣，選教24至28篇。至於中四、中五的課程，除了共同的課程外，學生更可視乎對學習文言文或語體文的喜好，選讀甲組或乙組選文，以應付中學會考。

上述兩個課程自1975年推出後，一直沿用至今，但在80年代初期，教署已着手設計一個新的課程。據教育署長於1984年底的報告，認爲該項決定是因爲現時的課程，推行幾近十年，社會環境、教育制度、學生的語文程度，在這十年裡都有所改變，因此，現行的課程或許有未能切合實況的地方。

就中學中國語文科而言，修訂工作的重點分爲三方面：

1. 加強中國文化的學習——除了將中國文化的學習加進主要的教學目標裡，還多選典籍中有關中國哲學思想、藝術、道德價值的篇章作爲教材，使學生能藉此對中國文化有進一步的認識。
2. 刪去不理想的教材——淘汰現行不理想的教材，另選新教材，並希望新教材是一有機的整體組合。

乙、列出初中（中一至中三），高中（中四至中五）兩階段的具體教學要求，使教師在各階段都有明確的教學計劃、提高教學效率、使學生在各階段都能學到有關的語文知識及技能。

中學中國語文科課程修訂工作，從1982年開始，已於1987年年底完成及公佈，並向教師徵詢意見，再經三年的研究、修改、重新編訂教科書，



約在1991年可以全面推行。至於小學的中國語文科課程，也正在進行類似的修改，以期中小學兩階段的教學能緊密配合。

這一系列的課程修訂工作，反映了有關當局對改進中文教育質素的政策是持之以恆的。

丙、輔導教學——爲了提高學生的語文水平，教署於1982年宣佈，全部官立及資助中小學從小四至中三，須設立輔導班。所謂輔導班，就是指從同一年級不同班別中，抽取語文能力較差的學生，把他們集中起來，然後按照他們的困難和弱點施教。輔導教學的最終目的，是使這批學生能夠追上普通班學生的語文程度，能夠和他們一起學習。

爲了能評定學生的中文水平，教署教育研究處近年也設計了一套中小學語文水平測試的工具，供各校評定學生水平之用。這些測試工具的設置，把香港的中文教育帶進了科學化的紀元。

中國語文教學研究中心的擴展，也是與新課程配合的。中心的宗旨，是通過中小學中國語文科教學的改進工作，從而提高學生運用中文的能力。工作範圍包括：輔導教師解決教學困難、採取適當步驟配合教學的新發展、設計及搜集語文教學的教材、教具和方法供教師參考、舉辦進修講座協助教師適應課程改革及教學效果、收集教學資料供參考等等。

丁、普通話課程——普通話科的設立是近期香港中文教育發展的一個重要里程碑。1980年，教育司宣佈教署成立了普通話科委員會，計劃將普通話列爲中小學課程的獨立科目。1981年，當局採用48所小學進行爲期三年的普通話教學試驗計劃，成績令人滿意，並決定於1985年9月，將普通話列爲選修課程，在全港小學的四至六年級推行。至於中學的普通話教學試驗計劃，亦在1984年開始，1987年完成。由於反應熱烈，已有多所學校主動提早將普通話列入課程內。1985年5月，署理教育統籌司透露，有關當局接到將普通話列入會考課程及設立普通話科的公開考試的建議，考試局有關的工作小組正研究其可行性。

普通話科的設立與有關的考試的擬定，正標誌着普通話在香港的應用日廣。由於普通話是一高級形態語言，學習它有利於學生寫作，因此，推廣普通話的學習，不獨可以逐步解決香港人不能“我手寫我口”的困難，還可以間接地把中文水平提高。

上述的現象標誌着香港的中文教育發展，正在逐步走向正常的規律。因爲用方言（口頭語）來學習中國語，畢竟不是一個正常健康的模式，因此，普通話能夠在如此短短幾年間被港人接受，可以說是能夠加促克服用方言（口頭語）學習中國語所帶來的不良後果。



#### 四、教師培訓

爲了配合新的語文政策，香港當前的教師培訓工作可以分爲三大類：

第一類是培訓中國語文／文學科的教師。這項工作自從設有師範教育以來，一直在進行。當前的特色包括：甲、加強對漢語基礎知識教學法和語文作爲工具語言教學法的份量。乙、盡量採用現代化、電化手段來輔導教學，如電腦、無線耳筒接收系統……等。丙、鼓勵中國語文／文學科的教師選修普通話，這一系列的工作是教署轄下的教育學院及大學的教育學院師範學系負責的。爲了給予在職教師複修機會，提昇他們的學養及教學水平，語文教育學院自1982年以來，一直不斷主辦中小學在職語文教師的複修課程。

第二類是培訓普通話科教師。有關普通話科教師培訓的工作，教育署已經在1980年中開始，課程內容分爲兩部份：第一部分爲“普通話語音訓練”。第二部分爲“普通話科教學法”，教師必須完成第一部分的課程後，通過筆試及口試，方可入讀第二部分。爲了令更多的教師能取得普通話教學的資格，語文教育學院目前正開辦定期的全日制中文進修課程，其中基本普通話課程是必須的。每年夏天，他們更開辦語文發展及教學法的短期特別課程，普通話是其中的進修重點。此外，教署轄下的輔導視學處及成人教育組也展開普通話科教師的培訓工作，以配合普通話在全港中小學推行的需求。

第三類是培訓採用母語教學的教師。1986年底，署理港督宣佈爲了協助決定改變教學語言的學校，語文教育學院由1987年2月開始爲英文科以外的教師開辦使用漢語教學的課程。

#### 五、學術研究活動

##### 甲、學術性研討會

香港學術界近年來對中文教育研究的興趣及風氣大盛，這可以從當地組織的國際性／地區性研討會或座談會的頻率中得見。這些學術交流活動，大致可分四類：

第一類是與推廣普通話有關的。如“普通話（國語）教學與測試研討會”，“小學普通話教學研討會”等。

第二類是與語文政策有關的。如“香港中文發展路向研討會”、“香港中文教育前途討論會”，“香港語言政策和語言計劃研討會”。

第三類是與提高語文教學質素有關的。如語文教育學院每年舉辦的“國際研討會”，以及由學會主辦的課程教材教法研討會等。

第四類是與漢語學習有關的。如“廣東方言的研究”、“從心理角度去研究漢語學習”等。



這些研討性活動，都反映了香港及世界各地人士對香港中文教育發展的關注。他們從不同的專業角度探討香港的語文政策的構思，並且提出意見。這些研討、交流活動的興盛，是史無前例的。

## 乙、中文教育團體的或立

近年來，推動中文教育的團體紛紛成立，這也標誌着中文教育備受重視。這些團體可分為兩大類：

第一類是對中文教育作整體推動的，如香港中文教育學會、香港中國語文學會等。

第二類是推廣普通話教育的。如普通話教師協會……等。兩類團體舉行的定期性交流活動，內容十分充實，對推廣中文教育，起了不少領導作用。

## 丙、推廣中文的活動

爲了提高學生對閱讀中文書籍的興趣，多個不同背景的團體，如公立圖書館、報社、社團等，都舉辦與課外閱讀有關的比賽：如徵文比賽、介紹好書等活動，民間的反應十分熱烈。

至於由民間團體主辦的推廣普通話活動，更是不勝枚舉。這包括了電視台、廣播電台、及普通話教育機構。近期由香港教育人員協會主辦的“學生普通話講故事比賽”，參加人數之多，反應之熱烈，實在令人鼓舞。

## 六、延續教育

自從1975年香港政府正式宣佈中文爲與英語具有同等法律地位的語文後。各政府部門的公函、通知，都以中英對照的方式書寫。自1975年至今，香港的最高立法機構立法局開會，亦有即時傳譯的服務，方便華籍議員用中文發言。1985年香港政府宣佈計劃成立小組。準備利用七年時間，將所有成文法例，翻譯成中文。港府亦會成立一個永久性的小組負責，監察翻成中文的法例。此外，港府幾個部門正就語言規劃或有關的問題進行研究。律政署、教育署及中文公事管理局便一直在緊密合作。基於香港與中國大陸的工商交流日趨頻繁，港府更大力鼓勵中文主任進修普通話，並且聘請專家向他們講授有關普通話應用的種種問題。

由於官方的帶動及與國內接觸交流的頻密，各界人士對學習普通話、提高個人的中文水平有明顯的要求。由於他們已投身工作，因此，只能從業餘教育課程中尋求進修機會。他們進修的課程，可以分為兩類：第一類是普通話的學習，第二類是提高中文表達水平的學習。如漢語知識、語法基礎、語體文寫作等。這些課程一向是由大學的校外課程負責的，由於供不應求的緣故，已有不少民間團體着手開辦。



## 七、當前有待解決的問題

雖然上述各方面都顯示着在新的語文政策下，中文教育的發展呈現着一片新景象，但這並不是表示當前的情況是完全理想的。經過了多年來的爭取，加上歷史時刻的配合，我們目前所取得的成果，只是一個開始，那就是中文地位被承認和普通話被推廣。我們當前要面對的問題，是如何好好利用現有的環境及條件去發展、鞏固中文教育。當前中文教育存在的問題不少，其中較為明顯的就是：

甲、中文教育發展太急，各方面的配合十分吃力——就中文科教師的人數來說，在短短的幾年間，爲了配合輔導教學的實施，爲了改進中文教學的質素，中小學中文科教師的人數需求大大增加。雖然教師培訓工作亦緊密配合，但供不應求的情況仍然存在。有些學校不得不聘用非中文本科／專科畢業的教師教授中文，大大地影響了教學的質素。在普通話教學方面，教師缺乏情況更爲嚴重，因而導致有些學校無法開設普通話科課程。

教材的不足，也是另外一個令人頭痛的問題。

雖然中小學的中文科範文，都是根據教署頒布的原則來編訂或編寫的，但只限於提供閱讀教材而已，其他如寫作、閱讀理解、補充教材等都有賴於教師設計、搜集及編訂。至於普通話科，教署連範文的教材也沒供給，只提供教學大綱而已，因此，教師準備教材的工作十分吃力。由於他們對選擇、編寫教材不一定有深入的認識，因此往往只採用一些坊間出版的教材。這些教材，因爲不須經過教育署審訂，便可自行出版，所以質素十分參差。教師如果不慎地選用了一些質劣的教材，是會影響教學質素的。

此外，教署在監察課程的實施、教學質素方面，也缺乏足夠的人手，因此亦很難對各校的教學情況，作出密切的關注和指導。

乙、普通話推廣的政策，未有長遠的安排——雖然現在有不少中小學把普通話科納入教學課程內，但因每週的教學時間只有一教節（約35－40分鐘），這肯定是不足夠的。再者，學生在這教節外也嚴重地短乏練習說普通話的語言環境，所以，目前的情況，除了可以說是學校課程中將普通話從“無”帶到“有”外，在推廣方面，是絕對談不上的。當然，要是普通話能夠成爲教學語言，那是最理想的推廣方法。但是，在當前香港的情況來說，是缺乏以普通話授課的各科師資的。唯一可行的過渡方法，是用普通話教授中文課。

由於爲數不少的中文科教師對普通話已略有認識，因此，假如能給予他們一些短期訓練課程，他們是可以循序漸進地逐步嘗試運用普通話授課的。這樣，學生便有學以致用的機會。這個建議，對中文科教師可能帶來不少壓力。但這是可行的。當然，除了求諸學校課程外，我們是希望傳播



媒介，如廣播電台、電視台等，能多編製普通話的節目，讓學生耳濡目染，以收熟習之效。

丙、普通話與廣東話應用政策有待改善——1986年12月，署理港督表示香港已決定提倡以廣東話來作為教學語言，所以，將來學生會更廣泛地使用廣東話。1987年5月署理教育及人力統籌司表示，將來香港的學校會推行母語教學，所指的母語是廣東話。

這兩項宣佈說明廣東話在最近的將來，仍將會是香港人的母語，在教育及公事應用口語上，官方的法定語言是廣東話及英語，普通話只是第三語言而已，是沒有法律認可的地位的，這個政策對提高香港人的中文質素，是大大不利的。因此，無論新的語文政策對中文（書面語——語體文；口頭語——廣東話）的地位如何提昇，也是解決不了當前這個關鍵性的問題。我們必需對普通話應用的地位作出更週詳的安排，逐步把普通話的地位提昇至跟廣東話相等。

## 八、結語

上文已就香港中文教育發展概況及其有待改善的地方作出報告，為了進一步改善香港的中文教育，我們面對的將來，是充滿挑戰的。但無論怎樣，本人對將來是樂觀的，因為從短短幾年間的改革，我們已取得不少使人鼓舞的成果，在學生的中文水平方面，教署教育研究處發表了一份報告，報導學生的漢語水平正逐漸提昇，在學生閱讀興趣方面，教育署圖書館及閱讀學會的調查報告，也顯示學生閱讀的質和量在不斷的增加。有關團體對中文在中學生心目中地位的調查，及各校使用母語教學的意願統計，其結果也反映了學生及學校對中文的重視，從校內校外團體設立的普通話科課程班次數量來看，港人學習普通話的熱潮，是前所未見的。凡此種種都給從事中文教育人士極大的鼓勵，我們應抱着小心謹慎，如履薄冰的態度，為進一步提高香港的中文教育作出努力的。

## 參考資料

《中文通訊》香港教育署。

《中學中國語文科課程大綱》香港教育署1975。

《小學中國語文科課程綱要》香港教育署1975。

王齊樂《香港中文教育發展史1841—1940》香港波文書局1982。

《香港教育署學校通告》香港教育司署。

《華僑日報》香港。

《語文教育學院年報》語文教育學院，香港1984—87。

《普通話（國語）科教學試驗簡介》香港教育署1984。

歐陽汝穎《香港語文教育發展概述》見載陳必祥主編《中國現代語文教育發展史》雲南教育出版社1987。



# CINDERELLA GOES TO THE BALL OR LISTENING COMPREHENSION COMES INTO ITS OWN

*William Cheng*

The title owes its inspiration to an article by Tom Hutchinson in *World Language English* 4:1, 1984: "Making Grammar Work More Creative, or The Sad Tale of Grammarella". Hutchinson argues that grammar, "a thorough generation knowledge of the system of the language", has sat neglected, like Cinderella, unable to go to the Communicative Ball". I do not think I need to draw a parallel between the "fairy tale" which acts as preface to his article and the status of listening comprehension since the latter has long been called the "orphan" of linguistics. Emile Curfs, who wrote "Listening Deserves Better" in *MET* 9:3, 1982, states that listening is the Cinderella of the activities in a language class." The purpose of this paper is to look at some of the recent developments in the teaching of listening comprehension and offer some practical suggestions to language teachers and teacher trainers. I shall focus on the local context but I trust that what is said will also be of relevance to the teaching of listening comprehension in the ESL/EFL context in other regions.

## **Listening—a neglected skill**

In the heyday of the Oral-Structural Approach, the speaking skill received the lion's share of attention and minimal pair drills, pattern practice and dialogue work were the order of the day. Very little research was done on the listening process or on how listening comprehension could best be taught. This is not to say that listening comprehension was not tested in public examinations. The TOEFL Examination has for a long time included a listening component. The Use of English Examination conducted by the University of Hong Kong includes a test on listening comprehension. However, even in the post-oral approach period and up to the late 1970's listening comprehension materials consisted mainly of spoken texts followed by comprehension questions. It is interesting to note that Mary Underwood pointed out in 1978 that "If the recognition of the value of listening practice can be accompanied by a major swing away from listening followed by testing of comprehension towards a real effort to teach listening skills, much will be gained by our students". One of the reasons for this was the fact that linguistics had been preoccupied with the study of other aspects of language. An upsurge of interest in psycholinguistics and discourse analysis brought about a refreshing change and a much clearer picture of what is involved in the listening process has emerged. Gillian Brown's (1977) *Listening to Spoken English*, for example, has done much to increase our knowledge of discourse features in informal English and how a good listener is able find his way through the apparent chaos of spontaneous utterance. Later writers such as Munby for example, have even proposed a detailed



list of listening skills. Such a taxonomy can help materials writers to design more appropriate materials to *teach* rather than test listening skills. Howard Thomas (1982) gave a lucid survey review of nine books of materials for developing listening skills showing how the “new wave” materials offer something much more “powerful” in learning terms than the limited exercises in texts which were used for testing comprehension only”. In a session entitled “a survey of listening games and activities” which I gave at a summer course conducted by the English Language Unit of the Chinese University of Hong Kong in July this year, I asked the members to note what additional materials had been published since 1982. The following is a partial list of materials now available.

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Year</i>
Basic Listening	John McDowell and Sandra Stevens	Edward Arnold	1982 (Reprinted 1984)
Better Listening 1 and 2	Mary Underwood	OUP	1985
Are You Listening?	Wendy Scott	OUP	1983
New Access Listening 4	D. H. Howe and Gordon McArthur	OUP	1984
New Access Listening 5	D. H. Howe and Gordon McArthur	OUP	1985
Access Today Listening Practice	D. H. Howe and Gordon McArthur	OUP	1986
Active Listening	R. R. Jordon	Collins	1984

Cinderella is getting ready for the ball.

### **Listening comprehension in ESL/EFL, with special reference to Hong Kong**

Jack Richards (1983) in his article “Listening Comprehension: approach, design and procedure” points out that research in psycholinguistics, semantics, pragmatics, discourse analysis, and cognitive science has provided information on the nature of listening comprehension. However, he also points out that “there is little direct research on second-language listening comprehension”. One of the most recent articles on the subject: “Developing Listening Fluency in L2: Theoretical Principles and Pedagogical Considerations” by Patricia A. Dunkel (1986) stressed the importance of listening comprehension in L2 instruction. To quote from the article: “The advocates of the comprehension approach to L2 acquisition suggest that listening comprehension should be the focal methodology in foreign/second language instructions, particularly at the initial state of language study.” Patricia also refers to J. Morley’s view that extensive listening is one of the



"convergences on common focal points" concerning second language learning/teaching shared among L2 researchers and materials developers today. This emphasis in the importance of listening comprehension is most welcome. There is, however, not much additional information on research into listening comprehension in the ESL context. The writer refers to the psycholinguistic research of Bransford, Johnson and Anderson which highlights the part that background information plays in listening comprehension. This is emphasized by many other specialists who stress that one's "knowledge of the world" helps one to comprehend a message and practice materials should include this aspect. With regard to the question of strategies used by efficient listeners and the design of task-based listening activities, she mentions quite a number of useful activities, some of which can also be found in the writings of S. Rixon (1981) and Penny Ur (1984). The article is interesting and useful from the pedagogical point of view but does not encompass much new ground.

Coming to the local scene, one could say that interest in listening comprehension came about as a result of the introduction of a listening component in the Use of English Examination. One of the earliest locally produced books on listening comprehension was the one written by Nancarrow. Like workbooks for "teaching" cursory reading, listening comprehension books focus on practice for examination purposes and few of them focus on teaching the enabling skills (or strategies). With the introduction of a listening test in the HKCEE in 1985 workbooks containing more interesting and purposeful tasks began to appear and publishers now compete in producing listening materials and workbooks.

With regard to research on listening comprehension, very little has been done by research students or teachers. One MA. Ed. student of the Chinese University, School of Education, Ms. Lui Ling-yee, completed a thesis entitled "The Effect of Accent, Note-taking and Speech Rate on Listening Comprehension" (1981). I am not aware of other MA. Ed., or M. Phil., theses on the subject. However Dr. Joseph Boyle of the Chinese University has done some impressive research on factors affecting listening comprehension. His findings are mentioned in an article with the same title in *English Language Teaching Journal* 38:1 (1984). Since this is a Hong Kong study, the information provided will be extremely useful for those involved in the teaching and testing of listening comprehension, including teacher trainers.

### **The listening comprehension process**

Despite awareness of the central importance of listening comprehension in communication, it is true to say that our knowledge of the process of comprehension is still sketchy. In an article in *Cross Currents* entitled "Psycholinguistics and Listening Comprehension for the ESL Classroom" John T. Crow (1984) points out that there are four steps in the listening comprehension process:



1. The placing of the verbatim content of the utterance in short-term memory.
2. Chunking thought groups into single units of information i.e. performing a constituent analysis on the verbatim content of short-term memory.
3. Extracting the propositional content of the constituent and placing it in long-term memory.
4. Crow points out that by this stage "short-term memory is purged and the verbatim content is lost"; however the gist of the message is retained.

The above is an over-simplification but Crow maintains that the model is sufficient for the classroom teacher. For those who prefer diagrammatic representations, a model given by Douglas McKeating (1981) and one by Maley (1978) are lucid and useful.

### **Some problem areas for ESL students**

A few of the important problem areas are listed below:

1. *The transitory nature of speech*

This is one of the basic differences between speech and writing. A reader can always backtrack and reread what he does not understand, but not so with speech, unless it is recorded. This is what makes it so difficult for the non-native speaker when he has to listen to a message in English. All too often he misses a word or a phrase and is not able to use other linguistic cues and his knowledge of the world to complete the message. The feeling is often one of frustration. "I must understand every word or I cannot understand anything" is the cry of despair, whereas the proper attitude should be "If I understand the main message, I do not have to understand every word."

2. *The problem of accents*

Even adults and fluent L2 speakers of English seem to look on accent as a major difficulty in the comprehension of spoken English. I once acted as interpreter at a meeting organised by the Fellowship of Evangelical Students. A number of speakers from different regions gave short messages. Different varieties of English were spoken. I was surprised when I was congratulated on being able to interpret messages spoken in a variety of accents. On reflection I could understand why they made such a remark. I had been exposed long enough to American, British, Scottish, Irish, Australian, Indian and Singaporean English to enable me to comprehend a wide variety of accents, but I can see how one exposed to only one variety of English accent will have difficulty adjusting to other accents. For example, I had considerable difficulty in comprehending the speech of one or two of the participants in the film "Communication Games in the Languages Classroom".



3. *Speed of delivery*

Most students say that native speakers speak too fast. This is a well-known fact and even the BBC Overseas Service and the Voice of America take note of this and ask the broadcasters to slow down their speed of delivery. On the other hand, it is necessary to train students to get used to the speech of a native speaker speaking at normal rate of delivery if they are to learn to communicate with expatriates after leaving school.

4. *Phonological problems*

These are problems such as phonemic contrasts, vowel reduction, reducing of ending, juncture and shifting of stresses. Books on pronunciation teaching contain some examples. Unfortunately, it would appear that many of these aspects are not systematically taught in English language courses.

5. *Selective listening*

The native speaker listens selectively; he searches for ideas and imposes a structure on the stream of sounds he hears. He does not attempt to listen to every word. The ESL student who is not trained to listen selectively will strain to hear every word, with the result that listening becomes a mental and physical strain and the message becomes unintelligible because his short-term memory is overloaded.

6. *Insufficient knowledge of the characteristic features of speech*

Most ESL students do not have sufficient knowledge of such characteristic features of spoken English as redundancy, pauses, hesitation features circularity, etc. The efficient listener uses his knowledge of such features to help him process meaning. He is aware, for example, that important information is conveyed through loudness, stronger stresses, slower speech as well as rephrasing and repetition, whereas greater speed and shift to lower intonation key are usually indication of unimportant information. This is a much neglected area in the teaching of listening comprehension.

7. *Intonation*

In spoken English, intonation is used to convey emotion, structure, discourse and underline important information. ESL students often miss the subtle nuances conveyed through intonation. This is another area worth looking into when designing materials for teaching listening comprehension.

I mentioned earlier Dr. Joseph Boyle's very useful article on factors affecting listening comprehension. Teachers are urged to consult his article when designing teaching strategies to overcome difficulties students encounter in learning to develop skills in listening comprehension.



## **Listening comprehension: enabling skills**

At the beginning of the paper, I mentioned the importance of teaching the various sub-skills (or strategies) needed for efficient listening. Various lists have been proposed (Rivers 1968, Munby 1978, Methold 1980, Richards 1983). Richards' taxonomy includes 33 micro-skills for conversational listening and 18 for academic listening (listening to lectures). The Hong Kong Secondary School Syllabus (English) lists the following inventory for stages III and IV.

### **Stage III:**

1. To discriminate between similar speech sounds, homonyms, stress and intonation patterns.
2. To get the central idea(s) or the main theme.
3. To distinguish main ideas from supporting ideas and to grasp details.
4. To make inferences.
5. To use contextual clues to deduce word meanings.
6. To understand instructions and follow directions.
7. To recognise the speaker's intention.
8. To predict what will follow.

### **Stage IV:**

1. To abstract relevant content, and to distinguish facts from opinions.
2. To identify differences between similarly-worded statements.
3. To adjust to the speaker's voice, accent and style.
4. To judge relevancy.
5. To evaluate accuracy of new information against one's prior knowledge.
6. To judge validity and adequacy of main ideas.
7. To understand the difference between connotative meanings and denotative meanings.
8. To identify speaker's attitudes and to judge how far the speaker has achieved his purpose.
9. To recognise self-contradiction in what the speaker says.
10. To be aware of persuasive devices used by the speaker and to get meaning from imagery.

Not all the skills are of equal importance; some require more extensive and intensive teaching. The teacher should have a proper plan for introducing, teaching and review of the skills.

## **The question of purpose and area of use**

It is necessary for teachers and materials developer to consider the language appropriate to academic or occupational purposes as well as the area of use. Furthermore, materials readily available to Hong Kong students should also be noted. The following list extracted from a paper received from the Examinations Authority should be of use to teachers and materials developer.



### *Material Category*

### *Area of Use*

(a) 1. Academic Purposes

—Talk, lecture, panel or group discussion etc.

(a) 2. Occupational Purposes

—Surveys, reports, meetings, interviews, messages, promotional material, discussions, a committee, etc.

(b) 3. Using the media for information

—News broadcasts, weather forecasts, sports results, special announcements, interviews, panel discussions etc.

(b) 4. Entertainment

—Excerpts from films/radio/television: tapes and records

(b) 5. Dealing with official and semi-official bodies

—Rules, regulations and procedures, official announcements

(b) 6. Visiting places of interest

—"What's On" programmes, talks, interviews, discussions

(b) 7. Social interaction with native and non-native speakers of English

—Introductions, apologising, complimenting, complaining, praising, etc.

(b) 8. Travelling and making travel arrangements

—Travel agents descriptions of itineraries, tourist guide descriptions, travellers' reports.

(b) 9. Shopping and using services

—Product descriptions, advertisements, sales promotions

### **Games and activities for developing listening comprehension skills**

Teachers should read the very useful survey article "Recent materials for developing listening skills" by Howard Thomas (1982). Other useful articles include:

#### *Author*

#### *Title*

#### *Journal*

R. White

Listening Comprehension and Note-taking Parts I and II

Modern English Journal 6:1, 2

Alan Maley

The Teaching of Listening Comprehension Skills

Modern English Journal 6:3

J. McDonough

Designing Exercises for Listening to Lectures

Modern English Journal 6:6

Emile Curfs

Listening Deserves Better

Modern English Journal 9:3



<i>Author</i>	<i>Title</i>	<i>Journal</i>
M. Geddes & R. White	The Use of Semi-scripted simulated Authentic Speed and Listening Comprehension	Audio-visual Language Journal 16:3
W. Beile	Towards a Classification of Listening Comprehension Exercises	Audio-visual Language Journal 16:8
J. Richards	Listening Comprehension: approach, design and procedure	TESOL Quarterly 17:2
S. Rixon	The Design of Materials to Foster Particular Listening Strategies	ELT Document, Special, 1981 <i>The Teaching of Listening Comprehension</i>

Penny Ur's (1981) *Teaching Listening Comprehension* is the best resource book on the subject and contains a wealth of useful ideas on teaching listening comprehension. I have included as an appendix a list of activities taken from E. Curf's article and some suggestions mentioned in Penny Ur's book. The list was originally given out as part of a questionnaire to Dip. Ed. students to find out what activities they have used and which activities mentioned are considered useful. I trust such a list will be of use to teachers.

Many of the activities mentioned in the articles and the appendix require the use of taped materials or talks/lectures given by the teacher. Since listening comprehension is only one side of the communication process, we should also introduce activities requiring accurate communication of information between students. A number of this type of activities can be found in such books as *Bring the Lab Back of Life* by Philip Ely (1984). *Drama Techniques in Language Learning* (new edition) by Alan Maley and Alan Duff (1982) and *Communicative Ideas* by David Norman et al. (1986). A few examples will be given in the talk.

### **Some tentative suggestions for teaching trainer**

Because listening comprehension is such an important skill, TESL courses should include a component on teaching this skill. The following suggested topics are offered for the consideration of teacher trainers.

#### **1. The process of comprehension.**

How much a trainee has to know depends on several factors, e.g. whether he is a graduate or a non-graduate, and whether he is being trained to teach upper or lower forms in a secondary school. The basic facts should be taught to all trainees but the graduate teacher who will be teaching higher forms should be encouraged to read such



books as G. Brown's *Listening to Spoken English* and some of the materials listed under "Background Reading" in Penny Ur's *Teaching Listening Comprehension*. Dr. J. Boyle's article "Factors affecting listening comprehensions" also contains a useful list of books and articles for background reading.

2. The difference between speech and writing.
3. The characteristics of spoken English and how to exploit materials containing examples of such characteristics. A useful illustration is found in "The Design of Materials to Foster Particular Listening Strategies" by S. Rixon in *The Teaching of Listening Comprehension*, ELT Documents, Special, 1981.
4. General principles of teaching listening comprehension, with special reference to ways of developing skills.
5. Selection of suitable materials for teaching listening comprehension.
6. Varieties of listening practice, including information transfer exercises, exercises focusing on anticipation and prediction, listening games, problem-solving exercises, note-taking exercises etc.
7. How to provide feedback.  
All too often teachers merely check the answers in the workbook. An additional task is to find out how students arrived at the answer. Teaching students how to listen and make use of different cues is important.
8. Exploiting different materials mentioned previously under *area of use*.
9. Designing one's own listening comprehension materials.
10. Opportunities for developing listening comprehension skills outside the classroom.

I have given a brief survey of some of the problems and the variety of resource materials now available. Teachers, teacher trainers and materials developer must all work together to help develop this important skill so that our "Cinderella" can go to the communicative ball.

## References

- Boyle, J. (1984), Factors Affecting Listening Comprehension in *English Language Teaching Journal* 38:1
- Brown, G. (1977) *Listening to Spoken English*. Longman
- Crow, J. T. (1984). Psycholinguistics and Listening Comprehension for the ESL Classroom in *Cross Currents* 9:1:29-36.
- Curfs, E. (1982) Listening Deserves Better in *Modern English Teacher* 9:3:11-14.
- Dunkel, P. (1986) Developing Listening Fluency in L2: Theoretical Principles and Pedagogical Considerations in *The Modern Language Journal* 70:2:99-106.
- Ely, P. (1984). *Bring the Lab Back to Life*. Pergamon.
- Lui, Ling-yee (1981). *The Effect of Accent, Note-taking and Speech Rate on Listening Comprehension*. Unpublished MA. Ed. dissertation, School of Education, the Chinese University of Hong Kong.



- Maley, A. (1978) The Teaching of Listening Comprehension Skills in *Modern English Teacher* 6:3:6–9.
- Maley, A. and Duff, A. (1982). *Drama Techniques in Language Learning* (new edition). Cambridge.
- Methold, K. (1980). Some Aspects of Developing Listening Skills in *The English Bulletin* 7:3:12–16. Education Department, Hong Kong.
- McKeating, D. (1981). Comprehension and Listening in *The Teaching of English as an International Language: A Practical Guide* (Gerry Abbot and Peter Wingard, eds.). Collins.
- Munby, J. (1978). *Communicative Syllabus Design*. Cambridge.
- Richards, J. (1983). Listening Comprehension: approach, design and procedure in *TESOL Quarterly* 17:2:219–239.
- Rivers, W. (1968). Listening Comprehension in *Teaching Foreign-Language Skills* pp. 135–159. University of Chicago Press.
- Rixon, S. (1981). The Design of Materials to Foster Particular Listening Strategies in *ELT Documents, Special The Teaching of Listening Comprehension* pp. 69–105.
- Thomas, H. (1982). Recent materials for developing listening skills in *English Language Teaching Journal* 36:3:192–199.
- Underwood, M. (1978). Using Authentic Materials for Listening Comprehension in *EFL Bulletin* 1:5–7.
- Ur, P. (1984) *Teaching Listening Comprehension*. Cambridge.

## Appendix

		Teaching Listening Compre- hension	Activities Used	Useful
2.1	The teacher uses cuecards, or any other kind of visuals, says a word and holds up or points to a visual. If the word identifies the visual the pupils mark <i>true</i> on their papers, if not they write <i>false</i> .			
2.2	For a useful minimal-pair listening exercise the teacher can distribute sheets with drawings of objects (e.g. a mouse/a mouth, a bear/a pear, eyes/ ice etc.). As he pronounces one of each pair, the pupils indicate which of the two they hear.			
2.3	Another minimal-pair exercise, which requires much less preparation, is to ask the pupils to write 1 when they hear /t/ and 2 when they hear /d/ while the teacher reads one of each	38–41		



pair: two/do, town/down, side/sight etc. Similarly with other contrasting sounds.

2.4 Pupils have a list of 10 to 20 words (peas/peace, plays/place etc.) and number the words in the order they hear them.

2.5 Pupils listen to a number of plurals or past tenses and put them in the right column, marked /s/ /z/ /t/ /d/.

2.6 Visual cues can be used not only to be identified with words (see 2.1) but also with sentences, descriptions and stories. Magazine cut-outs can be very useful here. Pupils listen to a sentence/description/story and indicate whether or not it fits a visual cue.

2.7 Pupils listen to names of people, streets, squares etc. and on paper they underline the stressed syllables.

2.8 Pupils listen to groups of four words, e.g. should/would/food/stood/and put a cross by the odd man out.

2.9 Pupils draw a number of clock faces and put in the hands as directed by the teacher. After the results have been checked the drawings can be used for oral or written practice of telling time.

2.10 Pupils are instructed to draw, or complete, a picture, e.g. draw a room with a table in the middle, a cat under the table, a vase on the table, six tulips in the vase etc.

This exercise can be made more complicated at advanced levels.

2.11 Pupils are given a street map. They mark the route to somebody's flat according to the instructions on the tape or read by the teacher.

2.12 Pupils are given a set of pictures of people and then select the picture that corresponds with the description they hear. The same can be done with pictures of houses, cars etc.

80-1

101-3

65-6

55-66



	<i>Teaching Listening Compre- hension</i>	<i>Activities Used</i>	<i>Useful</i>
2.13 Pupils have a selection of coloured shapes and arrange them according to the instructions they hear, e.g. no. 1 is a red triangle, no. 2 an orange circle, no. 3 an orange triangle etc.	71-3		
2.14 The teacher reads a simple detective story. Ten events occur in this story. The pupils are given ten sketches depicting each of the events. While they listen to the story they write down the numbers of the pictures in the proper order.	89-91		
2.15 Pupils identify sounds on tape, e.g. animals, traffic noises, sounds in or around the house.			
2.16 Pupils identify sounds, some of which are not all that clear. Pupils use: I think it is . . . It may be . . . I'm sure it is . . .			
2.17 Pupils listen to tape and fill in gaps in a story or dialogue in which weak forms have been deleted.			
2.18 Pupils listen to tape and fill in gaps in a story or a dialogue in which prepositions or verb forms have been deleted. Pupils are familiar with the text.			
2.19 Pupils listen to tape and fill in gaps according to Cloze Procedure.	142-4		
2.20 Pupils listen to an interview with a pilot (farmer, artist etc.) and are provided with a grid in which they record the relevant information, e.g. two columns for advantages and disadvantages of his job.	116-21		
2.21 Pupils have a map of Scotland. They listen to somebody describing his journey. They draw in the journey.			
2.22 Pupils listen to a story with deliberate mistakes (content mistakes, not structural ones). Pupils spot the mistakes, orally or in writing.	80-1		
2.23 Pupils listen to ten bits of information about departures and arrivals of buses, trains or planes. On paper they	92		



		Teaching Listening Compre- hension	Activities Used	Useful
	also have ten pieces of information, some of which do not tally with what they hear on the tape. While listening they indicate right or wrong.			
2.24	Pupils listen to a conversation between two housewives. In a grid they put down all sorts of information, e.g. newspapers they always read, TV programmes they like or dislike, parttime jobs they have etc.			
2.25	Pupils listen to scraps of conversation in a shop. In a grid they indicate whether the speakers are complaining or apologising, selling or buying, nervous or at ease, angry or pleased, formal or informal.			
2.26	Pupils listen to a detective questioning some suspects. Pupils are asked to spot conflicting evidence. A grid with indications of times, places, people they met etc. will again come in handy here. Pupils work in groups.	118-9		
2.27	Pupils listen to six people being interviewed after a meeting. They have been talking about a protest march against the building of a motorway right through their village. Pupils indicate in a grid whether the interviewees are sympathetic or unsympathetic, reluctant or willing to join the march, interested or not interested.	45-50		
2.28	Pupils listen to a story or monologue containing a straightforward narrative. The sentences have been scrambled and the pupils are asked to rearrange them in a logical order. Pupils preferably work in groups.	63-4		
2.29	Pupils listen to tape and after listening they are given writing or oral assignments, e.g. do they agree or disagree with what was said on the tape?			
2.30	Pupils listen to story or dialogue and are given sheets with true/false, Mc	134-5		