

Students with Artistic Talent in Hong Kong: How Might They Be Identified?

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The identification of children with visual arts talent in the Hong Kong school setting presents a challenge to educators and practitioners because artistic talent could be manifested in many ways and in different visual arts media. A sequential identification procedure that involves nominations, behavioral ratings, and drawing tasks is then discussed in light of an overview of the origins of artistic talent, the characteristics of artistically talented children, and the developmental trajectory of artistic talent among children and adolescents. The possible adaptations of Clark's Drawing Abilities Test and the development of an impossible figures test for identifying visual arts talented students are also discussed.

Key words: visual arts talent, arts education, talent identification, Hong Kong

The School Community as a Mediating Factor in the Relationship Between Family Processes and Mathematics Performance

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The present study aims to explore how social contexts of schools mediate the relationship between family processes and academic performance of Primary 1 to Primary 3 students in Mathematics within an ecological model of human development built on the work of Bronfenbrenner. A total of 1,383 families with children studying in 29 primary schools were recruited to participate in a questionnaire survey research on parental education. Hierarchical linear regression was used to assess the direct and interaction effects of the individual factors and school social contextual factors. Findings suggest that averaged parental involvement as a contextual factor of school

mediates the relationship between gender and mathematics performance. The results of this research provide researchers a better understanding of the linkage between family and school, and have implications for the current home-school-community relations.

Key words: home-school relations, parental involvement, school effectiveness, home effects

A Statistical Approach to Second Language Grammar Knowledge: A Longitudinal Study of Hong Kong Students

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This study investigates students' grammar learning rates, with the aid of advanced statistical models. During a three-year study, 3,227 English as Second Language (ESL) students in 16 Hong Kong high schools (Grades 7–9) took four grammar tests. After calibrating the test questions with a three-parameter logistic model, scores were analyzed using multi-level analysis. The results indicate that students' grammar learning rates decrease over time and best fit a logarithmic curve. Furthermore, while ability grouping by school predicts grammar scores, it does not predict learning rates. Finally, higher achieving students in each school learned at slower rates, suggesting that instruction fell short of students' learning potential. Together, these results suggest that instruction might be developmentally inappropriate.

Key words: English as a second language, individual differences, ability grouping

Students' Intrinsic Motivation in Project-Based Learning Using an Asynchronous Discussion Platform

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The Project work (PW) initiative was introduced by the Ministry of Education, Singapore, to provide students with the opportunities to foster collaborative learning skills, to improve both oral and written communication, to practise creative and critical thinking skills, and to develop self-directed inquiry and life-long learning skills (Ministry of Education, 1999). Although PW has been introduced for a few years, there has not been much research done in the Singapore context, especially in terms of its effect on students' motivation. To fill the empirical gap, this study examined the extent in which PW, in an online learning classroom environment, promoted students' intrinsic motivation, as well as satisfied students' needs for competence, choice and relatedness. Specifically, data was collected from 7 classes of Secondary 2 students with the use of a modified version of the Intrinsic Motivation Inventory (IMI, McAuley, Duncan, & Tammen, 1989) to assess students' intrinsic motivation and their perceived choice, competence and relatedness, as well as their perceived value and effort in the PW context and in their normal mathematics and/or science lessons. Comparisons were made to establish whether there was any significant difference in terms of the students' experiences in the different learning contexts.

Key words: project work, motivation, self-determination theory

從中學教師的普通話教學觀念看「用普通話教中文」在香港的潛在問題

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本研究的對象是參與 2004 年兩期中學在職普通話教師進修課程的共 46 名學員。研究方法包括由學員填寫「普通話教學觀念蒐集表」(Repertory Grid)及小組晤談。「蒐集表」的分析結果顯示，教師對普通話課堂氣氛的重視程度遠勝於具體的語言學習目標；而小組晤談則突顯「普通話與中文教學的差異」、「聽說教學」及「評估」等三項主題，反映這些教師並沒有注意分清普通話科和中國語文科的學習重點。這些教學觀念直接影響教學設計，以至「語言」和「語文」的學習質量，學校當局在決定「用普通話教中文」前，實在不容忽視。

關鍵詞：中學教師、普通話教學觀念、用普通話教中文

香港中文科教師對閱讀策略教學的觀感與實施情況：兩個校本個案

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本研究以協作的模式協助兩所中學的中文科教師發展校本策略教學課程，並以兩所學校負責統籌策略課程的教師為訪談和觀察的對象，從中探討教師實際施行策略教學的模式和對策略教學的觀感。研究結果顯示，參與研究的教師對策略教學抱持正面的態度，他們除了認同策略教學有助提升學生的閱讀能力之外，亦同意發展校本策略課程的經驗，有助他們提升對策略教學的施教和反思能力。不過，研究亦發現在實踐的層面上，教師仍然傾向以傳統教師主導的模式教授策略課，並未做到策略教學理論所強調的教學範式轉移。

關鍵詞：閱讀策略教學、教師觀感、課程實施

誰最有創造力？——中、德、美三國大學生的調查及思考

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本研究在香港、南京、德國和美國的大學中取樣調查分析，檢驗不同文化形態下的大學生對創造力及其代表人物認知上的差異。研究發現中國學生（以南京學生尤甚）多提名政治家和科學家；德國學生多提名藝術界和思想界的傑出人物；而美國學生則多推崇政治名人，其次推崇藝術家，其他領域的提名也較為均衡，比例高於中國學生。兩種不同文化下的認知範式印證了文化對創造力認知的影響：東方社會看重創新行為的實用性及社會貢獻，存在著業績顯著性效應；西方社會看重創造力的多元表現形式和創新思維能力，存在著審美顯著性效應。

關鍵字：創造力、業績顯著性、審美顯著性