

**The World's Evolving Political Economy and The Emerging Globalization of Education: A Set of Extrapolations, Interpolations, and Predictions Regarding the Likely Future Internationalization of Education Policy**

James W. GUTHRIE

*University of California, Berkeley*

Throughout the industrialized world, governments are seeking effective policies for enhancing economic productivity through education, employing economic incentives to promote the productivity of schooling, and searching for additional resources to meet increasing demands for education.

Policy priorities and pedagogical practicalities presently differ among nations and groups of nations and they assuredly will continue to do so. Nevertheless, as the purposes of education are becoming economically more determined, the policies which guide pedagogy will likely become increasingly more predictable. The result, at least in Western Bloc nations, may well be a remarkable international convergence among many of the systemic components of schooling, both higher and lower education.

The purpose of this essay is to (1) describe the economic dynamics propelling education policy reform internationally, (2) suggest the probable nature of future higher and lower education system commonalities, (3) analyze the connection between these convergent education components and economic productivity, and (4) speculate regarding the consequences of these changes for professional educations.

所有工業化國家的政府現正尋求有效之各項政策，包括通過教育去增加經濟效益，利用經濟刺激以提高學校里程之體驗及獲益，及發掘額外資源來滿足不斷增長之教育需求。

目前有關政策實施之先後次序和教學之具體實行皆因國家，及國家類別不同而有差異；這種差異狀況在未來歲月難免繼續存在。無論如何，隨着教育目標變得更為經濟取向，指引教學之政策便會變得更具預測性。最低限度，對西方集團國家而言，這些發展將形成一個顯著的國際凝聚點，把高等及初等教育之學校里程各階段有系統地聯貫起來。

本論文之目的共有四項：(一)描述國際上驅使教育政策改革之經濟動力；(二)提出未來高等及初等教育組織共同體之特性；(三)分析此等凝聚教育成份與經濟效益之聯系；(四)推測此等改變對專業教育家所帶來之各種影響。

**小學中文詞匯教學過程分析**

何偉傑 蕭炳基

### 香港中文大學

詞匯教學是閱讀教學的主要組成部分，亦是閱讀與寫作的一項基本訓練。本文是根據實志觀課和教學錄像所得的資料，分析本港小學的中文詞匯教學情況，其中包括教學時間、教學高程和教學方法等。文章探討了教師對關鍵字聯想法(Keyword Method)、脈絡提示法(Context Clues Method)、定義分析法(Definition Method)和直接解釋法(Explanation Method)四種詞義教學技巧的運用情形。結果發現教師所採用的詞匯教學法有非常明顯的偏向。教師普遍採用的直接解釋法，未能有效地幫助學生辨析和記取詞義，是令到詞匯學習未如理想的其中一個原因。

Vocabulary acquisition is a block-building process and a basic training component to develop both reading and writing abilities. This study is based on data obtained from classroom observation and video-taping of the processes of vocabulary instruction in primary schools. The obtained data were analyzed in terms of teaching models, instructional processes, and time allocation to different activities. The discussion focused on the strategies and operations of the four vocabulary teaching methods: Keyword method, context-clue method, definition method, and explanation method. The results indicated that teachers were biased in selecting methods in vocabulary instruction. Explanation method was found to be the one widely used by teachers, hence reducing the effectiveness in stimulating students to associate clues in vocabulary learning. It is reasoned that the lack of flexible approaches in vocabulary teaching is one of the reasons for the ineffective learning.

### 篇章結構類型對閱讀理解的效應

蕭炳基

香港中文大學

本研究主要探討篇章結構類型對篇章主題理解的效應。兩套篇章分別依據雲戴理論中之概類法則和建造法則編製而成。每篇分兩部分，一為文意脈絡，一為總結陳述。篇章長度亦分長短，短度篇章是刪去文意脈絡中最後一句而製成。受試者先閱讀文意脈絡，然後判斷總結陳述部分是否正確綜合文意脈絡所描述的。總共有 76 名中三學生予該計劃。就反應速度結果而言，短度篇章明顯比長度篇章需時較長。這現象純因受試者需在短篇章裏多作推敲所致。就閱讀理解表現而言，篇章結構類型和篇章長度皆未能產生顯著效應。這項發現與以前研究篇章記憶關係所得結果並不相符。這相異結果可能是理解篇章主題和記憶章主題兩者所需的認知策略有所不同所使然。

This study investigates the effects of text type and text length on macroprocessing. Two types of texts were written and their macrostructures were based on the generalization and construction rules in van Dijk's model. Each text contained two parts, a context and a concluding statement. Short context was derived from the long one by omitting the past part of the context. Subjects read the context and judged whether the concluding idea adequately described what the text led to. Altogether 76 Form III students participated in this experiment. Significant difference was observed in the latency measure on text length condition, longer latency being obtained on the short text condition. Difference due to text type or text length was not significant in the comprehension measure. This result does not concur with the previous research which demonstrated effects of text type on recall tasks. The present findings were interpreted that different cognitive strategies would be applied to comprehensibility and memorability of text information involving different text types.

### **Approaches to Learning in Secondary and Tertiary Students in Hong Kong: Some Comparative Studies**

J.B. BIGGS

*University of Hong Kong*

Two seemingly conflicting stereotypes exist about Asian students: (i) they are committed to a low level, rote-biased (or "surface") approach to learning; (ii) they achieve disproportionately well, particularly at tertiary level. Evidence for the former view is mostly anecdotal, often extrapolated from what appear to be unfavourable teaching environments; evidence favouring the second view comes from a variety of sources. In the present study, students from Hong Kong portrayed a profile of motives and learning strategies that suggested a more "academic" approach to learning and studying than that of Australian secondary and tertiary students. Given also that Asians' attributions for academic success are more controllable, and therefore more amenable to intervention, than are those of Western students, questions might be asked about the "fit" of teaching methods to students' characteristic approaches to learning.

關於亞洲學生學習方法的類型，似乎有兩種互相抵觸的觀點：(1)他們的習慣方法是一種低層次，以背誦為主(或"表面")的習慣法；(2)他們有超乎比例的成就，尤其在高等教育方面。關於第一個觀點時有聽聞，證據往往引申自不大理想的教學環境。關於第二個觀點，也可從不同的來源得到證據按本研究所得，從香港學生的動機和學習策略可繪畫出圖畫看來，香港的學生比澳洲的大專和中學學生的

學習方法更爲”學術”取向。比起西方的學生，亞洲學生的學術成就歸因比較容易控制，所以也較容易用干預來測試。研究結果引起很多問題，例如我們的教學方法是否能與學生的學習取向配合。

### **An Algorithmic Implementation of Rasch Approach to Item Analysis with Graphical Interpretation**

Simon LOCK

*Department of Computational Science University of Saskatchewan*

LEONG Che-kan

*Department for the Education of Exceptional Children University of Saskatchewan*

One important element in designing experimental tests is the selection of appropriate and adequate items. One way to calibrate items in a simple and elegant manner is to adopt the Rasch model. In our research project on modeling components of reading, the Rasch model is implemented as a sample-free item analysis procedure on the microcomputer. In this paper, the algorithmic implementation of the procedure is reported. In addition, a graphical approach to item analysis based on the Rasch model is presented.

本文討論用 Rasch 模式分析閱讀英文(辨認字、詞、文義概括)過程學童的表現及測驗項目的程度。文章提供用電腦處理 Rasch 模式的步驟及用圖形驗證分析的結果。

### **A Contingency Study of the Relationship Between Principal's Leadership Behavior and Teachers' Organizational Commitment**

YUEN Pong-yiu & CHENG Yin-cheong

*The Chinese University of Hong Kong*

This cross-sectional correlation study aimed at understanding the conditions under which a principal could lead. The conceptualization of the study was built upon basic structure of contingency approaches of leadership. Both affective and continuance commitment of teachers were employed as criteria measures of principal's leadership behaviors. The main study tested nine characteristics of teacher and five types of teaching characteristics. Three interactions which contributed significantly to organizational commitments were found. All of them demonstrated that the relationship between principal's leadership behaviors and organizational commitment of teachers will be moderated in the presence of a certain characteristic in school. The

results also supported Kerr's substitute theory in the setting of Hong Kong Aided Secondary Schools. For affective commitment of teachers, professional orientation was found to substitute for the supportive behavior of principals. On the other hand, teaching experience was found to neutralize the supportive behavior of principals as related to continuance commitment of teachers.

本研究建基於管理學上的權變理論，目的在嘗試探討校長領導行為與教師個人特質或教學工作特性的交互作用，對教師組織投入感的影響。統計資料來自 50 所香港津貼中學共 306 位教師。研究結果支持權變理論的信念。

### **The Medium of Instruction Issue Revisited\***

LO Lam-fat

*The Chinese University of Hong Kong*

The present study reviews the current status of the medium of instruction issue in Hong Kong and further investigates the effect of different modes of medium of instruction on student achievement in major school subjects. A total of 779 secondary-3 students from different schools took achievement tests in English and in mathematics. The English and mathematics teachers of these sampled students were surveyed to determine the modes of instruction in their classes. In addition, information regarding teacher and students characteristics was collected by means of questionnaire survey on the participating teachers and students. The findings reveal that in terms of mathematics achievements, students in the Chinese-dominant classes excel those in the English-dominant and Chinese-and-English-mixed classes while students in the latter classes are not significantly different, and that in terms of English achievement, the Chinese-and-English mixed mode is superior to the English-dominant mode.

本研究嘗試檢討香港中學教學語言問題之現況，並探求不同教學語言對學科成績之影響。研究樣本選自不同學校 779 名中三學生。該等學生曾參加數學、英文兩科學成績測試。教學語言乃由該兩科教師填報。至於樣本學生與有關教師特性之資料則由調查問卷中獲得。研究結果顯示：(一)以中文為主要教學語言之學生。其數學科成績較以英文或中英夾雜為主要教學語言者為高；(二)以英文為主要教學語言及以中英夾雜為主要教學語言之學生，二者之數學成績無顯著分別；(三)以中英夾雜為主要教學語言之學生，其英文科成績勝於以英文為主要教學語言者。

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### **Planning the Evaluation of a Curriculum Innovation: An Emphasis on Research Design & Methodology**

Susan M. BANNISTER

*Evaluation Consultant*

Barry J. BANNISTER

*Hong Kong Polytechnic*

This article discusses the rationale and methodology used for the research study of the pilot and initial implementation stages of a curriculum innovation called Programme DARE, i.e. Drug Abuse Resistance Education. It seeks to explain the use of a particular research style, namely that of the augmented Case Study, and refers to the contribution of various research techniques to this Mixed Methodology, most particularly that of Programme Analysis, in addressing the issues arising from the study. In developing a research design for the study, the article proposes that this methodology is appropriate for the particular environment into which Programme DARE was introduced.

本文討論「D-計劃」的基本理論與方法，及其如何應用在「課程創意」的試驗及推行初期階段；再以個案研究，解釋如何用不同的研究技巧，特別是「計劃分析」技巧，在這綜合方法上；最後，建議在那種場合應用「D-計劃」更為適合。

### **數學學習習慣與數學成績、父母學歷、居住面積、父母期望及學生期望的關係**

鄭肇楨 黃毅英

*香港中文大學*

本研究皆在探討學學習習慣與數學成績、居住面積、父母期望及學生期望之關係，其中數學學習習慣分主動性、思考程度、家課、數學信念及其他(如計算機運用程度及抄黑板等)五大類。結果顯示學習習慣與父母學歷及居住面積等社經因素之關係不大；與期望之關係主要在家課一類。學習習慣卻有着較多的生別差異，而高成績組的學生與低成績的學生之學習習慣亦有不少不同之處。

The present study was undertaken to investigate relation of the style of learning mathematics with mathematics achievement, parents' schooling, residential size and

expectation from parents and self. Questions on incentive, willingness to think, homework, belief in mathematics and others (such as the usage of calculators) and copying from others (such as the usage of calculators and copying from blackboard) were asked to appraise the learning style. Result reveals that the relation between learning style with parents' schooling and residential size is not strong; whereas the relation between expectation and learning style appears mainly in the category concerning homework. However, learning style exhibits considerable sex differences and also differs between high and low achievers.

### **Locality and The Quality of Preschools in Hong Kong**

Sylvia OPPER

*University of Hong Kong*

The present study examined four indicators of quality in preschool programmes, parent involvement class size, adult:child ratio, and teacher training, as reported by preschool heads parents. Comparisons between the three localities of Hong Kong Island, Kowloon and the New Territories showed that the quality of programmes, as measured by these indicators, was less satisfactory in preschools in the New Territories, particularly for parental involvement and teacher training.

本文根據學前教育的校長和家長的意見，檢視四個顯示學前教育課程質素的指標，分別為父母的參予，班級人數，成人和小童的比例和教師培訓。當比較香港島，九龍和新界三個地區時，顯示新界地區的學前教育的課程質素呈現欠理想的情況，其中尤以父母參予和教師培訓較為顯著。

### **中文教學在道德教育中所擔當的角色**

周漢光

*香港中文大學*

道德教育的過程其實是一個知、情、意、行的互相作用的過程，教師應使學生認識到道德對其立身處世的重要，在情感上養成明辨是非、嫉惡如仇的正義感，在意志上能秉着良知，按着社會的道德規範，堅守立場，為實現道德的行為而努力。中文科跟其他學科一樣，也肩負了道德教育的責任。中文課本的取材具備了知、情、意三方面的訓練。儒家及其他諸子史論，對道德教育多所發揮。善為利用對學生德育的培養有很大的裨益。即使中國文字的六書，大部分都含有中國民族的思想與文化。我國古人造字亦隱含道德人倫之深意。至於中國文學作品中所蘊含

德育的作用更大通過此等作品的研讀，作者崇高之道德意識，對學生知情意的滋養與鞏固俱有幫助。此外，在作文教學、閱讀教學中文課本活動方面順手拈來，都可以對學生發揮道德教育的作用。

中文教學在德育方面採的是陶冶的方法，是從人性的基本功夫做起。有了這些基本功夫，則去講公民義務、知禮守法、維護社會制度與秩序等，都能得到事半功倍的效果。

The process of moral education is, in fact, an interaction among knowledge emotion, will power and behavior. A teacher should help his or her students to understand the importance of morality in a society of which they are members, to emotionally acquire righteousness in terms of distinguishing right from wrong and fighting the wrong as against an enemy, and to stand firm on the course of achieving good moral behavior.

Teachers of Chinese and other subjects have the responsibility for moral education. The subject contents of a Chinese text book should include areas of knowledge, emotion and will power. Since Confucianism and the philosophies of other Great Masters have a substantial portion of their contents in moral education, if a teacher can make good use of these contents, students will benefit a great deal from him or her. The famous Six Books in Chinese literature also have major parts in Chinese philosophies and culture. The characters in Chinese writing, which were invented by our forefathers, also have profound meanings in morality and familial quality. Undoubtedly, moral education is embedded in many publications in Chinese literature, revealing the authors' superb morality which guides students to raise and consolidate their acquired levels of know ledge, emotion and will power. In addition, it is easy to handpick relevant contents from the teaching of Chinese composition and reading comprehension and the extracurricular activities using Chinese subject matter in order to teach students moral education.

Moral education in Chinese lessons is taught by inculcation and begins with the basics of humanity. If teaching is built on these basics, it would be an effective and efficient way to teach students citizenry, politeness, discipline, laws and orders.