

## **Metaphor, Text Length, and On-line Comprehension of the Concluding Idea in Chinese Texts\***

SIU Ping-kee

*The Chinese University of Hong Kong*

Twelve passages were written in Chinese as experimental texts. Each text contained two parts, a context and a concluding statement. Short contexts were derived from the long contexts, each preceding a concluding statement which induced literal or metaphorical interpretation. Subjects read the context and judged whether the context length and literal/metaphor condition as the between-subjects factors. In terms of comprehension results, higher scores were obtained on the literal rather than the metaphor tasks, on the long rather than the short contexts, and by the good rather than the poor readers. An interaction effect between task type and context length was also significant, with the worst performance being observed in subjects in the short context, metaphor task condition. Regarding response latencies, there was a significant effect on context length, although not on task type or reading ability level. In general, these findings support the schema model in metaphoric processing.

本研究以十二篇中文文章作為測量工具。每篇分兩部分：內文及結論句。內文部分亦分長內文及短內文，而結論句分文意句和喻意句。受試者需讀內文，然後判斷結論句是否由內文意義引申而成。本研究為一 2 x 2 x 2 多元設計，以閱讀能力、內文長度、結論句性質為自變項，反應時間及答對率為隨變項。就答對率而言，文意句比喻意句成績較高；長內文比短內文較優；而高能力生亦比低能力者優勝。文意或喻意與長文或短文兩變項相互影響，以短內文及喻意句的組別表現最差。就反應時間而言，長內文比短內文反應快，但結論句是文意或喻意，學生閱讀能力高或低均與反應速度無關。整體而言，文意與喻意認知影響答對率而不影響反應時間，這結果可支持智略認知的說法，該說法認為文意與喻意認知均是一階段完成，而喻意認知是無需兩階段認知來完成的。

\* This study was supported by a grant from the centre for Hong Kong Studies, The Chinese University of Hong Kong

### **Sources of Validity of a Cloze Text\***

Raymond LAM

*University of Hong Kong*

John SACHS

*Chinese University of Hong Kong*

Peter TUNG and YEUNG Hang-fai

*City Polytechnic of Hong Kong*

This paper examines the construct validity of a cloze test using two sources of evidence. The first derives from an analysis of the relationships among test scores obtained from four versions of a cloze text. Item analysis, analysis of variance and confirmatory factor analysis were performed on the test data. The second relates to the examinees' oral accounts of their thinking processes as they answer the cloze items. These two sources of evidence together show that examinees first tried to answer the cloze item making use of well rehearsed or automatic processes. If this was not successful, they then used analytic or controlled processes to attempt the items. Items which were best at assessing examinees' automatic processes were constructed by deleting prepositions from the passage whereas those items best for assessing controlled processes were constructed by deleting content words. These two types of items also differed in their levels of difficulty and assessed different aspects of English language ability.

\* The authors contributed equally to this paper.

本文用兩方面的證據來檢定一個英語填字測驗的構念效度。第一，用心理測量方法（包括項目分析、方差分析、驗證因子分析）分析從四種不同刪字方法得到的測驗分數之間的關係。第二，從被測試者口述他們填字思維過程的報告，鑒定他們需要的認知技能和程序。這兩方面的證據綜合顯示答題者首熟習的成「反射性的」思想過程填字。如果這個辦法不成功，他們會用分析的或「支配性的」思考方法答題。研究發現由刪去介詞構成的填字題目最適用於測量答題者反射性的思維過程，而由刪去有具體內容字詞構成的題目則最適合於測量支配性的思想歷程。

#### 四種中文作文評改法對高中學生的效應

岑紹基

*張振興伉儷書院*

本研究是要探討幾種代表學生不同程度主動性的中文 作文評改方法對高中學生作文成績及寫作態度的影響。研究重點在比較教師精批細改法、教師符號批改法、同輩量表互改法、學生量表自改法等四種改文方法對學生寫作在效應上有否顯著不同，從而了解一些學生主動性較高的改文方法，是否適宜在本港高中階段施行。

研究對象為本港一間津中的三班中四學生，共 1 2 0 人，分成四組，接受不同學生主動程度的改 2 頭方法評改作文實驗為期半年。結果顯示，同輩量表互改法在刺激學生修改作文、改善學生寫作習慣及加強學生對評改的記憶等方面，有較佳表現。從訪問得知，學生對同輩量表互改法亦普遍持肯定及接納的態度。

This study investigated the effects of different methods of evaluating Chinese composition on Form 4 students' writing achievement and attitude. A pretest-posttest experimental design was carried out in order to explore whether there was significant difference between the four evaluation methods representing different levels of students' initiative, i.e. teacher detailed evaluation, teacher evaluation by using symbolic codes, peer checklist evaluation and self checklist evaluation.

The subjects were 120 students from three Form 4 classes of an aided secondary school. They were divided into 4 groups, each of which received one of the above mentioned evaluation methods in dealing with their Chinese composition. The experiment lasted for six months. The result indicated that the students from the peer checklist evaluation group showed better performance in rewriting initiative, writing attitude and retention rate of editing. From interviews, it was found that the student generally held a positive and accepted attitude toward peer checklist evaluation.

### **A Preliminary Study of School Management Initiative: Responses to Induction and Implementation of Management Reforms\***

CHENG Yiin-cheong

*The Chinese University of Hong Kong*

The new policy "School Management Initiative" (SMI) issued by the Education and Manpower Branch and the Education Department (1991, April) is inducing a great reform of management in Hong Kong aided schools. It aims to set a framework for enhancing quality of education in schools. The effectiveness and implementation of this policy will greatly influence school management in 1990s. Therefore, it has become a great concern not only for policy-makers, school administrators, and teachers but also for all those interested in education. This study intends to investigate how teachers, principals, and supervisors, as key actors in schools, respond to the management reform. The findings of the study may make a contribution to the ongoing policy discussion among the public as well as the improvement and adaptation of policy implementation.

This is a questionnaire survey involving 241 schools, 127 supervisors, 204 principals, and 1142 teachers.

教育及人力統籌科和教育署頒布「學校管理新措施」政策，目的在革所有津貼學校的管理體制，以提高學校教育質素。本研究嘗試探討教師、校長、和校監對此項改革在認知、態度及行動上的反應，研究結果應對目前的政策討論、改進，和推行應有參考價值。研究方法為問卷調查，涉及 2 4 1 間津貼中學、1 2 7 位校監、2 0 4 位校長及 1, 1 4 2 位教師。

### **The Assessment of Practical Ability in Science Using the Partial Credit Model**

Malcolm J ROSIER

*Survey Design and Analysis Services Pty Ltd.*

A science practical test was given to a sample of 220 students in 74 schools in Years 5 and 9 in Victoria (Australia). There were three problems, and four tasks per problem. The tasks were designed to minimize the supervision at the classroom level. A total test score was calculated using the partial credit version of the item response theory model. Each category of each of the 12 tasks was assigned a score (in logits) on the underlying scale that measured practical ability. The score for each student was measured as the location of the student on the scale. In order to simplify the description, these scores were then divided into five levels of science practical ability.

一科學實驗的測驗實施於 220 個學生，他們來自澳洲維多利亞省 74 間學校的五年級及九年級。這測驗由三條大題目組成，每條大題目又可分為四條小題目。而每條小題目均要求學生做一項實際的工作(在每項工作中，學生可獲 0, 1, 或 2 分，而全卷的滿分為 24 分)。這些题目的設計均盡量減少教師在場監督的需要。本測驗的計分應用「測驗題回應理論模型」中的「部分績分模型」來處理。該十二條小题目的每一個分數均可在科學實際能力績分表上取得一數值。而每個學生的成績亦能在該績分表上取得一個位置。在報告學生成績的時候，為了簡便起見，該等績分共分為五個等級，而只報告生所屬的等級。

### **A Study on School Effect: Analysis of HKAL Examination Results\***

LAW Hing-chung

*University of Sydney*

Students from a stratified random sample of 33 schools are studied of the school effect on their HKAL results. It is found that schools with high average HKAL results are not necessarily the more effective schools. Even if adjusted for the intake of HKCE

grades, in general, schools which are effective for more able students are found to be less effective for students with lower HKCE grades. Thus, it is very misleading to compare the effectiveness of school without reference to a particular range of student ability. The effects of changing schools in sixth forms and the school homogeneity are also explored. The results are not conclusive. However, it is suggested that students in the arts stream might have suffered from changing schools and the most disadvantaged students are those with low intake HKCE grades and study in schools whose students are of generally low ability.

本研究是利用從分層隨機抽樣的 33 所中學的學生，取其 1988 年香港高級程度會考成績及 1986 年香港中學會考成績進行分析。結果顯示，取得高級程度會考成績優越的學校，不一定屬效能較高的學校。學校效能會隨其學生在香港中學會考所取得的成績而不同，對成績較高及較低的學生比較顯著，而對中等程度的學生，學校的影響則不甚顯著。一般而言，對程度較佳的生，其所屬學校的效能較高，而對程度較差的學生，其所屬學校的效能則較低。因此，即使利用中學會考成績進行調整，使用高級程度會考成績來排列學校效能的次序，必易得到使人誤導結果。本研究未能對學生從中五到中六轉校的影響獲得結論。

\* The Author would like to thank the Hong Kong Examinations Authority for granting permission and preparing the data for analysis. Parts of the study had been performed when the author was a visiting research associate at the School of Education, Macquarie University.

### **Quality in Higher Education: A Theoretical Study**

Eveline M. CALDWELL

*Hong Kong Polytechnic*

Those responsible for design and delivery of programmes of higher education are faced with many challenges not the least of which is the assurance and control of quality in their work. While quality in higher education is assessed by the state, the academic community and the market in different ways and for different purposes and as the locus of control of decisions relating to quality is shifting from an autonomous academic community to the state and the Market, nevertheless the key aspects of quality assurance in higher education are critical self-reflection by those involved and dialogue between academic staff and their peers in the wider community.

負責設計及提供高等教育課程的人面對很多挑戰，其中之一就是要確保高質素並

加以控制。雖然高等教育的質素是由國家，學術界及市場用不同方法及為不同目的而作出評估，而向來由自主的學術界決定質素問題，也漸轉為由國家及市場決定；不過確保高等教育質素重要的還是有關人士能批判地自我反省，以及學者們與社會上的同輩交換意見。

### **Evaluating the Effectiveness of Tertiary Teaching: A Hong Kong Perspective\***

David WATKINS

*University of Hong Kong*

An investigation is reported which tests the applicability of two American instruments designed to assess tertiary student's evaluations of teaching effectiveness with 87 Hong Kong graduate students. Each student was asked to complete an evaluation questionnaire for both a 'good' lecturer and a poor lecturer so much of the analysis actually was based on the analysis of 174 rating forms. The scales were found to have generally high internal consistency reliability coefficients, most of the items were seen to be appropriate and all but one item was considered of importance by at least some of the students. In addition, all but the Work/Difficulty items clearly differentiated between 'good' and 'poor' lecturers. Further analysis supported the convergent and discriminant validity of the scales hypothesized to measure similar or dissimilar components of effective teaching. Factors analysis showed both a strong main factor and three minor factors providing some further support for a multidimensional model of teaching effectiveness.

這個報告是有關一個調查研究，看看美國兩個用來評定專上學生如何評核教學效能的工具的適用程度。調查的大專畢業生達八十七人。每一位畢業生必須對心目中的一位「好」和一位「差」的講師加以評核，填妥問卷後交回分析。問卷達一百七十四分。調查研究發現測驗量表內部的相符度及可靠性係數十分高。問卷中的各測驗項目均合乎是次測試的目的，而學生對各測驗項目均感重要。所有測驗項目均能分別「好」與「差」的講師，只有「功課量」及「難度」兩項目例外。進一步的分析則顯示量表所量度各個高效率教學的組合的識別性及輻合性極高。因素分析更顯示一個主要因素及三個次要因素對高效率教學的重要性，此乃直接支持多層面教學效能的模式理論。

\* This research was supported by a research grant to the author from the Committee for Research and Conference Grants of the University of Hong Kong

## **Degree Graduates' Work Experience as Input to Curriculum Planning: A Methodological Account**

B.P.K. LUIS and YU Fong-ying

*Hong Kong Polytechnic*

The raison d'être of degree courses at the Hong Kong Polytechnic is based on social and economic demands. One traditional way of assessing whether a course meets an economic need is by the use of graduate employment surveys. Such surveys typically yield information of a workplace-contextual kind, e.g. the length of time needed for graduates to find a job, the salary levels, nature of job and job satisfaction. However, such information has only limited usefulness in assessing the appropriateness of the curriculum of a course. A curriculum is a structure of knowledge with a particular form and content determined by specific objectives. To assess whether it meets economic demands, a new methodology is advanced. A curricular-structural analysis is employed using the statistical procedure of Logit Analysis. The usefulness of individual subjects is assessed against the global usefulness of the curriculum of which they are constituents. The contextual factors impinge on this relationship but vary among different jobs. A mail-sum-telephone questionnaire survey of the recent graduates of five engineering courses analysed by this method yields interesting data on the kinds of relationships existing between subjects and curriculum and on the usefulness of certain subjects. Such an analysis will be a useful tool in curriculum planning.

理工學院的學位課程的目標，以滿足社會需要和經濟需要為宗旨。衡量它能否切合經濟需要，常用方法是調查畢業生的工作情況。這類調查簡稱為“工作與環境分析”，所得資料如找工作需要多少時間、薪金、工作性質、對工作滿意程度等等。但這類研究對於分析課程內容則顯然不足。課程是知識結構體，內容形式受到目標影響。要看它能否達到經濟目標(眾目標之一)，須另闢途徑。本研究採取統計學 LOGIT ANALYSIS 方法，分析課程與各科目之間的關係。環境因素並未受忽視，課程及科目之有用程度隨職業而有所變更，各科目與課程之個別關係亦因職業而異。作者認為這類“課程與結構分析”可以是課程發展的一個工具。

## **Financial Support for Students in Higher Education: Hong Kong Experience**

MA Hing-tong

*University of Macau*

CHOW Wiu-wah

*The Chinese University of Hong Kong*

Higher education is very expensive in terms of both the running cost of the higher education institute and the private cost of students. The private cost of students is represented by the earning forgone, tuition fees, and cost of boarding and living expenses.

In most countries, financial aid is given to the students in higher education. This is a transfer payment that the private cost is reduced by increasing the public cost. There are various forms of financial aids, e.g. grant, loan, tax relief to the parent. There are, however, hot debates in the world-wide on the method and procedures of giving these financial aids. Part I of this paper discusses some of the arguments involved in these debates. The experiences in some countries are used as examples to illustrate the arguments. In Part II, the financial aid system in Hong Kong is reviewed. And the present writers try to examine the equity and efficiency of the Hong Kong student finance scheme over time according to the following points: (1) the income distribution of students; (2) the parental contribution in tertiary education; (3) the apportionment of public fund to grant and loan; (4) total amount of loan and interest subsidized to university education; (5) the running costs of the means-test scheme. Lastly, results of the analysis and discussion on the above results will be presented in Part III.

高等教育是十分昂貴的。它包括由高等學府運作的成一及學生的私人成本，而學生的私人成本計有過往的薪酬、學費、住宿費和生活費等。大部分的國家都會對高等教育的學生提供經濟資助，這可視為費用的轉移——增加公帑以減低私人成本。資助的形式有多種，如助學金、貸款、父母減免稅額等。現時世界各地均熱烈地討論所牽涉的爭論，並引用一些國家之經濟作為不同論點的例子。本文第一部分是討論引起爭論的論據。第二部分則回顧香港學生的經濟資助計劃，並嘗試根據下列五項去檢視這個資助計劃在過往一段期間的公平和效率問題：(1)學生家庭的收入分佈，(2)高等教育中家長的承擔，(3)公費中助學金和貸款的分配比例，(4)在大學教育的貸款總額及所津貼的利息，(5)審查學生家庭收入計劃的行政費用。最後，本文對上述的結果進行分析及討論。

### **Some Misconceptions about Psychology Among Chinese Health Sciences Students in Hong Kong**

David W. CHAN

*The Chinese University of Hong Kong*

Misconceptions about psychology were assessed in 161 Chinese undergraduate health

sciences students using 20 common beliefs of students in introductory psychology courses in North America. The results indicated that common misconceptions among Chinese students were related to memory and motivation, and were not a result of disinterest or apathy in acquiring psychological knowledge for application to health practice. Implications for the teaching of introductory psychology to students with a view for applied use of psychology were discussed.

本文以北美心理學導論課程學生的二十項普通心理學信念，去探討一百六十一名中國醫護學生對心理學的誤解。研究結果顯示普通誤解多與記憶及動機有關，而並不是因為學生缺乏興趣去掌握心理學知識來應用於醫護的範圍。本文亦討論通過教授心理學導論以達成學生應用心理學的含意。

### 教師回饋與學生自評能力及努力 \*

侯傑泰

香港中文大學

江哲光

燕京書院

王定鵬

順利天主教中學

Meyer 等人(1979)在一連串實驗裏，要求受試者評定一些在假設事項中，學生的能力及努力程度，這些學生因學科的成功或失敗而受老師的稱讚、責罵、或中性回饋。年紀較大的受試者認為學生若成功後獲稱讚(相對於中性回饋)，或失敗後獲中性回饋(相對於責罵)，他們的能力是較低。本研究是在香港的中國學生中重覆 Meyer 等人的實驗。與外國學生相同，年幼中國學生認為成功獲稱讚者能力較高，而失敗被責罵者則能力較低。不過與 Meyer 等人的結果有別，無論在容易及困難的成就事項中，年長中國學生並不認為被責罵的學生能力較獲中性回饋者為高，本研究的結果分別從學生對能力及努力概念的成就發展，及對個別歸因事項含意的跨文化差異方向予以解釋。

In a series of experiment, Meyer et al. (1979) asked subjects to indicate the perceived ability and effort levels of students who were praised (blamed or received neutral feedback) for their success (failure). For older students, praise (vs. neutral feedback) after success and neutral feedback (vs. blame) after failure led to the perception of low ability. The present study replicated Meyer et al.'s study with Chinese students (G.1 to university) in Hong Kong. In congruence with Western studies, younger Chinese students perceived that students praised for success had high ability, whereas those

blamed for failure had lower ability. However, contrary to Meyer t al.'s findings, in both the easy and difficult tasks, older Chinese children did not find the blamed students as higher in ability than those with neutral feedback. The results were explained in terms of the maturity in the conceptions of ability and effort, as well as of the cultural differences in the perceptions of individual causes.

\*本研究蒙中文大學逸夫書院及香港亞太研究所贊助研究經費，謹此致謝。

### 香港中小學教師對教育團體的期望 \*

余惠冰 曹啓樂 何釗志 張宗建 侯彩球

*學教團*

本研究旨在了解香港中小學教師對教育團體及教師公會的意見。因素分析結果將教育團體的功能分作「專業外展」、「專業自強」及「工會取向」三類。研究結果顯示教師認為現存的百多個教育團體在運作上與他們的理想期望有顯著差距，他們更認為無論現存的教育團體還是籌組中的「教師公會」，都是在「工會取向」的功能最為重要。

The present study attempted to reveal teacher expectation of educational bodies and the Teachers' Council. A factory analysis showed that the functions of the educational bodies could be grouped into three factors, namely, professional development, professional improvement and trade unionism. Results also revealed that teachers were not satisfied with the functions of the existing educational bodies. Among the three types of functions, trade unionism was the most important one for the development of the educational bodies as well as for the construction of the Teachers' Council.

\*本研究蒙教育眼贊助研究經費，並獲香港教師中心協助，謹此致謝。

### Using Action Research to Improve Curriculum and Instruction: Two Case Studies from British Schools \*

Pamela LOMAX

*Kingston University*

Steve WORTLEY

*Selsden Primary School*

Jane COBLEY

*Tiffins Girls School*

This paper outlines an approach to improving curriculum and instruction in the context of what are seen by many British Educationalists as centralizing and technocratising forces that could lead to the deprofessionalisation and de-skilling of teachers. The approach favoured is that of action research. The paper outlines the practice of action research which is supported at Kingston University. Two case studies are presented. These represent the work of two teachers who worked within the teacher-researcher network associated with Kingston. The first is an account of how a Curriculum Coordinator went about the task of introducing Design Technology into an integrated Primary School curriculum. The second is an account of how a Teacher of English in a Grammar School used action research to support the development of her classroom teaching.

本文概述一個「行動研究」之方法，可改進課程及教學。這個方法包括兩個個案，是由兩位參與京士敦學院有關研究之教師負責個案工作。個案一是描述一位課程主任如何把「設計科技」一科引進綜合小學之課程內。個案二是記敘一位文法學校英文教師如何應用「行動研究」，以推行課堂教學之發展。

\* Paper based on that presented at the Annual Conference of the Hong Kong Education Research Association, Hong Kong, November 1991.

### **An Overview of the Performance of Four Alternatives to Hotelling's T Square**

LIN Wen-ying

*The Chinese University of Hong Kong*

Hotelling's  $T^2$  is seriously nonrobust when the variance-covariance (v-c) matrices are heteroscedastic and when the sampled populations are skewed and have positive kurtosis. Based on some relevant empirical studies, four alternatives to  $T^2$ —James' first order, James' second order, Yao's, and Johansen's test--, were reviewed. Under v-c heteroscedasticity and/or nonnormality, although James' first order test performs better than  $T^2$ , its estimated type I error rates are not as good as those produced by the other three tests.

在做兩組間多變項分析(multivariate analysis)時，如果兩組間的變異與共矩陣(variance – covariance matrices)不相同且兩組的分佈不是成對稱常態分配狀態時，Hoteling's  $T^2$  則不是一個合適的統計分析方法。因此，有很多統計學者曾試着提出能替代 Hoteling's  $T^2$  的一些統計分析方法。本篇文意旨在對四個能替 Hoteling's  $T^2$  的統計分析法：James' first order test, 及 James' second order test,

Johansen's test, 及 Yao's test 做一介紹及文獻整理，以期能讓教育研究學者在做多變項分析欲選擇一合適的統計分析法時，能有一個較明確的方向或原則去遵行。