The Development of Secondary Students' English Language Abilities in Listening and Grammar in English Medium of Instruction Schools in Hong Kong: A Longitudinal Study

Research Notes and Innovations

Principal Investigator: David Coniam

In this study, students' ability in grammar and listening were being investigated through "snapshots" of short grammar and listening tests administered at the end of each school year. From Coniam's Language Fund study (1996–1999) of 15 schools (Coniam, 1999), a cohort of three EMI (English as the medium of instruction) schools participating in that study were tracked again after the implementation of the HKSAR Government's 1998 Medium of Instruction policy. Two more CMI (Chinese as the medium of instruction) schools were added to the sample, making a total of approximately 1,000 students being tracked for the three-year period. The students in these five schools were administered the short tests at the start of S1 (Sept. 2000)→ end of S1 (June 2001) → end of S2 (June 2002)→ end of S3 (June 2003).

Results and Discussion

The study — investigating the concept of gain in terms of grammatical proficiency and listening abilities from the perspective of lower secondary students learning

English in Hong Kong after the introduction of the HKSAR Government's medium of instruction policy in 1998 — illustrated three major features of a longitudinal/gain study in the Hong Kong perspective. The first of these is that the picture of gain from the start of Secondary 1 to the end of Secondary 3 represents, in terms of grammar, a gain of approximately one logit, which is comparable to the results in Coniam (1995), suggesting that the medium of instruction policy may not have impacted significantly on the acquisition of grammar. In the case of listening, one and a half logits were recorded. Figures 1 and 2 present the data for the combined three EMI schools (whose backgrounds were broadly comparable) and the two CMI schools A and B.
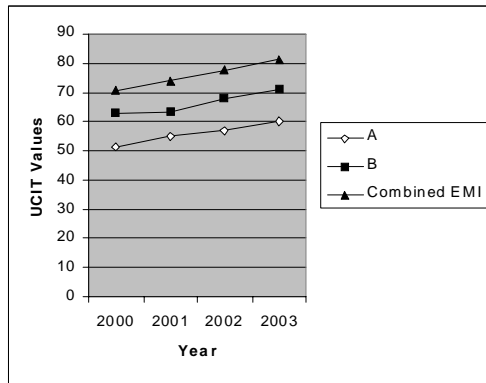
**Figure 1: The growth function of grammar in different schools**
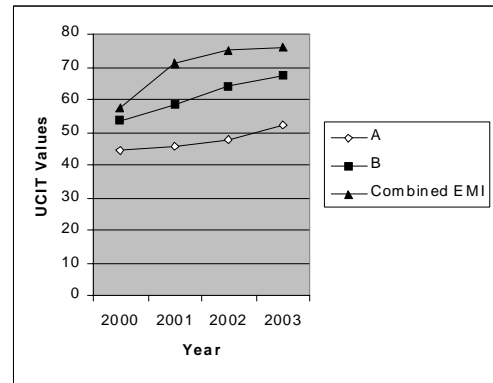
Figure 2: The growth function of listening in different schools

The figures clearly show that both sets of grammar and listening tests can reliably delineate the different schools in terms of students' level of language. At no point in either figure do the curves representing the old band 5 CMI school (School A), the band 2 CMI school (School B) and the combined EMI group intersect. In terms of growth, a linear growth function is observed in the case of grammar but a mixture of non-linear and linear functions is recorded for listening. School B has a more or less constant growth function, whereas School A exhibits an increasing growth in the later stages of the project (contrary to the de Avila [1997] picture of steep initial gains among less proficient users of English). Finally, the combined data of the EMI schools show that there was more growth in the beginning as compared to the later stages of the project (again, contrary to de Avila's findings because this group is actually the more proficient group).

Expressing gain values as percentages over the observed three-period (Figures 3 and 4) indicates that the high band EMI schools exhibit a more or less constant gain in grammatical proficiency and a decelerating growth in listening comprehension over the three-year period, whereas the least able school demonstrated an accelerating progress especially in listening.
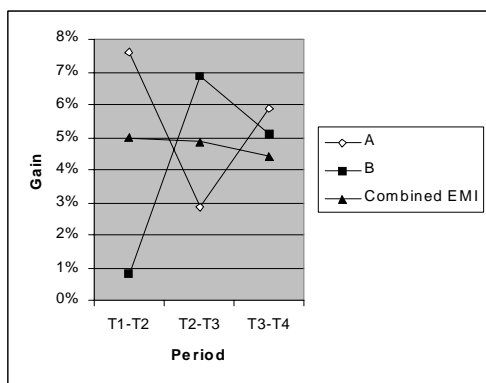
Figure 3: The percentage change in gain for grammar in different schools
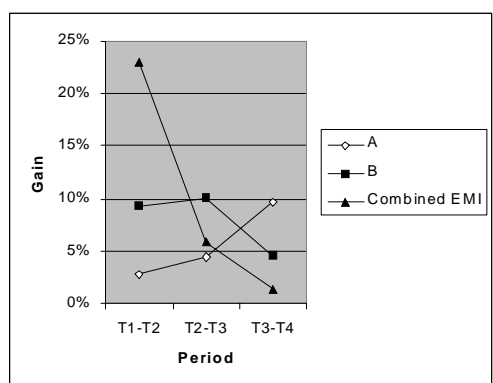
Figure 4: The percentage change in gain for listening in different schools

The mid-ability group appears to be intermediate between the high ability group and the least able group: initial steep growth followed by decelerating growth. It can therefore be appreciated that even students in the lower band schools, who tend to have a low self-image and less motivation to study (see the final report of Working Group on Support Services for Schools with Band 5 Students, 1993), are making achievements and progress with English.

Secondly, with regard to gains in grammar over the three years of the study, a picture of generally slow but reasonably steady growth was observed — in line with the results observed in Coniam (1995, 1999), confirming the stability and reliability of the test items. In the case of listening, students' level of language appears to influence strongly the nature of the growth function: The mid-ability group seemed to follow the same growth pattern as in grammar. However, the high-ability group tended to exhibit strong initial growth in contrast with the slow early growth of the less able group.

There is, in addition, a "school effect" in this project: student ability does matter in the issue of gain. The EMI schools started off more able and have ended considerably more able in terms of raw achievement in both grammar and listening than the lower band, and less able, students. The mean gain of the EMI group was approximately 1.25 logits for grammar and just over two logits for listening, compared to just under one logit in grammar and slightly less than one logit in listening for School A.

Since the average difference between secondary years is approximately half a logit, it can be seen that the highest gain of over two logits recorded by the EMI group for listening, for example, equates to almost four years' "worth" of development being achieved in three years. What this suggests, together with the fact that all schools always made gains at every year of the project, is that the students' levels of English improve over their time in school, and that time spent learning English bears fruit, even though this may be seen to be "maximized" more in the higher band schools than in others.

The third issue concerns the manner in which growth occurs at the elementary stage of ability in English. The picture proposed by de Avila (1997) of strong early growth which is in inverse proportion to students' level of language is not borne out by the results of this study. Neither, exactly, is the picture which was put forward by Lee and Wylie (1998), where students take twenty months to reach Level 1 of the ISLPR (International Second Language Proficiency Rating), but then only require twelve months to attain Level 2. The current study shows a slow but steady growth in grammar and

a growth function which is dependent on students' level of language in the case of listening — steep initial growth for the more able group.

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Programmes for Professional Development

教育專業輔導課程的回顧和展望

香港中文大學教育學院和香港教育研究所自1999年始，開辦不同主題及適合不同程度學員的輔導證書及文憑課程，包括：

1. 學位教師高級教育文憑（學生輔導）課程
2. 學生輔導證書課程
3. 學校訓導及課室管理證書課程
4. 學生事業輔導證書課程
5. 家長教育證書課程
6. 生活輔導應用證書課程
7. 聽講證書課程

以上課程讓中、小學老師、社工、培育兒童及青少年工作者和家長獲得高質素的培訓，達至個人成長及提升輔導和教育的效能。課程深獲教育界同工支持，至2003年8月止，各課程的畢業人數已達600人。

以下是一些畢業學員對課程的體會和回應：

從前不敢相信自己是認真、嚴謹、有愛心的人；我只會將缺點無限擴大⋯⋯。從前只會在課堂上嚴肅地教授孔子，課後與學生討論蘇東坡，不敢越雷池半步，不相信考試範圍外可以有我的體會⋯⋯從前輔導學生時總愛問他為什麼會這樣做，接著教他應怎樣做，其實是沒有信心引導學生探索內心，怕自己要面對難以估計的情況，怕他說了自己會不知所措⋯⋯。現在開始嘗試欣賞自己，發現自己可以近距離觸摸孔子的心，可以與學生分享我傾聽蘇東坡心聲的感受，更重要的，是了解到自己是有價值的、是有潛力發展的，⋯⋯心靈除去了羈絆，更能設身處地的感應別人的感受，才真能做到無條件地絕對尊重人。

從前一直以為幫助學生解決當前的問題，改變他們一些行為表現便是輔導。直至今回透過導師和同學的分享，我才明白輔導的真諦⋯⋯或許人們已習慣了與人只有事務性的接觸和交往，而輔導的過程正好讓

當事人有新的經歷和體會，令他有深層的自省，可以有原動力為自己作出改變。我對輔導的看法有了根本性的改變。

不是所有技巧也可以透過練習來學得。例如要明白當事人、投入他的世界，就必須要有同理心。這不是看一些書、做一些練習便能夠掌握的技巧，而是要從自己本身出發，改變對事物一些固有的看法，甚至是自己的性格，令自己變得更容易接納他人，有更高的敏銳度。

最近做了幾件事印證我在課堂學習的心得，其一是我坦白的告訴媽媽：早前她將我和其他子女在孝順父母方面作比較，令我感到難過和委屈。我更舉出事例為自己平反。她說明白我的感受並承認忽略了我的付出，此後「孝順」的問題不再纏繞我。我發現學習為自己平反，原來就是我最需要的。

導師鼓勵我們要敢於訓導學生，亦教曉了我從愛出發，以人性的角度理解學生的違規行為，提升我對訓導工作的興趣。

我們深信無論是輔導、訓導和教育，都是生命影響生命的工作，所以每位老師、社工、父親或母親在接觸成長中的一代時，個人對人性的看法、對受教養的一代的信念、對自己生命的體會和反思能力、對工作崗位和角色的認同和投入等，都是能否有效教育和輔導下一代健康成長的關鍵。因此，我們開辦的課程除了主題範疇的學術理論和技巧的教導外，更著重學員如何從自己的生活體驗將這些理論、技巧及看法作深層的反思，俾能開拓視野、重新得力，以至在訓、輔和教育等工作中更具人性，更相信生命的柔韌性和可塑性。展望未來，我們能繼續以這些課程，提升教育工作者的個人素養和專業效能。

PISA 2003 International Conference

In view of the need for an exchange of ideas among the countries participating in the Programme for International Student Assessment (PISA), the HKPISA Centre, together with the Organization for Economic Co-operation and Development (OECD) and the Hong Kong Education and Manpower Bureau, organized the PISA International Conference with the theme "What Do the PISA Results Tell Us About the Education Quality and Equality in the Pacific Rim?"on 21–22 November 2003 at CUHK. The Conference served as a platform for international experts and project investigators to gather in Hong Kong to address the findings of their respective regions from a global perspective. Local investigators also took the opportunity to share ideas with their international peers, policy makers, school administrators and practitioners. Their synthesis of ideas casts a new light on the quest for better education quality among stakeholders in the local field. Around 350 participants attended this international gathering.

Mr. Andreas Schleicher, Head of the Indicator and Analysis Division of the OECD's Directorate for Education, and Prof. Douglas Willms, Director of the Canadian Research Institute for Social Policy, University of New Brunswick, delivered keynote addresses at the Conference. There were also four paper sessions and three forums on Reading, Mathematics and Science, Policy Research and Educational Policy. Issues on student achievement and

assessment were also discussed. It was hoped that the discussions and interactions would facilitate the development of curriculum, instruction, and assessment.

Conferences *Seminars and Public Lectures*

第四屆海峽兩岸美術教育交流會

第四屆海峽兩岸美術教育交流會已於 2003 年 12 月 18 日至 21 日假香港中文大學教育學院舉行。是次交流會的主題為「視覺文化」，內容包括主題演講、專題研討、論文發表、教學觀摩、藝術對談、文化參觀及教學展覽等環節，吸引中國內地、香港、台灣、澳門四地超過 300 位(海外 98 位，本地 204 位)美術教育工作者參加，其中國內參加者更來自北京、上海、南京、內蒙古、青島、湖南、湖北、廣州、深圳等多個地區。交流會由香港美術教育協會、香港中文大學課程與教學學系、香港教育研究所及香港保良局合辦，並由香港教育學院藝術系及香港藝術中心藝術學院協辦。主題演講嘉賓有來自國立台灣師範大學美術研究所郭禎祥教授、原上海博物館助理館長朱旭初教授，以及香港浸會大學音樂及藝術系講師蔡佀姿女士。
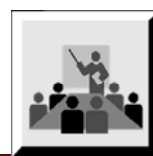
二零零四年基礎教育研討會
「教育改革的回顧與展望」

今年基礎教育研討會的重點為回顧多年來教改的發展，並探討未來教育的方向。研討會已於4月17日舉行，由香港中文大學教育學院、香港教育研究所及香港初等教育研究學會合辦。

三位主題演講嘉賓是淡江大學教育學院院長陳伯璋教授、香港教育學院副校長（學術）陸鴻基教授，以及香港中文大學教育行政與政策學系曾榮光教授，分別就「台灣教育改革的迷思與省思」、「教育改革與教師的專業教育」及「香港特區政府教育改革：全球競爭國家的政策議論」發表演講，並由兩位中、小學界代表— 志潔學校副校長曹錦明先生和仁愛堂田家炳中學校長戴希立先生 — 回應發言。在經驗分享環節，多名資深教育工作者就「小學升中收生機制改革」、「融合教育的實施與體會」和「學校自評制度」，跟與會者分享前線教育工作的體驗和心得。與會人數約180人，主要為中、小學校長、教師和大專院校講師。同日亦舉行「兼讀學士學位課程（小學教育）畢業同學重聚午餐會」。

基礎教育研討會其中的回應及答問環節

Forthcoming Conferences

第八屆全球華人計算機教育應用大會
（GCCCE 2004）
「資訊科技教育：何去何從」

日期：2004年5月31日– 6月3日

全球華人計算機教育應用大會是一年一度的國際會議，先後於廣州、香港、澳門、新加坡、台灣及北京等地舉行，至今已成為華人社群中計算機教育應用的一個主要會議。本年度會議定於5月31日至6月3日在香港中文大學舉行，討論重點將集中於新時代學習契機的探索。是次會議將由全球華人計算機教育應用學會(http://www.gcsce.org/) 主辦，香港中文大學教育學院、課程與教學學系及香港教育研究所協辦。查詢請電(852) 2609 6729 或電郵至 gccce@fed.cuhk.edu.hk。

「高等教育與中學學制改革和銜接：
問題與對策」研討會

日期：2004年6月5日

政府在2003年宣佈接受教育統籌委員會建議，把學制改為初中三年、高中三年和大學四年。教統會在今年內就落實引入新學制各方面的問題，廣泛諮詢公眾。中大評議會(http://www.alumni.cuhk.edu.hk) 請來學者專家就學制改革與銜接問題作深入探討，其後將以研討會報告書提交有關當局。研討會將於6月5日早上假香港中文大學舉行。協辦者為香港中文大學教育學院及香港教育研究所。查詢請電 (852) 2609 7870 或電郵至 alumni@cuhk.edu.hk。

Co-organized Seminars 合辦之研討會

Date 日期	Topic(s) 題目	Speaker(s) 講者
9–11/03	普通話公開講座	**何偉傑教授、張勵妍女士、余京輝先生、林建平教授** 香港中文大學普通話教育研究及發展中心
27/11/03	當代中國大陸公民教育中的環境倫理	**吳繼霞教授**　蘇州大學
3/12/03	All Change: New Ways of Teaching with ICT	**Prof. Bridget Somekh**　The Manchester Metropolitan University
2/2/04	東華三院小學聯校教師研討會	**彭新強教授、梁樂風先生、鄭志強博士、李家燕小姐** 香港中文大學學校發展及評估組
14/2/04	2003–2004 教育工作者個人成長講座系列（一） 探討教育工作者如何回應學童自殺	**郭燕薇校長**　中華基督教會基新中學 **陳廷三博士**　香港中文大學香港教育研究所
20/3/04	2003–2004 教育工作者個人成長講座系列（二） 輔導果效的關鍵——輔導員的個人素養	**林孟平博士**　香港中文大學教育心理學系
20/3/04	「學校自我評估」研討會	**彭新強教授、梁樂風先生、鄭志強博士、李家燕小姐** 香港中文大學學校發展及評估組 **張瑪利校長**　東華三院高可寧紀念小學 **黃美美校長**　德貞女子中學 **陳慧萍校長**　獅子會何德心小學
27/3/04	2003–2004 教育工作者個人成長講座系列（三） 校園暴力、欺凌事件的教育反思	**李柏雄校長**　聖道書院 **郭燕薇校長**　中華基督教會基新中學
24/4/04	Fostering University-Industry-School Partnership for IT in Education	**單仲偕先生、譚偉豪先生、英棋媛女士、李超倫先生、 梁榮綜先生、陳喜泉老師、鄭志鴻老師**

教育工作者個人成長講座系列（一）、（二）、（三）

Publications

School Education Reform Series
學校教育改革系列

No.13 課程領導：挑戰、行動、反思與
專業成長 / *黃顯華、朱嘉穎、*
周昭和、黃素蘭、徐俊祥

本書初步總結了作者過往從事「課程主任
發展性課程」的經驗。從運用促進學與教
的「情境分析」，貫注著整個課程的「行動
研究」，到設計多元智能的學習活動，主
要目的在促進課程主任的反思和發展。

國際統一書號：962–8077–72–4
平裝，92 頁，港幣 30 元

No.14 利用照片提高學生觀察能力的理
論和實踐 / *湯才偉*

本文按照作者的實踐經驗，介紹一系列以
照片為媒體的觀察活動，解釋教師如何透
過訓練學生的觀察能力，提升他們在描寫
和敘事方面的表達能力，藉以豐富有關的
寫作內容。

國際統一書號：962–8077–73–2
平裝，44 頁，港幣 20 元

No.15 集體備課和觀課與學校改進的
關係 / *湯才偉*

本文先從「學習型組織」的概念解釋教師協
作活動的真正意義，然後再透過一所參加
香港中文大學「優質學校計劃」的小學的兩
次中文協作教學經驗，探討「集體備課」和
「觀課」這類協作活動的成敗關鍵因素。

國際統一書號：962–8077–74–0
平裝，52 頁，港幣 20 元

No.16 從教師的角度探討香港初中中文
科新課程教學法 / *潘慧如*

本研究旨在探討在 2002–2003 學年落實施
行中文科新課程後教師教授初中中文科的
方法，並就新課程教學法比照文件上的理
念跟教師實踐上的差異。

國際統一書號：962–8077–75–9
平裝，96 頁，港幣 30 元

No.17 學校自我評估與專業自主 / *趙志成*

本文詳細分析教育統籌局心目中由上而下的「學校自我評
估」系統及其不恰當之處，藉以幫助學校、教師理解及應
對。文章更認為學校應有專業自主的精神和空間。

國際統一書號：962–8077–76–7
平裝，32 頁，港幣 20 元

Journals 學報

Asian Journal of Counselling, Vol. 10 No. 1 (2003)
*Special Issue: Ethical Practice of Counseling in Asia*

Educational Research Journal, Vol. 18 No. 2 (Winter 2003)
*Special Issue: Narratives of Teaching and Learning in the Time
of SARS*

Journal of Basic Education, Vol. 12 No. 2 (2003)
Focus: English Language Teaching

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變革中的兩岸德育與公民教育
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兩岸德育和公民教育正處於變革中，對有關課程將產生重
大影響。在急劇社會變遷的衝擊下，面臨道德真空或失範
之困境，為兩岸當前共同面對之急切議題，有待學者、教
育工作者和各界人士深刻地反省、批判與改革，以開創德
育和公民教育的新路。本文集記錄兩岸三地學者對當前現
狀的總結和反思，盼能對往後的探討有所裨益。
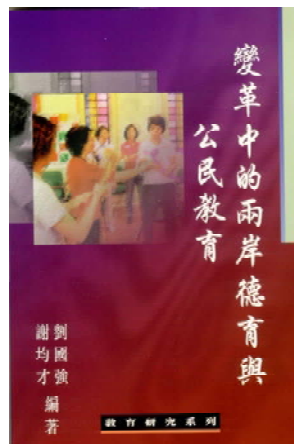
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From this issue onwards, we will bring you up-to-date news about our three Centres in this new column. They are the Hong Kong Centre for the Development of Educational Leadership (including the School Development and Evaluation Team)，Centre for Research and Development of Putonghua Education, and the Hong Kong Centre for International Student Assessment (HKPISA Centre).

從今期始，我們特設專欄，向大家報導研究所三個中心的最新消息。這包括：香港教育領導發展中心（包括學校發展及評估組）、普通話教育研究及發展中心，以及學生能力國際評估計劃香港中心。

Hong Kong Centre for the Development of Educational Leadership (HKCDEL)

The first part of the year has been a busy time for the Centre. Most of our energies have been spent working with aspiring school leaders in formal programs designed to help them reflect upon their leadership development and better prepare for a principalship in the future.

At present the Centre runs two major programs for Aspiring Principals. The first is the Preparation for Principalship Course (PPC) and the second a Needs Analysis program. The PPC comprises six course modules which introduce participants to a range of key leadership areas, ranging from how to set strategic direction in a school to how to bolster the learning and teaching program. It also asks participants to engage in an action learning project in their schools. These projects aim to combine leadership learning with school improvement for the betterment of student outcomes.

The Needs Analysis program provides aspiring principals with an opportunity to engage in a number of dynamic activities designed to help them identify their personal and professional leadership needs and plan a leadership learning agenda. Participants work in small groups with experienced principals who provide feedback and advice. The Needs Analysis aims to help participants develop an awareness of how they can develop their leadership regardless of the position in school they hold or aspire to (for more information go to: www3.fed.cuhk.edu.hk/eldevnet). The main benefit of this program is the close interaction aspiring principals have with dedicated practising principals as they explore their strengths and development needs.

Both programs fit neatly with the core purposes of HKCDEL. These include a desire to collaborate in creative development projects to support improved leadership practice and understanding; and to develop training programs for leaders in schools using a range of approaches. HKCDEL could not operate without the support and active involvement of school leaders from all levels, whether they are facilitating, teaching, or involved as participants in our programs.

If you would like to know more information about the HKCDEL, please do not hesitate to contact us or visit us at the HKIER website.

學校發展及評估組

推動優質評估文化
助校推行自評計劃

秉持「推動自我評估、更新校園文化」的理念，學校發展及評估組(SDET)積極協助學校發展，旨在：
1. 推動學校改進及持續發展；
2. 協助學校掌握「自我評估」的理念；
3. 建立「自我評估」的機制和文化；
4. 發展校本表現指標，促進學校自我評估的效能；及
5. 建立學習型組織。

本校教育行政與政策學系彭新強教授早於2000年，在優質教育基金資助下，開展了為期兩年的「學校自我評估與校本表現指標」的學校發展計劃，之後不斷推出一系列的學校發展計劃，過去四年，已協助約百多間中、小學校，制訂自我評估的機制及發展具學校特色的校本表現指標。在2003-2004年度，舉辦過不少大型聯校研討會，包括東華三院中、小學聯校教師研討會及天主教香港區小學輔導人員自我評估工作坊等。

學校發展及評估組為繼續協助學校推動自我評估及應付校外評核，將於2004-2005年度舉辦「學校自我評估、校外核實與學校發展」計劃。內容包括多元化工作坊及培訓活動，通過分享、討論及互動活動，讓校長和老師明瞭自評的運作、掌握研制校本表現指標的技巧，以及培養校內優質改進文化。學校發展及評估組亦提供具信度及效度的參考表現指標和整年顧問服務。有關更多計劃內容，歡迎致電(852)2603 6856查詢。

普通話教育研究及發展中心

港澳地區普通話水平測試員新《大綱》培訓課程暨首屆港澳地區普通話水平測試學術研討會

為配合普通話水平測試新大綱的實施，港澳地區國家級普通話水平測試員需接受「再培訓」。由國家語委普通話培訓測試中心主辦、普通話教育研究及發展中心協辦的培訓課程及學術研討會已於今年4月9日至12日順利完成。港澳地區共有70位測試員與會。

教育部語言文字應用管理司楊光司長在開幕禮上表示，普通話水平測試開展至今剛好十年。據他了解，香港服務業的店員都會說普通話，達到溝通傳意的水平，跟十年前的情況很不一樣。他提到，普通話教育研究及發展中心的測試服務很受社會人士歡迎，報名時往往「門庭若市」。國家有百多種考試，至今僅有普通話水平測試寫進了《中華人民共和國國家通用語言文字法》，可見測試備受重視。

本校教育學院李子建院長致歡迎詞時說，這是第一屆港澳地區普通話水平測試員新《大綱》培訓課程，也是第一屆港澳地區普通話水平測試學術研討會，具有深遠的歷史意義。去年12月，國家語委普通話培訓測試中心與普通話教育研究及發展中心簽署合作協議。雙方加強科研合作，預期在香港的推普工作將有更進一步的發展。

楊光司長在開幕禮上講話

Hong Kong Centre for International Student Assessment

PISA, PISA, PISA!

" PISA, PISA, PISA! " The current activities in HKPISA Centre links up exactly the three cycles of PISA 2000, 2003, and 2006.

Firstly we are working on the post-result-release tasks left to be done after the PISA International Conference held in last November. The research team is writing, editing, and collecting articles related to PISA 2000. Colleagues are writing a few thematic reports or journal articles, for instance, one being on the theme of Medium of Instruction and another on gender differences of learning in Science. A special issue of *Education Journal* on PISA is taking shape. Hopefully, it will be out this winter.

Secondly, the preliminary result of PISA 2003 is "evolving". Currently the Centre is working in collaboration with PISA Consortium to see if there are any bugs in the result, i.e., any unreasonable result due to some systematic error. The data munching process takes a longer time and the result will not go public until the scheduled international release in this mid-summer.

While the work of PISA 2000 is not over yet, that of PISA 2006 has already started. We have just submitted a tender proposal for the project "PISA 2006 in Hong Kong". We have attended two preparatory meetings related to PISA 2006 on behalf of the HKSAR. Some substantial preparatory work, namely, review of the test items, has to go ahead.

Consultancy Services

校本家長培育計劃 — 基道中學

香港教育研究所自2001年開辦家長教育證書課程以來，課程一直朝著協助家長個人成長為目標，並希望提升家長素質，以「幼吾幼以及人之幼」的情懷參與學校工作，並能以子女就讀的學校為發揮關顧和支持力量的地方。本著相近的理念，我們和基道中學於去年開展了暫定為期一年的校本家長培育計劃。

培訓目的：

1. 讓家長重尋為父為母的個人意義，並強化其親子關係。

2. 透過家長的參與，在學校建立關愛和重視成長的環境。

3. 在學校培育兩位負責家長教育的同工，使他們掌握家長教育的方向和理念，以配合計劃完結後在校內推展校本家長教育工作。

4. 建立一組為數大約10至15人的家長，作為開展關顧和支持工作的核心成員。

進展情況：

1. 兩次課程，主題是「認識親子意義」和「重歷親子情」（合共六堂），另有三次工作坊，已於今年一至三月完成。

2. 檢討和跟進工作於四月進行。研究所也會根據每次課程和工作坊後所收集的問卷，了解參加者對計劃方向和內容的評價，作為日後再次進行同類計劃的參考。

Development Projects

「每日一篇」網上閱讀計劃的動向

(www.prof-ho.com/reading)

千方百計讓學生養成閱讀習慣，是老師夢寐以求的理想。在這方面，網路發揮了正面的作用。由香港教育研究所主辦及何萬貫教授策劃之「每日一篇」網上閱讀計劃，實現了老師讓學生養成閱讀習慣的夢想。

本港去年因非典型肺炎病毒肆虐而停課，其間本網站免費開放給全港100萬中小學生，每天約有27萬學生登入網站閱讀及測驗。目前，網頁瀏覽量每天約為550萬人次，每天登入閱讀及測驗者有13萬人。網站操作非常穩定。根據美國 www.alexa.com 之網頁流量統計，「每日一篇」在全球網站排名 511（2004年2月15日）。由於本網站的瀏覽量十分龐大，Dr. Lawrence Khoo 特利用 Moodle network system 為我們設計了一個新網絡系統，專供「每日一篇」網站使用，使網站操作更容易，系統更為穩定。這大大促進了「每日一篇」計劃的發展。

最近，因應老師、家長和學生的要求，我們準備開辦英文每日一篇暑期試驗計劃，其運作模式與中文版「每日一篇」相似，目的皆在於增強學生的學習動機和提高其語文水平。在編寫教材的過程中，得到拿索斯公司總裁Mr. Klaus Heymann 支持，可以選用其公司開辦的有聲圖書館（Naxos AudioBooks）教材，供全港學生學習。拿索斯有聲圖書全由歐美出色的演員、大學教授、廣播員朗讀，配合拿索斯品牌的古典音樂，成為可聽可讀的教材。通過文字、聲音和圖畫的結合，我們設計優質的教材，旨在增進學生的學習興趣，讓他們養成良好的閱讀習慣，從而加強自學能力，提高學習效能。

以下節錄的，是一位小一學生家長給我們的電郵：

…… 以往未參加這計劃，叫他起床，是一件苦事。現在卻不同了，每天早上，本人叫小兒起床讀每日一篇，小兒聽到後，必立即起床做完每日一篇才上學。

他現在讀小一，所以每日我陪伴他一同閱讀和理解文章內容，至今，小兒慢慢地理解到文章內容。現在，「每日一篇」成了他生活的一部分。雖然每天早上要陪他閱讀，有時要解釋給他聽，但也是促進親子溝通的好方法。而身為家長也獲益良多，因我亦可通過「每日一篇」的普通話朗讀，學習普通話。……
（2004年2月11日）

在「每日一篇」計劃表現優異的同學。他們來自：鴨脷洲聖伯多祿天主教小學（上午校）、聖公會靜山小學（上、下午校）、培僑小學和仁愛堂劉皇發夫人小學。