

Foreword

There are six papers in this issue. My paper analyzes and compares the language proficiency requirements of English language teachers in terms of content and mode of assessment in major English speaking countries (the United States, Australia and Britain) and the non-English speaking country/region (Hong Kong and Mainland China) with an aim to enhance and contribute to the evaluation framework for the language proficiency of English language teachers.

All other five papers are set in the Hong Kong context. Wai-ming Tam examines the phenomenon of hidden school disengagement among students aged 13–16 in Hong Kong by adopting the Index of Hidden Disengagement. Findings reveal that hidden disengaged students have a higher ratio of being involved in health-related risk behaviors and suffered from psychosomatic symptoms. Nicholas S. K. Pang and Zoe L. M. Leung report on a 2-year research project designed to investigate the practice of assessment for learning of Hong Kong kindergarten and primary school teachers by engaging the teachers in training programmes, workshops and meetings with the purpose of enhancing their assessment for learning competency in their daily teaching. Pre and post questionnaire results show great improvement regarding teachers' habits in utilizing assessment for learning strategies during the study.

Raymond K. W. Sum investigates the typology of physical education teachers in Hong Kong primary schools by employing semi-structured interviews, supplemented by documentary sources (diaries) as the data collection method. Three types of primary school physical education teachers, namely “engagers”, “adherers” and “dissenters”, are subsequently identified — who have all managed to adjust to organizational change and new conditions in the work place in their own ways. Xiaodong Yue and Jacky C. K. Cheung discuss the relationship

between acculturation and humor styles among Mainland China students studying in Hong Kong universities by adopting the Humor Styles Questionnaire and the Acculturative Hassles Scale for Chinese Students. Results show that the use of adaptive humor, particularly affiliative humor, can help Mainland China students to adjust well to living in Hong Kong. Irene N. Y. Cheng and Winnie W. M. So describe the levels of environmental knowledge, attitude and behavioral intentions identified in a survey study of primary General Studies teachers in Hong Kong. Findings shed light on the development of effective teacher education programmes and related courses on environmental education.

This is my second issue as the Editor of ERJ. Putting together this issue of the ERJ has definitely not been a solo effort. I could not have managed without daily help from Carmen Leung, Wai-kit Fung, Cherry Mui and colleagues in the Hong Kong Institute of Educational Research at The Chinese University of Hong Kong. Without them, I doubt that you would be holding this issue in your hands. My sincere thanks and appreciation go out to them.

I hope you all find many things of interest in this issue, and I invite you to write to me with comments, suggestions, and critiques because it is only with the assistance of the readership that we can continue to improve the service to the profession that the ERJ is dedicated to provide. I will make every effort to attend to readers' needs.

Barley S. Y. Mak

Editor