

2009/2010

Compendium of the Chief Executive's Award for Teaching Excellence

Recognising Teaching Excellence Fostering Professional Development

表揚卓越教學
行政長官卓越教學獎薈萃
促進專業發展

中國語文教育學習領域
英國語文教育學習領域
Chinese Language Education Key Learning Area
English Language Education Key Learning Area



目錄

Contents

- 獻辭**
Messages
- P.2** **香港特別行政區行政長官曾蔭權先生**
The Honourable Donald TSANG, GBM, Chief Executive of the HKSAR
- P.3** **教育局局長孫明揚先生, GBS, JP**
Mr Michael M Y SUEN, GBS, JP, Secretary for Education
- P.4** **教育局常任秘書長黃鴻超先生, JP**
Mr Raymond H C WONG, JP, Permanent Secretary for Education
- P.5** **行政長官卓越教學獎督導委員會主席彭耀佳先生, SBS, JP**
Mr PANG Yiu-kai, SBS, JP, Chairman of the Chief Executive's Award for Teaching Excellence Steering Committee
- P.6** **背景資料**
Background
- P.8** **獲獎教師名單**
Lists of Awarded Teachers
- 中國語文教育學習領域**
Chinese Language Education Key Learning Area
- P.11** **獲卓越教學獎的教學實踐**
Teaching practices presented with the Award
- P.61** **獲嘉許狀的教學實踐**
Teaching practices presented with the Certificate of Merit
- 英國語文教育學習領域**
English Language Education Key Learning Area
- P.83** **獲卓越教學獎的教學實踐**
Teaching practices presented with the Award
- P.97** **獲嘉許狀的教學實踐**
Teaching practices presented with the Certificate of Merit
- P.135** **鳴謝**
Acknowledgement

獻辭 | Message

香港能夠成為國際都會，關鍵在於我們擁有優秀人才，以及用心孕育這寶貴資源的教師隊伍。行政長官卓越教學獎旨在表揚教學表現超卓的教師，他們為同業樹立榜樣，建立精益求精的教學文化，推動香港教育事業力臻世界水平。

本屆獎項以中文和英文教師為主要嘉許對象，表揚他們多年來，為香港這多元文化現代城市卓育英才，致力培育學生的語文素養，啟導學生掌握良好的溝通技巧。

本屆各位得獎教師盡心竭力，發揮教學創意，提升本地學生的語文能力，鞏固香港作為亞洲國際都會的聲譽，謹此衷心致賀。



曾蔭權

行政長官

As a cosmopolitan city, Hong Kong owes much of its success to our high-quality human capital, and our teachers who have developed this valuable resource. The Chief Executive's Award for Teaching Excellence recognises the exemplary work of teachers who provide the foundation for our world-class education standards and nurture a culture of excellence in education.

This year's Award focuses attention on Chinese and English language teachers, highlighting their commitment to fostering the linguistic talents and communication skills of students in our modern multi-cultural city.

My heartfelt congratulations to this year's award winners. Your dedication and ingenuity in teaching has enhanced the language proficiency of our students and boosted Hong Kong's reputation as Asia's world city.

Donald TSANG
Chief Executive
Hong Kong Special Administrative Region



獻辭 | Message

致力提高學生的「兩文三語」水平，是教育局一貫的語文政策。教師專業團隊的努力，以及各界的支持，不但是落實有關政策的關鍵，更是成功推行的要素。我們舉辦行政長官卓越教學獎正是為了表揚傑出的教學實踐，推動同儕協作與交流的文化，以提升教師的專業水平。本屆獲獎的教師在「中國語文教育」及「英國語文教育」兩個學習領域，發揮高度的專業精神。他們的理論與實踐並重；而課程設計與教學模式均能配合學生多元的學習需要，啟發思考。我希望獲獎教師能夠繼續追求卓越，勇於創新，讓學生的「兩文三語」能力進一步提升，為推動香港優質教育共同奮鬥。



教育局局長
孫明揚, GBS, JP

Enhancing students' biliterate and trilingual competence has always been the focus of the Education Bureau's language policy. The efforts of our teachers, as well as the support from different sectors, are not only paramount to the implementation of this policy, but are indeed the key to its success. The aims of organising the Chief Executive's Award for Teaching Excellence are to acknowledge the outstanding teaching practices and to promote the exchange of ideas and collaboration among teachers, thereby enhancing teachers' professional standards. This year, the awarded teachers of the two Key Learning Areas of Chinese Language Education and English Language Education have exhibited a high degree of professionalism. They have put equal emphasis on both theory and practice in learning and teaching while their curriculum design and teaching strategies have catered for students' diverse learning needs and inspired students' thinking. I hope the awarded teachers can continue to strive for excellence, experiment with innovation, further enhance students' biliterate and trilingual abilities and work together to promote quality education in Hong Kong.

A handwritten signature in black ink, appearing to read "Michael M Y SUEN".

Michael M Y SUEN, GBS, JP
Secretary for Education

獻辭 | Message

教師以湛深的學養與對教育的熱忱，言教身教，成為下一代的楷模。本屆共有 61 位中國語文及英國語文教師獲頒行政長官卓越教學獎，為學生學習語文提供優秀的典範。他們靈活調適學與教策略和課程，積極推廣閱讀風氣，成功擴闊學生的學習空間；並為學生提供豐富的語文學習經歷，安排閱讀工作坊、戲劇與小說創作、文學旅遊、創意歷程寫作、辯論比賽等。在有利的語文學習環境下，學生的創意思維、批判能力與讀寫能力均有所提升；學生更能自信地與人溝通及討論，樂於學習。學與教成效顯著。

得獎語文教師樂於分享、持續進修；確實是一支靈活、專業的語文教師隊伍。我期望他們能積極交流，讓同儕借鏡，更廣泛地推動教師的專業發展，提升學生的語文學習成效。



教育局常任秘書長
黃鴻超, JP

Teachers are role models for the next generation because of their words and actions, professionalism and commitment to education. This year, a total of 61 Chinese and English language teachers are commended for the Chief Executive's Award for Teaching Excellence. These awarded teachers provide outstanding language models for students. They have adapted teaching strategies and the curriculum adroitly and cultivated a reading atmosphere zealously, thereby widening students' learning space successfully. They have also provided students with rich language learning experiences through organising reading workshops, story and script writing, literature tours, creative process writing, debate competitions, etc. Under such favourable language learning environments, students' creativity, critical thinking, as well as reading and writing abilities have been notably improved. Students now show confidence in social interaction and discussion and manifest enjoyment in learning. The effectiveness of learning and teaching is remarkable.

These awarded teachers are most willing to share their experiences and to strive for continuous professional development. They are truly a professional and dynamic team of language teachers. I look forward to their active exchanges of experiences with other teachers to facilitate mutual learning, thereby further fostering professional development and enhancing the effectiveness of students' language learning.

A handwritten signature in black ink, appearing to read 'Raymond H C Wong'.

Raymond H C WONG, JP
Permanent Secretary for Education



獻辭 | Message

行政長官卓越教學獎自2003/2004年度舉辦以來，已成為教育界每年一度的盛事。舉辦教學獎，旨在表揚教學卓越的教師，提升香港教師的專業形象與社會地位。本屆得獎者是在本港中小學與特殊學校任教中文及英文的優秀教師。他們無論在課程策劃或教學技巧方面，均表現卓越，獲獎是實至名歸。首輪共五屆的獲獎教師，透過「行政長官卓越教學獎教師協會」，籌辦了不同的專業交流活動，推廣優良的教學實踐。期望本屆獲獎教師能傳承追求卓越的文化，積極與同儕分享教學經驗。

建基於督導委員會全面檢討的建議，第二輪教學獎除優化評審機制及獎項外，亦會在未來四年分別加入新的評審主題，包括德育及公民教育、資訊科技教育、訓育及輔導與課程領導，以期在不同的教學領域發掘優秀教學實踐，鼓勵更多教育同工透過不斷探究和實踐，提升學與教的水平。

行政長官卓越教學獎（2009/2010）得以成功舉辦，實有賴各界的支持，本人謹代表督導委員會向各位參與評審的專家、學者、校長、教師和家長衷心致謝。



彭耀佳

行政長官卓越教學獎督導委員會主席
彭耀佳, SBS, JP

Since its launch in 2003/2004, the Chief Executive's Award for Teaching Excellence (CEATE) has been a significant annual event in the education sector. It aims to recognise teachers with teaching excellence and enhance teachers' professional image and social status. This year, the awarded teachers are outstanding Chinese and English teachers in secondary, primary and special schools. They have demonstrated excellence in both curriculum planning and teaching strategies and truly deserve to be awarded. Through the CEATE Teachers Association, the awarded teachers of the first round of five CEATEs have organised different activities for professional exchange and promoting exemplary teaching practices. I hope that this year's awarded teachers will pass on the tradition of striving for excellence and actively engage in collegial sharing of teaching experiences.

Based on the suggestions of the Comprehensive Review conducted by the Steering Committee, the assessment mechanism and awards of the second round have been enhanced. New assessment themes, namely Moral and Civic Education, Information Technology in Education, Discipline and Guidance, and Curriculum Leadership, will also be introduced in the coming four years, aiming to identify excellent teaching practices in different key areas and encourage more teachers to explore and practise effective teaching, thereby enhancing learning and teaching.

On behalf of the Steering Committee, I would like to express our sincere gratitude to the subject experts, academics, principals, teachers and parents whose support has made CEATE (2009/2010) a success.

PANG Yiu-kai, SBS, JP
Chairman of the Chief Executive's Award for
Teaching Excellence Steering Committee

背景資料

行政長官卓越教學獎由教育局籌辦，並由優質教育基金贊助所需經費。

行政長官卓越教學獎的目的是：

- 表揚教學卓越的教師；
- 提升香港教師的專業形象及社會地位，讓教師更獲得社會的認同，並加強尊師重道的風氣；
- 透過行政長官卓越教學獎教師協會，凝聚優秀教師，藉以推廣及分享優良的教學實踐；以及
- 培養教師追求卓越的文化。

行政長官卓越教學獎（2009/2010）的對象是中國語文教育學習領域及英國語文教育學習領域的教師。

評審團

我們成立了兩個評審團，成員包括相關學科的專家和學者、資深校長、資深前線教師及家長，負責評審工作。

評審機制

(i) 何謂「教學實踐」？

就行政長官卓越教學獎而言，「教學實踐」泛指教師為促進學生學習所提供的學習經驗，例如：教師運用專業知識和技巧於課堂設計、教學法、課程和評估設計、教材調適等。

(ii) 何謂「卓越教學實踐」？

行政長官卓越教學獎所指的「卓越教學實踐」是指具備下列條件的教學實踐：

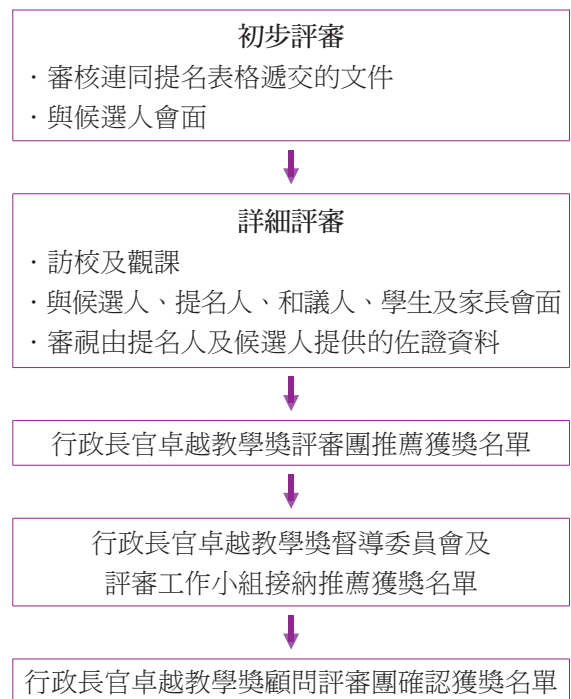
- 創新及／或傑出並經證實能有效引起學習動機及／或幫助學生達至理想學習成果；或借鑑其他地方示例而靈活調適以切合本地（即校本及／或生本）情境，並經證實能有效增強學生的學習成果；
- 建基於相關的理念架構，並具備反思元素；
- 富啟發性及能與同工分享，提升教育素質；以及
- 能幫助學生達至有關學習領域的學習目標（以中國語文教育學習領域而言，上述學習目標指培育學生的語文素質，使他們透過閱讀、寫作、聆聽、說話、文學、中華文化、品德情意、思維和語文自學九個範疇的學習，在知識累積、能力掌握、

態度和習慣培養等各方面，能獲得全面而均衡的發展。以英國語文教育學習領域而言，上述學習目標指發展學生的英語能力；使用以學習者為中心的教學，鼓勵學生獨立學習；利用文學或想像豐富的作品，培養學生的批判性思考能力和鼓勵他們自由表達意見、感受和創意；以及幫助學生掌握有效的語文發展策略，培養正面的價值觀和態度，以發展他們獨立和終身學習的能力）。

(iii) 評審準則

四個評審範疇分別是專業能力、培育學生、專業精神和對社區的承擔，以及學校發展。評審團明白教學實踐難以分割為獨立的領域，因此採用了整體評審方法考慮每份提名。行政長官卓越教學獎的焦點集中在學與教上。

(iv) 評審程序



獎項

行政長官卓越教學獎的獎項分為卓越教學獎及嘉許狀兩個類別。獲獎教師將獲頒發個人紀念獎座，並可得現金獎、分享活動資助金，以及持續專業發展獎學金及補助金。所有獲獎教師均可成為行政長官卓越教學獎教師協會會員，並透過協會與同工分享優良的教學實踐。



Background

The Chief Executive's Award for Teaching Excellence (CEATE) is organised by the Education Bureau with funding support from the Quality Education Fund.

CEATE aims to:

- recognise accomplished teachers who demonstrate exemplary teaching practices;
- enhance the professional image and the social status of teachers, thereby gaining society's recognition of the teaching profession and fostering a culture of respect for teachers;
- pool together accomplished teachers through the CEATE Teachers Association to facilitate sharing of good practices; and
- foster a culture of excellence in the teaching profession.

CEATE (2009/2010) is open to teachers of the Chinese Language Education Key Learning Area and the English Language Education Key Learning Area.

Assessment Panels

Two Assessment Panels, each comprising experts and academics in the respective education field, experienced school heads, experienced frontline teachers and a parent, have been set up to examine the nominations and recommend the ones to be awarded.

Assessment Mechanism

(i) What is "teaching practice" ?

For the purpose of CEATE, "teaching practice" refers to the learning experiences provided by a teacher that facilitate the learning of students as a result of the teacher's professional knowledge and skills in lesson planning, teaching pedagogy, curriculum and assessment design, adaptation of materials, etc.

(ii) What is "teaching excellence" ?

For the purpose of CEATE, "teaching excellence" means teaching practices that are:

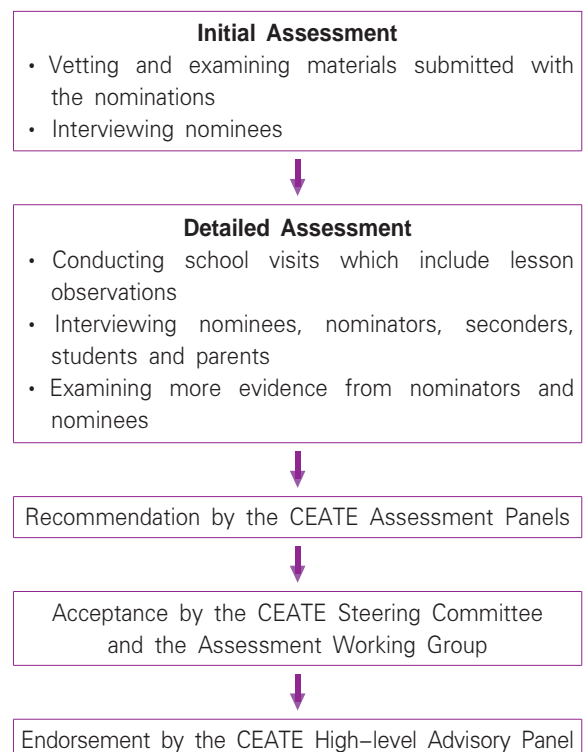
- outstanding and/or innovative and proved to be effective in enhancing student's motivation in the subject and/or in helping students to achieve the desired learning outcomes; or creatively adapted from exemplary teaching practices from elsewhere to suit the local (i.e. school-based and/or student-based) context, with proven effectiveness in enhancing students' learning outcomes;
- based on a coherent conceptual framework, showing reflective practices;
- inspiring and can be shared with colleagues to improve the quality of education; and
- instrumental in achieving the learning targets of the Key Learning Area. (For the Chinese Language Education Key Learning Area, it means nurturing students' Chinese language competence and fostering a comprehensive and balanced development in knowledge, abilities, attitudes and learning habits, through the nine learning strands of reading, writing, listening,

speaking, literature, Chinese culture, moral and affective development, thinking and independent language learning. For the English Language Education Key Learning Area, it means developing students' language proficiency; making use of learner-centred instruction to encourage learner independence; making use of literary or imaginative texts to develop critical thinking and encourage free expression and creativity; and promoting language development strategies, values and attitudes that are conducive to effective, independent and lifelong learning.)

(iii) Assessment Criteria

The four domains of assessment are Professional Competence, Student Development, Professionalism and Commitment to the Community, and School Development. Recognising that teaching practices cannot be separated into discrete areas, the Assessment Panels have adopted a holistic approach when considering the nominations. The focus of CEATE is on Learning and Teaching.

(iv) Assessment Procedures



Awards

There are two categories of awards, namely the Award for Teaching Excellence and the Certificate of Merit. A personal trophy will be given to each awarded teacher. All awarded teachers will receive the Cash Award, Dissemination Grant, and Continuing Professional Development Scholarship and Relief. They will also be offered the membership of the CEATE Teachers Association through which they can share their excellent teaching practices with other teachers.

中國 Chinese Language Education 語文教育 學習領域 Key Learning Area

獲卓越教學獎教師名單 List of Awardees

頁碼 Page No.	學校名稱 Name of School	獲卓越教學獎教師 Awardee
13-18	五旬節林漢光中學 Pentecostal Lam Hon Kwong School	溫紹武 (WAN Siu-mo)
19-24	屯門天主教中學 Tuen Mun Catholic Secondary School	鮑國鴻 (PAO Kwok-hung)
25-30	東華三院李嘉誠中學 TWGHs Li Ka Shing College	黃志新 (WONG Chi-sun) 黃家琪 (WONG Ka-ki) 張佩珊 (CHEUNG Pui-shan) 劉曉薇 (LAU Hiu-mi)
31-36	五邑鄒振猷學校 F.D.B.W.A. Chow Chin Yau School	鄭麗娟 (CHENG Lai-kuen)
37-42	培僑小學 Pui Kiu Primary School	鄭曉棠 (CHENG Hiu-tong)
43-48	天水圍循道衛理小學 Tin Shui Wai Methodist Primary School	蔡子文 (CHOI Tsz-man, Cecilia) 梁詩韻 (LEUNG Sze-wang, Vicki) 雲毅廷 (WAN Ngai-ting) 鍾君玲 (CHUNG Kwan-ling) 楊燕萍 (YEUNG Yin-ping, Julia)
49-54	匡智張玉瓊晨輝學校 Hong Chi Winifred Mary Cheung Morninghope School	朱佩雯 (CHU Pui-man, Peggy) 周瑋鋈 (CHAU Wong-chong) 張淑芬 (CHEUNG Shuk-fun) 蕭耀宏 (SIU Yiu-wang)
55-60	救世軍石湖學校 The Salvation Army Shek Wu School	劉曉暉 (LAU Hiu-fai) 陳鈺蓮 (CHAN Yuk-lin)

獲嘉許狀教師名單 List of Recipients of the Certificate of Merit

頁碼 Page No.	學校名稱 Name of School	獲嘉許狀教師 Recipient of CoM
63-66	金文泰中學 Clementi Secondary School	施美芳 (SHI Mei-fong, Helen)
67-70	福建中學(小西灣) Fukien Secondary School (Siu Sai Wan)	簡加言 (KAN Kar-yin) 吳一敏 (NG Yat-man) 黃素花 (WONG So-fa, Sophia)
71-74	嗇色園主辦可風中學 Ho Fung College (Sponsored by Sik Sik Yuen)	朱崇學 (CHU Chung-hok)
75-78	天主教石鐘山紀念小學 Shak Chung Shan Memorial Catholic Primary School	謝志穎 (TSE Chi-wing) 梁鳳屏 (LEUNG Fung-ping) 余少嫻 (YU Siu-han) 何潔心 (HO Kit-sum) 王衍菁 (WONG Hin-ching)
79-82	匡智元朗晨曦學校 Hong Chi Morninglight School, Yuen Long	劉麗琮 (LAU Lai-king) 黎健佩 (LAI Kin-pui)



英國 English Language Education 語文教育學習領域 Key Learning Area

獲卓越教學獎教師名單 List of Awardees

頁碼 Page No.	學校名稱 Name of School	獲卓越教學獎教師 Awardee
85-90	香海正覺蓮社佛教正慧小學 HHCKLA Buddhist Wisdom Primary School	仇詠嫻 (CHAU Wing-han, Dorothy) 陳美華 (CHAN Mei-wa, Melody) 何素娟 (HO So-kuen, Grace) 林偉馨 (LAM Wai-hing, Annie) 李慧琼 (LEE Wai-king, Joanne)
91-96	培僑小學 Pui Kiu Primary School	歐陽月玲 (AU YEUNG Yuet-ling) Marian TIGHE 楊奕芳 (YEUNG Yick-fong, Kennis) 陸泳賢 (LUK Wing-yin) 黃浩文 (Kevin WONG)

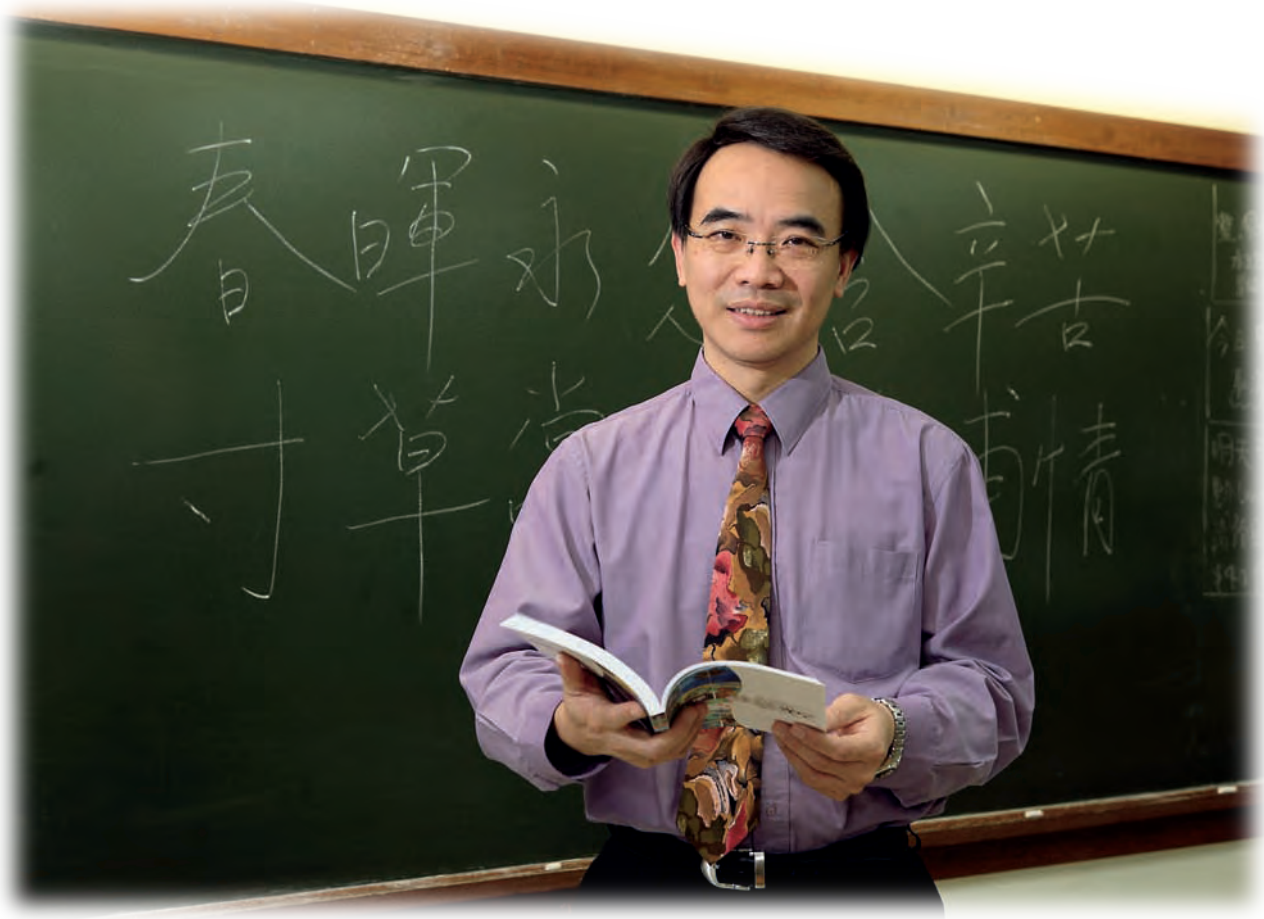
獲嘉許狀教師名單 List of Recipients of the Certificate of Merit

頁碼 Page No.	學校名稱 Name of School	獲嘉許狀教師 Recipient of CoM
99-102	長沙灣天主教英文中學 Cheung Sha Wan Catholic Secondary School	趙麗珍 (CHEW Lai-chun, Jane)
103-106	北角協同中學 Concordia Lutheran School – North Point	陳穎波 (CHAN Wing-por, Robert)
107-110	北角協同中學 Concordia Lutheran School – North Point	林卓倫 (LAM Cheuk-lun, Aaron) 羅淑賢 (LAW Suk-yin) 劉錦盈 (LAU Kam-ying) Valerie PRITCHARD
111-114	救恩書院 Kau Yan College	林家偉 (LAM Ka-wai)
115-118	香港培正中學 Pui Ching Middle School	李家傑 (LI Ka-kit, Alex) 譚詠嫻 (TAM Wing-han, Vivien) 馬漪楠 (MA Yee-nam, Isabella)
119-122	德信中學 Tak Sun Secondary School	劉文傑 (LAU Man-kit, Tony)
123-126	崇真書院 Tsung Tsin College	陳浩然 (CHAN Ho-yin, Tony)
127-130	鳳溪創新小學 Fung Kai Innovative School	侯嘉麗 (HAU Ka-lai, Catherine) 劉麗清 (LAU Lai-ching) 林皓儀 (LAM Ho-yi)
131-134	孫方中小學 Sun Fong Chung Primary School	潘子健 (POON Tsz-kin, Terence) Lily NG 吳雪芳 (NG Suet-fong, Sue) 劉惠玲 (LAU Wai-ling, Serena) 潘顧方 (PUA Ku-fong, Phoebe)

中國語文教育學習領域



獲卓越教學獎的教學實踐



親身參與創作 領略中國文學之表情達意

獲卓越教學獎教師

溫紹武老師（教學年資：26年）

所屬學校

五旬節林漢光中學

教學對象

中四至中七（中國文學科）

教學理念

「我相信文學教育是中國語文教育的重要組成部分，是一種全面的情意教育，能夠提高學生的文學素養，協助他們建立正面的價值觀、人生觀，並對社會、國家有所承擔，傳承文化。」

教師專訪

在現今資訊科技發達，一個按鈕訊息便能傳達十萬八千里以外的年代，還有誰會吟詩作對，慢慢咀嚼字裏行意？溫紹武老師認為文學能表情達意，既能薰陶人的品行，亦是一個民族思想的體現。

不少人對中國文學有誤解，認為中國文學刻板、沉悶，與背誦離不開。

「你看，每一個國家都有他們代表的文學作家；意大利有但丁、英國有莎士比亞.....，若人人嫌棄文學，哪來傳承一個國家的文化精髓？」以「先行者」的身份，溫紹武老師在學校裏靜靜起「革命」，並把這門早不被重視的科目，變成學生爭相修讀的學科。

訪問當日，正值學生綵排新劇，只見他們一揚眉、一舉手，舞台功架十足，台詞間更不乏字字珠璣，難以想像，劇本竟出自學生的手筆。溫老師說，戲劇創作是五旬節林漢光中學中文科的其中一項學習元素。昔日，只有高中中國文學科的學生能夠參與。現在，全校學生亦有機會一嘗當編劇的滋味。

互動形式 為中國文學注入新元素

「很少學生意識到，劇本、小說等創作，同樣是中國文學的範疇。你看他們現在多投入；然而，數年前，本校高中中國文學科曾面臨收生不足的窘境。若沒有為學科注入新元素，亦難再引起學生對中國文學產生興趣。」

問題始於千禧年初期。原本，中國文學科是五旬節林漢光中學其中一項熱門學科。可是，後來修讀的學生愈來愈少，這是普遍學校面對的問題，遂令任教廿多年中國文學的溫老師反思該如何抗衡這股社會風氣。

「2003年，正值新中六中國文學課程開展。新課程鼓勵學生從文學作品中吸收養料，並從生活中積累素材，進行文學創作。於是，我便有個構思，希望能在校內舉辦一個為期三年的『中國文學推廣計劃』，以較互動的方式，讓學生掌握什麼是中國文學，並從而認識中國文學是一門非常有趣的學科。」



學校廿五周年校慶，學生演繹自行改編的劇目。



文學融入生活 掀起校內熱潮

「中國文學推廣計劃」共分三部分；由03至04年，先在預科班推行「戲劇創作」計劃，其後再於04至06兩個學年，在全校推行「微型小說創作」及「詩歌創作」兩個計劃。

選取戲劇、小說及詩歌作為推廣項目，溫老師解釋，只因三個範疇同樣是中國文學創作的重要領域；然而，本地中學卻鮮有涉及，是時候讓學生重新對它們有所認識。

整個三年計劃強調互動及發掘中國文學的趣味性，故在「戲劇創作」上，九位參與學生，每人亦要為其他學生的戲劇意念提供意見。最後，再由溫老師作最終修訂。而「詩歌創作」一計劃，學生在學習近體詩創作方法時，亦須同時學習國畫及書法，達至詩、景合一，令整個創作過程更具趣味性。

為把文學與生活連繫起來，溫老師又帶領學生實地參觀旺角樓上書店、到鑽石山南蓮園池感受唐代瑰麗的園林藝術及木構建築特色，並到香港中文大學進行「文學散步」之旅，尋找文學作家余光中及黃國彬的足跡。

溫老師坦言，「在學習初期，學生確實遇到不少困難，以『戲劇創作』為例，由於學生之前沒有創作劇本的經驗，在構思劇本時經常忽略場景、時空變化的問題。至於畫國畫、寫毛筆字，同樣是學生非常陌生的事。但通過學習，他們慢慢掌握了有關技巧，並重新領略中國文學的趣味，愈學愈出勁兒！」



學生上課時演繹自己創作的短劇

學生成績猛進 推行計劃成效



詩畫創作坊

三年計劃過後，按戲劇、微型小說及詩歌等三個範疇，校方先後把學生，以至校長、教師的作品分別結集成書，作為大家努力過後的見證成果。由於推行漸見成績，2005年，校方同意多加一班會考中國文學。及至2008年，學生中國文學會考成績更突飛猛進，及格率與優良率都有所飆升。作為副中文科主任，溫老師笑言「老懷安慰」。

「能夠看到如此成績，證明當初我們的決定沒有做錯。計劃現已完成，新高中課程於2009年正式推行；然而，我們已把戲劇、微型小說及詩歌創作等三項元素納入新高中中國文學課程內，令更多學生同樣有機會學習。我們撰寫的『新高中中國語文科戲劇工作坊單元推廣』，亦獲得教育局課程發展處支持，在學校進行試教，並得到其他中學仿效。這對我們全體老師，均是件非常鼓舞的事。」

教 學

分 享

「眾裏尋他千百度，驀然回首，那人卻在，燈火闌珊處。」
我喜歡用辛棄疾的詞句，亦是王國維《人間詞話》引用的說話勉勵學生，
希望學生能為自己訂下目標，朝目標努力以赴，縱然路途艱辛，但最終回望，
原來目標已掌握手中。

近年來，有人認為中國文學漸成「夕陽」學科。有人說，中國文學是沉悶、老套、無用、聊備一格的同義詞。作為中文老師，我相信文學教育是中國語文教育的重要組成部分，是一種全面的情意教育，能夠提高學生的文學素養，協助他們建立正面的價值觀、人生觀，並對社會、國家有所承擔，傳承文化。我很想告訴學生，中文科也一樣活潑，一樣有趣味的。

三年文學創作計劃

2003年，新中六中國文學課程推行，課程鼓勵學生從文學作品中吸收養料，從生活中積累素材，然後將所學、所見、所思、所感，經過適當的選擇與概括，運用不同的寫作技巧，創作文學作品。為了鼓勵學生嘗試創作不同體裁的文學作品，我安排了三年的文學創作計劃，在學校課程中，引入不同體裁的文學創作，分別有戲劇、微型小說及詩歌創作：

1. 戲劇創作

2003-2004學年，中文科與戲劇教育科合作，推行了中六戲劇創作課程協作計劃。課程包括掌握創作戲劇技巧、文本創作與表演、評論劇本。最後將教學論文、教學大綱及學生創作結集，出版《劇本創作—開展中國文學創作新里程》一書。其中學生的創作《三個女孩的願望》、《獨舞》、《我的野蠻男友》及《賣Love》成為本校周年戲劇晚會2004的四個演出劇本。

2. 微型小說創作

2004-2005學年，中文科與中國文化學會合作舉辦「突破自我—師生齊創小小說」，活動更獲香港藝術發展局資助。本校先後邀請陳葦校長主講文學與創作周會、陳贊一博士主持教師微型小說工作坊、東瑞先生教導微型小說寫作坊；並安排微型小說單元教學、微型小說創作及閱讀報告比賽。最後出版微型小說創作集《細說微型》，集合了校長、教師和學生的微型小說作品共25篇，學生閱讀報告24篇。



微型小說寫作坊

3. 詩歌創作

2005-2006學年，中文科再獲香港藝術發展局資助，與視覺藝術科合作舉辦「詩情畫意耀光中」計劃。本校首先邀請了華夏書院藝術系主任梁硯奴女士主講「文學與藝術」周會，繼而安排了一連串的詩畫創作坊，最後邀請得香港兒童水墨畫會創會會長左燕芬女士主持國畫班。學生的詩畫作品曾於「聯校學術交流展」及本校「詩畫創作展」中展出，學校更得到家教會的資助，將學生的作品結集成《詩情畫意》一書，讓全校師生得以分享同學努力的成果。



迎接新高中

新高中於2009年正式推行，本校為新高中作準備，將戲劇工作坊、文化專題探討、小說與文化、新聞與報道、名著及改編影視作品等選修單元的有關學習元素，分別放進中一至中四，以及中六的課程中進行試教。

本校同工撰寫「新高中中國語文科戲劇工作坊單元推廣」，成功向課程發展處申請撥款，推行「新高中課程學科團體伙伴計劃」。中文科再度與戲劇教育科合作，參與成為先導學校，進行試教。有關課程包括戲劇基本知識、劇本選讀、小說改編、原創劇本及展演技巧，藉此提升學生讀、寫、聽、說的語文能力，讓學生發揮創意，探索社會與人生，並提高溝通與協作能力。

在2007-2008學年，本校先後在中三級中國語文科試教「小說改編」課題，中四級戲劇教育科試教「認識劇本」及「改編劇本」課題，中六級中國文學科試教「原創劇本」課題。

為將成果與教育界同工分享，本校出版《新高中中國語文科選修單元—戲劇工作坊校本試行課程資料冊》，將有關之課程設計、課程內容、學習評估、學生作品、學生及老師分享製作成資料冊。

2008年為本校銀禧校慶，為展現戲劇結合新高中中國語文課程的成果，本校舉辦「銀禧戲劇晚會」，主題是「戲劇教育與中國語文科相遇」。本校其後舉辦「銀禧校慶研討會」，主題為「語文教育新思維—戲劇工作坊（試行課程）分享」，當天即場派發《新高中中國語文科選修單元—戲劇工作坊校本試行課程資料冊》及銀禧戲劇晚會光碟，與教育同工分享本校教育的成果。

文學之旅

除了進行文學創作，更在課堂外安排文學之旅，分別有認識樓上書室、文學散步及文化漫步，好讓學生增廣見聞，體驗更多更深。

1. 認識樓上書室

首先讓學生搜集旺角樓上書室的資料，並決定行程及路線。繼而進行「旺角樓上書室之旅」，到旺角參觀及認識樓上書室。學生回家後撰寫報告，表達所見所聞。

2. 文學散步

首先閱讀余光中及黃國彬的作品，然後到香港中文大學進行文學散步，途中朗讀余光中及黃國彬的新詩，對照今昔之別，深化理解及感受。回家後學生環繞文學散步內容撰寫文章。

3. 文化漫步

首先搜集有關南蓮園池的資料，之後到九龍鑽石山參觀南蓮園池，體會中國的園林藝術及唐代的木構建築特色。最後學生亦需於活動完成後撰寫後記。

燈火闌珊處

文學教育的學習成果，除了課本知識外，更多的是建立學生的共通能力和語文能力，提高學生的文學素養，增強學生對文學欣賞及創作的掌握。經過本校中文科同工的努力，自2005-2006年起本校預科中國文學修讀的人數有所遞增。過去的日子，不少學生因着文學創作而建立了自信心和歸屬感，更有學生修讀大學中文學科，立志投身語文教育。驀然回首，我們的文學課確實在學生的成長上，作出了恰如其分的貢獻。



學生進行「文學之旅」— 參觀南蓮園池

評審

撮要

熱愛創作，並提高學生的語文能力與文學素養。

積極推動科組協作，為學生提供豐富的學習經歷；感染學生喜愛語文、

溫老師是學校課程發展的「先行者」，作為學校中國文學與中國語文及文化科的統籌，溫老師於2003年配合新中六中國文學課程的開展，同時展開了三年的創作課程；為了準備新高中課程，溫老師與中文科老師合作設計新高中選修單元的試教課程，將有關元素融入單元中，在中一至中四級試行，成效良好。溫老師熱心教學，勇於嘗試，多年來積極推動多元化的教學計劃，包括律詩創作、微型小說、詩畫結合、戲劇創作等。

溫老師學養湛深，談吐優雅，憑着個人的修養、勤奮與熱誠，感染學生喜愛語文；他的教學不但能帶出創意和新思維，學生在他的鼓勵下，提高了對語文的學習興趣和能力。他以戲劇創作進行示範課，讓學生了解台詞的功能及寫作技巧，以及掌握人物的性格特點。他善用提示、啟導、討論等指導方式，配合學習心理進行教學；亦能運用聯念法，引導學生回憶有關問題，包括肖像、說話、行動、心理描寫等。選用的教材是該校學生的作品，經溫老師精心挑選及修改，能引起學生共鳴，選材恰當。學生對「台詞能揭示人物性格」能充分理解；老師能掌握教學節奏，營造學習氣氛，達至教學目標。

溫老師為提升學生的創作能力，結合校內校外活動，每年有不同主線配合。為配合近年新高中課程改革，自2006年至2009年，他完成了多個新高中的培訓課程，以及參與多個由教育局及考評局安排的培訓課程與研討會。

溫老師領導同儕設計校本課程與跨科協作等專業發展，啟發同儕改善學與教，成功推動學校科組之間的協作文化，以及學校持續發展。溫老師亦積極開拓資源，與校外團體合作推行協作計劃，樂於與同工分享教學理念與實踐經驗，對同儕的語文教學有不少的啟發，促進專業發展，對學校發展貢獻良多。



溫老師傳授劇本創作的心得

索取有關教學實踐資料的途徑

<http://www.plhks.edu.hk/chiReform.php>

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建立閱讀文化 提高學生中國文學素養

獲卓越教學獎教師

鮑國鴻老師（教學年資：25年）

所屬學校

屯門天主教中學

教學對象

中四至中六（中國文學科）

教學理念

「透過建立校園閱讀文化，使學生具備豐富的內涵；通過文學作品的賞析，培養學生批判性思考能力，能從多角度評價作品；同時啟發創意思維，創作出優秀的文學作品，並希望文學能成為人生中的一部分。」

教師專訪

鮑國鴻老師透過閱讀學習及舉辦不同的活動，培養學生建立良好的閱讀習慣，提高學生對文學作品的理解、分析及欣賞能力，繼而加強個人的素養，為社會增添更多文化氣息。

中華民族擁有五千年歷史文化，至今遺留很多文學瑰寶讓我們欣賞、讓我們深入認識中國文化優秀的一面。鮑國鴻老師執教中文科及中國文學科 25 年，歷年來春風化雨的經驗，對教學工作有深層體會，「我們希望學生能夠寫出一篇佳作，若他們欠缺足夠底子，即使老師如何教導也難以做到；故此在過去廿年來，一直將教學焦點放在閱讀學習上，我相信學生肯多閱讀不同種類的課外書籍，自然能夠取得好成績。」

閱讀文學作品 培養賞析能力

在云云眾多的學科之中，中國文學特別重視「閱讀」這項元素。鮑老師指出，中國文學着重培育學生欣賞與批判性思維能力，而學生需要透過閱讀大量的作品，才能建立賞析能力，「例如唐代詩人李白的《靜夜思》，一般人讚賞為一首佳作，但這首詩好在哪裏？修讀中國文學的學生需從不同角度如音韻或用字等方面，作出分析和評價，並需要和其他文學作品互相比較；倘若學生能夠閱讀更多文學作品，認識更深，自然懂得分析。」

閱讀與中國文學有密切的關係，因此，鮑老師致力在校園營造閱讀風氣，他認為隨着互聯網的普及，新一代學生在圖像文化的影響下，普遍對閱讀文字的興趣不大，「慶幸的是，我們學校在推動閱讀教學工作方面有二十多年經驗，學生都養成了良好的閱讀習慣，有些學生更因對文學產生興趣，讀大學時選修中文學科，繼續鑽研和深化。」

為了推廣閱讀，鮑老師每年新春佳節與其他老師籌辦「屯天書展」活動，展銷的書籍涵蓋各個學科及生活領域，由中、英文小說、散文集、流行讀物以至宗教書籍等，每年銷售情況相當理想。鮑老師表示，希望透過書展，培養學生購書、藏書的習慣，從而帶動閱讀風氣，亦可以協助學生建立正確的價值觀，「畢竟在這個物質消費年代，學生願意花費數百元在書籍上，已經是很難得的事情。」

另一方面，「創作」是中國文學課程的一部分，亦需要良好的閱讀能力配合。鮑老師表示，文學創作與中文作文有所不同，學生需要透過大量閱讀，學習作家的細膩寫作技巧，這樣才能寫出一篇上佳的文學作品。



鮑老師努力推廣閱讀，希望學生熱愛中國文學。





學生參觀樓上書店，以培養逛書店的習慣。

潛移默化 穩固文學基礎

文學反映現實，透過文學的創作，探索生命，感悟人生。為了增進學生的文學修養，掌握創作及寫作技巧，鮑老師在這方面着實下了不少工夫，透過不同類型的文學活動，以潛移默化方式，引領學生建立穩固的文學基礎。「每次帶領學生出席文學座談會或詩歌朗誦活動，我都會要求學生事先閱讀有關作家的文學作品，又或者在課堂上作簡單的賞析，先讓學生了解作家的背景，然後在參與過程中，自然能夠與作家產生共鳴，避免流於單純的參與，欠缺實際效果。另一方面，通過『書店漫遊』活動，與學生參觀旺角不同類型的樓上書店，讓他們感染一下文化氣息。」

為了讓學生深入了解文學創作，鮑老師近年經常邀請不同作家親臨學校，進行作家對談會，與學生分享閱讀及創作心得，增進寫作技巧。「每次對談會都採用小組形式，文學班學生有機會近距離與作家如小思（盧瑋鑾）、潘步釗等接觸及提問，藉此了解他們的創作歷程，對學生將來在文學創作路途上有很大的啟發作用。由於學生已閱讀有關作家的作品，也給予作家一種『遇上知音』的感覺，故此每次對談會氣氛都相當熱烈。」

培養敏銳觸覺 學習觀察

鮑老師認為，文學作品要寫得細膩感人，需要培養個人敏銳的觸覺，對身邊的人與事觀察入微；因此，他積極推行觀察文學，「描寫花鳥，會帶學生到花墟、雀仔街；描寫中環舊街景況，會到摩羅街、『蘇豪』區一帶參觀，學生身歷其境，在寫作時自然會描寫得細緻，內容會較為紮實。」

為豐富學生的閱讀學習經歷，鮑老師於去年舉辦文學旅遊活動，與學生到杭州、紹興參觀，遊覽歷代著名作家茅盾、魯迅及豐子愷等故鄉，「學生在課堂內熟讀他們的作品，倒不如嘗試親身到作家的故鄉，感受一下他們的經歷和創作情懷，激發他們對中國文學的興趣。」

雖然教學工作繁重，鮑老師多年來積極參與教師專業發展，為本港教育事業作出重大貢獻。同時，又投入參與課程改革工作，充分展示他對教育的熱誠。



鮑老師向學生推介好書

教 學

分 享

教授中國文學二十年，今天我仍然熱愛本科，建立對中國文化的認同。文學的樂趣，深信本科對學生建立藝術的人生，仍然享受與學生的研習。有着重要的意義，是其他學科不可取代的。



鮑老師邀請著名作家小思(前排右三)，與學生分享文學創作樂趣。

教學理念

培養興趣與掌握門徑

研習中國文學，首重興趣的培養。能夠引領學生對本科產生興趣，以及指導學生掌握研習本科的門徑和策略，引發自主學習的動力，才能進一步提高學生的文學修養，收陶冶性情、美化人格之效。

培養文學批判思考與創意思考能力

賞析文學作品，貴乎以批判的眼光，提出創見，從不同角度賞析作品的精妙之境，或指出不足之處。批判性思考能力並非來自天馬行空的想像，而是來自多讀多想。文學創作是創意思考的舞台。創意與天賦可能有關，但更多學生的創意來自後天的學習，就是多閱讀多創作。

教學策略

以文學活動引發學習興趣

配合文學課程，善用社會資源，舉辦或參加不同類型的文學活動，為學生提供豐富的學習經歷，有助提升學習文學的興趣。豐富的文學活動已成為本校的文化傳統，舉例如下：

- 漫遊樓上書店、城市街道如花墟、「雀仔街」、中西區等，或配合閱讀描寫該地風物的作品，增加閱讀趣味；或培養觀察力，累積寫作素材。
- 欣賞文學作品改編的話劇，比較話劇的情節與塑造人物手法的異同等。
- 經常參加大專或團體舉辦的文學活動，例如詩歌朗誦會、文學講座等。為了讓活動更有效益，必須指導學生於活動前閱讀有關作家的作品。
- 每年邀請作家主持創作班，書展期間舉辦作家講座，近年更邀請作家與學生對談，深入討論創作。
- 舉辦文學營，讓學生在輕鬆的環境和氣氛下學習。文學營的活動環繞文學主題進行，例如唐詩、元曲、新詩欣賞與創作等。
- 2009年首度舉辦文學旅遊學習團，通過旅遊加深學生對作品的感悟，又可藉此擴闊他們的文學視野，激發創作意念。參觀的名勝與文學作品有關，包括西湖、富春江、豐子愷故居、魯迅故居、沈園、秋瑾故居、蘭亭等地。



閱讀中學習

大量閱讀文學作品有助提升賞析能力和創作能力。本校創立不久，即籌辦多元化的閱讀活動，建立學生讀書愛書的態度，培養學生買書藏書的情操，歷20年不斷。書展是本校每年的大型活動，近年的銷售額已超逾20萬元。老師平日多閱讀自能向學生推介新作品，感染他們，開闊他們的視野。良好的閱讀風氣為帶領學生閱讀文學作品建立優良的基礎。至於文學課程中的延伸閱讀，包括：閱讀指定作品的賞析篇章；閱讀與課題有關的作品；口頭賞析報告的研習作品；介紹與課題有關的書籍，讓有興趣的學生找到進階門徑；不定期介紹優秀的作家作品，與學生談閱讀感受等。

批判性思考策略

培養批判性思考能力可用滲透的方式進行，惟必須緊扣文學的賞析能力，否則與通識教學無異。有時引導學生思考某種寫作手法，例如詩經運用重章疊句，有甚麼優劣？為甚麼後代詩歌少用這寫作方法？有時給他們幾篇相近主題的作品加以比較，引導他們從不同角度評論，他們或會得出自己的看法。

創意思考策略

創意思考結合文學課程和活動進行，包括通過文學作品賞析學習創意。例如通過《涉江》的比興學習聯想比喻。推薦同學閱讀具創意的作品，汲取創作營養。例如劉以鬯的小說集《打錯了》結構新穎、鍾怡雯的散文集《垂釣睡眠》想像力豐富，比喻繁多等。通過活動指導同學學習和運用創意思考策略，例如腦力激盪法、觀察寫作法、聯想比喻法等。鼓勵仿作，如仿效黃仁達《放風》一書的手法描寫人物等。邀請作家主持創作班，以親身的經驗指導同學寫作，啟發學生的創意。



著名作家胡燕青出席書展座談會，與學生分享閱讀的樂趣。



學生參觀杭州蘇東坡紀念館

學習成效

修讀文學的學生，一般都熱愛閱讀，不少更養成終身閱讀的習慣，視閱讀為生活的一部分。閱讀影響創作，文學班學生在青年文學獎、中文文學獎和不同的創作比賽中都有良好表現。本校會考、高考中國文學科歷年的及格率及優良率甚高，增值出色。文學班的預科畢業同學多升讀各大學和教育學院的中文系課程；其中有不少從事教育工作，以語文和文學教育為終身事業。

結語

今天的社會重視數理科技和商業經濟，中國文學不是熱門的學科，文學閱讀和創作在很多人心目中也沒有甚麼價值。但學生當中仍然不乏文學種子，等待園丁悉心栽培。任教中國文學科的老師，尤其需要堅定信念，深信本科對學生的人生發展、對社會的文化建設有重大意義，不斷裝備自己，在教學過程中努力自強，尋新求變，才能為文學種子灌溉施肥。

評審

撮要

身體力行，建立校園閱讀文化；推動語文教育，培養學生批判性思考能力。

鮑國鴻老師任教中國語文及中國文學科20多年。鮑老師早於課程改革前，已十分重視閱讀學習，帶領科組老師組織籌辦多元化的閱讀活動及書展，展示不同的書評及書介，成功培養學生重視閱讀的風氣，建立校園的閱讀文化。

鮑老師的教學重視培養學生的批判性思考能力，他認為批判性思維宜以滲透的方式，緊扣文學的賞析能力進行。同時，讓學生多閱讀具創意的作品以汲取養分。通過賞析和創作活動，指導學生運用創意思考策略，發揮創意以進行創作。鮑老師應用「元認知策略」分析課文，學生能運用「思維日誌」學習，以及運用「思維導圖」整理作品內容。從「思維導圖」所見，學生思路清晰、設計用心，能積極進行討論。教師在課堂上給予學生「說話」的機會，尊重學生的意見；學生能對問題發表意見，展示頗高的說話能力。學生在學習活動中，對作品有欣賞能力，亦表現熱愛書籍的情操。

鮑老師具專業精神，並利用個人的熱誠推動語文教學。鮑老師每年會與科組老師合作舉辦書展，反應異常良好；能成功建立學生讀書愛書的態度，培養學生學買書藏書的情操，在良好的閱讀風氣推動下，部分學生更養成喜歡閱讀較高質素書籍的習慣。鮑老師亦發掘不同的資源，努力為學生提供豐富的學習經歷如帶領學生參加大專舉辦的語文活動、話劇欣賞等，更於2009年帶領學生到杭州、紹興作文學旅遊；身體力行，感染學生喜愛中國語文。

鮑老師積極參與語文課程改革的工作，歷任課程發展議會中六中文科目委員會委員、中六中國文學科目委員會主席，帶領文學課程的修訂工作；並在相關研討會就課程規劃及教學等方面與教師分享實踐經驗。在新高中中國文學課程的推行上，鮑老師更不遺餘力，除向課程發展議會不斷提供意見外，更擔任中國文學科「課程詮釋」和「學習評估」培訓課程的促導員，闡釋新高中課程理念，分享校本經驗，對教師專業發展貢獻良多。



鮑老師引領學生賞析文學作品

索取有關教學實踐資料的途徑

請與鮑國鴻老師聯絡

教師與其他同工分享的方式

訪校交流、分享會、講座

聯絡方法

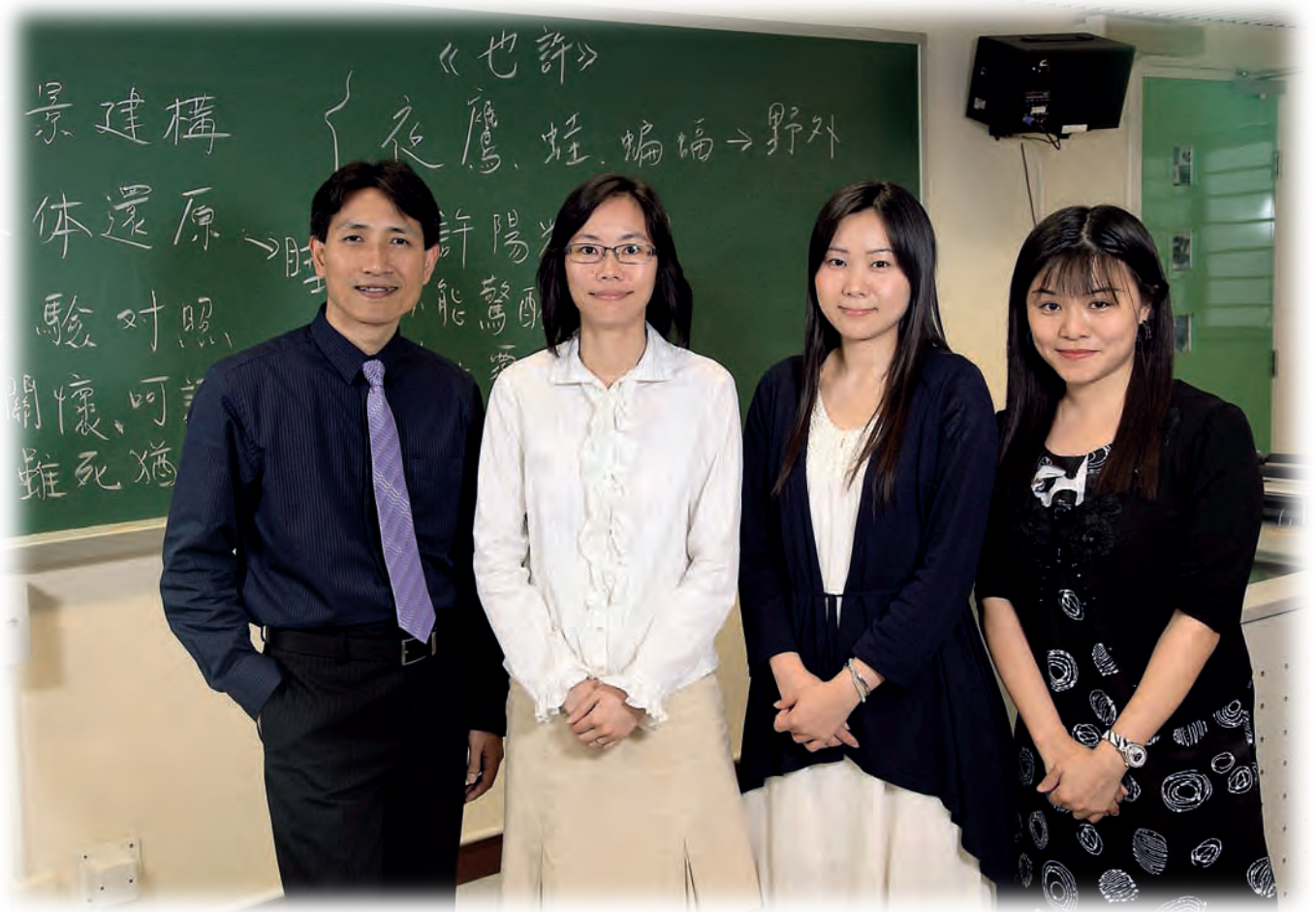
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左起：黃志新老師、黃家琪老師、劉曉薇老師和張佩珊老師。

學·教·評 三部曲

有效建構語文能力

獲卓越教學獎教師

黃志新老師（教學年資：17年）

黃家琪老師（教學年資：13年）

張佩珊老師（教學年資：10年）

劉曉薇老師（教學年資：6年）

所屬學校

東華三院李嘉誠中學

教學對象

中一至中五（中文科）

教學理念

「中文科教學應以培養學生的能力為依歸，讓他們懂得因應不同的情況，以及實際的需要，應用所學的知識。同時，要營造良好的語言學習環境，好讓學生有更多機會學以致用。」

教師專訪

東華三院李嘉誠中學四位中文科教師合作發展一套校本中國語文課程，透過「學、教、評」三方面的互相配合，使其更切合學生的能力和水平，全面提升學與教的成效。

學習是探求知識的過程，單是掌握知識並不足夠，還要懂得融會貫通，靈活運用。然而，怎樣才能有效達至這目標？東華三院李嘉誠中學四位中文科教師與科組同事通力合作，發展一套校本中國語文課程，透過「學、教、評」三方面的互相配合，讓教師更準確了解學生的強弱，從而幫助學生更有效掌握和應用所學，全面提升聽、說、讀、寫，以及綜合運用的能力。

隨着課程改革，中國語文科的要求亦有所改變。任教中文科有十多年經驗的黃志新老師表示，「傳統的中文科課程偏重知識層面，學生只要熟讀課文、甚至背誦篇章的重點，已足以應付公開考試。新課程則強調能力導向，須通過研習課文篇章的精華，從中掌握和建構語文能力，如文章分析和鑑賞能力等。」

他發現學生在適應新課程時遇到不少困難，尤其是碰到一些課文篇章以外的課題時，往往不懂怎樣回應。由此反映，學生的語文能力掌握不足，亦不懂得「舉一反三」，作延伸的應用。針對這問題，黃老師與另外三位中文科教師合作，尋找「對症下藥」的方法。

評估促進學習

要「對症下藥」，就必須先清楚了解學生實際的能力。四位教師先從「閱讀認知能力層次」方面着手，因應新課程的能力要求，度身設計了一套以能力為本的評估模式，分為「複述」、「解釋」、「重整」、「伸展」、「評價」和「創意」等六個層次。黃志新老師稱，前兩者旨在測試學生對課文篇章內容重點的了解與掌握，是最基本的能力要求；中間兩項要求更進一級，學生須將所學融會貫通，作延伸應用。例如：懂得辨識文章的修辭手法，然後應用於寫作方面。最後兩者屬於高層次的的能力，要求學生具備分析評鑑和創新的能力。通過這套評估模式，教師可更容易和更準確地了解學生語文能力的強項與弱項，進一步因材施教。

能力為本 自編教材

在革新評估模式的過程中，四位教師發現坊間教科書的編排和設計存在局限性，不利學生建構能力。由2005年起，四位教師逐步放棄使用教科書，並以自編教材來代替。黃家琪老師稱，「我們將原來的課文篇章次序重新整理，把能力要求相近的課



教師鼓勵學生自評，反思課堂所學。





學生進行短講必須包括三要素（論點、論據和說明）



老師按校本學習能力指標自編單元

程篇章編配在一起，加強連貫性，通過反覆練習，幫助學生深化和鞏固所學。每個單元亦加入『預期學習成果』及『學習難點』，好讓學生了解該單元需要掌握的能力，以及常見的難點所在。配合適切的學習指引，幫助學生解決在學習過程中遇到的困難。」另外，四位教師亦替各級設定培訓能力的重點，利用整個學期作長時間的浸淫。以中一為例，學生重點培養概括文章要點的能力。各級所設定的重點培訓能力環環緊扣，循序漸進，程度不斷加深。

為使評估模式和教材更緊貼學生的水平，四位教師對教材不斷作出調適和修改。經過多年努力，逐漸看見成績，學生學習表現不但有進步，能力掌握亦有明顯提升。四位教師決定進一步革新，在課堂加入短講和小組討論的環節。每節課首十分鐘，老師會先讓

學生就特定主題發表短講，然後由其他學生作互評；老師亦會從旁提問，引導學生作深層次的討論。

加強課堂學習互動性

張佩珊老師形容，「傳統課堂的學習模式集中在讀和寫方面，加入短講環節，有助訓練學生的聽說能力；小組討論對培養批判思維及語文能力的綜合運用也有好處。學生的課堂參與度大大提高，學習氣氛更熾熱。課堂不再是由老師作主導，而是以學生為本。」

為進一步促進學習成效，四位教師又指導學生廣泛使用概念圖和「思維表達三要素」等技巧。劉曉薇老師指出，概念圖幫助學生進行分層歸類、整理邏輯思維；學生在提出觀點和意見時，必須包含論點、論據和說明。她形容：「學生自從學習使用這些技巧後，無論在寫作和表達方面變得有條不紊，思維清晰而有系統，自信心大大增強，這些改變正是我們所樂見的。」

小組教師表示，今後會繼續改良和優化「學、教、評」三者互相配合的模式，力臻完善，使其更切合學生的能力和水平，進一步提升學與教的成效。

要教師調整固有的理念，重新思考中國語文科的發展路向。教育及課程改革，重視能力培養，這種有別於知識灌輸的新形勢，需

語文能力的培養要經過漫長的歷程，不能一蹴而就；教師需要循序漸進，並且營造一個讓學生持續應用所學的環境，透過不斷的實踐、檢討、調整，鞏固所學，從而提升水平，建立學習語文的信心。

學校自 2003 年起參加課程發展處中國語文組的種籽計劃，參照所提供的框架，因應學生的能力加以調適，建立一個「校本學習進程架構」，為學生的中國語文能力發展製訂學習藍圖。在發展閱讀能力指標時，更得到祝新華教授的指導，參考其「閱讀認知能力層次」的描述及建議，作為教學及評估安排的依據。在這些條件下，學校中文科棄用坊間的教科書，教師自編教材，設定明確能力指標、教學複核點，並就教學重點與學習難點製訂學習策略，力求達到預期學習成果。然後，透過積極的檢討與反思，不斷優化校本課程。

校本學習進程架構的設計理念

1. 設定明確指標 促進課程推展

抽象的語文能力，並非純粹客觀的知識；而是應用語文知識和解決問題的能力。因着處境不同，需要展示不同的語文能力。教師必須結合有關知識，就所應具備的能力，設定容易操作的層階，讓學生循序漸進地發展及鞏固。

以「校本學習進程指標—閱讀範疇」為例，指標包括以下三個部分：

- 具體列明各級「語文知識學習範圍」，方便教師檢視教學內容。
- 重視級與級的銜接與發展，須突顯各級培訓焦點，讓教師有足夠空間安排教學活動，讓學生反覆應用，檢討所學知識，逐步提升能力水平。
- 設定複述、解釋、重整、伸展、評價、創意等在不同年級的所佔比重，作教學及評估的安排。

2. 融合「預期學習成果」理念 編寫單元學習目標

編寫學習目標，只標示學生應學甚麼「知識」，對能力培養未必合適，因為學生需要學習的不單是「知識」本身，而是何時應用、為何要用等靈活應用知識的能力。此外，只陳述知識點的學習，容易導致割裂的評估，脫離實際應用層面，不利能力的培養與鞏固。為避免這些問題，我們於編寫學習目標時，採用「預期學習成果」的理念，即以學生掌握有關知識後，所應能展示的表現作為學習目標。這種設計，可以同時將「學、教、評」全盤地考慮；對監控學習進程、引導學生學習，以及決定最終成果提供了一致的焦點。



學生利用概念圖構思寫作大綱

3. 加入複核點 鞏固已有能力

為了避免各個獨立單元因主題不同，而令學生缺乏應用之前所學知識的機會，在設計單元時，我們會按有關材料的特質，加入相關的「學生已有知識」作為複核點，以提醒老師在施教時，注重提供機會讓學生應用所學，鞏固已有的能力。

4. 針對學習重點難點 訂定學習策略

學生由「明白」至「應用」的能力發展過程，並不容易，經常會出現很多偏差與疑難；而往往在應用時才發現所謂的「明白」，僅限於知識層面。因此教師只是講授知識並不足夠，還要為學生提供學習策略，製造應用機會。例如在新詩賞





小組教師經常互相觀課

析單元，我們以「情境建構、本體還原」的策略協助學生理解詩歌的寓意，使學與教的效能大大提高。

5. 應用「元認知」的教學策略

為配合「學會學習」的理念，本校各級均大力推動「腦圖」的應用，以加強思維訓練。另外，自中四開始，教師要求學生在表達意見的時候必須涵蓋「三要素」，即「論點、論據、說明」；並於每日短講之後，要求學生輪流即時評價，務求透過有效的評估與回饋，進一步提升學生的表達能力。教師將這種表達方式滲透到不同的教學環節，使學生將這種表達要求內化。學生如能在讀、寫、聽、說等範疇，貫徹這種表達方式，其思維及表達能力將會提升。

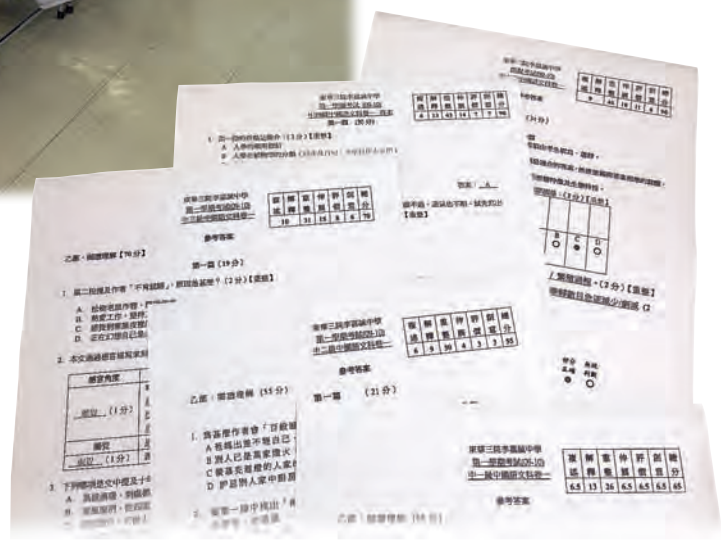
6. 評估的規劃及跟進

本校初中各單元的課業安排，均須兼顧課內、外篇章及文言理解，以確保學生有均衡的練習。在閱讀評估設計方面，教師參照「閱讀認知能力層次」來擬題，避免停滯於低層次的複述、解釋能力的評估；而兼顧伸展、評價、創意等高層次閱讀能力的同步發展；同時按校本「能力層次比重」，註明有關題目所屬的能力層次，以方便監控。教師會引導學生作評估後檢討，以反思其學習態度、學習方法、對知識的掌握，以及應用上的困難等。學生的檢討所得，會成為優化課程的依據；教師亦會就學生的評估結果作檢討，以了解教學成效，作調適跟進。

成效及結語

在過去六年，中文科科組因應教改的需要，持續舉辦專業發展活動。我們並藉借調教育局，汲取課程發展經驗，轉化成一支學習型的團隊。透過共同備課、集體觀課、資源共享等措施，成功建立協作交流的文化。我們又逐步克服了擬設評估工具的困難，提升測考的信度和效度，藉以促進學與教。學生在讀、寫、聽、說等方面也顯得更有信心，成績持續進步。

以上各項教學實踐，讓我們深深體會到「課程規劃」的重要性，必須將「學、教、評」整體全面地考慮，加上持續的檢討與調適，才能讓教學工作充滿活力，讓學生達至理想的學習成果。



各級按能力層次擬設閱讀考卷

評審

撮要

程，有效發揮評估促進學習精神。發展校本學習進程架構與能力指標，結合「學、教、評」整體規劃課

小組教師為面對教育及課程改革，早於 1999 年已開始積極參與課程發展處的試行計劃和種子計劃，為能力導向的新課程作準備；參照課程發展處所提供的框架，因應學生的能力加以調適，建立一個「校本學習進程架構」，為學生的中國語文能力發展製訂學習藍圖；課程內容參考「中學中國語文建議學習重點」及「中國語文課程及評估指引」，教學層次則因應學生語文能力發展編排，編排原則包括設定明確的指標、教學複核點、預期學習成果及學習難點等。

小組教師的教學安排能讓學生充分參與，提供足夠的閱讀、說話、聆聽與思考機會，使學生在實際的語文活動中提升語文能力。小組教師在每教節導引前均會先利用 10 分鐘時間讓學生短講及師生互評，學生的說話及思維能力得以提升。各教節教學目標明確，有適當的指導重點；教師課前預設學習難點，有助學生達至理想的學習成果。教師的導引手法得宜，問題有趣，能引起學生的學習動機；亦能恰當給予有效回饋，促進學生改善學習。就課堂所見，學生能理解文意，掌握脈絡，在教師指導下投入學習。小組教師在課後能就教學內容與策略積極反思，態度正面，有助優化校本課程。

整體而言，小組教師帶領科組從「學、教、評」三方面整體規劃課程；重視學習策略的培養，透過檢討學習方法的「元認知策略」，協助學生提升學習效能；小組教師亦重視評估的規劃與跟進，無論課業的設計、課堂的提問或測考的擬題，均着重涵蓋高層次能力的評估，亦能檢討評估所得的資料以了解學習成效，並作調適跟進，發揮評估促進學習的精神。

小組教師積極參與各類專業交流活動，先後參與多項課程及研究計劃，積極參加分享會與同儕分享教學心得，並多次協助新入職教師的培訓工作。小組近年在校內舉辦多項專業發展活動，包括擬題技巧、課程規劃、評估方式等活動，能推動專業發展，是一支學習型的團隊。



老師參考預期學習成果給予回饋，促進學生改善說話能力。

索取有關教學實踐資料的途徑

<http://twghlks.school.net.hk/index.html>

教師與其他同工分享的方式

分享會、研討會、工作坊

聯絡方法

聯絡：黃志新老師

電話：2669 7455

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優化閱讀教學 建構持續學習能力

獲卓越教學獎教師

鄭麗娟老師（教學年資：22年）

所屬學校

五邑鄒振猷學校

教學對象

小六（中文科）

教學理念

「『教，是為了不教！』我相信教育是生命影響生命的事業，老師一定要熱愛教學，才能感染學生。」

教師專訪

鄭麗娟老師為配合教學發展的新趨勢，帶領科組以循序漸進方式，重新建構小學中文校本課程，並靈活運用教學策略及技巧，致力提升學生的閱讀能力，為終身學習奠定基礎。

傳統的小學中文科教學，着重「字、詞、句、段、篇」訓練，但在廿一世紀知識型社會，顯然並不能滿足持續學習能力的要求。

自2000年教育改革全面推行以來，鄭麗娟老師作為學校課程發展主任，已密切留意進展情況，以期好好掌握教改重點。鄭老師說：「大約在2003年，參閱香港學科測驗的試題，與過往比較，發現由語文知識為主的評估方向，已轉變為要求學生具備更高的閱讀理解能力；及後分析『全港性系統評估』，明顯地看到教學趨勢是以能力為主導。即是說，學生要有足夠的閱讀能力，才能實踐『從閱讀中學習』的理念，從而培養終身學習的能力，於是我聯同校內數名中文科資深老師，一起合作推展新的教學模式。」

為了設計適合學生需要的中文科課程，鄭老師與同工經歷了多次會議，不斷研究各種方案，並參考坊間出版社的書籍，但始終不能符合他們的要求，於是與其他老師分工合作，摒棄傳統的教科書，以內容豐富、益智有趣的篇章為主，圖書為輔，重新編寫校本教材。



鄭老師和自編的校本課程

自編教材 革新教學法

鄭老師不諱言，要改變自己以至其他老師根深柢固的教學模式實屬不易，但她時刻謹記中國著名教育家葉聖陶的教育理念：「教，是為了不教！」希望教懂學生一些學習方法，將來懂得自學，無須再由老師教導，而這股信念多年來支撐着她進行校本課程的編寫。

在課程設計上，鄭老師甘願扮演「開荒牛」角色，以一年級為起點，每年與一批中文科老師合作編寫課程，設計教材。為使課程的精神得以傳承，鄭老師刻意安排有參與教材撰寫的同工，在下一個學年支援其他中文科老師，使更容易掌握教學方法；而鄭老師就聯同另一批老師編寫二年級的課程。前後共用了六年時間，終於完成六個年級的課程。「不過，因應時代的需要，我們每年都會檢討課程內容和成效，現正不斷修訂，以進一步完善課程。」由此可見，鄭麗娟老師對教學精益求精、態度嚴謹，為教育工作者樹立了良好榜樣。





教師每年為學生出版的作品集

學校早年採用「圖書教學」，但圖書教學有一些不足之處，例如單元學習目標受制於書本文體、內容或句式，以至學校經常要面對圖書缺貨、絕版等問題。兩年前開始，該校老師在小一及小二開始，以篇章取代圖書進行教學。部分文章取材於內地作品，其餘則由老師親自創作。鄭老師笑言，有份參與的老師都各自擁有筆名，化身作家撰寫文章，而這樣的安排，使文章內容更能配合課程要求，適合學生閱讀。

以主題作為單元教學已成為中文科較普遍採用的教學模式，但鄭老師卻發現當中出現一些問題，「例如談環保，學生會閱讀不同類型的文章，包括議論文、說明文、詩歌以至故事，雖然主題相同的內容能擴闊學生視野，但在文體學習方面顯得鬆散而欠缺共性，不利於語文學習所講求的鞏固和深化。」為解決這個問題，鄭老師在課程設計上作出微調，在同一主題的單元教材，選取圍繞共同文體的文章。例如：選取的都是議論文，便可以重複教授「論點、論據、論證」，再輔以圖式學習及分組討論，以深化學生對文體的認識，從而提升寫作能力。

培養學生閱讀及寫作的興趣

為使學生具備持續學習能力，鄭老師除了致力推廣閱讀風氣，更會教授閱讀不同文體的策略，以提升學生的閱讀能力，「例如故事性材料，會採用引領思維閱讀策略，引導學生猜測情節的發展，藉此培養學生有合理的推論能力及預測能力。」

另一方面，鄭老師相信為學生製造成功機會，可培養學生對閱讀及寫作的興趣，因此除出版學生中文作品集，更鼓勵學生參與校內及校外的作文比賽，例如2008年的「第十屆世界華人作文大賽」，學校有五名學生取得驕人佳績。此外，鄭老師經常用不同方法刺激學生的學習興趣，包括戶外寫作、到內地如上海、蘇杭等地，體認中華文化。



舉辦學科遊樂園，讓學生學習正字。

樂於分享教學經驗

鄭老師熱愛中文科教學，更樂於分享她的教學經驗，積極推動專業發展，除了在公開講座及工作坊擔任講者外，更熱衷參與觀課及評課活動，「觀課對提升老師的教學能力是最快及最直接，我曾於一年內參與30節觀課活動；因此，我很樂意開放課堂供其他老師觀課，彼此交流教學經驗。」除此之外，鄭老師亦曾參與香港教育學院及教育局舉辦的大型公開課，讓業界同工觀課外，並由專家現場評課，藉此機會完善個人的教學技巧。

教 學

分 享

中國教育家葉聖陶先生曾經說：「教，是爲了不教！」對於中國語文教學而言，語文老師須提煉關鍵學習重點，加入學習策略，培養孩子的閱讀及思維能力。只有這樣，孩子才可以利用閱讀進行各方面的學習。

編寫校本課程 培養自學能力

為了回應時代的需求，裝備孩子迎接21世紀的挑戰，我和同工們於2003年開始自行編寫中文科校本課程。每年發展一級，直至2009年便完成一至六年級全套教材。教材包括：閱讀教材、單元工作紙、童心閱讀（補充閱讀練習）、寫字練習冊、寶庫（詞彙搜集冊）；其中教師版的閱讀教材內亦附每節課的教案，以供老師參考。每年，我亦會檢視校本課程的成效，並作出修訂。

此外，我選取了合適的閱讀策略，以及自行設計不同的閱讀圖式，螺旋編排於各級課程中，好讓孩子能在六年的小學階段，學會不同文類的閱讀策略，從而進行自學。各級選用的閱讀策略包括：識字、詞義推敲、六何法、引領思維、三知閱讀策略等。

單元教學 深化學習

現時的語文課本大多以主題作為單元編排的原則，讓孩子多角度理解同一主題，接觸面較闊；但一個單元中可能包含不同的文類，以致出現「蜻蜓點水」的弊病，學生欠缺反復學習及鞏固應用的機會，學習難以深化。故此，我們的校本課程是以篇章體裁作為組織重心，並以生活內容作為選材原則，每單元均由不少於五篇課文組成，貫穿講讀、導讀及自讀三個階段，由老師教授過渡至學生自學。同時，每單元輔以自行編製的延展閱讀練習《童心閱讀》，學生再自學三至四篇文章，進一步增加閱讀量。

啟動學生的動機和興趣

課堂上，我會盡量安排多變的活動，加入大班、小組、個人的環節，以維持學生的學習動機；對於不同文類亦有不同的處理，令學習形式多樣化。例如利用引領思維閱讀策略，帶領學生推測故事發展，學生在猜度的過程中便培養了預測能力及享受閱讀樂趣。

創造力是香港學生的強項，老師須刻意營造學生發揮創意的機會。以故事圖式為例，我會先利用圖式解構文本，然後，請學生按情節的發展及人物的個性，合理地續寫故事；也會抽起圖式的部分環節，請學生改寫故事的高潮或結局。



跳出課室，帶領學生到上海周莊考察。



製造成功機會 感染學生熱愛語文

我堅信只有熱愛語文的老師，才有熱愛語文的學生。教育一向都是以生命影響生命的工程，老師充滿教學的熱情，自然會牽動學生的學習情緒。我本身就是一個熱愛語文的人，平日愛閱讀、愛寫作、愛編劇、愛填詞，我喜歡搜羅不同的小故事與學生分享；我亦經常寫作，寫教材、寫劇本、寫歌詞、寫信給學生，我深信只有自己熱愛，孩子才會受到感染。



透過舉辦公開課工作坊，與其他老師交流教學經驗。

我更相信「成功乃成功之母」，只有製造成功的機會，才會造就下一次的 success。所以，我曾帶領學生出版校園報，每年亦會安排學生參加不同的比賽，並為學生出版作品集，以讓學生增加讀者群，提高學習語文的榮譽感。

學習成效

本校的校本課程以閱讀作為設計的骨幹，使用了校本課程之後，不論是校內考試，或是公開考試，學生的閱讀能力也明顯地提升了。此外，由於閱讀的輸入較牢固，由讀到寫，亦帶動了學生寫作能力的提升。每年，我會讓學生參加不同的寫作比賽。不論是香港的即場作文比賽，或是規模宏大的「世界華人學生作文大賽」，學生都有獲獎。

專業發展

過去數年，我曾參與不同類型的教師專業發展活動。自2002年至今，擔任講座講者約50次，並多次擔任公開課的施教者，與同工分享教案，進行即場評課。也曾把教學體驗撰文出版，以及接受報章訪問。我亦在校內舉行單元教學、閱讀策略、提問技巧等教師工作坊，與同儕交流教學經驗。

結語

有人說教學是一門科學，需要精密的分析、策劃和計算；也有人說教學是一門藝術，講求心靈的溝通、感染和教師的個人風格。我認為教學既是科學，也是藝術。課程的規劃、教材的選取、教學的設計都需要專業的知識，精心的編排，這是教學科學性的一面；一旦走進課堂，一切就要看教師的臨場表現，對學生反應的判斷、教學的即時調動、興趣的維持、難點的點撥、謬誤的修正等，都在在反映教師的教學機智，這無疑是教學藝術性的一面。在編寫校本課程的經驗中，我學會了整體規劃的重要，體現教學科學性的一面。我十分享受教學的過程，設計了的教案不一定如預期般發生，我們無法完全準確預測每個學生的反應，而且學習往往發生在人與人之間的互動之中，所以，每一堂課都可能會出現意外或驚喜，每一刻都在考量老師的應變，讓我盡情享受教學藝術性的一面。

一個充滿個人魅力的老師就像一個出色的舞台劇演員，一踏台板便可吸引各方的目光。在前線工作了二十多年，愈是鑽研，愈是覺得教學是一門博大精深的學問，無論是科學性或藝術性，都是我不斷努力的目標。



師生合演音樂劇

評審

撮要

營造語文自學環境，創造成功機會，感染學生喜愛語文、喜愛學習。

鄭麗娟老師自 2003 年開始，着手編寫中文科校本課程，並自撰教材，她帶領同事逐年編寫一級課程，經過六年的努力，目前已完成了小一至小六的校本教材，自擬閱讀教材接近一百萬字。除了自撰教材及工作紙外，鄭老師更悉心設計每一節課的教案，並開放課堂讓同儕觀課，分享教學心得，以提升同儕的教學能力。鄭老師更積極進修，經常檢視及修訂課程，改善教學。

鄭老師以學生為中心，按學生程度建構一套完整的校本中文課程。在設計校本課程時，能照顧不同學習階段縱向的銜接，同時照顧橫向的平衡。教師具備很高的語文專業知識能力，能設計多元化學習活動，例如鄭老師利用「引領思維閱讀策略」進行示範課，以恰當的態勢語提問學生，問題能結合課文內容，引起學生的想像與思考，學生反應熱烈。鄭老師設計的學習活動不單可以增強學生的閱讀興趣和動機，更可以提高學生的自學認知能力，培養成為一個主動的學習者，有效提升學生的語文能力，從而達到語文自學。

鄭老師熱愛語文、喜愛閱讀與創作，堅信用「生命影響生命」，感染學生也喜愛語文、喜愛閱讀與寫作。此外，鄭老師推行導讀，引導及鼓勵學生「從閱讀中學習」，培養良好的閱讀習慣；積極營造豐富的語文自學環境，設計富趣味性的語文活動，提高學生的學習興趣，創造體驗成功的機會。

鄭老師語文能力高，不斷自我完善，並樂於與同事分享，該校自實施校本課程以來，鄭老師多次舉辦中文科的教師工作坊，包括提問技巧、閱讀策略、單元教學，以及文體教學等。自 2002 年至今，鄭老師多次擔任講座講者；並向同儕介紹校本課程，以及交流教學經驗。鄭老師經常參與公開分享會，積極支持教師專業發展，啟發同業思維，家長與學生對鄭老師的專業表現亦有高度的評價。



鄭老師透過圖式解構粵劇《帝女花之庵遇》故事

索取有關教學實踐資料的途徑

可直接聯絡鄭麗娟老師

教師與其他同工分享的方式

分享會、工作坊、觀課、訪校、撰文

聯絡方法

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讓學生愛上寫作

透過語文表達所思所想

獲卓越教學獎教師

鄭曉棠老師（教學年資：7年）

所屬學校

培僑小學

教學對象

小一至小六（中文科）

教學理念

「我期望透過活潑生動的多元教學法，把閱讀及寫作等學習元素與普通話教授中文互相結合，讓學生樂於及懂得運用語言及文字表達思想，並感受中國語文科的每一節課，均是開心愉快的學習，從而潛移默化，提升中文水平，為日後學習奠下穩固根基。」

教師專訪

與寫作變得饒富趣味而又多姿多采，大大增強學生的學習興趣與成效。

鄭曉棠老師一直致力為中國語文科注入活潑多變的教學模式，令閱讀



鄭老師在課堂中，通過提問引發思考，通過師生的互動，促進、提升說話能力。

學習語文應從小開始，但如何引發小學生對中文閱讀及寫作的興趣，卻是語文教師的一大挑戰。

提起作文，不少學生視為苦差。不過，踏入培僑小學，不難發現校內寫作氣氛濃厚，課室外皆設有「小作家園地」，貼滿學生作品。每遇上作文課，學生總是展現一臉自信與輕鬆，絲毫沒有下筆千斤重的感覺，教人嘖嘖稱奇。難道構思出「說寫教學」的鄭老師有什麼魔法，可以消除學生對寫作的恐懼？非也，聽君一席話，謎底解開，原來一切源於鄭曉棠老師對中國語文的教學熱忱，令她不斷地為鑽研創新教學法而竭盡所能。

「中國語文，顧名思義包括語言和文字兩大部分。掌握以語言及文字表達個人感受的能力，對學生的學習與成長同樣影響深遠，這不僅是開啟知識寶庫的鑰匙，更是與人溝通的重要橋樑。」鄭老師坦言，明白中國語文有着如此舉足輕重的作用，故自覺語文教師任重道遠。而她在教學過程中，亦全面顧及讀、寫、說、聽這四大範疇，確保學生能學以致用。

「讀寫說」三合一

鄭老師指出，學習語文最有效的方法莫過於多講多寫，故她於六年前在校長及同工的支持下，試行將閱讀、說話和寫作教學合而為一的「說寫教學」，以多元教學活動與富趣味性的教學方法融合，輔以在校內建構正面積極的學習氛圍，鼓勵學生在閱讀、說話及寫作課堂，皆能貫徹多說多聽多讀多寫的精神，逐步提升對語言及文字運用的興趣及能力。

「由於學生的年紀尚小，語文基礎及學習專注力有限，故在編寫課程及進行課堂教學時，首重引起學生的學習興趣；有了興趣，學習輕鬆得多，更集中精神上課。」鄭老師解釋，「說寫教學」側重以閱讀啟發學生對語文學習的興趣，所選讀物皆是趣味十足且詞句優美，而說話課及寫作課則是學生深化及展示學習成果的平台，嘗試把



在閱讀中積累的詞彙及句子，自然地融入說話及文字之中。

循序漸進建構寫作能力

針對學生的年齡及學習經驗不同，鄭老師表示，「說寫教學」主要劃分為兩大部分，第一部分是以前年級學生為對象的「說話寫話」；第二部分則是以高年級為對象的「說話寫作」。

「面對一至三年級學生，如何令閱讀、說話及寫作課變得格外有趣、投入和吸引，正是『說話寫話』成功與否的關鍵。」鄭老師補充，除了編寫的教材必須活潑而具童真外，教師在朗讀文章或講述故事時，也應盡量投入扮演當中角色，如聲線及動作模仿等，以吸引學生的注意，進而接觸及記下故事及文章中優美的遣詞用句，運用於說話，以及句子與段落寫作中。

「至於四至六年級的高小學生，由於他們於初小階段已為語文學習上建立了一定基礎，因此可再進一步，寫作篇章。」不過，鄭老師直言，巧婦難為無米之炊，小學生的成長與人生經驗不足，語文教師不可能只拋出一個作文題目，再加上幾句段落指引，便要求他們憑空寫出一篇好文章。因此，她在推展「說話寫作」時，除會在課堂上善用提問引發學生思考及發言外，更着重安排及組織他們參與不同類型的活動，如辯論、校外參觀及實物觀察等，以便可觀察、聆聽及用心感受身邊的事物，並豐富個人的經歷及體驗，在寫作時便可言之有物。



多讚賞，多鼓勵，誘發學生的學習動機。

從不吝嗇讚美

除教法得宜外，鄭老師的另一成功心得是「鼓勵」二字。她語重深長地稱，學習無可避免必須經歷摸索階段，學生或有出錯或不完美的地方，若教師只懂批評而欠缺正面評語，很容易會扼殺了他們的創意，更甚是令學生產生「講多錯多」的錯覺，以致不敢發表意見。

「為鼓勵學生多說多寫，愛上寫作，建立正面積極而又互相尊重的學習環境十分重要，當中不可或缺的是教師的即時回饋和鼓勵。」鄭老師指出，在低年級，學生在完成句子及段落寫作後，她會立刻進行面批，讓他們可

即時得到老師的回應；至於高年級，除由她批改文章外，也會採用學生互評，以讓他們學會欣賞別人的優點，同時留意並避免一些在寫作上常見的用詞或語法錯誤。

「教師不應吝嗇對學生的讚美，事實上，每篇文章就像每個學生，總有值得欣賞的地方，適切恰當的讚賞可讓學生留下印象，日後對寫作也會增加信心。」

同時，鄭老師更為學生的作品安排多元的展示平台，包括在課堂上朗讀佳作、在課室內外的壁報板上關設「小作家園地」、在學校網頁上載或在定期出版的學校刊物《心窗》中刊登，以及每年編輯全級文集等，讓他們感受寫作帶來的成功感。



鄭老師對教育充滿熱忱，不斷鑽研創新的教學法。

教 學

分 享

那麼作為教師的我知道「說寫」模式的課堂是成功的。如果一門課能讓學生因有習得而喜愛，能讓家長感受到學習的成效，



同學在課堂上進行辯論活動

語文教育工作者要思考什麼是語文教學？怎樣幫助學生學習語文和熱愛學語文？在培僑小學幾年的教學工作中，我與中文科老師從提出「說話寫話」的理念，到理論、教材研習，又從外地觀摩學習、經驗實踐，再從中反思、修訂，結合本校的教材、學生的學習情況，建立以「說寫」貫穿語文課堂的教學模式。

「說寫結合」的理念

「說」是「讀」的反饋，是「寫」的橋樑，所以「說」是作文起步訓練的關鍵。首先，我以閱讀累積為前提，以多讀、多記、多用的方式，讓學生積累詞彙，使他們掌握優美的字詞，豐富說話的內容。其次，在課堂中，通過提問引發思考，通過老師、同學的互動，促進、提升說話能力；利用不同的合作學習方式，為學生創設說話練習的平台，為寫作做好充足的準備。在寫作後，用不同的批改、評講方式。例如面批、互批、自評、示範講評等回饋，促進學習。

「說寫教學」的實踐

在讀文教學中，了解各級的教學目標，用教材來教，而不是教教材。我會分析每篇文章，抓住特點，利用課文完成語文的教學。可以設置情境，讓學生投入角色，仿說仿寫，既學習美的語言，也創造「美的語言」。和學生一起擴寫課文，可以激發想像，創意擴寫；還可以培養批判能力，與文本對話，推敲文章的遣詞用句，對文章中的人物或故事情節加以評價。也可以討論文章的啟示和感受，然後進行寫作。

源於文本，又能跳出文本的「說寫」練習，就是要在發揮語文的薰陶、感染作用的同時，把課文作為學習語文的例子來教，強化語言實踐，以多種形式進行寫話訓練，提高學生的語言實踐能力。

在寫作教學中，我仍沿用「先說後寫」進行指導，目的是令孩子們懂寫、愛寫。下筆寫前，配合各種教學活動。例如設置情境、加強體驗、引導想像等多元化的學習活動，目的就是讓學生有話可說。我在指導課中加以提問激疑，邊提問邊引導學生說出活動過程、思考心理活動、表達當下感受等，目的是讓孩子知道要說什麼。我會對



學生的口頭作文有所回饋，讓學生明白要如何寫得好；當明確了要寫的目的，學生也就知道為什麼要寫了。

令孩子能說、敢說、愛說

在課外，重視閱讀累積，從閱讀中累積好詞佳句，學生在說話時用詞才會豐富，語句才會完整。

在課內，營造和諧、鼓勵、積極、正面、尊重的課堂是很重要的，讓學生敢於在眾人前表達；善用差異，讓差異變為互相學習的資源。因為有差異，所以我們可以互相學習，互相刺激。重視每一個孩子在課堂中參與與貢獻，令每個學生都有成功的機會；善用合作，高參與的課堂是讓每個孩子都有機會說，在課堂中參與，但又不可能讓學生逐一站起來說，此時可利用合作活動，令課堂學習更有效率。



師生對「寫作報告」進行講評

讓孩子肯寫、懂寫、愛寫

課內及時回饋，讓學生進行自評互評，都能有效提升學生的寫作能力。在修改的過程中，讓學生知道如何寫、怎樣寫得更好。

老師要善於發現學生的優點，在寫的過程中，有的人可能開頭寫得好，有的人結尾能起點題作用，有的描寫段落寫得生動，有的遣詞用句好；我總能在不同學生的作文中發現優點；所以，設置不同的獎項，讓學生知道老師肯定自己的努力。

為要充分展示學生的作品，我把學生的作品在課堂中朗讀，每次朗讀，學生表現得比平時更專心聆聽。我把學生的作品貼在壁報上的「小作家園地」、上載到學校網頁、選送出版在《心窗》(學校刊物)中。在學期末我會把他們一年的作品編輯成班級《文集》；有時，更替學生投稿參加作文比賽。要讓每個學生都有機會發表文章，每個學生都有寫作的慾望。



將學生作品張貼在壁報上，加以表揚，讓學生建立成功感，鼓勵他們繼續寫作。

總結

如何評估自己的課有沒有達成教學目標？我會參考學生和家長的意見進行反思。有學生表示越來越喜愛閱讀和寫作，認為老師用各種各樣的方法引起他們學習的興趣，更容易理解課文內容和新詞語的用法。此外，我經常鼓勵他們參加校外的作文比賽，也會讓同學們互相品評文章，彼此學習對方的優點。家長亦認同「說話寫話」的教學方法，欣賞老師有趣的答問，以生活中接觸到的事物或是課文提供的題材，讓學生不斷地說和寫，有效地豐富了他們的詞彙。

培僑小學是人人學習的地方，學生在學習，老師在學習，家長也在學習。一切有關學習的事，我們都樂於分享；一切有關教學的事，我們都樂於討論。

評審

撮要

說寫結合「普教中」——學生能說、敢說、愛說；肯寫、懂寫、愛寫。

鄭曉棠老師熱心參與教研活動，積極探索以普通話教中文的策略。鄭老師提出要以「說」貫穿語文教學，讓學生對學習目標的所思、所想、所感說出來；再以「寫」展示學習成果，把課堂的學習所得寫下來。提倡無論是閱讀課、說話課、寫作課，都讓孩子「先說後寫」的教學模式，讓學生達到學習語文、運用語文的目的。

鄭老師熱誠投入，能因應學生已有生活經驗、興趣及能力設計教學內容，並創設情境，讓學生將知識轉化為能力。鄭老師善於組織不同的學習活動。例如：她示範寫作課，能創設「辯論賽」的情境，讓學生觀看同學演繹的辯論活動，以「辯論賽」為題寫一篇形象生動的記敘文。鄭老師以有效的提問，引發主動思考，營造鼓勵的氛圍，讓學生勇於說話、樂於寫作，培養學生的共通能力。學生能有條理地敘述事件的起因、經過、結果；在記敘中能加入場景描寫和人物的語言、動作、神態、心理活動的描寫，豐富寫作內容，將辯論的經過（最精彩的部分）寫得清楚、具體和生動。學生表現積極，就學生的習作所見，成效顯著。



鄭老師解說生動

鄭老師在推行「普教中」方面，以說帶寫的策略運用恰當，學生的說寫能力得以提高；而且能建構語言，帶動學生思考。鄭老師在建立以「說寫」為縱軸的教學模式的同時；亦沒有忽略閱讀的積累。除為學生開設網上閱讀資源外，更鼓勵學生自設「好詞好句」的小本子。學生都能摘抄優秀作品的新詞佳句，並在默寫活動中自由加入作默寫的內容，有效鞏固詞彙的積累。

鄭老師追求專業發展，多次參本地與內地的交流研討會及工作坊，對外展示課堂，與來自不同地區學校的教師討論有關教學問題。在校內，鄭老師組織工作坊，分享案例、開放課堂、組織研究課，能帶動老師一起學習，做到教學相長，發展成一個專業學習社群。鄭老師教學理念清晰，重視回饋，反思能力高，能不斷改進，自我完善，態度負責、認真。家長與學生亦表達了正面的意見，對鄭老師致力改進教學材料，給予肯定的評價。

索取有關教學實踐資料的途徑

htchengrenee@sinaman.com

教師與其他同工分享的方式

工作坊、公開課

聯絡方法

校址：柴灣小西灣富怡道 12 號

電話：2897 7866





左起：鍾君玲老師、蔡子文老師、梁詩韻老師、楊燕萍老師和雲毅廷老師。

推展「圖書教學」 引領學生馳騁閱讀世界

獲卓越教學獎教師

蔡子文老師（教學年資：10年）
梁詩韻老師（教學年資：14年）
雲毅廷老師（教學年資：12年）
鍾君玲老師（教學年資：10年）
楊燕萍老師（教學年資：13年）

所屬學校

天水圍循道衛理小學

教學對象

小一至小六（中文科）

教學理念

「我們深信閱讀是培養中國語文能力的好方法，透過推行圖書教學，讓學生能翱翔廣闊的閱讀世界，從小培養閱讀的興趣，以及對中國語文的熱愛，打好良好的語文根基，實踐從閱讀中學習的理念。」

教師專訪

天水圍循道衛理小學中文科課程發展核心小組五位老師借助圖書教學的優點，融入日常的中文教學，彌補傳統中文教科書的不足，令學生無論在寫作以至思維能力，均有顯著提升。



蔡老師向學生推介圖書

圖書世界，包羅萬象，小孩子透過閱讀不同種類的圖書，既可以馳騁古今中外領域知識，豐富個人素養，亦能培養閱讀的習慣，終身受用。

為配合香港的教育改革，小組教師於2000年重新檢視及設計中文科的課程內容及教學模式，改變老師只依賴教科書的現象。楊燕萍老師說：「當年已經取消學能測驗，而全港性系統評估還未推行，小組成員借這次機會，構思不同的模式，為中文科的課程發展作出變革。當時中文教科書普遍以篇章教學為主，我們想學生多閱讀圖書，提高閱讀量，以營造校內的閱讀文化，同時也培養他們的自學能力，於是我們參考了台灣的成功經驗，在學校推行圖書教學，尋求在中文科教學上有所突破。」

精挑好書 引發學生閱讀興趣

小組老師採用循序漸進方式，由三年級開始，每年逐級試行圖書教學。雲毅廷老師表示，推行圖書教學最重要是選取適合的題材，才能引發學生閱讀興趣，因此會向小三學生推薦閱讀《十三號快樂課室》，該書主要描述一名八歲的香港小學生跟隨母親在美國生活的校園故事，內容生動有趣之餘，亦能引起共鳴感。另外，又會選擇《中國名人故事》、《中國神童故事》等圖書，由於一本圖書有多篇散文，無形中提升了學生閱讀文章數量。

另外，老師會按照不同年級的學習程度，選取不同種類的圖書。鍾君玲老師表示，低年級學生以繪本作閱讀選擇，繪本色彩豐富，而且圖大字小，可以透過課堂上的角色扮演，或講故事形式，引起低年級學生閱讀的興趣，同時老師亦會引導學生思考圖畫表達的信息。高年級學生會閱讀中國古代四大名著《紅樓夢》、《西遊記》、《三國演義》及《水滸傳》等古典文學，透過分組討論，分析及了解章回小說的結構，以及篇章內容。



配合圖書主題 設計延伸活動

此外，她們會舉行不同類型的延伸活動，進一步讓學生感受閱讀的樂趣。楊老師說：「我們鼓勵學生閱讀《十三號快樂課室》後，向作者撰寫信件，老師挑選寫得最好的信件交予作者，事後竟得到作者的親筆回信，通過老師在課堂上朗讀出作者的親筆信，學生深受感動，體會到讀者與作者交流和分享的樂趣。」

在設計教材上，小組老師跳出昔日刻板、僵化的教學框框，採用生動靈活的教學方法教授中文。蔡子文老師表示，「例如圖書提及萬聖節，老師便會安排學生在禮堂「扮鬼扮馬」，然後要求學生以記敘文把當日景況敘述出來。又例如舉行三國演義人物大顛覆，老師要求學生了解三國的人物性格後，再賦予新生命，製作成圖書，並在堂上介紹，過程生動有趣，同時也提升他們的思維能力。」為配合跨學科學習，中文科會舉行跨境學習活動，例如學生到澳門考察後，需要創作《西遊記後傳》，展示他們在圖書及課堂上所學到的知識。

她們採用圖書教學也遇過一些難題，鍾老師表示，部分圖書未必能夠在書店購買，老師需要往出版社的書倉尋找；碰上某些圖書出現斷版情況，老師會去信出版社，希望能夠加印或提供版權印製。另一方面，就圖書教學的推行，老師亦需要向家長解釋，幸好家長也十分支持。



學生閱讀《紅樓夢》後，自行設計一幅大觀園地圖，解構書中角色的關係。



學生透過「三國演義大顛覆」活動，自行創作多個有趣的故事。



到台灣交流分享推行閱讀教學的心得

與校內外教師分享教學心得

小組老師推動圖書教學不遺餘力，梁老師表示，透過多次的校內會議，與同儕分享她們的教學心得及經驗，結果帶動了全校中文科老師加入發展圖書教學。另外，自2003年開始，老師多次出席校外研討會，與其他老師交流課程設計及分享教學等，令同儕獲益良多。為求令圖書教學精益求精，她們更遠赴台灣出席有關的研討會，進行教學交流，進一步提升教學效能。展望未來，蔡老師透露，她們正構思新的教學單元，以圖書為中心點，教授學生創作詩歌。

教 學 分 享

來書，我們銳意把圖書教學發展成新的語文教學模式，選用了不同種類的圖書，融入日常語文教學中，以故事形式展示在學生面前，以喜聞樂道方式來教育他們，讓學生在閱讀的氣候下成長，提升學生的素養。

選擇圖書及編寫教材套

我們以語文功能、認知功能、感性功能、娛樂功能作為挑選圖書作教材的原則，訂定了「各級文類選材表」及「各級圖書教學的教材」表，使學生能閱讀不同地方、不同種類、不同範疇、不同文體的作品，擴闊閱讀面。緊隨的工作是找出書種特色、訂立教學目標、設計課堂活動與工作紙。我們亦編寫了校本教材套，利用閱讀活動來促進語言表達能力、想像力、創造力等；並關注圖書教學與語文課程的連接、互動，以及把聽、說、讀、寫等語文元素綜合運用於閱讀進程中，實現閱讀與語文教育的融合貫通。



自行設計中文科圖書教材套，讓老師更容易掌握圖書教學的方法。

中華文化與文學

圖書教學包含了文化、文學與語文的學習。透過圖書內容，讓學生寓文化學習於語文學習當中，讓學生從不同角度認識中華文化，更鼓動學生在生活中體現中華文化的優越性。

此外，加入了中國古典文學作教材。其中以章回小說為主線，配以古體詩、唐詩為課餘自學及背誦的材料，引發學生對中國古典文學的興趣。將民間習俗、神話故事、童謠為主題的書目設於「中文必讀書計劃」當中，如初小的《弟子規》、《三字經》、《封神演義—神魔大戰》等。推展至高小時，我們於圖書教學課程中加入了兩類圖書：中華文明與古典文學。例如《中國製造》、《歷史面面觀》、《三國演義—英雄之歌》、《紅樓夢—不朽的愛情故事》等。促使學生從認知階段，進而反思及認同。

以四年級《西遊記—取經傳奇》為例，學生學習分析長篇小說「起、承、轉、合」的特色，理解書中人物和情節。我們帶領學生到澳門考察，利用澳門作背景，創作獨特且具創意的《西遊記後傳》，透過人物性格、故事情節的編排，展示了他們於閱讀圖書的過程中感悟到的中華民族特質。



老師鼓勵學生養成閱讀的習慣，從而培養自學能力。



跨學科專題研習

語文學習有助促進其他學習領域的學習，圖書教學正好配合跨學科課程的發展，為語文學習開拓更大的空間，促進學生的共通能力的發展。

以二年級的跨學科課程(「學習與人相處」)為例，以常識科作切入點，教導學生如何選擇玩具和選擇玩具時應有的態度。中文科選擇了《玩具要回家》一書作配合。教師於課堂上與學生一起閱讀圖書內容，帶出故事的重要訊息：珍惜擁有，關心別人。再與視藝科合作設計科學玩具，讓學生明白自製玩具是樂趣無窮的，亦能與



梁老師細心指導學生完成作業

人分享所學。最後，教師安排家長出席成果展示日，匯報所學。學生除了做到珍惜玩具、與人融洽相處和培養樂於分享的態度外，他們也學會關心和照顧別人。

德育及公民教育

德育及公民教育是香港課程改革四大關鍵項目之一。刻板、僵化的教學題材與方法，絕對無法啟迪孩子的思考、覺察與解決問題的本領。所以我們透過與學生一起閱讀教育性與趣味性兼備的圖書，讓他們感受生命的美好，令學習內容與生活聯繫，容易引起互動及共鳴感。

五年級以《我的媽媽是精靈》作為教材。當學生讀畢全書，進入作者所設計的情境，感受到主角的憂傷與煩惱；教師便藉此讓學生直接表達自己的想法。他們埋在心裏的痛苦、焦慮等感覺都可以得到抒發，這是幫助他們平衡內心情緒的好方式。

教師亦讓學生扮演故事人物，透過引導，讓孩子說說對不同角色的想法；或許並不能全然解決問題，但可讓學生學習如何表達感受與意見，以及理性面對問題。



蔡老師利用概念圖分析圖書內容

學與教的成果

推行圖書教學，促進了我們的專業成長。經歷搜集資料、閱讀文獻、編排學習重點、思考材料與課程要求和考慮學生特點的關係等階段，加強了我們對教學策劃的能力，我們更有信心調適課程。

圖書教學最大、最甜的成果，是看見學生對閱讀的投入、閱讀過程中的歡悅、閱讀後表達的個人體悟、明白知識與道理。更快樂的是學生口中的圖書教學使他們對學習中文的心態改變—由沉悶變為樂趣，把中國語文融入他們的心坎中，成為他們所驕傲、所自豪的語言。

評審

撮要

閱讀中學習」的理念。推動圖書閱讀、實行圖書教學，讓孩子翱翔遼闊的閱讀世界，實踐「從

小組教師是中文科課程發展核心小組成員，透過不斷摸索與探討，把圖書教學發展成新的語文教學模式，讓學生在閱讀的風氣下成長，提升素養；小組並與圖書館主任合作推動圖書閱讀，包括早讀課、「姨姨伴讀計劃」、「書識園地閱讀獎勵計劃」、「中文必讀書計劃」等，效果顯著。

核心小組認為最有效的方法是將圖書教學融入中國語文課程中，從而優化教材及教法，再加上跨科的閱讀計劃以及每年舉辦的主題活動，互相配合，更能有效啟發學生的閱讀動機及維持學生的閱讀興趣。從觀課所見，老師教態自然，解說清晰、提問有序，利用多元化的學習活動，如朗讀、角色扮演、分組討論，以及圖意猜測等，輔以電子簡報、圖片或文字說明，有助學生探討閱讀材料的內容，學生能培養思維能力及展示批判能力。小組教師在課後反思，能積極對校本課程設計、教學策略提出改進意見。家長、學生亦高度評價小組教師的教學成就，特別是肯定圖書教學可以增加閱讀興趣，學生的寫作能力與思維能力得以提升。

小組教師多次到校外吸收資訊，了解和掌握課程改革的趨勢與發展，以及其他學校的改革經驗，並將這些意念與同儕分享；小組教師由2003年起，有多次對外推廣閱讀教學經驗，分享內容包括課程設計、評課活動、教學分享等項目，在致力持續自我改進和追求專業發展方面，成效極大。小組教師能根據中國語文教育學習領域的學習目標，以橫向的平衡和縱向的銜接，合理組織課程，設計多元化的學習活動，多年來對課程與教學不斷進行反思及調整。發展過程中，小組教師能不斷探索，不斷優化計劃，精益求精，專業能力持續提升，是一隊具備協作精神的團隊，也是優秀的課程發展者。



學生進行角色扮演

索取有關教學實踐資料的途徑

可瀏覽本校網頁

<http://www.tswmps.edu.hk>

教師與其他同工分享的方式

講座、工作坊、駐校觀摩

聯絡方法

聯絡：蔡子文老師、雲毅廷老師

電話：2448 0373





左起：張淑芬老師、朱佩雯老師、周璜鋆老師和蕭耀宏老師。

強化學生語文能力

「創意寫作歷程」聲色藝俱全

獲卓越教學獎教師

朱佩雯老師（教學年資：21年）
周璜鋆老師（教學年資：25年）
張淑芬老師（教學年資：18年）
蕭耀宏老師（教學年資：9年）

所屬學校

匡智張玉瓊晨輝學校

教學對象

特殊學校（輕度智障）
中四至中六（中文科）

教學理念

「因應學生的能力和強項，設計有效的教學策略，培養學生對寫作的興趣，激發他們的寫作潛能。以創意寫作為切入點，全面強化學生的中國語文能力。」

教師專訪

張玉瓊晨輝學校的
四位中文教師合作設計一套嶄新教學法，學生通過創意寫作活動，體驗全語文學習的樂趣。

要寫得一篇好文章，並不容易，對於智障學生而言，更加困難。匡智

在匡智張玉瓊晨輝學校，每逢上中文作文課，課室頓時變得熱鬧起來。學生三五成群圍在一起，大談其「創作」靈感，你一言，我一語，手舞足蹈；有時更會一起做話劇，甚至模擬新聞報道。

寫作可以訓練語文能力，還有助培養創意思維能力。但對於智障學生而言，並不容易。朱佩雯老師解釋，「智障學生的組織力較為遜色，難於掌握句子結構，加上聯想力不足，又欠缺生活體驗，所寫文章一般內容貧乏。」很多學生因此對寫作提不起興趣，甚至視為苦差。她與另外三位中文科教師認為，需要研究一套解決方法，幫助學生更有效學習中文寫作。

圖像聲音助聯想

小組教師發現智障學生雖然在組織力和聯想力稍為遜色，卻善於觀察、聆聽和運用肢體語言。要是懂得有效運用這些優勢，配合適切的教學策略，可幫助學生克服學習寫作遇到的困難。針對聯想力不足的問題，小組教師嘗試通過畫面、聲音和觀感刺激學生的想像力。以描寫貓為例，老師會先讓學生觀看一些貓的相片，了解貓的各種形態，然後聆聽貓的叫聲，再模仿貓的行為和動作，藉此激發學生的聯想。之後，跟其他學生交流和討論，用文字記下重點，再串成一組句子，甚至一篇文章。

周璜鋈老師表示：「此舉能引起學生的學習動機，增強課堂學習的互動性。我們重視學習過程多於結果，學生有時不懂得用文字和句子來表達特定的意思，我們鼓勵他們用說話，甚至肢體語言來代替，最重要是肯嘗試、肯參與。」四位教師又利用合作學習的概念，因應學生能力分組。小組中有人擅長觀察、有人擅長整理和分析、有人善於寫作和表達。「我們要求學生分工合作，擔任不同崗位，讓每個學生有機會當主角，作出貢獻，建立自信心和成功感。」周老師說。

學生朗讀合力創作的文章，由其他學生給予評價。



學生模仿貓的動作，增加聯想。



通過寫作培養創意

有見成效理想，小組教師嘗試讓學生進行創意寫作，設計一些學生感興趣的
 作文題目，讓學生自由發揮。以《「神奇的」產品設計》為例，老師先讓學生觀
 察高科技產品，然後由學生構思一件他們心目中的神奇產品，通過文字來描寫，
 再跟其他學生介紹，由他們評分。
 這活動不但包含寫作元素，亦可訓
 練學生聆聽和說話的能力。

張淑芬老師笑言，「剛開始
 時，學生的想像力和創意不足，
 跳不出現實生活的框框。我們惟
 有多些引導，要求學生「天馬
 行空」發揮想像力。隨着學生
 的創意慢慢提高，文章內容變
 得豐富和有趣。這正是我們所
 樂見的。」

配合新高中中文科的選修單
 元，小組教師嘗試讓學生接觸劇本
 創作和新聞寫作，作多方面的發展。

小組成員之一的蕭耀宏老師表示，「我們先讓學生看一些劇作，因應故事情節進
 行改編，然後在課堂上演，學生亦要互相評價對方的表現；新聞寫作方面，學
 生會先閱讀一段新聞報道，再一同分析報道內容的真實性，用文字記下感想。學
 生更會充當小記者，進行模擬採訪，撰寫新聞稿，作公開匯報。」學生反應熱烈，
 有學生甚至自發參加公開的劇本創作比賽，一展身手。

通過寫作，學生愛上閱讀，校內的閱讀文化因而提高。朱老師說：「學生從
 前很少看書和讀報紙，為了令寫作內容更豐富，他們現在經常借閱圖書。個別學
 生更自發組成讀書會，互相交流閱讀心得。」



學生親身演繹自己創作的劇本，角色形象鮮明，
 故事非常有趣。

喜見學生不斷進步

看到學生不斷進步，小組教師固然感到高興，
 朱老師更因為一封學生道歉信而深受感動。「有學
 生曾因為不守秩序被我責罰，放學後當我回到教員
 室，竟發現一封由那位學生親手撰寫的道歉信，字
 裏行間充滿歉意。更令人驚喜的是，道歉信是以老
 師在課堂所教的便條格式來書寫。由此反映，他不
 但充分掌握課堂所學，更懂得舉一反三，實踐應
 用。」

小組教師透露，日後會繼續研究，期望將創意
 寫作延伸至閱讀、說話層面，幫助學生全面強化中
 國語文聽、說、讀、寫的能力。



為鼓勵學生進行創意寫作，
 小組教師合力編製一系列校
 本教材。

教學

分享

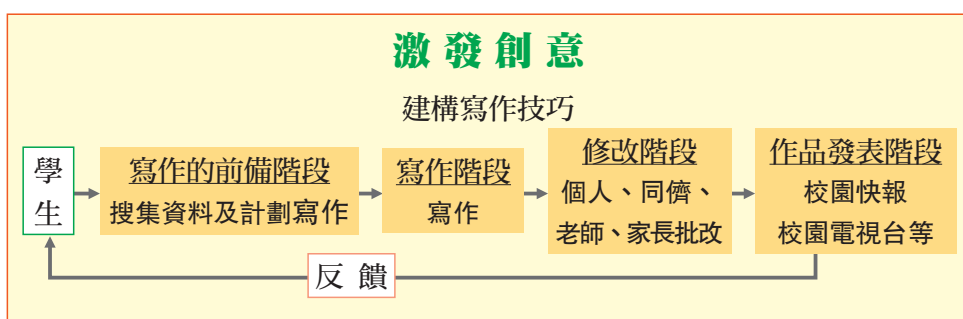
寫作在中國語文教學中是最具創意的一環，我們以輕度智障學生構思及實踐了重視學生學會學習、建構知識的「創意寫作教學」策略。

針對智障學生在組織、分析和轉移能力皆遜的障礙，我們設計的創意寫作教學方式，是通過運用合作學習、同儕互動等「歷程導向」策略，營造開放自由的學習環境，從而引導智障學生發展創意思維、解難與協作能力，以豐富及提升創意寫作能力。

寫作教學課程 開啟智障學生的創意

我們以「歷程導向」寫作教學模式為基礎，目的為啟發學生潛在的想像力，讓他們因應自己的獨特性，選擇表達形式，並指導他們自發去改進或提升文章的質素。以寫作教學為試點，通過運用觀察、小組討論、圖像組織、同儕互動等多種教學策略，介入學生的寫作歷程，目標是着重發展智障學生所欠缺的好奇心、想像力和解難能力等特性，為學生的創意寫作發展「前備技能」，為創作文章打穩基礎。

教學設計：本校「寫作歷程」教學設計如下：



我們認為「感官素描法」最能讓智障學生發揮觀察力，因為透過結合生活經驗，引導使用感官觀察及體驗生活中的周遭事物，最能激發智障學生對客觀事物的興趣及豐富文章的內容。學生提出自己的想法和情意，並把這種感受以符號、圖象、字彙、簡單句子或其他形式記述下來。當學生有了寫作動機後，教師引入不同的創意策略激發學生對主題的不同意念。例如：思想圖像化、類推比喻法、屬性列舉法、腦力激盪法。在進行寫作時，重視每一個學生的個別智能差異，讓他們盡展潛能，並按自己所擅長的媒介，在小組內進行創作，學生可通過圖畫、口述錄音、角色扮演或文字寫作來完成他們的作品；亦需為作品作自我修訂或同儕互評。得獎作品於「校園快報」及「校園電視台」發表，讓其他同學觀摩。各組的作品和所有相關資料，亦會存於學生的寫作檔案中。

改進寫作教學策略 多元智能與合作學習

教學理念：我們相信每一個學生能夠「發現自己的優勢智能，並從優勢智能表現自己」，所以在寫作歷程的過程中，以合作學習模式再滲入多元智能理念，激發學生用自己優勢智能來參與正在進行的寫作活動。

教學設計：我們在「合作學習」策略中，選取了「拼圖法」、「數字帽」、「互相核對」作為發揮合作學習潛能的起始模式。讓學生各展其才，以其擅長的一或多項智能，與同儕在寫作歷程中作出貢獻。

若要讓智障學生在合作學習上有所發揮，須面對一項重大課題，便是如何發掘他們的潛能，並提



通過寫作可訓練說話能力



供充分發展的機會；因此，捨棄了只集中在智障學生不足地方的模式，而將 Howard Gardner(1993)所提出的多元智能理念，落實在智障學生的合作學習過程中。我們將寫作教學轉移至學生可發展的基礎上，關注學生如何學習，讓學生以不同的學習方式，參與寫作及發揮創意。

教師會為學生提供「寫作工具箱」，內含多類視聽器材、視覺圖像、字典等工具，讓學生透過輔助器材，能將其優勢智能具體表現出來。

多元智能的合作寫作歷程模式

策略

- 數字帽 (Number heads)
- 拼圖法 (Pair check)
- 互相核對 (Jigsaw)

寫作工具箱 (優勢智能)

- 錄音筆 (肢體、音樂)
- 數碼相機 (觀察、空間)
- 圖像組織工具 (視覺)
- (發聲)字典 (語文、音樂)
- 彩筆 (肢體、音樂)
- 記錄簿 (語文、肢體)
- 圖片庫 (視覺)
- 量表、檢核表 (內省、邏輯)
- 角色帽 (人際、空間)
- 寫作主題用品 (依主題內容)

寫作前階段

- | | |
|--------------------------|-----------------|
| 1. 合作資料蒐集工作 | (八種智能, 依活動內容而定) |
| 2. 發展教學活動、師生相互問答 | (八種智能, 依活動內容而定) |
| 3. 分組討論、小組擬定題目 | (人際、語文智能) |
| 4. 小組以文字或圖像計劃大綱, 教師巡視與協助 | (人際、語文、視覺空間智能) |

多元智能切入點

寫作階段

- | | |
|--------------|-----------------|
| 1. 獨自寫作或共同創作 | (八種智能, 依活動內容而定) |
| 2. 同儕相互修改與評量 | (人際、語文、內省智能) |
| 3. 獨自或共同修訂 | (人際、語文、視覺空間智能) |

多元智能切入點

發表階段

- | | |
|------------------------------------|-----------------|
| · 作品發表：文章朗讀、表演、圖像展示及於校園快報、電視台發表作品等 | (八種智能, 依活動內容而定) |
|------------------------------------|-----------------|

多元智能切入點

革新課程 擴闊學生本科知識

我們透過階段性的課程設計，以能力訓練為主線，按螺旋式課程設計來適應學生的學習心理發展。學生接受階段性的基礎語文能力訓練如「校本智障學生基本詞彙」、「詞語銀行」、「階段性寫作教學大綱」、「階段性寫作練習本」等，有系統地逐漸提升語文能力，大面積增加語文知識。從學生識字量的提升，閱讀理解能力的增進，進而逐步掌握寫作的策略和技巧，都證明革新課程設計是有成果的。

多元策略 提升語文能力

透過策劃多元的學習經歷，我們讓學生有機會擴闊經驗。學生一方面能運用過去已有的寫作知識；另一方面運用新的寫作知識和技巧，把所見所聞，連同感受加以表達。本校推動的創意寫作，能拓寬智障學生的思維和想像空間，讓學生發揮獨特創意，運用多角度思考，把生活經驗和想像聯繫，不但提高他們寫作的動機，更培養對寫作的興趣。我們喜見學生投入課堂自發地活用文字來表達。例如：以計劃書提出活動構思，以書信形式抒發感受及提出意見，甚至參與公開劇本創作比賽。從作品所見，學生發揮無窮的創意之餘，分析及組織能力亦有進步。

結語

多元智能的概念，擴闊了傳統對智障學生能力觀念的闡釋，亦可以讓學生各展所長，以其擅長的一或兩項智能運用於寫作的歷程中。我們所發展的「創意寫作教學方式」是以學生為本位，重視寫作歷程、強調多元智能與合作學習的理念，為智障學生創意寫作學習開啟另一扇窗。但是任何的教學法都不是萬靈丹，運用的巧妙全賴老師的專業素養及設計合宜的教學策略，才能引導智障學生學習。我們相信只要肯用心，每個人都是有創意的卓越教師，每個學生都是有創意的「作家」。

評審

撮要

學生的創意思維，提升寫作能力。運用「創意寫作歷程教學」，為智障學生提供全面的語文體驗，培養

朱佩雯、周璜鋁、張淑芬及蕭耀宏四位老師是該校「高中核心科目發展小組」成員，具專業知識及勇於創新的精神。他們既體現在教育改革下課程建基於同一架構的精神；也針對輕度智障學生的限制與需要，恰當地調適語文課程，為學生提供全面的語文體驗，均衡培育學生的語文能力。策略運用成功，讓輕度智障學生勇於表達、樂於創作，有自信地參與校際朗誦比賽或公開劇本創作比賽。

他們有系統地發展階段性寫作課程，培育學生基本的寫作技巧，推行創意寫作歷程教學，發展學生的創意思維，鼓勵創作，全面發展學生語文能力。四位老師以「創意寫作」示範教學，兩人一組以合作教學模式進行。教師利用角色扮演讓中學五年級學生介紹高科技產品，能引起學習動機；學生能運用圖像組織工具進行內容構思，運用太陽圖擴散性思維衍生概念，構思寫作內容，顯示他們能充分發揮創意思維能力，以及寫作能力。第二節中六年級學生，教師運用創意表演進行寫作教學，教師指導清晰，利用分組進行討論、試演，然後公開演繹、互評，透過合作學習拼圖法，各組有不同的學習活動；學生能在教師的啟發下，提出修正的答案。

小組教師樂意及積極將課程設計及教學實踐的經驗與同行分享，由2003年開始，學校獲選為「特殊學校暨資源中心」，持續為不同的主流學校及特殊學校提供培訓，為主流學校引入「以圖像組織提升閱讀能力」、「合作學習寫作教學」、「讀寫障礙教學策略」等項目；以及對其他學校教師及家長開設講座，效果顯著。為學校的持續發展，小組教師除了促進校內協作和分享文化之外，亦先後多次成功申請「優質教育基金」發展有關項目，為智障學生帶來無限刺激，啟發他們的創意思考，亦能積極實踐學校的願景和使命。



老師引導學生進行分組合作學習

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左起：劉曉暉老師和陳鈺蓮老師

突破傳統增強中文知識 提升智障學生識字與閱讀能力

獲卓越教學獎教師

劉曉暉老師（教學年資：12年）

陳鈺蓮老師（教學年資：8年）

所屬學校

救世軍石湖學校

教學對象

特殊學校（輕度智障）

高小至高中（中文科）

教學理念

「語文是學習一切學科的基礎，提升學生的中文能力，有助他們學習其他科目，達至自主學習。我們相信學生各有潛能，希望他們在學習過程中，能發揮才能及建立自信，日後能運用才能融入社會及回饋社會。」

教師專訪

劉曉暉老師及陳鈺蓮老師打破智障學校的教學傳統，研發了一套中文識字及閱讀策略，有效地將學生的生活體驗緊扣中文科，並增加他們的詞彙量及改善閱讀技巧。

桌上放滿「早」、「至」、「力」等漢字部件卡，老師一聲令下，救世軍石湖學校的高小學生便二話不說，把部件組成「草」、「屋」、「勤」等詞彙。學生拼字駕輕就熟，是該校中文科教師的功勞。

智障學校過往會以「常識科」作為課程統整的主題，其他學科則在常識科主題下配合教學。劉曉暉老師稱，這種傳統教學模式強調從生活經驗中學習，對智障學生有利，但她指中文科知識未必能與常識科主題百分百配合。「部分深層次主題例如科學，與學生的生活聯繫較少，故我們教『鐵』及『磁性』等詞彙時，學生只能死記硬背，對學習中文的意義不大。」劉老師及陳老師一直希望突破框框，除了讓學生學習常識外，也增強中文本科知識，因她們相信若學生具備語文能力，有助發展他們學習其他科目的能力。

校本課程 增強識字閱讀能力

進行「改革」談何容易。坊間欠缺配合智障學生能力、生活經驗及常識科主題的中國語文教科書，令她們在選材方面遇到頗大困難。但尋尋覓覓，學校最終找到指導的方向－香港大學教育學院副院長謝錫金教授研發的「綜合高效識字法」。



「閱讀及識字策略」有效提升學生的自信及培養學習興趣

學生掌握漢字結構後，當他們遇到不懂的詞彙時，也懂得將字分成簡單的部件，幫助記憶。



她們表示，這種教學概念強調兒童於學前或小一時需大量識字，幫助他們提前閱讀，十分適合智障學童所需。為了令教材更切合智障學生需要，兩位教師與謝錫金教授於03至05年合作進行「識字行動研究」，針對智障學生記憶力弱、字型空間感弱及詞彙量少等識字問題，研發了一套度身訂造的「識字策略」，內容包括部件識字及聯想字等練習。

學生的識字能力獲得改善後，她們進一步提升學生的閱讀能力。劉老師表示：「初中中文科開始注重閱讀，但智障學生的提取、分析、歸納及匯報資料能力稍弱，亦較難掌握深層次思維，例如六何法中的『原因』及『為何』。」為針對學生的閱讀困難，她們與謝教授於06年研發「閱讀策略」，內容包括認識句子結構、故事框架、推測文意及文本比較等。



學生以「粟米牛肉羹」為主題，進行聯想字詞活動。

學生蛻變 具備學習各科的綜合能力

「識字策略」主要用於小學階段，負責教授高小中文科的陳鈺蓮老師見證學生進步。「課程與生活有緊密聯繫，令學生更投入學習。他們在課堂上分享生活經歷，老師則補充語文知識，無形中提升學生的詞彙量。」識字量增加有助劉老師在高中推行「閱讀策略」。「現在學生喜歡閱讀，當他們遇到不明白的詞彙時，能從上文下理推斷意思，令閱讀變得有趣，提升閱讀速度。」

劉老師表示：「新高中學制下，學生要具備綜合能力，才能應付分析大量資料的要求，並進行歸納及匯報。現在的中四學生是首批學習『識字及閱讀策略』的對象，他們能掌握所需要的技巧及能力，課堂討論氣氛熱烈。」

多番嘗試 遇困難也是樂事

談及推行新教法所遇到的挑戰時，兩位老師不是愁眉苦臉，而是充滿笑容，更異口同聲表示：「在課堂上學習中國語文，學生的反應很興奮！」陳老師坦言，策略推行初期並不暢順：「有一次以『包』進行聯想字活動，但學生鴉雀無聲，缺乏生活體驗窒礙他們聯想。後來我讓他們一邊吃麪包一邊上課，再配合五感輸入法進行提問，協助他們思考，提取詞彙，組織網絡，最後學生能由『包』引伸至『姑姑』及『婆婆』等詞語。」她指出那些字詞由學生提出，已具讀音及詞義，只欠字型，所以老師只需花時間教他們寫字，加快學生的識字速度。



閱讀切詞讓學生掌握句子結構，有助理解文章內容。

在閱讀方面，劉老師進行閱讀切詞時，也有一些有趣的經歷。「切詞可以讓學生掌握句子結構，但他們不是按語素或句子意思進行切割，而是逐個字分割，甚至將一個字切開，他們覺得很好玩，但完全不知道切割的用意。後來我示範一邊朗讀一邊切詞，再讓他們自己嘗試，最終能掌握技巧，例如知道『我們』是一個詞，不應將他們分割。」

兩位老師展開教學策略時，亦重新認識智障學生的能力。劉老師說：「我們以前低估了學生能力，教學時會設下框架，但原來學生的潛力很大，只要多嘗試及得到教師協助，便能提升學習能力及成就。」

教 學

分享

我們相信每個學生均有接受良好教育的權利，無論他們的能力如何，
都能學習，並且可以學有所成。

我們願意和竭力為培育每個學生的全人發展作出承擔，並認同救世軍教育的價值理念：「我們重視每個孩子都是上帝賜予的珍貴禮物：每一個受我們照顧的孩子，我們都會把他們的全面發展放在首位，包括身體、心智及靈性。」



老師陪同學生參觀街市，從觀察中學習中文詞彙。

學與教的實踐

學校與香港大學教育學院協作為期三年的識字及閱讀研究計劃，使中國語文科課程與教學發生了很大的變化。我們引入綜合高效識字法和閱讀的策略，例如心理詞彙、部件識字、韻語識字、劃分詞語、故事結構、推測文意、寓意及文意的轉換等方法，這些跨科目的閱讀策略，不單增潤了中文科課程，而且更推動校本課程的發展。

從生活經驗出發

在識字教學方面，因應智障學生生活經驗的局限及記憶能力弱，在設計教學時需刻意營造不同的生活經驗、語境來激發學生的思維。同時，我們會透過五感輸入法、六何法等策略，加強學生掌握觀察日常事物的方法，幫助他們有系統地輸入及提取更多的資訊，例如，我們依學習單元主題設計一個製作「沙拉」的活動，學生在製作時進行觀察、思考、記錄，並寫下相關的字詞，以增加學生的詞彙量。

在閱讀教學方面，針對智障學生的需要，如題材內容能貼近學生實際生活，就更能帶動學生學習的主動性和積極性，例如校園生活、家中趣事等，學生容易投入故事主人翁有趣的經歷中，並產生共鳴。

增加互動 提升學習成效

在識字教學方面，透過分享不同小組在學習中完成的「腦圖」，藉以擴闊學生的學習面，學生不單能提取個人的詞彙，從同儕互動中亦能學習他人所提供的詞彙，從而增加識字量。

在閱讀教學方面，學生運用合作學習，按課題進行同質或異質的分組討論，在互動的過程中能加深學生對文章主旨、故事情節發展的理解。



知識轉移與跨科發展

識字及閱讀策略有助跨學科的學習。近年以來，我們透過共同備課和分享會，與同儕分享研究的成果及心得，讓研究中所獲的知識應用至其他的科目，這不但成為整體校本課程的特色，也能促進學與教的效能。

學習成果

提升語文及協作能力

由識字及閱讀研究協作計劃發展到現在的多層級的課程，我們有系統地運用有效的策略，提升了學生的識字及閱讀能力，也增加了他們在課堂學習的參與性；在愉快關係、成功經驗的氛圍下建構學生的語文知識。此外，不同形式的小組學習活動，不單帶動了學生在互信互助下完成學習任務，從中亦加強他們人際的溝通和合作的技巧。

主動學習

配合中文科的課程發展，我們設計了多元化的學生課業。例如：生活事件簿、資料搜集、朗讀日誌等，以照顧不同能力學生的需要，並提高學習的趣味性及滿足感，從而培養學生主動積極的學習態度和動機。

加強其他科目的學習成效

因應校本中國語文科課程的轉變，適切而針對性的教學策略能為學生的中文學習打下了堅實的基礎。中文能力的提升更有助學生過渡新高中階段的學習，觀察他們在通識教育科的表現，如閱讀資料、分析資料及綜合判斷等，更肯定了我們在這些年來的努力和成果。



從拼字活動中，學生能夠掌握漢字的結構。

在發展識字及閱讀策略期間，我們也引入了「縱橫漢字輸入法」。我們期望學生能掌握簡易的中文輸入法，以提升汲取資訊世界的知識寶庫和掌握科技通訊的能力。在電腦科教師教授縱橫輸入法時，參考了不同的識字策略，如：字帶字、部件識字等方法讓學生進行學習。完成計劃後，本校的中學生不單能在網絡上搜尋資料、發表意見、與人溝通，也培養了他們撰寫網誌和電郵的能力，以及提升了自信心。

結語

課程、學與教生生相息

課程與教學息息相關。一個具理念和有系統規劃的課程，因着教師對學生的了解、對課程的掌握，配合適切的教學策略及活動，在課堂中實踐，學生因而學有所成，教學理念得以實現；而教師在教學的過程中的經驗、觀察、研究分析亦回饋課程，使課程的設計、內容得以發展，更符合學生所需。我們在課程、學與教的循環當中曾遇到挑戰和困難，但也獲得不少的樂趣、滿足與喜悅。因為我們所付出的努力為專業能力、學生學習，以至學生的成長也帶來莫大裨益。

回顧成果，成為我們日後發展的推動力。我們期望繼續與大專院校、其他友校、社區機構、家長及教育局進行協作，建立跨專業學習網絡的平台。透過不斷的學習、反思與分享，啟發思維促進專業發展，提升專業素養，最終促進學生的學習和全人發展。

評審

撮要

為智障學生發展識字及閱讀的多層級課程，從「有效教學」中促進及展現學生的學習表現。

小組教師秉承辦學團體的價值理念，按智障學童的能力，配合課程的要求，尋求合適的教學策略，務求從「有效教學」中促進及展現學生的能力。小組教師自2003年起，參與有關識字及閱讀策略的行動研究計劃，不單成功將綜合高效識字的策略，以及閱讀策略，融入中文科的日常教學當中；更打破了智障學校以常識科作為學習主題的傳統，而改以中國語文科為本，識字作基礎、閱讀作主導，再配合聽說、品德、自學、思維等不同範疇，貫串落實至新高中課程。

小組教師透徹掌握中國語文課程理念，具專業知識和能力。他們能針對智障學生的學習難點，因應其知識、能力與情意品德的培育發展需要，設計多元化的語文學習活動，引發學習興趣。陳老師利用朗讀、提問幫助學生聯想動物名稱，能引起學習動機，學生反應熱烈。教師解說清晰，態度認真，能了解學生的需要，按學生的知識、能力和興趣選擇教材，要求學生反復練習以鞏固所學；學生投入參與，課堂學習氣氛良好。劉老師用語親切，選取的故事材料貼近學生心理，能引起學生學習興趣。教師概念清晰，善用提示、鼓勵、問答、討論等指導方式引導學生學習；師生關係和諧，能建立尊重、禮讓的氣氛；學生亦能透過聯想、朗讀與匯報等活動，增加詞彙量，以及提升說話及閱讀能力。

該校初小學生透過識字課程，能豐富識字量，掌握識字的學習策略，並提高對文字的敏銳力；兩位教師在初小階段的基礎上，延至中學階段作出深化與發展。

小組教師發揮專業精神，積極參與教學研究，努力經營改善教學策略，勇於嘗試，並樂於與同儕交流心得。小組教師在校內透過共同備課會議、共同發展以科為基地的有效教學策略，並透過定期的專業交流活動進行切磋、分享，使全校教師共享有效策略的心得和成果，促進學校成為一個追求卓越和專業的學習社群。



學生互評，老師從旁回饋及指正。

索取有關教學實踐資料的途徑

請與本校聯絡

教師與其他同工分享的方式

訪校交流、講座

聯絡方法

聯絡：劉曉暉老師、陳鈺蓮老師

校址：上水馬會道第八區

電話：2670 0800

傳真：2668 5353

電郵：swsps@hkt.salvationarmy.org



中國語文教育學習領域



獲嘉許狀的教學實踐



靈活運用生活教材 帶領學生走入語文世界

獲嘉許狀教師

施美芳老師（教學年資：20年）

所屬學校

金文泰中學

教學對象

中一至中七（中文科）

教學理念

「一般人認為中國語文科教學法沉悶，令學與教都變得沒有生氣，而且部分內容不合時宜，學生難以將知識配合應用。身為老師，最重要就是找到適合的方法幫助學生學會知識，令課室充滿歡樂，讓學生投入學習，時刻都將知識注入生命。」

教師

專訪

中國語文科予人的感覺總是枯燥無味，部分課文脫離學生生活，難以提升他們的學習興趣。對施美芳老師而言，中文科並非如此，她加入不少有趣點子，讓學生更開心地投入學習，打破悶局。

「我是一個怕悶的人，而且愛笑，我希望學生都可以帶著愉快的心情上課。在課堂內，若你見到學生沒有生氣，老師亦不會投入或享受，更不要奢望學生有所得着。」金文泰中學施美芳老師認為，「教師應將目光放在學生身上，用心感應他們所思所想，了解他們的生活模式，設計不同的教材帶領他們進入語文課題，將知識轉化為技能。語文科沉悶與否，就看我們如何調適。」

延伸活動教學 提高學習動機

依書直說的方法已不合時宜，學生對課文知識未必透徹地了解與應用。在教授描寫的單元，施老師會思考學生所喜歡的學習方式如遊戲或郊遊等協助教學。「在學期初，學生彼此認識不深，我安排他們以抽籤形式配對班內學生，並利用一星期觀察對方的外形、特點、聲線語調等，寫一篇有關觀察對象的描寫文，以及在班中朗讀，其他學生則記下要點，並猜出文章描述的人物。我看到學生比以往積極投入，享受有趣生動的學習過程，提高師生互動。其次，只要刺激或啟發他們學習的竅門，他們便會自覺學習，並不需要強迫推動。」



為配合篇章內容，施老師帶領學生參觀香港中文大學，深化學生對文章的體味欣賞。

說到詩詞歌賦，施老師認為學生必須大量閱讀，同時走入詩詞的意境中，所以她利用資訊科技配合教學，利用圖片或音樂作輔助。「詩詞的意境高遠，難以捉摸，我會利用圖片幫助他們幻想或以作品比較，建構形象思維。」施老師補充。

利用身邊事物 觸動學習神經



戲班工作人員正介紹不同的粵劇用具，深化學生對中國傳統文化的認識。

面對教學設計，施老師坦言時間及推行是她最大的挑戰。除了教學，她還要身兼多職，同時需處理一些科組工作、搜集教材等；而思考也必須靈活多變。面對瞬息萬變的社會，周遭所發生的事，也可以是教材，將適當的時事配合至不同的單元內，有助學生學以致用的同時，更給他們有不同的啟發。「在教授議論課時，剛好是斌仔要求安樂死那段時間，所以就利用『安樂死應該合法化』作辯論題目。我發現學生的主動性及投入感大增，而且各有立場，在表達意見時有板有眼。讓學生理解到學習不同課題的重要性及其實用性，學以致用才能令學生更投入。」

在教學設計的推行上亦總有碰釘的時候，「棄用傳統教學，改以互動輕鬆形式的教學設計，同工總會質疑是否會有成效，所以在說服他們的同時，仍要不斷嘗試，當漸見成效時，就是一份肯定。」施老師表示一直支持她走到現在的，正是她的學生：「每天看着他們長大，與他們的相處，以及對他們的影響是我最大的動力，從他們身上肯定自己過往的努力。教師不只是傳授知識，同時應影響學生的生命，亦正是這一份堅持，我的教學熱情從沒有減退。」



教學

分享

注重的校園事件、社會議題，
計學生感興趣的學習活動。
重學生的學習歷程，
根據學生的學習動機，
從生活入手，以學生關
心為重點，設計

建構教學理論認為學習者能主動建構知識，在個人和外界環境互動過程中，學生會根據自己已有的知識來理解周遭的環境，個人知識的形成乃主動建構而不是被動地接受。因此，教師應該提供一種有利於學生主動建構知識的環境，幫助學生自我學習與成長。

教學實踐舉隅

1. 認識新詩的意象

老師介紹詩歌意象的運用，指導學生鑑賞新詩，引導學生從意象的理解及分析中，感受作者的情思，提高學生欣賞新詩的能力。老師創作新詩《母親的覺悟》，與學生分享身為人母的感受及創作新詩的歷程，鼓勵學生研習《廣場》及《母親的覺悟》，分組討論，評價二詩運用意象的高下。老師設計工作紙，透過意象遊戲（「即物起興」一意象的聯想及「畫龍點睛」一意象的選用），鼓勵學生開放思維，發揮想像，聯想相關的意念，再選取恰當的意象來表達個人情思，創作小詩一首。



學生與粵劇表演者交流

2. 議事論事

教授議論單元時，由於學生對校政每多意見，老師從校園生活的熱門話題入手，結合實用文教學及說話教學，教授學生撰寫建議書，指導學生列舉論據，支持論點，客觀理性地表達對校政的意見，並提出切實可行的建議。為了讓學生明白語文學習的效益，我特別邀請校長觀課，以「評彈校政」為主題，讓學生將建議書內容轉化為演講辭，在校長面前發表意見，游說進言，其他同學則摘錄論點，即時提問補充，互動交流。課堂的設計結合了讀、寫、聽、說的能力培訓，也強調了理性議事，求同存異的品德教育。

3. 借景抒情

教授描寫景物的《馬料水》一文時，我與學生同遊中文大學，設計配合篇章內容及寫作手法的工作紙，深化學生對文章的體味欣賞，又設計行程，指導學生按個人感興，選取不同的觀景點，運用不同的描寫技法，撰寫遊記，令學生從活動中學習。

語文學習應強調學生在課堂上的主動角色，鼓勵學生積極參與，投入活動，進而幫助學生將課堂習得的知識遷移為能力，令學生學以致用，學生才會將語文學習滲透入生活之中。



邀請中文書法老師到校示範，讓學生對中國文化有更多認識。

評審

撮要

分享。推動教育改革，熱心發展課程，設計富創意的教學活動，樂於與同儕

施美芳老師多年來積極參與教育局及大專院校的教學研究計劃；曾任課程發展議會（中國語文教育）委員及有關工作小組的成員，積極參與發展新修訂中學中國語文課程、新高中中國語文課程、新高中中國文學課程及小一至中六學習進程架構。由2002年至今，施老師曾多次為課程發展處主辦的研討會擔任嘉賓講者。除了研討會，施老師還於2007-2009年多次為教育局舉辦的新高中培訓課程擔任分享員，與教師分享發展校本課程的經驗。施老師在教學方面富創意，不斷設計新的教學活動，並將教材上載「香港教育城」，與友校分享。

施老師具備豐富的學科知識及專業能力，教態自然，解說清晰，用詞溫雅，能恰當利用簡報輔助教學，有適當的態勢語、提示語、鼓勵語進行講述及提問；亦善於利用生活經驗作為教材與學生分享，學生喜愛老師的經驗分享；就課堂所見，教師利用聯念法，讓學生提取記憶，重溫新詩的定義及體裁，導引手法適中；介紹詩歌的意象及意境，除作簡單的定義說明外，並附以學生初中曾研習的古典作品，讓學生明白新詩與舊詩的欣賞方法；教師分析作品中的意象所表現作者的思想感情，希望引導學生從意象的理解及分析中領悟作者的情思，提高學生欣賞新詩的能力。透過學習活動，學生能初步利用準則評價新詩，以及能從賞析中發揮創意，進行創作；特別是寫作方面，學生能利用學習心得，提出創見。

施老師熱心參與教師培訓工作，樂於與同行切磋交流，分享教學經驗，對中文科課程發展貢獻良多，在中國語文教育領域樹立了良好的榜樣。



施老師教態自然，解說清晰，善於利用生活經驗作為教材。

索取有關教學實踐資料的途徑

學校電郵 css@edb.gov.hk

教師與其他同工分享的方式

舉辦教學專題講座，分享教學經驗

聯絡方法

校址：香港北角炮台山道30號

電話：2570 6411





左起：黃素花老師、吳一敏老師及簡加言老師。

結合讀寫 加強聽說

提升語文學習成效

獲嘉許狀教師

簡加言老師（教學年資：14年）

吳一敏老師（教學年資：4年）

黃素花老師（教學年資：8年）

所屬學校

福建中學（小西灣）

教學對象

中一、中四及中五（中文科）

教學理念

「讓學生認清學習目標，透過多讀、多寫、多聽、多說，提升語文能力，甚至能夠把學會的能力應用於其他學科方面，終身受用。教師則致力提升專業，以學生能力導向，從量入手，逐步提升學生的能力質素。此外，教師嘗試將主動權給予學生，使他們有機會在課堂上多聽多說，加強互動。」

教師專訪

敏老師與黃素花老師合作設計一套奏效的教學方法，按部就班，幫助學生
認清學習目標，輕鬆愉快地學習和實踐。

多讀、多寫、多聽、多說是學好語文的不二法門。簡加言老師、吳一

教學法五大特色

鑑於中國語文科的傳統教學法偏重內容理解，強調背誦，缺少閱讀課外的篇章。學生實際學會多少，教師也難於掌握。簡加言老師於2000年決定回應教育局推行單元教學，以學生能力導向的指引，與同工開始做試驗；更於2002年起，編寫整套新課程的教材。

以培養學生的閱讀能力為例，科組教學法的特色包括：一，緊扣單元重點；二，着重整體感悟；三，綜合練習講解；四，運用板書圖；五，加強語言含量，注重字詞推敲。同時，配合大量閱讀篇章，中一生在每單元需要看10個篇章，全年10個單元便讀畢100個篇章，直至中三就要完成300篇的閱讀。此外，初中側重培養閱讀基礎、文字閱讀能力與閱讀文學能力，高中着重訓練學生質疑及評價的能力。

三位教師運用板書圖，把課文內容大意藉圖示方式表現出來，不但有助鍛煉學生多用右腦，也讓他們可清楚文章的思路結構，方便記憶。更重要的是學生充分掌握各單元的學習目標，並將學會的能力活學活用。

另外，教師鼓勵學生「一周一作」，希望從量入手，逐步提升他們的寫作質素和能力。針對會話及聆聽能力的培養，除每周一節特定說話訓練外，學生有機會主持早會或分享專題，亦可選擇參加演辯學會，甚至參與校內的時事討論賽。



在初中的口語訓練課上，學生以貼身和有趣的課題「生日卡片」，進行創作與小組短講。

常設共同備課節

簡加言老師說：「不少內地書籍專講單元教學，我們編寫課程時可作參考。另外，可參閱教育局提供的

500篇本地化文章；至於組織課文的方法，可向內地、台灣、新加坡借鏡。」教師需要明白該教學法的特色，再透過觀課、備課、看教案、試教、反思，以及往內地交流等，裝備自己和提升教學技巧。

到了實際推行的階段，仍會遇到困難。部分曾於其他學校任教的新入職同工需要時間適應單元教學，而每級循環週內常設的共同備課節，正好給同工交流的機會，使他們可同心同步。黃素花老師指出，最大困難是班中個別有特殊學習需要的學生，學習差異較明顯。「雖然這樣，我仍以平常心教學，為讓學生在一視同仁的教法下成長。」

同題異教作推廣

新教學法推行至今已取得一定成效。吳一敏老師指出，學校中文科連續幾年取得高增值，反映學生入讀該校後，語文能力漸漸提高。「部分家長坦言，想不到子女的寫作能力足以在學年末出版個人文集。」除此以外，個別學生由未能在一小時寫出600字，進步至只需45分鐘便完成。通過聽、說能力的訓練，學生變得樂於主動發言，在辯論比賽亦屢獲獎項，學習更見成效。

三位老師又透過主講不同的講座，以及到內地參與同題異教的活動，藉此交流教學心得。簡加言老師強調，她們仍要繼續完善教材，加強聽、說部分，希望讀、寫、聽、說可整合一些。



教 學

分 享

在科組扮演着不同的角色，都是帶領科組承先啟後、完善課程，實踐有效的教學和追求卓越的核心分子。

福建中學（小西灣）的中文科組是一個學習型的團隊，我們幾位老師

從2000年起的十年，科組在實踐卓越教學的路上經歷兩個階段。前五年，科組以「讀」「寫」為基點，啟動中文教學改革；建構了由簡老師主導的「單元教學法」，自編閱讀教材1-6冊。後五年，在科組前五年的基礎上，完善閱讀教材1-10冊，並鑽研「讀、寫、



澳門的中學教師曾到校取經，了解簡老師的單元教學法。

聽、說」的結合課；學生的表達體系由書面延伸至口語溝通，由粵語延伸至普通話，以辯論為切入點，有系統的、全面的幫助學生提高辯論和說話能力。

加強聽說訓練

在聽說訓練方面，首先，我們為學生度身訂造一份最合適的訓練配套，同期借鑑教育局借調教師的示範活動，優化教學。其次，為「聽說」提供大量平台，包括「青年高峰會」、「英雄會」、「辯論日營」、「司儀培訓」等比賽及活動，讓學生體驗吸收，建立自信，學生經過由比賽落敗到成為比賽中的王者，獲益良多。



課堂上黃老師耐心解說

我們也因此建立了一隊由高中帶動初中、少數帶動多數的辯論群隊，成功在校園裏創設、營造了敢於發表意見的氣氛。此外，並建立了一個與外校交流的網絡，令師生視野得以拓闊。「融辯入教」也在跨科合作中見成效。例如：逢星期二早會時段安排學生演講；十月慶祝國慶節目中，安排學生演講、辯論；學校各科各組在各項大型活動俱安排學生擔任司儀等，逐步見成效。

自2002年起我們自編校本教材開始，學生中文科成績持續增值，成效顯著。另一佐證是學生對語文的興趣提升，有關數據見於每年的問卷調查。與中文相關的活動，學生自薦當司儀，力陳個人優勢爭取參加論壇等活動的，大不乏人。

重視教研

綜合而言，本科組是一個學習組織，自建立集體備課制度以來，持之有恆。從實行「推門觀課」（即無條件公開每一節課）起，科組每年接待來訪學校觀課、座談數十次，工作雖然勞累，但得着亦多。科組老師曾為國家中央教育科學研究所的專家校長作示範課，得到一致的讚賞，深受鼓舞，教學效能亦在觀摩中有所提升。是次行政長官卓越教學獎獎項對科組發展又是一個正面的肯定與鼓勵，我們將繼續努力追求卓越，為語文教學再開創新局面。



口頭匯報的學習模式，可提升學生的說話能力。

評審

撮要

說教學的教材、教法，培養高層次的語文能力。建基於初中的優勢，發展、整合高中的校本課程；積極探索與開發聽

簡加言、吳一敏和黃素花老師，為學校中文科組核心成員。早於 2000 年，學校中文科組已開始中文課程與教學改革，包括以「讀」「寫」為基點，建立系統的寫作訓練。在這基礎上，簡老師帶領小組老師整合、完善「讀、寫、聽、說」整套中文校本課程。學生的表達體系由書面延伸至口語溝通，由粵語延伸至普通話，閱讀由單元組合進展至「整本書」的深層解讀。

小組教師在校本課程發展方面能循序漸進，照顧不同階段縱向的銜接，也能顧及橫向的平衡；在教學法的探索與教材的開發方面的有一定的成就。小組教師在原來的「讀」「寫」基礎上，加強學生的「聽」「說」能力。例如融辯入教，以辯論為切入點，訓練學生的說話能力，學生的聽說能力能得以有系統地、全面地提升。

小組教師能設計多元化的教材，教學目標明確，有適當的指導重點；教師課前會了解學生背景，預測學習的難點。例如在小組討論課，先設難點，要求學生比較閱讀的廣度與深度，然後鼓勵學生主動「說」，有助提升學習成效。在中四短講課與中五討論課兩教節中，教師安排分組活動讓學生就所擬時事專題或同學的作品進行討論、匯報，教材與教學目標配合，指導和練習的



高中課的生活化題目，有助刺激學生發表意見。

內容有實用性；中五級的「以讀帶說」安排，學生能通過閱讀隨筆作品，說出作品的主題，以及個人意見。由於閱讀材料源自同級同學作品，較易引起共鳴，學習興趣亦得以加強，策略得宜。

三位教師樂於與同儕分享教學心得。部分成員多次到不同學校交流推廣觀課文化、課堂遷移等專業課題。小組教師經常參與教育局的交流活動，分享教學經驗，能啟發同儕改善學與教；亦不時與內地先進同行交流，參與專業和學術團體的系統訓練，積極追求專業發展。

索取有關教學實踐資料的途徑

網址：<http://www.fss.edu.hk>

電郵：email@fss.edu.hk

教師與其他同工分享的方式

座談會、分享會

科組全開放接待老師到校觀課、座談交流

聯絡方法

吳一敏老師 ngyatman68@yahoo.com.hk

黃素花老師 wsofa@hotmail.com

簡加言老師 kkyfss@yahoo.com.hk





鼓勵背誦經典作品 傳承中華文化

獲嘉許狀教師

朱崇學老師（教學年資：27年）

所屬學校

嗇色園主辦可風中學

教學對象

中一至中七（中文科）

教學理念

「文化與語文有着緊密聯繫，所以語文教育不僅是教授漢語，更是中華文化浸染過程。我鼓勵學生背誦經典作品，目的非為應付考試，而是希望他們聲入心通，將文化內化，成為個人修養。」

教師專訪

過背誦及朗讀經典，傳承中華文化價值。

中學大部分本地學生的中華文化底蘊不深厚，有礙學習中國語文，可風

「切開卷蛋傳來異味」及「開卷考試有益處」是個別香港中學生對成語「開卷有益」的詮釋。上述例子是朱崇學老師的真實見聞，他認為，本港學生學習語文時，忽略中華文化是不爭事實。朱老師有27年教學經驗，他表示，以往學生文化基礎好，但近年社會對中國典籍及文化的重視程度不如昔日濃厚，學生欠缺背誦經典的機會，所以文化積累比較少，未能掌握經典的精華。

今年不少會考生都認為會考中國語文科「閱讀能力」試卷內容艱深，朱老師指出，這反映傳統文化缺失對學生的影響。「考卷其中一道題目是要學生解釋《列子·說符》篇中『君子不以所以養害其所養』的意思，如果學生對道家文化欠缺認識，確實難以作答，但題目正好讓學生了解自己的文化底蘊不足，令他們明白學習語文，文化是不可或缺的。」

語言文化關係密切

他解釋，學習任何一種語文不單是聽說讀寫，還包括文化。「文化及語言是雙生兒，如果學生文化根底深厚，學習語言自然事半功倍。」建立語文能力固然重要，但他認為目前的語文教學強調中華文化，主要的目的是令學生認同傳統文化價值。「學生作為中國人，如他們在求學時已內化傳統價值，待他們長大後，便會有一致的文化觀念，認同普世的價值觀。」

在培養中華文化工作上，朱老師認為，教育工作者責無旁貸；故他近年以各種方式在校內營造文化氛圍，希望學生能將中國傳統化為內在價值，而他最強調的方式是背誦。「學生即使不背誦，也要朗誦。朗讀能夠達至『聲入心通』及『口誦心惟』，日子有功，便能積澱文化，成為個人涵養。」

他表示，由於中文科課程緊湊，教授「聽說讀寫」的時間不足夠，故教授中華文化時，惟有四兩撥千斤。朱老師於四年前開始便安排學生在禮堂早會讀經，誦讀《論語》及《孟子》等中國經典名句。為配合早會，他編寫了《孩子愛讀經》，按主題例如孝、善惡、敬師等，將不同的經典輯錄成主題篇章。「雖然每次早會讀經時間不多，但能水滴石穿。活動已舉行四年，現在的中四學生已接觸很多經典篇章，在語文能力及文化知識上都有所得着。」



朱老師能配合學習需要安排小組活動

學生喜愛活動教學

在課堂上，朱老師則會安排小組討論、角色扮演及佳作賞析等活動，協助學生體會作品的主題及訊息。但朱老師設計這些教學模式時，內心曾有所掙扎。「資深老師不是稱許，反而是一個缺點。教學多年，我已習慣舊有教學模式，但今天的學生卻喜歡活動教學，所以會出現衝突，學生的需要與我的教學堅持進行比拼，但我的崗位始終是教好孩子，故必須配合對象的需要，調適教學方法。」

但他指出，學生知道他最終目的不在活動本身，而是教中國文化及語文。「改變始終是好事，教師可以激發內在力量，與學生一起學習。」朱老師的體驗就是教學相長的意思。



教學

分享

我們鼓勵學生多讀一點古代聖賢經典。透過讀經活動，加深學生對中華文化的認識；同時讓學生在口誦心惟的過程中，得以潛移默化，加強品德培養。

背景和目標

1. 在英文中學以英語為教學語言的背景下，我們要爭取更多資源，建立中國語文、文學的學習氛圍，讓學生在有利環境中加強學習。
2. 就着學生能力差異拉闊（學能組別由五改三的轉變）的情況和課改取消範文的契機，我們剪裁課程、引入新的教學模式，以加強學生的語文自學能力。

早會讀經計劃



朱老師在早會的讀經分享

本人擔任學校德育及公民教育委員會的召集人，負責早會的統籌工作。早會讀經的活動已歷時四年。讀經包括解經、領讀和集體誦讀三個部分。四年前的早會讀經，在學校操場舉行，誦讀《弟子規》和本人編寫的《孩子愛讀經》。由去年開始，早會改在禮堂舉行，講者也改由全校老師輪流擔任。講題由老師自擬，題材豐富了，內容也深刻了。形式變得多樣化：演講、討論、歌唱、朗誦、手語、遊戲、比賽，以至即席下廚，豐富紛繁，不一而足。早會成為了加強中國語文學習的有利平台。我們跟普通話科和圖書館組老師合作，每星期都預留時段讓學生用普通話介紹不同知識、與同學分享讀書心得或作讀書報告等。這種設計的好處是把中國語文教學的時間和空間延展至課堂以外，而且也增加了趣味性。本人在講者演說完畢後，上台即席作出總結或引申，經常引用《論語》、《孟子》等古代經典的觀點加以比照；既是即席演講的示範，也讓學生對中國文化有深刻的體認，更可以增強他們的自主學習能力，建立正面的價值觀。

校園氛圍

四年前開始，在中一迎新周期間鼓勵學生背誦中華經典。所有中一學生在中四學長的領導下背誦《弟子規》，效果良好，並得到家長的讚賞和支持。其後與中國語文科老師合作，在中一級教授和背誦《弟子規》；再與中國歷史科老師合作，在中一級教授和背誦《三字經》的部分內容。在琅琅讀書聲中，營造了深厚的中華文化氛圍。

其他配合讀經的活動包括：本校全體師生一起參與在大球場舉行的回歸十周年「萬人齊誦道德經」活動。借得香港多位書法名家書寫的經典金句在學校禮堂展出，以及連續三年帶領學生回到內地作學術交流活動等。

原來許多老師對傳統文化也沒有多少接觸，自從參與早會的讀經活動後，都說讀經讓他們對中華文化的核心價值有更深刻的體認，明白到孔子等聖賢的言論並不落後，甚至超越了時代的限制，到今天仍然歷久常新。相信可風中學這股讀經之風，假以時日必能開花結果。



擔任校外講座嘉賓，與中學教師分享教學理念及心得。

評審

撮要

以古文經典弘揚道德文化，重構中國語文、文學的學習氛圍。



朱老師認為，文化與語言息息相關，語文教育不能脫離中華文化。

朱崇學老師任教已逾二十七年；曾教授中國語文科、中國文學科、中國語文及文化科和中國歷史科，是一位資深的中國語文教師。朱老師主要負責的職務是德育及公民教育委員會的召集人。以上兩種身分的配合，有利朱老師推動「以古文經典弘揚道德文化」的理念。

朱老師學養湛深，課堂教態穩重自然，解說清晰，詞句雅馴，他以《曹劇論戰》作示範課，利用成語「一鼓作氣」導入，提問課文內容，引出「寫人敘事，言簡意豐」的特色，教學層次有序，進展合理，學生能專心上課。朱老師能配合學習需要安排小組活動。例如角色扮演、小組討論等。學生透過角色扮演，分析文本的寫人技巧，並能演繹人物的對話，對文章的技巧分析，亦初步掌握。此外，學生通過工作紙進行小組討論及分組報告，投入學習。最後，教師利用學生的佳作讓全班同學進行賞析；學生能結合所學分析同儕作品，以及進行創作。

朱老師在校內努力建構中國語文、文學的學習氛圍，讓學生在有利環境中加強學習。面對學生能力差異日增，他就着課改取消範文的契機，剪裁課程、嘗試改變教學模式，以加強學生的語文自學能力。朱老師善用古漢語材料教學，以文化積澱作為語文能力基礎，方向正確，建立全校語文、文學的學習氛圍，如：早會讀經、朗誦等，培養學生熱愛文學，增強自主學習能力，建立正面的價值觀，讓學生體認中華文化。朱老師著作豐富，自編多元化的校本教材，以身作則，感染同儕；又多方參與課程發展處、考評局的工作，對語文教學貢獻良多。

索取有關教學實踐資料的途徑

請與本校聯絡

教師與其他同工分享的方式

訪校交流、分享教材（《孩子愛讀經》的電子版本）

聯絡方法

校址：新界上葵涌和宜合道 448 號

電話：2425 3563





左起：余少嫻老師、何潔心老師、王衍菁老師、梁鳳屏老師及謝志穎老師。

精教·導讀·自學

三種課型建構教學

獲嘉許狀教師

謝志穎老師（教學年資：13年）
梁鳳屏老師（教學年資：26年）
余少嫻老師（教學年資：24年）
何潔心老師（教學年資：12年）
王衍菁老師（教學年資：7年）

所屬學校

天主教石鐘山紀念小學

教學對象

小一至小六（中文科）

教學理念

「為劃一、監控和評量教學成效，特別設計一套科學化與系統化的校本課程，配以新的教學法。當中希望學生在課堂上的參與程度循序漸進地提高；教師則能夠由淺入深地把語文能力傳授給學生。加上資訊科技的配合，學生可興致勃勃地研習中國語文。」

教師專訪

始，不斷探索、實踐、修訂，以「精教、導讀、自學」三個課型來建構天主教石鐘山紀念小學的五位中文科教師親身示範了怎樣從零開始，培養學生的語文自學能力。

科學系統化改革

科學化與系統化這兩大元素，不但適用於非語文學科的教學中，語文教學也同樣需要具備這些質素，以提高水平與成效。

幾位獲獎的教師認為，中文科教師過去教學的隨意性較強，可能某教師多教語文知識，或多教課文所蘊含的情意，難於劃一、監控和量度怎樣才算教得有效，故成效問題多取決於教師的功力。此外，傳統教學法的變化較少，課堂較單向，學生覺得學習呆板。加上舊式評估方法以筆試為主，略欠彈性。

針對上述情況，該校藉校本課程把傳統語文教學科學化和系統化。謝志穎老師形容，新教學法的特色是以課型結構為主，以「精教、導讀、自學」三個課型來建構教學。「精教」指在教師教導下，學生全面地學習能力；「導讀」即在教師監控和指導下，學生進一步加深和鞏固已學到的能力；「自學」的意思是學生在這階段充分運用全部所學，教師只從旁點撥及指引。「這種課型的好處是學生得到多少，都可即時應用。教師知道學生能應用多少，便容易做評估。」謝志穎老師續說，整個課程的規劃要先分析各單元的不同能力重點，基本能力排前，較深能力放後，以螺旋形推展。



學生在課堂即時完成工作紙，以便教師評估是否已掌握所需能力，達到及時回饋的果效。

資訊科技助教學

教師除致力將學習自主權交給學生，讓他們多進行小組討論外，還利用古典詩文作教材。學生感興趣，並願意主動地背誦優秀的篇章，積累語料，好待將來寫作時，言之有物。有時借助資訊科技亦可提升學生的吸收能力，王衍菁老師舉例說：「我們運用資訊科技，以形象化的材料教授成語故事，使學生容易明白和記牢。」該校更與城市大學合作研發網上學習系統，當中的練習和遊戲既可鞏固學生所學，又

可作為評估參考，方便教師跟進學生學習情況，以及改善教學。

學習目標更聚焦

在課程規劃上，教師獲得中文大學及香港教育學院的專家學者協助。梁鳳屏老師表示，在這基礎上，學校舉辦教師工作坊，幫助教師認識相關概念，並建立核心小組，把各年級教學次序的規劃，透過共同備課和科組會議告知其他同工。另外，教師也會出席分享會，到友校觀課，參與內地的教學交流活動，邀請內地專家教授來校觀課和給予指導，從而裝備自己。

其實，在推行新教學法期間，教師遇上不少困難，好像範式轉移的問題，以往教師習慣多講解，如今需要把教學時間交給學生，讓他們有主導權。教師的確要逐步調節和適應。

雖然困難不少，可是成效更多。現在，學生明白在不同單元，需要運用甚麼能力。他們的學習有了目標，較過往聚焦。何潔心老師指出，不少家長很欣賞學校設計的自學小冊子，鼓勵學生備課。「家長喜見子女願意查字典備課，看文章變得更透徹，更積極學習中文。」余少嫻老師補充說：「在自學冊的精教課文裏，留有空格讓學生繪畫結構圖、樹形圖、腦圖，作為自學和鞏固溫習的方法。我們發現學生的學習表現有很大進步。」



學生在家中藉自學小冊子查字典備課，增強自學能力。在課堂上，運用電子白板作匯報，使教學流程更緊湊。



教學

分享

能夠建構一個有系統及可操作的校本課程框架，從而有效及具體地得到裨益，最終能提升學生的語文水平。

校本語文課程規劃的原則及方法

- 以能力為主導組織教學單元
- 以讀文教學帶領其他範疇學習
- 各能力範疇前後須銜接，每個教學階段的單元會按上述原則編排序列
- 系統完整連貫、相連互通，成為有機的連繫
- 透過「精教、導讀及自學」課型，建構語文能力

1. 能力訓練為主線	建構能力為主線的訓練課程框架。
2. 思維訓練	善用閱讀能力六層次系統提問，鞏固基礎及訓練高階思維。
3. 學生為本位	學生為主體；教師為主導。照顧學生個別差異，開發校本語文課程。
4. 校本課程設計	重整教材。因應學生的實際情況，編選適合學生水平的教材。
5. 多元化語文教學	由聽說讀寫帶動文學、文化、品德情意、思維、自學等學習範疇。例如：古詩文自學課程及校本網上學習平台。
6. 自學能力	利用單元教學的「精教、導讀、自學」三種課型，訓練學生的自學與自評能力，達至終身學習的目標。

規劃成效

學習重點清晰

本校具特色的「讀寫能力重點表（教用版）」，清晰臚列學生已知及未知的能力及知識，讓老師將教學過程聚焦於學生未知的能力及知識，減少內容不必要的重複及教時的浪費。

學習單元編排合理有序

前一單元所學為後面各單元所用。學生在運用的過程中強化及鞏固所學的能力；教師亦同時引導學生，借助前面各單元所學的知識，完成學習後面單元的學習重點。單元編排的序列必須做到各能力範疇前後銜接，以便作為教學的順序。上一單元所學，須為下一單元所用，以便學生有效地應用有關能力。

自學能力初步建立

學生通過課前預習系統及自學冊的運用，學會運用已有能力學習新知識。在自學課中，學生獨立運用所學的能力，進行自我監控及評估，並主動完成課後延伸活動，達至培養自學能力及終身學習的目標。

照顧學習差異

通過「精教、導讀、自學」三種課型，讓學生在「精教」課中培養能力（學能力）；在「導讀」課中，由老師輔導下，初步運用所學得的知識與能力（用能力）；再透過「自學」課，獨立運用所學，進行自我評估（自學自評）。教師亦會利用課堂工作紙及課後課業的評估，及時檢視學生是否已能掌握及運用所習得的知識及能力，達至照顧學習差異的目的。

總結

我們期望學生在有理念及有系統的校本課程規劃下，能夠有效地學能力、用能力，達至自學自評及終身學習的目標。我們更希望老師們能夠善用教材，發揮校本課程中「用」的特色，配合三種課型及從已知至未知的學習模式，讓學生能更有效地學習。

最後，我們期望能達成「教少些、學多些；做少些、學好些」的目標，讓學生培養自學能力及良好的語文素質；而我們能夠規劃一個合理有序的小學語文課程，以銜接新高中課程，邁向成功之路。



學生積極地學習，閱讀能力大有進步，容易理解文章內容。

評審

撮要

學能力、用能力、自學自評——具體落實課改精神。



增設活動如普通話話劇，學生覺得中文科有趣，從而提升學習動機。

小組教師掌握中國語文教育學習領域的新趨勢，熟悉教育改革和學科內容，以能力導向設計校本課程，結合理論與新課程的精神，並能反思和積極改善教學實踐。中文科校本課程有全面規劃，每一單元包括精教四節、導讀兩節、自學一節；教學目標除着重語文能力外，亦能涵蓋品德情意範疇，架構清晰，理念明確。

小組教師能擬訂各級能力及教學重點框架，顧及不同學習階段縱向的銜接，使學生在知識的積累、能力的掌握、態度和習慣培養等各方面都能獲得均衡和全面的發展。觀課所見，小組教師能安排不同類型的學習活動配合教學。在精教課中，教師利用聆聽、提問引入課文，引發學生的學習興趣；在導讀課中，教師為講述空間順序描寫，利用電子白板解釋方位詞，學生容易認知；在讀寫結合教學課節中，教師分別利用簡報、分組討論及集體創作等方式，培養學生掌握及分析故事的發展和高潮；在小組匯報時，教師利用投影機提供共同學習的平台讓學生進行評論。所有課堂教學均兼顧情意教育。

小組教師以學生為本，建構能力訓練課程框架，設計優質的教學單元及示例；加上善用資訊科技配合教學活動，包括校園電視台、匯通網上學習計劃，學生學習水平有提升。成員除參與有關教學研究外，也曾到內地交流，參與課堂研究、工作坊及分享會；亦能透過分享教學經驗，推動學校持續發展。小組教師在課程規劃與教學探索方面有一定的成就，家長對教師的教學態度亦有正面的評價，特別是在加強親子關係的維繫方面，有很大幫助。

索取有關教學實踐資料的途徑

請與謝志穎老師聯絡

網址：<http://www.scs.edu.hk>

教師與其他同工分享的方式

分享會、學校電郵

聯絡方法

校址：荃灣海濱花園永順街39號

電話：2408 6373

傳真：2407 7180

電郵：tcw@scs.edu.hk





左起：劉麗琮老師和黎健佩老師

細心觀察 大膽嘗試

將知識與技能結合

獲嘉許狀教師

劉麗琮老師（教學年資：25年）

黎健佩老師（教學年資：11年）

所屬學校

匡智元朗晨曦學校

教學對象

特殊學校（中度智障）

初小至高中（中文科）

教學理念

「我們深信沒有一個孩子是不能學的，但他們需要平等的學習機會。中度智障的孩子，只是需要多一點時間，他們同樣可以正常地學習。教師必須了解學生的需要，設計合適的課程，讓學生得到更全面的學習。」

教師專訪

劉麗琮老師和黎健佩老師認為智障學生需要學會求生技能以照顧自己，更需要學常規課程內的語文知識，以助他們的個人成長及與世界接軌。

過去的特殊教育，一般人認為是教導智障學生求生的技巧，學會照顧自己起居飲食等功能性的知識；2005年，劉麗琮老師和黎健佩老師聯同兩位教師及語言治療師在校內成立「語文課程小組」，期望設計一套適合的課程，給予學生更全面的知識。

了解學生能力 提升學習興趣



孩子在愉快的環境下學習，漸見成效。

「特殊教育一向沒有指定的課程，事實上，智障學童所需要的教學模式及知識都與主流學校有所不同，他們需要較好策略引起學習興趣，以及吸收實用的知識；否則學與教都難以得到最佳效益。」匡智元朗晨曦學校「語文課程小組」亦由此而生。

一般的語文主流課程範圍較廣，必須調適方可使用；因此，她們將課程根據學生所需重新調適，讓學生切實地學

據學生所需重新調適，讓學生切實地學會知識。「每一個孩子都應該有學習機會，雖然我們的學生比主流學校特殊，卻不代表他們不能學習，只要我們設計適合的課程，引起他們的興趣，提高學習動機，就可以達到教學目標。」劉老師說。

成效顯著如強心針

劉老師和黎老師坦言，在設計課程的過程中面對重重困難，但為了學生的福祉，她們仍堅持到底。「在殘缺不全的教學資料內，我們重新整理合適的教材、研究教學策略、設計不同的教具去增潤課程。感激各組員的無私付出，利用餘閒時間編寫課程，同時亦得到同工的支持與鼓勵。」黎老師補充，推行是另一項困難，「在推行初期，我們先將概念跟同工解釋，可惜回應冷淡，因利用主流教材作重新調適，其範圍既廣且深，若要重編每一細節，所花的功夫與時間實在不少，部分教師質疑其成效會有多大，對學生的幫助又會有多少。」

就是憑着一份信念，兩位老師一邊重編課程，一邊試用，不斷向同工推廣，而回響則令人振奮。「其他同工都認為教材能夠讓學生進步，而且成效顯著，就是簡單兩句話，替我們打了強心針，將我們的課程推到更廣更深入的層面，而且得到校方的支持，投放更多資源，令課程可以推行得更順利。」黎老師說。

能夠完成一個全面的特殊教育課程，最讓他們感到高興的，是能夠為學生、為同工出一分力。「整份課程由零開始，到現在得到肯定，我們心存感恩，多年以來默默耕耘的工作變得有意義。課程必須與時並進，日後我們會不斷更新及調適，並且將知識滲入生活，加強學生的記憶。」

這次獲得嘉許狀，兩位老師感到意外又開心：「由重編課程到現在，我們從來沒有想過要得什麼獎項，我們只希望學生除了學會照顧自己外，也能回饋社會。」



黎老師耐心地教導孩子，以滲入方式讓學生學會學習。



教 學

分 享

我們深信，智障學生都擁有待發掘的潛能，只要我們給予他們適切的學習目標、合宜的教導、嘗試的空間，再配合接納而不放棄的態度，中度的智障的學生都能從不同的學習模式中得以發揮，提升語文能力。

語文是溝通與建構知識必須具備的能力，但多年前學校所使用的教學大綱只集中在「認識字詞」及「與人溝通」的狹窄層面，坊間亦欠缺適合本校學生的語文課程資料。因此，我們決定發展一個專為中度智障學童的語文科課程。

課程發展及規劃

本校在2005年成立「語文課程小組」，於2006年6月完成語文課程初稿；經過多次修改及重編後，終於在2009年6月完成既符合課程理念、又切合本校學生實際能力的「校本語文課程」。我們按學生年齡及學習特色，把校本語文課程的學習項目劃分四個學習階段；並根據學生能力、興趣、學習進度、生活和就業需要等因素，規劃均衡的課程。課程涵蓋學科知識和能力、共通能力、積極的態度，以及正面的價值觀，為學生提供均衡而全面的語文學習，以貫徹中國語文教育的課程宗旨。

教學策略與學習成果

因材施教，安排多樣化的教學模式

因應學生學習需要，在不同學習階段安排不同教學模式：在第一學習階段安排兩位教師協作教學；在第二及三學習階段安排能力分組教學；在第四學習階段安排功能情境，使學生從實踐中學習。

善用有效、多元化的教學策略

透過靈活運用以下不同的教學策略，讓學生逐步提升語文能力。

學習範疇	教學策略
聆聽	運用多樣化、與時並進的視聽器材 善用「視覺提示」輔助學習
說話	運用個別化及綜合溝通模式 善用輔助溝通器具
閱讀	採用「識字教學法」
寫作	以筆劃、筆順練習、以字形結構分析字詞 安排不同的寫作教材
綜合	採用「分組教學」 採用「合作學習」 推展「詞語銀行」計劃 善用多層次的提示策略 運用「多感官學習法」 設計及派發綜合課業 推行「思維圖像」教學 活用「六何法」



中度智障學生需要以耐心與愛心培育，並從中觀察他們的變化。

全面推行「全語文學習環境」

在學校四周提供豐富的語文學習環境。例如：課室設語文角、小息時段滲入語文學習元素、在課後推動全語文學習等。

學習成果

「校本語文課程」雖然只推行了三年，觀察所得，學生有進步。事實證明，「校本語文課程」適合本校學生，能力中至高水平的學生可以依循所規劃的課程項目由淺入深地學習；能力弱的學生也可以從基本項目開始學習。

感想

隨着時代的轉變、資訊的更新，推動校本課程亦需與時並進，不斷修正當中的細節及調整教學策略。我們深信，透過適切的語文課程，學生確實能在溝通技巧、自信心的培養、以及自主自決的能力方面努力裝備自己，得到「自立自決，必展所長，回饋社會」的成果，並能以我校的校訓「信心、愛心、恆心、開心」的積極態度去迎接人生中不能預計的挑戰。

評審

撮要

培育學生自立自決，回饋社會。

劉麗琼與黎健佩兩位老師為該校「語文課程小組」組員，自2004年開始發展課程，由檢視學校課程開始，經歷搜集、篩選、分析和整合的階段。再參考教育局編制的《課程及評估補充指引》及《學習成果架構》(試用稿)後，又重新檢視校本語文課程及作出較多的修訂。

兩位老師把校本語文課程的學習項目依四個學習階段劃分。各學習階段包括十二個學習單元。在讀、寫方面，主要配合常識科或通識教育科而編排有關內容；在聽、說方面，則因應每個單元的主題而安排情境活動。課程根據學生的能力、興趣、學習進度、生活和就業需要等因素規劃；這樣既照顧各學習階段縱向的銜接，亦顧及每個學習階段基要的學習經歷、共通能力和九個學習範疇橫向的平衡。

兩位老師能因應不同能力學生的需要設計教學內容，善用教學資源及輔助教具，亦能照顧個別差異。黎老師利用電腦簡報展示例子，以及利用溝通說話機輔助學生學習；劉老師為初中學生提供了很多具體示例，亦能將聽說讀寫作綜合教學。兩位教師教學熱誠，有愛心，照顧不同能力的學生，能明確表達對學生學習的期望，亦能作出評估跟進。

該校初中學生能掌握及運用簡單句子，高中學生能掌握及運用複句，學習有進步。學生在學習上的主動性、溝通能力及自信心等方面有明顯提升。在與家長、學生面談中，家長認為老師的教學對學生有幫助，學習效果良好。



劉老師相信每一個孩子都是可教的，可能只是需要多一點時間。

索取有關教學實踐資料的途徑

請與劉麗琼老師聯絡

學校網址：<http://www.hcmlsyl.edu.hk>

教師與其他同工分享的方式

分享會、工作坊

聯絡方法

聯絡：劉麗琼老師

電話：2482 2820

傳真：2482 0718

電郵：yuenlong@hongchi.org.hk



English Language Education Key Learning Area



Teaching practices presented with the Award



From left to right: Ms LAM Wai-hing, Ms CHAN Mei-wa, Ms LEE Wai-king, Ms HO So-kuen and Ms CHAU Wing-han

Upbeat Teachers Who Set the Pace

Awardees

Ms CHAU Wing-han, Dorothy	(Years of teaching: 11 years)
Ms CHAN Mei-wa, Melody	(Years of teaching: 21 years)
Ms HO So-kuen, Grace	(Years of teaching: 20 years)
Ms LAM Wai-hing, Annie	(Years of teaching: 21 years)
Ms LEE Wai-king, Joanne	(Years of teaching: 13 years)

School

HHCKLA Buddhist Wisdom
Primary School

Teaching Levels

Primary 1 - 6
(English Language)

Teaching Beliefs

“Learning English plays an important role in students’ whole-person development. Besides language knowledge and skills, students also develop life-long learning strategies, positive values and attitudes. As teachers, we should provide our students with ample learning opportunities to facilitate their development.”

Interview with the Teachers

Dedicated and hardworking teachers who provide the best language environment and experiences for their students.

The interview room was filled with laughter before the real conversation began. The five English panel members at HHCKLA Buddhist Wisdom Primary School started asking about the content of the interview some days ago so that they could prepare for it. Clearly they fully understood the wisdom “chance favours the prepared mind”.

The team comprises both very experienced teachers and relatively new teachers who underwent the mentorship training programme not so long ago. One of the “new” teachers (if you can call a teacher with more than ten years of teaching experience new!) describes the English team in the school as “very enthusiastic” when it comes to teaching.

“In the previous school I taught, I just focused on the materials in the textbook. I seldom made any adaptation. But the teaching culture in this school is really different. Here, we work together to design learning activities for students.” She admits that the tailor-made materials are more suitable for students. “We work very hard but when we see the impact on students’ learning, we feel rewarded,” the other “new” teacher joins in.

Students must learn to read in order to learn

Reading is part of the school culture. Reading broadens students’ horizon and enriches their world knowledge. “To start with, we teach students literacy skills and basic reading skills. Once they have learned how to read, they can read to learn,” says Ms LAM.

Ms CHAU agrees and says, “We cannot teach students everything. We can only provide students with opportunities to develop language skills and learning strategies so that they can learn on their own.”

The teachers CARE

To give equal opportunities to all students, a variety of extensive reading programmes is launched for students of different class levels and abilities, e.g., the Literacy Programme, Guided Reading Programme, and the Super Readers’ Club.



The library is one of the most popular places in the school.

The teachers really care about every child. Out of their dedication to their students, the English panel went beyond their teaching duties and initiated the CARE (Can Achieve Reading Excellence) programme for struggling readers.

“We use simple readers and multi-sensory activities to motivate and help them read,” says Ms LEE. “The students are no great readers yet. But they are showing some interest in reading, and it is reward enough for us.”

Students learn to care and share

More than students’ language skills, the teachers hope to develop the whole person. “We hope students



The Reading Mentorship Programme promotes caring and sharing among students.



can learn to care for the people around them,” says Ms CHAN.

In the Reading Mentorship Programme, senior form students volunteer to help junior form students with their reading. “We believe that it is very important for students to learn, from a young age, to share skills and knowledge with one another,” says Ms CHAU. The programme provides an amicable environment for students to learn to care and share.

“If they do not know what books to read, they can switch to the School Campus TV and see what books their schoolmates have recommended,” says Ms HO laughingly.

A school of happy and confident learners

Students learn English best when they are immersed in a language-rich environment. “We have tried to create a positive learning atmosphere so that students can experiment with the language inside and outside the classroom all the time,” says Ms CHAU.

Shyness and lack of confidence to speak in English are common problems among students in Hong Kong. But the students in HHCKLA Buddhist Wisdom Primary School are willing to use English to communicate and express their ideas.

“We are happy to see that our students have improved a lot since the implementation of the reading programmes,” Ms CHAN says, and the other teachers smile and nod their heads in agreement.

“The improvement has not come easy,” Ms CHAN continues. “We have dedicated much effort and time to sit down together, prepare lesson plans and revise them again and again.” Fortunately, the teachers’ collaborative efforts bear fruit as seen in students’ willingness and ease in speaking English.

A learning community

The English teachers here are open-minded and willing to share. There is a co-teaching culture in the school. The panel head, Ms CHAU says, “We always co-plan and co-teach our lessons. We observe each other during the lesson

and afterwards discuss what was good about the lesson and what can be improved. In this way all the teachers can make improvements in a non-threatening environment.”

What’s more, the school set up a learning community some years ago. The teachers welcome teachers from other schools to observe their lessons, exchange ideas about teaching strategies and share experiences.

A pleasant surprise

The award came as a pleasant surprise to the teachers. They have tried very hard to improve their teaching and they are happy that their efforts have been recognised. “It’s good to know that we are on the right track,” says Ms CHAU, and the other teachers nod in agreement.



Students have improved a lot since the implementation of the reading programmes.



Students are presenting their ideas.

Teachers' Sharing

Let's Make a Difference – From Learning to Read to Reading to Learn.

Our beliefs in English language learning and teaching

The English language curriculum in Buddhist Wisdom Primary School aims to enable our students to communicate effectively in English. Students are given maximum opportunities to develop the capabilities to use English in their studies and cope with challenges ahead.

Our school vision of whole-person development is also realised through our English curriculum. Broadening our students' horizons and enriching their world knowledge through learning English is one of our curriculum design principles.

To equip our students with necessary language knowledge and skills is not sufficient for whole-person development, i.e. to be rational, considerate and responsible citizens. We must also create an encouraging and positive learning atmosphere to nurture students' disposition to learn and desire for excellence.

In order to achieve our goals, we strive to:

- Create a language-rich environment for students to use English for daily communication in and out of the classroom and with their English teachers;
- Help students see the advantages of a good command of English and be well prepared for the various demands in using English in the future;
- Contextualise learning situations in order to help our students see the links and relevance of the purposes of learning English;
- Make learning activities and tasks interesting, meaningful, varied and free of language errors. To ensure that the learning activities address our students' needs and are motivating, interactive and thought-provoking, we work collaboratively to design, test and revise them;
- Embed learning skills and strategies in tasks and interactions to prepare our students to be life-long learners; and
- Build a pleasant and supportive environment in which no one is afraid of making mistakes and everyone can learn English effectively.

Introducing reading into our English language curriculum

We believe that books or information-rich materials bring forth rich meaning and varied contexts which enrich students' learning experiences, so we have adopted reading workshops as one of our major curriculum initiatives. Our school joined a seed project on reading workshops from 2003 to 2005. With the professional support from the CDI officers, our team has transformed our English classroom through the adoption of reading.

We have learnt how to select readers to match the themes of the textbooks in our General English programme. We design learning activities based on our students' interest, abilities and life experiences. We also

make use of the chosen books to teach generic skills, values and attitudes which are difficult to deal with if we only use the materials from the textbooks.

In the process of implementing the reading workshops, we were able to see our students' wide ability spectrum in a better light. In order to cater for learner diversity, we supplement the reading workshops with reading intervention and enrichment programmes. We have reading activities for both struggling and brighter readers in the form of small group learning inside and outside the classroom. With the belief that students can learn more effectively in a conducive environment, we have created a reading atmosphere through setting up a buddy reading programme, cross-school reading mentorship programme and book sharing on School Campus TV, etc.



Better equip yourself with some bargaining skills before joining the queue.



Reading workshops – Learn to read and read to learn

Reading does not only provide a source of satisfaction and pleasure for our students, it serves as a means to enhance language proficiency and personal development. With well-designed learning tasks, they have opportunities to seek information, acquire knowledge, apply knowledge and develop generic skills. More importantly, positive values and attitudes can be developed. The creation of a reading culture can strengthen and enrich students' learning and overall development.

The objectives of teaching reading in Key Stage 1 and Key Stage 2 are different. In Key Stage 1, we aim at supporting our young learners to develop simple reading skills such as applying pictorial and contextual clues. Picture/big books with repeated sentence patterns, simple story line, attractive illustrations and content which match with the textbook and are related to students' life experiences are chosen. Shared reading supplemented with supported reading is usually adopted in this stage so that our children can learn to read.

As the learners in Key Stage 2 are going to the secondary schools soon, we have to prepare them to be independent readers. Therefore, we deliberately expose them to increasingly complex reading materials. Chapter books about the world around them are usually used in this stage. Supported reading and independent reading strategies are adopted. Our aim is to equip our senior forms with a wider range of reading strategies and higher-order thinking skills.

The story books have brought rich and meaningful learning contexts into our curriculum. Students are easily absorbed in the stories and can quickly take on the roles of the characters and get themselves immersed in the plots. We develop task-based activities based on these books for students to express themselves in English. Students can give responses and judgment, and express their views more spontaneously and readily. This is the kind of learning outcome we expect from our students in our English classroom. Moreover, the meaning-making process in which they interact with the information-rich texts can enrich their world knowledge and foster positive values and attitudes. This helps to realise our school's educational goal of helping students to become responsible and capable people.



Active participation from students is the best gratification for teachers.

Changes brought by the promotion of reading

The incorporation of the reading workshops and the promotion of reading have brought about a paradigm shift in English teaching among all the English panel members. We have developed an in-depth understanding of the English curriculum framework and the strategies to improve learning, as well as how our children can learn English more effectively.

Over the years, we have seen our efforts pay off. Our students are able to interact with the learning materials, express and elaborate their ideas, and communicate with peers and teachers in the English lessons. They are more confident and self-motivated in learning and using English, and we are proud of their spontaneous responses in English.

Conclusion

Participating in the Chief Executive's Award for Teaching Excellence provides a platform for us to review English language learning and teaching in our school. The world is changing rapidly and we have to constantly revise our English curriculum so as to better prepare our students for the future. We will keep up with our efforts to provide our students with rich and enlightening experiences so that they can become active life-long learners.

Assessment Summary

Through promoting reading and creating a language-rich school with a pressure-free learning atmosphere, the awardees have developed a school of confident learners of English.

The awardees are five experienced teachers committed to providing the best English language learning experiences for their students. The English learning atmosphere in HHCKLA Buddhist Wisdom Primary School and the students' language proficiency are among the strongest in the primary schools the Assessment Panel has visited.

From a seed project on reading at one level, the awardees successfully extended reading to all levels. They have also catered to students' wide ability spectrum by introducing enrichment programmes for both struggling and bright readers. Through reading, the awardees have provided students with rich language input and connected them to a world of alternative experiences, thus enriching students' personal development and world knowledge.

The awardees have also made use of every inch and corner in the school to encourage language learning. English information sheets and students' writing are posted all over the school. The spacious library, mini-theatre and English corners provide comfortable areas for language learning. The awardees' efforts of setting up a relaxed and language-rich environment have surpassed all expectations and standards.

However, it was the students' fluent and confident use of the language that the Assessment Panel was most impressed with. In the classroom and during the interview with the Assessment Panel, students made good eye contact, knew when and how to take turns, listened and gave polite responses to others' opinions. Their performance made them stand out among their counterparts in other schools.

The Assessment Panel was also impressed with the awardees' effective teaching strategies. In the lessons observed, the awardees asked good focal and probing questions to direct students' attention and gauge their understanding. They also listened and followed up on students' responses, eliciting longer and more meaningful answers or introducing new words to help students expand their vocabulary. There was very good teacher-student rapport.

The awardees have also contributed generously to the teaching profession. Ms CHAU, Ms CHAN and Ms LAM have served as seconded teachers to the Education Bureau and piloted a number of language learning initiatives. Since 2004, the awardees have shared their experiences on more than 40 occasions!



"The big book" is a signature attraction in the school.

Way of Access to Information of the above Teaching Practice

Please contact Ms CHAU Wing-han for further information

Preferred Way of Dissemination

Sharing seminars

Contact

Ms CHAU Wing-han

E-mail : school@wisdom.edu.hk

Tel. No. : 2668 9088 (School)





From left to right: Ms Marian TIGHE, Ms LUK Wing-yin, Ms AU YEUNG Yuet-ling, Ms YEUNG Yick-fong and Mr Kevin WONG

Developing child writers; every child can be successful.

Awardees

Ms AU YEUNG Yuet-ling	(Years of teaching: 23 years)
Ms Marian TIGHE	(Years of teaching: 29 years)
Ms YEUNG Yick-fong, Kennis	(Years of teaching: 10 years)
Ms LUK Wing-yin	(Years of teaching: 6 years)
Mr Kevin WONG	(Years of teaching: 2 years)

School

Pui Kiu Primary School

Teaching Levels

Primary 3 - 5
 (Process Writing)

Teaching Beliefs

“Inspiring children to write and equipping them with skills, so that they can write well and achieve success.”

Interview with the Teachers

“Students in Pui Kiu not only can write, but are eager to write.”

It was a writing lesson in Pui Kiu Primary School. Some thirty little heads all bent over their desks, with pencils in their hands. The students were working intensely, so intensely that when the melody of “Fur Elise” came over the intercom, signalling the end of class, most students did not seem to have heard it. Thanks to the collaborative effort of the five English teachers, Ms AU YEUNG Yuet-ling, Ms Marian TIGHE, Ms YEUNG Yick-fong, Ms LUK Wing-yin and Mr Kevin WONG, students in Pui Kiu not only can write, but are eager to write.

Like in most other schools, catering to students’ individual differences is not an easy task. “The children’s abilities to write vary greatly,” says Ms AU YEUNG, English teacher of 23 years and leader of the group. Four years ago, the school felt the need to develop students’ writing. That was when the Vice Principal of that time recommended “Process Writing” to the teachers, hoping that it might be a remedy to the problems that beset the teaching of English writing. A core team was then formed, with the five English teachers being responsible for introducing Process Writing into the writing curriculum of Primary 3 to 5. “We thought it was a very good approach, and worthwhile to give it a go,” says Ms TIGHE, the Native English-speaking Teacher (NET) of the school.

“We treat writing as a process,” says Ms AU YEUNG. Instead of giving the writing topics to students and asking for the final product, the teachers help the students to go through the different stages of writing. “We co-teach with the General English teachers,” Ms AU YEUNG explains. “While one teacher is helping students of higher English ability, another teacher will take care of the ones of lower English ability.” The group believes that through Process Writing, the issue of differentiated abilities can be tackled. “It makes writing achievable for all students,” says Ms YEUNG.

Motivation is the key

In the writing lessons of most schools, students are likely to toil over their writing. In Pui Kiu, teachers make writing relevant and fun for the students. “Instead of just making them do it, we tell them why they write diaries, biographies and stories,” Mr WONG says. “We teach students what writing is like in the real world, and we teach them to be reflective writers who write with a purpose.”

To unleash children’s creativity and make writing more pleasurable, ideas from students are greatly encouraged. “The process approach tells the children that we value their ideas, instead of just focusing on grammar and spelling,” says Ms TIGHE. “In the beginning, it is quite acceptable to make errors, and children will not be embarrassed about them. Some may not spell well but may have excellent ideas.” As teachers are trained to praise students for any ideas they may have, students become more confident in expressing themselves and are more motivated to write.

Conferencing is a vital part of Process Writing. When asked how to encourage students to seek help from the teachers, Ms AU YEUNG stresses that students appreciate the relationship established with the teachers during the constructive and non-threatening conferencing sessions. “Teachers are there to help them to make the final copy better,” says Mr WONG. “They start to see their teachers as resource persons.” The writing comes more easily now that they have cast aside the fear that only less capable students need help from the teachers. “Even the best students come to the teachers,” Ms AU YEUNG emphasises.

One of the key factors why students in Pui Kiu love to write is because everything they write will be



Ms LUK is conducting a mini-lesson with students who have made the same mistakes.



“published”. On the desks are some colourful “publications”, bound together with cheerful plastic covers designed by students. “These are ALL the recipes students have written. We have published them as cookbooks,” Ms AU YEUNG explains, “and we rotate them between classes, so students can appreciate what others have written.” According to Ms AU YEUNG, because of all the recursive and refining stages students go through, the final products are always error-free. By publishing their writing at the end of the process, and sharing it with real and authentic audiences, students’ success is celebrated and a sense of achievement is gained.

“We spare a considerable amount of time for students to give compliments to each other’s writing,” says Ms TIGHE. Students learn how to work with one another through peer editing, and how to show respect and appreciation for each other’s work through giving compliments. As a result, friendships are fostered. “It also boosts their self-esteem. Once they are confident in writing, they are not afraid to try listening, speaking, or reading,” says Mr WONG.

Challenging yet fulfilling

Co-teaching requires a lot of work, and is very time-consuming. “Teachers have to squeeze time between classes or breaks to plan and discuss the lessons, but we are happy to do it because it is worth it,” says Ms LUK.

“Process Writing is a very different teaching method,” Ms TIGHE admits, “it is very challenging for both teachers and students. Teachers are not allowed to cross out students’ mistakes, even though their first drafts don’t look tidy at all. It takes getting used to.”

After years of hard work, the programme has come to fruition. “I was so impressed by the results in the examinations,” Ms AU YEUNG exclaims, “no student left the writing section blank; they used to do that before. Even though some of them made a lot of mistakes, at least they were willing to write.” She points out that students are no longer constrained by the word limit, “some students can write up to three pages, as if they are secondary school students.” Ms LUK shows her agreement by adding, “Even outside the classroom, they are eager to write in English.” She explains how students seek her assistance when writing their own greeting cards or thank-you letters in English.

But this is not the end of the story; the group of five is continuously looking for room to improve. “Every year we find some areas where we want to improve,” Ms AU YEUNG says. “Right now we are trying to standardise the routine for students when waiting for a teacher-conference. We want students to spend their waiting time meaningfully.”

Sharing the fruits

When asked how they felt about receiving the award, Ms AU YEUNG said the team was honoured. “We took a risk by allocating two teachers to each writing class. We are investing heavy human resources on co-teaching and conferencing. We are honoured this award recognises this risk we have taken to develop capable and motivated writers. We hope others will think the same!”

Eager to share their experiences with other teachers, the team will continue to host professional development workshops both inside and outside of the school. “We want to get all the teachers on the same page with Process Writing,” says Ms TIGHE. “Even if they cannot adopt all of what we are doing, at least some of the techniques will be helpful.”



Every student at Pui Kiu is a great writer and good commenter who knows how to show appreciation of others’ work.

Teachers' Sharing

Developing motivated and capable child writers through Process Writing

At Pui Kiu Primary School, the writing classroom is governed by principles which inspire and equip students according to the individual needs of each child writer. Process Writing has been integrated and adapted to our school to achieve the following goals:

1. To develop motivated writers
2. To develop capable writers
3. To provide opportunities for children to develop their full writing potential

Implementation

Process Writing has been integrated and adapted to our school's General English curriculum. Each writing unit consists of approximately 8 lessons. The lessons bring students through the stages of brainstorming, mind-mapping, 1st drafting, 2nd drafting, publishing and sharing. Writing units are sorted by text type and are vertically revisited from Primary 3 to 5. The writing curriculum is also staggered to the General English curriculum, so that vocabulary, grammar, sentence structures and text type features are taught first. Knowledge is then further consolidated and applied in the Process Writing lessons. In the Process Writing units, two teachers are allocated to each classroom, sharing the responsibilities of planning, teaching, marking and most importantly, individual conferencing.



Ms TIGHE admits process writing is a very different teaching method.

Developing motivated writers

Motivation is essential for a person to accomplish a task. In Process Writing, our task is to get students not only to write, but to *want* to write. We believe that students' intrinsic motivation to write can be raised with authentic, learner-centred writing tasks, a safe environment to write, and instilled ownership in writing.

For child writers, it is difficult to creatively write about topics irrelevant to their daily lives. Personal experiences provide children with vivid images and situations that they can recount. Thus, topics like sports day, birthday parties and school camps have triggered students to write excellent pieces of work.

A safe environment is also essential to foster creativity. It is in the expression of creative ideas that students learn how intricate, personal and powerful a pen can be. At Pui Kiu, Process Writing cultivates creativity because first drafts are marked strictly for ideas. Students understand that, at this stage, the teacher values rich content over technical writing. The value of grammatically coherent writing is only stressed later in the second drafts.



Mr WONG is brainstorming with the students before the first draft is written.

Ownership over a writing piece also motivates children to write. When students are aware that their work will be received by a specific audience, they have a purpose to produce work that will deserve praise and recognition. At Pui Kiu, a large emphasis is thus placed on the "publishing stage" of writing. Students of varying abilities respond to each other's writing on the "I am a GREAT Writer" wall. Students' writing is also published on our school website, as book compilations, and can even be made into a drama performance. The effort students put into their writing will be celebrated.



Developing capable writers

Process Writing has also been adopted to nurture our students into capable writers. For us, “capable writers” are children who are resourceful writers and critical thinkers.

To develop resourceful writers, we ask our students to use their “Word Bank”, which is a vocabulary booklet, to enrich their writing. In some units, students also complete pre-writing tasks which require Internet research, story reading or dictionary usage.

Critical thinkers are developed through peer and self assessments of students’ work. Peer assessments train a reader’s critical eye and challenge students to use higher-order thinking skills to evaluate and critique a piece of work. They become independent learners through the feedback they give and are given. Self assessment in Process Writing is also conducted so that students become aware of the differences between a piece of poor, average and excellent writing. The goal is for students to rely less on the teacher as they become increasingly independent and metacognitively aware of the writing expectations.

Developing students’ full writing potential

Like many schools, our school is composed of students with a wide range of English language abilities. The intention of Process Writing is not to close the gap, but rather, to meet the students where they are and guide them to improve their writing at their differentiated levels. Our school allocates two teachers to each classroom to implement co-teaching and individual conferences. Conferencing allows a child’s individualised needs to be met, and provides teachers with “assessment for learning” opportunities so that the feedback can be tailored to the student’s needs. While one teacher conferences with students of higher English ability who need to be challenged, another teacher conferences with students of lower English ability and provides them with more grammatical or contextual clues. Every child accomplishes the writing task. Every child reaches full potential.

Impact on students

A student survey was conducted after the full implementation from Primary 3 to 5 to measure the effectiveness of Process Writing to develop motivated and capable writers. Students were confident in their ability to elaborate on ideas to produce longer and relevant pieces of writing. They found that the skills (i.e. mind mapping, brainstorming and discussion of ideas) had helped them write more expressively. Students also enjoyed the writing lessons, conferencing and drafting and were more excited to share their finished products with others.

Impact on teachers

At Pui Kiu, both students and teachers are learners. Within the panel, Process Writing units are developed by the Process Writing coordinator and shaped by the General English teachers, as they know their students best. Individual lessons and materials are then further adapted to suit the needs of different classes. To start with, teachers collaboratively brainstorm ideas for a unit, and evaluate its effectiveness when the unit is completed. A sharing culture is nurtured among teachers. Within the Process Writing team, Process Writing coordinators meet once a week to discuss areas of strengths, weaknesses and improvements for the programme. Last year, after a workshop on Process Writing hosted by the Education Bureau, we organised a school-based professional development workshop on Process Writing for all English teachers. The workshop was beneficial to the panel and all teachers reached a common understanding of Process Writing and what was expected of our students.

Sharing

We have developed teaching plans and resources for Primary 3 to 5 Process Writing units which we will gladly share so that more motivated and capable writers can be developed in the Hong Kong primary schools.



Ms YEUNG is attending to students one by one during individual conferences.

Assessment Summary

Implementing process writing to develop the “child writer” and conducting teacher-student conferencing to address individual language needs.

Process Writing in Pui Kiu Primary School is well integrated into the Primary 3 to 5 English curriculum. The writing process is a sequence of lessons which include brainstorming, stages of drafting, conferencing with teachers and publishing the end-products. In the writing lessons, students learn to develop and organise ideas and vocabulary, express ideas freely, incorporate suggestions to improve their writing and give positive and constructive comments on their peers’ writing. The awardees have successfully developed students into “child writers”, who are willing to write and able to write, and know how to show respect for other people’s writing.

To cater to students’ different language abilities and needs, the awardees make good use of the student-conferencing sessions. Conferencing is part of the writing process and all students have the opportunity to consult the teacher in the writing lessons and receive guidance to improve their writing. In most schools, conferencing with the teacher is an embarrassment to the student because it means the work is poorly done, but in Pui Kiu, students treasure and enjoy the attention the teachers give them.

Besides improving students’ writing abilities, the awardees have helped students develop independent learning habits. To make sure that students are meaningfully occupied while waiting for their turn of conferencing, the awardees prepare books relevant to the writing topics and language activities for students to learn on their own. In the lessons observed, the students worked on these self-study materials while waiting for their conferencing sessions. The spirit of autonomous and responsible learning was high.

Effective co-teaching is another example of the awardees’ teaching excellence. In the lessons observed, the awardees complemented each other. They were always on cue, repeating key points, clarifying ideas, demonstrating activities, checking students’ understanding, giving encouragements and attending to individual students. The awardees showed sensitivity not just to the students’ responses, but to the partner teacher’s needs. All in all, Process Writing in Pui Kiu has not only enhanced students’ language skills and independent learning habits, it has also brought about improved collegial sharing and collaboration.



Ms AU YEUNG and Mr WONG are conducting student-conferencing while other students are choosing self-study materials to learn on their own.

Way of Access to Information of the above Teaching Practice

Please contact Ms AU YEUNG Yuet-ling or Mr Kevin WONG

Preferred Way of Dissemination

Workshop

Contact

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Mr Kevin WONG

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Tel. No. : 2897 7866 (School)



English Language Education Key Learning Area



Teaching practices presented with the
Certificate of Merit



Let students taste the joy of learning English

Recipient of the Certificate of Merit

Ms CHEW Lai-chun, Jane
(Years of teaching: 24 years)

School

Cheung Sha Wan Catholic
Secondary School

Teaching Levels

Secondary 4 - 7
(English Language)

Teaching Beliefs

“Create interesting experiences for students to learn English; help them develop positive values and critical thinking; see them as individuals and stretch their potential; and let them taste the joy of learning.”

Interview with the Teacher

Although the education she received was traditional, Ms CHEW is innovative in the learning and teaching of English as a second language.

Traditional education

Ms CHEW still remembers her primary and secondary school teachers as kind, responsible and traditional people. The teachers gave instructions and dominated the classroom while she and her peers sat upright and listened. They would not dare query the teachers.

Nonetheless, traditional education has produced some very good students. Is there really a need to change the teacher-dominant style to a student-centred approach?

Alas! The world has changed

Ms CHEW admits, “The world has changed. There are a lot more interesting materials nowadays. Students’ ability to focus and concentrate has declined. Compared with the past, they are less patient and disciplined.”

Being a senior form English teacher, Ms CHEW is well aware of the importance of striking a balance between traditional teaching approaches and the more creative alternatives. Traditional teaching strategies that have been proved useful and effective in the past are still used in Ms CHEW’s classroom today. For example, she asks her F.4 students to keep a vocabulary book to jot down interesting words and phrases, which is crucial for students to enrich their vocabulary.

Ms CHEW’s mission is to ensure that students have a stimulating learning experience outside the classroom. She organises outdoor English activities for her students regularly. They once visited a Buddhist centre in Kowloon Bay. The students spent a whole day learning the routine and rituals of the people there. Besides learning a set of new vocabulary to describe their lifestyle, the students actually experienced it, which made learning much more meaningful.

The importance of “now”

Ms CHEW is a teacher who believes in the importance of “now”. To her, “effective teachers will always put students in the forefront and choose texts or design learning tasks that relate to their interests and needs”. Ms CHEW always uses contemporary and authentic materials from newspapers, songs, magazines, the Internet, etc.

Every activity Ms CHEW plans for her classes is structured and meaningful, aiming to give students interesting experiences and opportunities to develop critical thinking. Ms CHEW will ask high-order questions which require students to apply, analyse, synthesise and evaluate data and information instead of just recalling facts.

Skills can be un-learned and re-learned, but the spirit a teacher inculcates in the students will be their life-long companion. Ms CHEW firmly believes: “We teach some by what we say, we teach more by what we do, but we teach most by who we are.” In recent years, Ms CHEW has actively participated in the teacher training programmes in Mainland China, and her school has received teachers from the Mainland to exchange teaching experiences.

The same devoted teacher

Ms CHEW said that she was happy to receive the award. “But I am not that special”, she says, “I’m just doing what I think is the best for my students.” Whatever the circumstances, Ms CHEW will always be the same devoted teacher, combining the traditional with the innovative to let students experience the joy of learning English.



“Yea! I made it!” Everyone needs small success stories to achieve bigger success.



Practice and exposure is the key to building a solid foundation of English.

I use conventional language practices to ensure my students are given frequent and regular opportunities to use English for meaningful communication. For example, my students keep their vocabulary books to meet vocabulary targets, hand in their English journals every week and do weekly newspaper reading to develop critical thinking. 1-minute individual presentations and pair interaction are regular features of classroom experience. It is only through frequent use of English that students can become more competent and confident users of English. Therefore my job as an English teacher is to put students at the centre and create meaningful and interesting tasks that maximise their use of English in class.

Experiential learning

On top of a structured programme of skills development, I like to engage students in interesting learning experiences outside the school with pre, while and post tasks. Every year, I arrange a few educational outings for each of my classes, including visits to museums, exhibitions and parks, heritage walks following different routes and film-watching. Such learning experiences extend students' understanding of the real world and make learning more pleasurable. My students really enjoy those outings and, drawing on their experiences, they produce very interesting personal reflection and group presentations. Experiential learning develops students' positive attitude to the learning of English.



Classics, action movies or chick flicks? Your choice!

Using visual and literary texts

To arouse students' interest, I use literary texts like poems, short stories, song lyrics and visual texts like documentaries, movies, Youtube videos, photos and comics for appreciation and discussion. Creative texts help students to appreciate creativity and think deeply about issues related to life and people. Moral dilemmas presented in stories and films can provoke thoughts. Discussion of characters and their choices extends students' feelings and experiences. In short, such diverse learning materials provide lots of room for personal reflection, value education and critical thinking.

Asking high-order questions

For any text, visual or textual, I like to include reflective questions, controversial topics and high-order questions to provoke thoughts, stimulate open discussion and develop positive values. I consider it an important part of my job to challenge people to think critically and responsibly. Besides an English teacher, I am also a moral guide trying to develop positive values in my students and inspire them to be passionate about life.

Seeing students as individuals under our care

I see students as individuals and help them appreciate their own worth. I challenge the able, encourage the weak and inspire both to dream and accomplish their own goals.

Whole school involvement in building an English-rich environment

I have coordinated the efforts of teachers and students to create a rich English-speaking environment. F.3 and F.4 English Ambassadors are recruited to conduct two English activities called "Say It Right" and "Spelling Quiz" for F.1 and F.2 every Tuesday. Each class above F.2 has to take turns to serve F.1 and F.2 in the weekly "Chat Chat Chat Café", host an English radio programme and present a social issue in the morning assembly. In short, students are given lots of opportunities to use English for fun.

Conclusion

My mission is to motivate students to learn English and enable them to feel the joy and success of learning English.

Assessment Summary

A role model and a language model for her students, and a dedicated teacher who shares her experiences in English language teaching with the teaching community generously.

Ms CHEW believes that an effective teacher should be a facilitator in students' construction of knowledge, a moral guide who inspires positive values in students and a coach who recognises and develops students' potentials.

Putting beliefs into practice, Ms CHEW has facilitated students' development in the English language and acquisition of learning strategies through effective application of common language practices and experiential learning. Ms CHEW does not just teach English in the classroom, she arranges educational outings for students to learn and use the language outside the school. Students have developed a very positive attitude to English learning and can use the language confidently.

Ms CHEW also tries to act as a moral guide to her students. She incorporates a variety of literary texts and genres to increase students' exposure to English and understanding of the world and people around them. She uses controversial topics and reflective questions to stimulate open discussions and provoke thoughts, and help students develop positive values.

Like a good coach, Ms CHEW identifies students' strengths and helps them stretch their potentials. She would invite students to participate in debates and speech competitions and train them tirelessly. Some of her students wrote notes of thanks to her for helping them to develop their confidence in speaking English.

Ms CHEW has contributed significantly to the development of the school as an English medium school. Her dedication and professionalism have inspired high standards of professional performances from her colleagues. Under her stewardship, the English team has created a language-rich school environment and collaborated with other subject teachers to help students use English to learn their subjects effectively.

Ms CHEW has also contributed significantly to the teaching community. She has served in the Joint Committee of the CDC and HKEAA, giving frontline views on the Curriculum and Assessment Guides. She is the School-based Assessment group coordinator, training teachers in administering their English school-based assessment. In addition to sharing her experiences with new teachers as a mentor, she reaches out to teachers and students in the education columns in Ming Pao. Ms CHEW's professionalism and contributions to the teaching community deserve recognition.



A nice cuppa during an educational outing

Way of Access to Information of the above Teaching Practice

Ms CHEW Lai-chun
Cheung Sha Wan Catholic Secondary School
533 Fuk Wing Street, Cheung Sha Wan

Preferred Way of Dissemination

Workshops and classroom observation

Contact

Ms CHEW Lai-chun
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Tel. No.: 2741 5034 (School)





To develop in students a lifelong interest in English

Recipient of the Certificate of Merit

Mr CHAN Wing-por, Robert
(Years of teaching: 29 years)

School

Concordia Lutheran School
- North Point

Teaching Levels

Secondary 3 - 7
(English Language)

Teaching Beliefs

“I strive to develop in students a lifelong interest in English, and help them to incorporate the language into their daily lives. A language should be a means of communication, enjoyment and a way of living.”

Interview with the Teacher

Mr CHAN Wing-por, a father of two, and a teacher for 29 years, thinks that students can succeed only if they have developed an interest in learning.

“Learning is a never-ending lifelong journey,” says Mr CHAN. “Students can succeed only if they have developed an interest in learning, so there is no use in forcing them.” Mr CHAN carries the same belief for his own children and for his students at Concordia Lutheran School – North Point.

Arousing students’ interest in English

Mr CHAN thinks that learning a language is like opening the gate to a new lifestyle. A person will forget what he learns quickly if he is merely peeking from the outside without entering into the new world. “It is the teacher’s responsibility to arouse students’ interest in the language, and offer opportunities for them to use it in their day-to-day lives.”

To Mr CHAN, teaching is like performing on stage and how the audience will react is important. Mr CHAN usually begins a lesson by bringing up issues of interest to students, and prompts them with questions to get their brains ticking. “Students are especially interested in celebrities and in their teachers,” he grins. The lead-in can usually whet students’ appetite, preparing them for the “main course” that follows.

Mr CHAN thinks that constant reflection on one’s teaching methods is important. “Like in movie-making, you want to appeal to the audience, but there is no guarantee that you will succeed every time. Reviewing after each lesson and thinking of ways to improve has now become my day-to-day routine.”

English as a means of communication and enjoyment

Mr CHAN enjoys drama and hopes to foster that same passion in his students. “Through drama, English is brought to life, and the words are no longer a string of meaningless symbols to students.” Mr CHAN points out that through performing skits in class, students are naturally engaged, and the learning becomes memorable.

Likewise, by introducing his students to the world of literature, Mr CHAN hopes to further arouse their interest in English. “Classics are extremely rich in terms of content, diction and human emotions. They allow students to experience the power of language, and, hopefully, keep them enthralled.” With the help of multimedia such as video clips from the Internet, Mr CHAN tries to help students develop a taste for the classics he loves so much.

Debate, which fosters discussion of clashing viewpoints, is another activity enjoyed by the senior form students. By going through preparations before the debate, the light bulbs in the students’ heads go on, and everybody learns, including those on the floor.



Mr CHAN is assisting students with their class work in the English Room.

Passion still running high

“No two students are identical,” says Mr CHAN. “It is a brand new experience for me every time I teach a new group of students. Experiences surely help; nonetheless, I have to come up with new solutions and tactics all the time.”

Throughout the years, the only thing that remains unchanged about Mr CHAN is his passion for teaching and his professionalism. “I enjoy learning, such as taking courses or reading books on my own. I am constantly stimulated by newly acquired knowledge, and this is how I keep my passion running high.”



Using English for Life and Enjoyment

Learning English should be fun

Language is fun. Learning a language should be pleasurable. Throughout the world, people go to language schools to learn another language. They do not have a practical need. They just want to learn another language for interest. Why should learning English in schools be otherwise?

Interest and learning go together

I believe that if students have a real interest in English, they will learn it well. Pleasurable learning is not just a slogan. It is an important element. Without interest and a fun element in the classroom, students can soon forget what they have learnt. On the contrary, if the learning experience is memorable, they will have a better chance of acquiring the language and be able to use it in future.

My role in the classroom is therefore to facilitate the learning of English as a means of real life communication and enjoyment. To achieve this purpose, I have to employ a repertoire of strategies and techniques.

Know your students

Understanding my students is the first step. I need to know the kind of students I am teaching. Even within the same school, different classes may have quite different characteristics. Having said that, young students generally are curious about the lives of celebrities, particularly their idols, singers and TV stars. I find that using the latest news about them or the gossip of the day is always a good way to arouse their interest in the beginning of a lesson. Show them a good picture of a character of a recent TV drama or show and you are bound to heat up the atmosphere of discussion in the start of a lesson.

Grammar in context

In teaching grammar, I try to teach only those items which students have a greater chance of using. In designing the lessons, emphasis is put on using the target language in real life. For example, students may learn to use the past perfect tense in the writing of a biography. Real life situations can always be exploited for learning and using English. These situations include those set in their own school context. For example, giving suggestions to the school for a fund raising event, checking the school's fire prevention measures before writing up a report are some of the activities I have asked students to do.

Language arts open a greater world

Thanks to the newly introduced New Senior Secondary curriculum, language arts have become a major component of the electives. Poems, songs, drama and short stories are my favourite means of making the learning of English enjoyable. In fact, all of them can be used flexibly to enhance students' interest and emotional engagement and thus resulting in deeper learning.

I have tried Shakespearean plays like *Macbeth* and classics like *A Christmas Carol* with my students. I enjoyed the lessons and so did my students. These days when a number of classics have already been reproduced with spectacular cinematic effects, teaching language arts, in particular, the classics, would be the "in" thing to do with students.

Above all, language arts expose my students to a greater world of culture and human experiences, help them to be more critical and creative, and foster in them some values to guide them for life.



Newspaper clips are often used in helping students to learn English better, as well as raising their social awareness.

Assessment Summary

A teacher with a passion for teaching and good professional knowledge, who is dedicated to developing in students a positive attitude and a life-long interest in English.

Mr CHAN's passion for teaching and his professional knowledge have made him stand out among other teachers of English. Mr CHAN is dedicated to helping students see English not just as a tool for study and work but a means of communication and enjoyment.

Mr CHAN's teaching and professionalism have made an impact on students. One of his former students expressed his gratitude to Mr CHAN for introducing him to Shakespeare's plays and Pavarotti's music, which had enriched his knowledge in English and the cultures of the English-speaking world. In another instance, a student-teacher who later became a colleague thanked Mr CHAN for inspiring her with his passion and enthusiasm about English language teaching.

As a professional English teacher, Mr CHAN keeps himself well informed of the trends and development in English language learning and teaching. In everyday teaching, he integrates language skills in real-life tasks and project learning, and helps students to understand the meanings behind the grammatical forms and structures and use language in meaningful context. Through extra-curricular activities like debates, solo verse speaking and drama competitions, Mr CHAN helps students to develop the confidence of speaking in front of an audience and experience the thrill of acting on stage.

Mr CHAN's passion for drama is reflected in his approach to the teaching of Language Arts in junior forms. He has introduced Shakespearean plays and literary classics such as *A Christmas Carol* to students. In the Language Arts lessons observed, Mr CHAN read aloud the banquet scene in Shakespeare's *Macbeth* with feelings and successfully brought out the high-strung atmosphere after the murder of Banquo. He made use of a range of effective teaching strategies and activities to help students understand literary texts, read dialogues with feelings and learn vocabulary.

In the interview, the students said that they liked *Macbeth* and enjoyed their English lessons. Mr CHAN has shown students that English is not just the language used in their textbooks, it is a medium for performing arts and enjoyment too. He has hit on one of the aims of English language learning and teaching.



Mr CHAN believes in learning through projects, and regularly assigns pair/group projects to the students.

Way of Access to Information of the above Teaching Practice

Please refer to contact below

Preferred Way of Dissemination

Sharing sessions and seminars

Contact

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From left to right: Ms LAW Suk-yin, Mr LAM Cheuk-lun, Aaron, Ms Valerie PRITCHARD and Ms LAU Kam-ying

Learning together through Cooperative Learning

Recipients of the Certificate of Merit

Mr LAM Cheuk-lun, Aaron (Years of teaching: 15 years)
 Ms LAW Suk-yin (Years of teaching: 29 years)
 Ms LAU Kam-ying (Years of teaching: 7 years)
 Ms Valerie PRITCHARD (Years of teaching: 19 years)

School

Concordia Lutheran School
 - North Point

Teaching Levels

Secondary 1 - 6
 (English Language)

Teaching Beliefs

“Students, regardless of their abilities, can achieve success if given the right stimulus by the teachers.”

Interview with the Teachers

“Through collaboration, students learn from each other, even the shy ones would contribute to the group work.”

Accompanied by the finger-snaps, claps, and the hearty laughter of the teacher performers and student audience, the school rap of Concordia Lutheran School – North Point (CLSNP) came to its end. Mr LAM, the English Panel Chairperson, says, “Like the students, a number of the subject teachers are reluctant to speak English in front of the public; so if they can do it, why can’t the students? This is the message we want to give.”

Mr LAM Cheuk-lun, Ms LAW Suk-yin, Ms LAU Kam-ying and Ms Valerie PRITCHARD, as a team, strive to build the students’ confidence in using English and help them to reach their full potential, regardless of their diverse abilities.



Ms LAU is guiding students through a guessing game.

The Cooperative Learning Pilot Scheme

The four teachers all agree that students nowadays are highly diversified in their abilities. While some may not be able to follow in class, others may think they already know everything. Under the leadership of Mr LAM, they joined the Cooperative Learning Pilot Scheme, and strategised ways of implementing group work to enhance students’ language and generic skills.

Through collaboration, students could learn from each other; even the shy ones would contribute to the group work, creating a “noisy classroom” just as the team wished. “Weaker students can learn because they feel more at ease in groups,” Ms LAW says. “The stronger students are often asked to be the leaders, and as they try to help others, they find that they do not really know everything and they will go back and learn some more.”

The use of innovative and creative learning materials prepared by Ms LAU, such as catchy drawings, graphic arts and up-to-date news clips, also captures students’ attention and facilitates critical thinking.

A variety of learning activities

Besides adopting cooperative learning, the team also grasps every opportunity to organise activities to help students learn and use English. One of the highlights is the annual all-English musical, which involves all the teaching staff at the school. “English musical is nothing new, but with all the teachers on stage? I think this is the fun part of it,” says Mr LAM.

With the joint effort by all the teachers from every subject and department, the students’ determination to stage a good show, and the professional theatre company hired, it was not surprising that the musical of this year, “Noah’s Ark – God Remembers”, turned out to be a brilliant performance. There were close to a hundred in the cast, mostly Secondary 1 students. “They might not have perfect pronunciation or grammar; but after training, at least their utterances were loud and clear,” says Mr LAM.

Other initiatives taken to enrich the English learning atmosphere include “Learning Diary” which helps students to consolidate what they have learnt and reflect upon it, and “English Pump Up Station” in which Mr LAM and Ms PRITCHARD participate in the activities prepared by different classes, learn English and have fun together with the students under a relaxing atmosphere.

Two years of hard work have greatly enhanced students’ confidence in using English. “We are more prepared for challenges; there is no guarantee that what we do will work, but we are daring enough to try,” say the four enthusiastic teachers as they smile together.



Students are helping each other to learn.



Teachers' Sharing

One times four equals...

We are four experienced teachers of English who are open to new initiatives. We believe that cooperative learning and teaching strategies would help us to cater to learners' different abilities and needs.

The practices

One of the cooperative strategies we have used is grouping students into “expert groups” and “learning groups”. In a reading class, students work in groups and each group reads a different article. Students are all “experts” of the articles they have read intensively. However, when students regroup, they become “learners”, learning about the other articles from the different “experts” in their new group. The following is an example.

Level	Form 4 Intermediate (24 students)
Skills covered	Reading for specific purposes
Number of texts to be covered	3 (can be of the same or different genres) The questions assigned to each group should take similar amount of time regardless of the length of the texts.
Number of Expert groups	6 (4 students each) The same text can be assigned to 2 expert groups.
Expert groups' points to note	<ul style="list-style-type: none"> • Groups are of mixed abilities. • All expert group members must study the questions, make sure each member understands them, search the answers together, write the line reference (if any) and be prepared to explain to others. • Different expert groups may work at a different pace. More capable students/groups should be asked to write a summary and/or reflection of the text. Less capable students/groups could be given some sample answers for their reference. Alternatively, these students can do pre-reading at home. • Teachers act as facilitator and monitor students' progress. Make sure students work as a group, read aloud the questions and answers and ask the teacher for clarifications.
Learning groups' points to note	<ul style="list-style-type: none"> • Once all expert groups have got their answers and explanations, students are reshuffled and 8 learning groups are formed. • Each learning group consists of students from different expert groups reading different texts. • Teachers should remind students that they are now learning from other learners. They must read the articles and questions and discuss the answers. They must not copy each other's answers. The “expert” can give them explanations and the line reference (if any).
Possible problems	<ul style="list-style-type: none"> • Time. Do allow for 1 lesson for expert group and 1 lesson for learning group. It is impossible for genuine peer learning to take place if both expert group and learning group tasks are done in one single lesson. • Students copying from each other. Teachers can alter the seating arrangements and/or establish house rules to prohibit such behaviour.
Teacher's role	In addition to the role as facilitator, the teacher should spend some time on whole-class teaching either in the form of introductory teaching (lead-in) or feedback (highlighting common mistakes or misunderstanding).

How cooperative learning helps

Cooperative learning allows all students to be more active in their learning. In the learning group, the students who have better English can help explain to others whose English is not as good. In return, these higher ability students can reinforce their own learning. At the same time, the students who need more help with understanding the material are being helped more as they don't have to rely just on the teacher for help. As a result, students with lower English levels can learn more during the lesson. Everyone is involved in the learning process, making the learning environment more lively and empowering.

Assessment Summary

Incorporated cooperative teaching and learning strategies to cater to learners' different abilities and needs, and implemented various initiatives to improve English learning and teaching in the school.

These four experienced teachers of English are enthusiastic and open to new initiatives. They have been trying different approaches in their own classrooms to address the issue of diverse learner abilities. In 2007, they joined the Cooperative Learning Pilot Scheme, hoping that the cooperative teaching and learning strategies would help them cater to learners' different abilities and needs. Although cooperative learning has only been implemented for three years, positive impacts on learning and teaching have been noted. Students are now more active in their learning and teachers are more student-centred.

The teachers believe that teachers should empower students with knowledge and skills so that they can take an active role in learning. They should take the role of a director instead of a knowledge-transmitter and help students to inquire and construct meaning from their learning.

In the lessons observed, the teachers succeeded in getting the senior form students to take an active role in their learning. They stood back and gave students the opportunities to construct knowledge and use English to explain and share their learning with others. In the interview, students told the Assessment Panel that they learnt a lot in the group discussions and sharing sessions. The S6 newcomers from other secondary schools found the English teachers in Concordia Lutheran School very patient and helpful and gave them a lot of opportunities to speak English inside and outside the classroom.



Besides cooperative learning, the teachers have implemented a number of initiatives to improve English learning and teaching in the school, such as staging a large-scale all-English musical involving all teaching and non-teaching staff, implementing a programme called "English Pump Up Station" in which students have to prepare language activities for the English teachers' visit.

The teachers collaborate well as a team, with each member playing a significant role in the cooperative learning scheme. Their classrooms are open to visits by the Principal, English teachers and teachers of other subjects. They are receptive to suggestions and keen to make improvements of their lessons. Their enthusiasm has fostered a culture of sharing among teachers.

Way of Access to Information of the above Teaching Practice

Please refer to contact below

Preferred Way of Dissemination

Sharing sessions and seminars

Contact

Concordia Lutheran School – North Point

20 Cloud View Road, North Point, Hong Kong

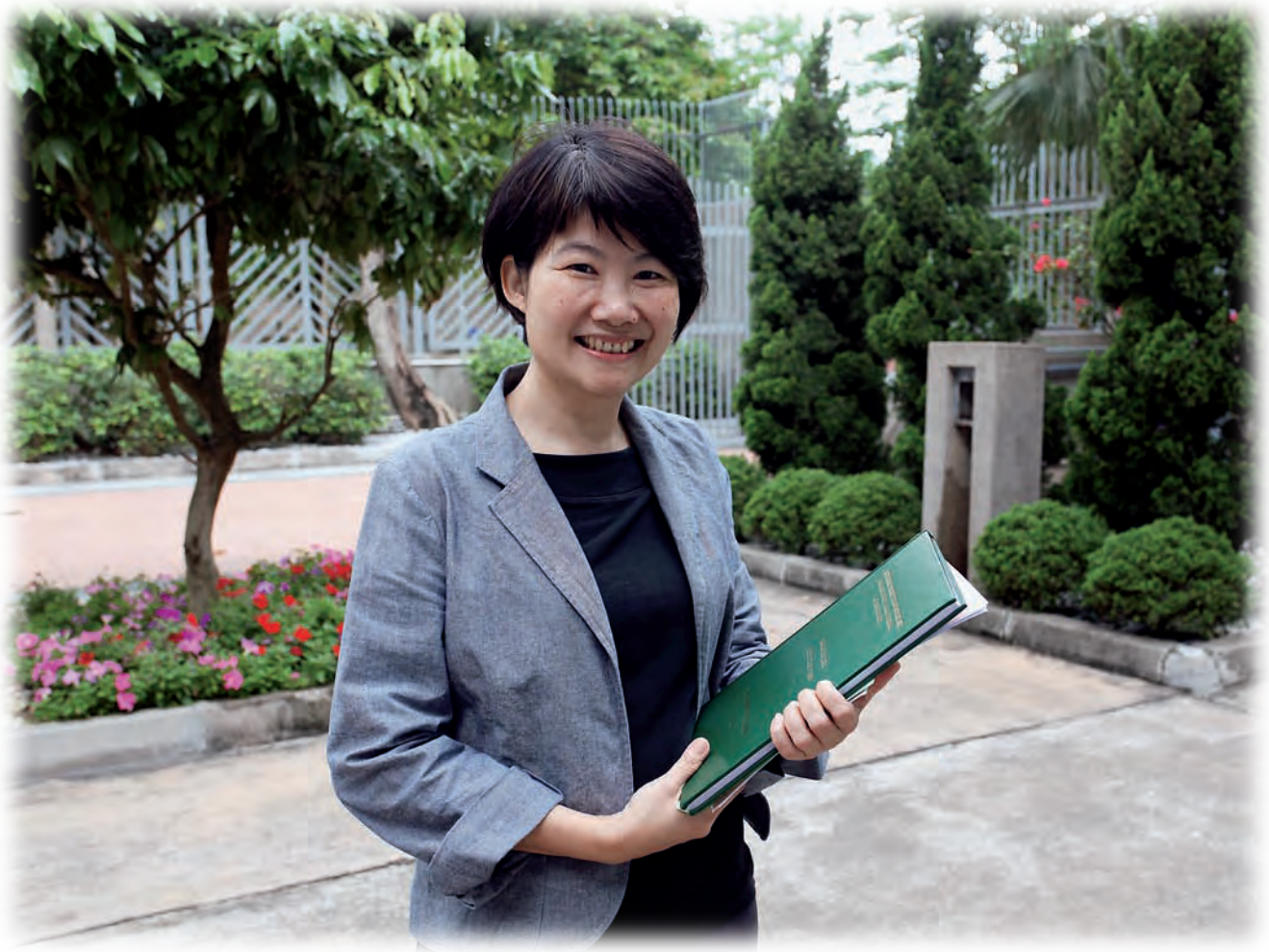
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valerie@clsnp.edu.hk; sylaw@clsnp.edu.hk





Never give up on students

Recipient of the Certificate of Merit

Ms LAM Ka-wai
(Years of teaching: 25 years)

School

Kau Yan College

Teaching Levels

Secondary 1 - 5
(English Language)

Teaching Beliefs

“Every student can make improvement. If you do not give up on them, they will not give up on themselves.”

Interview with the Teacher

25 years of teaching has not dampened her enthusiasm in teaching English; Ms LAM Ka-wai is still dedicated to helping her students overcome the obstacles in learning English.

For Ms LAM, teaching English is not just teaching vocabulary, grammar, listening and reading, writing and speaking, but teaching students how to learn English.

“If we only teach the meaning of a word, students will just learn that word,” Ms LAM says. “Learning to learn vocabulary is to teach students how to use a dictionary and how the meaning of a word can be retained in our long-term memory.” Ms LAM has designed a series of learner training activities to help students learn English.

Overcoming students’ obstacles in learning English

But how does Ms LAM get students to take the initiative in “learning to learn” English? First, she will find out whether the students have some affective obstacles or misconceptions deterring them from learning English.

After she has addressed their reasons for rejecting English, Ms LAM will then ask the students to reflect on their reasons for learning English.

“If they learn English just to pass examinations, they will not enjoy the learning process. We must show them that English is an international language and it is ‘a window to the world’. If they really want to know more about foreign countries and make friends with westerners, they must master the language.”

The third step is to evaluate individual students’ English proficiency. Ms LAM will ask students to set priority on what they should learn. Then she will draw up an agreement with each student on how to improve his/her English and work out a practical plan with him/her.

The last step is to modify the plan when necessary. When implementing the plan, things may go wrong and the plan must be fine-tuned. For example, if the student cannot handle the workload, Ms LAM will revise the plan with the student and make the goals achievable and manageable.

“The whole process is about encouragement,” Ms LAM explains. “You must try to build up a relationship with students. Some students are very passive. I will play games with them and give them little presents. After that, they are usually more attentive in class.”

Never give up on students

Ms LAM has conducted learner training activities whenever necessary but she emphasises that her belief of never giving up on students is more important than any of the activities.

“Some students may want to test you and see how you handle them. They just sit there not paying attention. After a few lessons when they find that you have not given up on them, they show some interest and start learning.”

Ms LAM has seen students improving a lot afterwards. Their improvement is one of the factors that motivates her to try getting through to the students.

Ms LAM gets satisfaction every day from her harmonious relationship with the students. She says, “Seeing students graduate and coming back to school to visit me gives me great strength to carry on. If we have a good relationship with the students, time passes very quickly.”



Students are enjoying themselves during the English Activity Day.



Get a fish or catch a fish? – Developing Learner Autonomy

Give a man a fish and he eats for a day; teach him how to fish and he eats for a lifetime.

– An Ancient Confucius Proverb

Learning English in Hong Kong can be very difficult since over 95% of the population is Chinese. Besides, affective demotivating factors like shyness, self-awareness, peer pressure among learners, especially those aged between 13 and 15, also hinder language learning. Therefore, learning English through acquisition is inefficient and rarely produces highly successful English users. To be successful language learners, learner training is necessary.

Learner training helps students to be more efficient and skillful in language learning

In Hong Kong, there are lots of easily accessible authentic English resources which provide good language learning opportunities, e.g., newspapers, journals, multimedia learning CD-ROMs and the Internet. However, the key to success lies very much on whether students expose themselves to these resources actively and know how to retain knowledge systematically. Thus, training students how to maximise these exposures and what strategies to use is essential.

Learner training helps students to overcome affective obstacles in language learning

A learner's affective stances like personal belief, motivation, self-esteem, anxiety, inhibition, tolerance for ambiguity, etc. determine the success or failure in language learning. Misconceptions that attribute success or failure in language learning to factors other than the learner himself/herself may hinder the development of a responsible and active attitude towards learning.

Children aged between 13 and 15 are usually shy and self-conscious about making mistakes; thus they are less willing to use English. However, to be good language learners, students must overcome their affective obstacles.

To help students to be independent learners of English, I have introduced learner training activities into the S1 and S2 curricula.



Students are learning actively in groups.

Learner training activities

- **Learner training topics:** What is a good language learner, analysing my language needs, writing my own learning plan, what to do when you don't know a word, basic language learning strategies such as vocabulary building, etc.

- **When to introduce learner training:** As a structured course or interest class to be conducted after school, or an integral component of the English curriculum, or activities in the lessons during the orientation cycle.

- **Role of the teacher:** The teacher must clear students' misconceptions about language learning and help them understand that success in language learning is attributed to internal factors such as hard work and skillful use of learning strategies. Whenever necessary and possible, besides being a traditional English teacher, play the role of a counsellor, a facilitator or an informant. For example, I have tried to lower students' affective filter, teach them how to make vocabulary building more effective and show them where they can find useful materials and how they can use them, etc.

Students' feedback about the learner training course is very positive. For many of them learning English has become less threatening, more efficient and more self-directed.



Displays of students' work including journals, reflective writings on literary texts, chapter stories, etc.

Assessment Summary

Articulated a coherent philosophy of teaching based on her passion for teaching, care for her students and beliefs in learner autonomy and learning English through language arts.

Ms LAM is a supportive and charismatic teacher. She enjoys teaching and her joy and passion for teaching are shown in her cheerful countenance and warm rapport with students.

Learner autonomy is paramount in Ms LAM's language learning and teaching philosophy. To help students to become independent learners, she developed a programme on language learning strategies and a self-study phonetics package for the junior forms. She also used a variety of games and activities to motivate students and help them learn English in the classroom and beyond.

To enrich students' language learning experiences, Ms LAM introduced Language Arts to Secondary 1 to 3. Students enjoyed the stories, learnt to appreciate literary texts and applied their knowledge and skills in projects related to the themes of the stories. Some of the students were inspired to write their own books with chapter development.

Ms LAM is especially effective in motivating low-achievers. With the belief that every student could make progress or be assisted to improve, Ms LAM adapted learning materials and experiences according to students' language needs. She used journal writing to help low-achievers to develop writing skills and Reader's Theatre to coach them to read aloud with confidence and perform in front of an audience.

Ms LAM has fostered the development of a learning community in the school, with other schools and among parents. She initiated an Intranet platform for teachers to share learning and teaching materials. She encouraged the school to join the Education Bureau's STELLAR Project so that colleagues could share their experiences of teaching Language Arts with teachers of other schools. Ms LAM has extended the learning community to the parents. As the chairperson of the Home-school Cooperation Committee, she has organised activities to help parents build a language-rich environment at home and be more skillful in dealing with parent-child problems. Ms LAM's dedication to teaching, her loving care for her students and strong commitment to professional pursuance are highly appreciated.



Ms LAM is teaching students to read a drama script.

Way of Access to Information of the above Teaching Practice

Website: www.kyc.edu.hk

Preferred Way of Dissemination

Sharing seminars

Contact

Ms LAM Ka-wai

Kau Yan College

Fu Shin Estate

Tel. No.: 2660 8308





From left to right: Ms MA Yee-nam, Ms TAM Wing-han and Mr LI Ka-kit

Diversified English Learning Experiences

Recipients of the Certificate of Merit

Mr LI Ka-kit, Alex (Years of teaching: 9 years)
Ms TAM Wing-han, Vivien (Years of teaching: 9 years)
Ms MA Yee-nam, Isabella (Years of teaching: 9 years)

School

Pui Ching Middle School

Teaching Levels

Secondary 1 - 7
(English Language)

Teaching Beliefs

“Excellence in teaching means that teachers understand the strengths and weaknesses of their students and have succeeded in creating a motivating environment which enables students to discover knowledge, manage knowledge and create knowledge.”

Interview with the Teachers

Having taught in Pui Ching Middle School for nine years, English teachers Mr LI Ka-kit, Ms TAM Wing-han and Ms MA Yee-nam have spent a lot of time creating, tweaking, and testing out new ways of teaching. Now with a well-developed curriculum, they see their hard work coming into fruition, as students are gradually improving their English skills.

A School-based Curriculum

The teachers at Pui Ching have incorporated various modules into their curriculum to enhance students' English learning experience. For the lower forms, they have designed an English Literature module to develop students' literary appreciation and understanding and to foster their analytical skills. For elite students, the teachers have developed modules integrating English Language Education with Liberal Studies, Integrated Humanities and drama education to make language learning more interesting and challenging. The teachers have effectively tailor-made the modules to cater to students' needs.

The teachers have also introduced many English activities into their curriculum, for example, an annual Drama Night, Reading Week, English Café performances, all of which arouse students' interest in learning English. Having won a number of awards for their drama performances, students have, no doubt, developed confidence in using English.



Taking learning outside the classroom, Ms MA is explaining to students what has been installed in one of the many kiosks on campus.

e-Curriculum

In addition to introducing English literature and the humanities subjects into their curriculum, the teachers have made use of technology to enliven learning and teaching. With Smartboards, Wi-fi devices, mobile phones, and video-conferencing, students at Pui Ching are immersed in technology of all kinds. They are able to use their mobile phones to download news clips every morning and have video-conferencing calls to debate or discuss issues with students in Singapore and Beijing.

Mobile learning, Geocaching and Smartboards enable teachers to analyse students' answers instantly. Teachers also make use of synchronised recordings in their Communication Centre to track students' discussions for self and peer evaluation.

For these three teachers, using technology is one of the approaches to teaching that makes learning more interesting. Mr LI thinks that the IT tools don't count much on their own; they should be used to assist regular teaching. Effective teaching requires a holistic approach, not just by using IT itself.

However, IT provides a good platform for communication and information sharing. The teachers have created an online resource bank for teachers to upload teaching materials and lesson plans. This fosters professional sharing among teachers.

Where there's a will, there's a way

When asked if they have ever doubted or encountered difficulties with the development of an IT-rich campus, all three teachers were unified in their affirmative response. But they are willing to try new things. Ms MA says that the teachers all share the view that if they believe something will work, eventually it will.

It is this attitude that made an IT-rich campus possible. Even more so is the sincere care that each teacher shows the students. Taking time to chat with students in and out of class on a regular basis about things academic or personal, they have built very strong teacher-student rapport. Referring to teaching at Pui Ching Middle School, Ms TAM says that the teachers really love their students and care about the next generation. She feels that what they put in now, they will see in the future.



Students enjoy using interactive Smartboards during the English lessons.



Teachers' Sharing

Raising the English standards of the students is a challenge for many teachers. We have tried to achieve “excellence” in teaching by creating a learning environment which enables students to discover knowledge, manage knowledge and create knowledge.

Our English campus

At Pui Ching, we are lucky to have an English campus which is an asset in the implementation of the English curriculum. We have a Communication Centre, English Café, Black Box Theatre and campus kiosks with pre-installed questions for action learning. Our newly IT-equipped classrooms link us up with classrooms in other countries and our e-community offers a platform for collaborative learning.

Our Curriculum

Our curriculum includes three elements which are inter-related and provides a comprehensive coverage of the learning targets.

The Regular Curriculum and the Elite Curriculum

Our regular school-based curriculum is characterised by its modular design, tailor-made materials and IT activities. English Literature modules are added to further train students' literary appreciation skills, and reading and writing abilities. Together with the school-based reader modules, we have laid a firm foundation for the new English curriculum.

Our elite curriculum is interdisciplinary, combining English Language Education with Integrated Humanities, Liberal Studies and drama education. It aims to enhance students' language proficiency and higher-order thinking skills.

The e-Curriculum

The e-Curriculum enables students not only to discover knowledge but also to manage and create knowledge. Activities include:

- Mobile learning** – using mobile phones to learn, which enhances interactivity between teachers and students and enables instant polling and testing;
- World Explorer** – morning news broadcasting with related questions for students to answer;
- Geocaching** – opportunities for students to leave their classrooms and learn English using the touch-screen kiosks;
- Student Forum** – an e-community where teachers, students, parents and alumni can participate in discussions and share knowledge with one another.

The Extended Curriculum

This is a series of activities conducted outside class time to provide students with maximum exposure to the English language, e.g. Reading Week, English Literature Week, scrabble competitions, drama competitions, debates, presentations in the assembly, weekly performances in the English Café, etc. Besides providing opportunities to practise English, these activities encourage originality and team work. One of the most successful examples is the publication of *Oasis*, a collection of essays from the whole school. Senior form students' talents in desktop publishing were exemplified and their team work has served as a model for the junior forms.

Effectiveness

Since the implementation of the school-based curriculum, students have found studying English more interesting and challenging. The interesting content, frequent discussions and plentiful performing opportunities have enhanced learning effectiveness.

Conclusion

Teamwork is the foundation of success. We are fortunate to have a strong and committed English panel. With their professional support, sharing and creativity, a vibrant and sustainable English culture has been uniquely established in Pui Ching, to be passed on in the years to come.



Mobile learning is a key element in the curriculum. Using Wi-fi, students access the school's server to download new lessons each day.

Assessment Summary

Dedicated to developing a curriculum with an IT component and a range of extra-curricular activities to promote students' interest in English language learning.

The three teachers are dedicated to transforming Pui Ching Middle School into an IT-rich campus to facilitate the learning and teaching of English. They have also shown strong team spirit and leadership in curriculum development. Their school-based English curriculum includes three inter-related components: a regular curriculum with programmes for the elites, an e-Curriculum which is a variety of IT-assisted activities integrated into the regular curriculum, and an extended curriculum of extra-curricular activities.

The re-designed curriculum gives teachers the flexibility of adding new modules. One of the new modules is English Literature for the lower forms, with the teachers designing a wide range of tasks to develop students' knowledge of literary works and skills of literary appreciation. They have also taken the initiative of integrating Liberal Studies and Integrated Humanities with the English curriculum in the elite classes, with the English teachers taking charge of all the lessons. Their efforts of introducing drama to students and involving them in the different stages of drama production have also fostered a positive attitude towards English learning in students.

The e-Curriculum has enlivened and provided variety to the conventional English lessons. The teachers have worked tirelessly to explore IT tools and resources and design interactive and entertaining activities to enable students to learn English outside the classroom, anytime and anywhere. Students, especially the lower forms, told the Assessment Panel that they enjoyed learning English with the IT tools.

The teachers have also created an environment and culture for language learning outside the classroom.

Activities like the Annual Drama Night, Reading Week and English Literature Week, 3-day English Singing Contest, movie shows, annual visit to the SCMP, the English Ambassadors scheme, etc. stimulate students' interest and motivation in learning English and encourage students to use English in their daily lives. The Assessment Panel was impressed with the students' confidence and ease in using the language in class and during the interview. The teachers' efforts in promoting English language learning through IT and non-IT activities deserve recognition.



A variety of activities for English learning.

Way of Access to Information of the above Teaching Practice

Website: www.puiching.edu.hk

Preferred Way of Dissemination

Sharing workshops

Contact

Mr LI Ka-kit

Tel. No.: 2711 9222





In Labore Gaudium – Joy in Duty

Recipient of the Certificate of Merit

Mr LAU Man-kit, Tony
(Years of teaching: 24 years)

School

Tak Sun Secondary School

Teaching Levels

Secondary 6 - 7
(Use of English)

Teaching Beliefs

“An English teacher needs to provide students with English lessons that are entertaining, unexpected, and student-friendly.”

Interview **with the Teacher**

“There is nothing wrong with the ‘old school’ teaching methods but teachers have to modify the traditional teaching approach and use it as a springboard for interesting things.”

The boys at Tak Sun Secondary School should not be unfamiliar with the many student-friendly English activities on campus, such as Monday Movie Shows, Grammar Olympics and Board Game Extravaganza. The names of the activities alone are enough to provoke expectation and excitement in the air.

Teaching is not a one-way street

Teaching requires interaction, especially with students. Mr LAU believes in innovation and creativity, which are the tricks that make his lessons unpredictable in a nice way. He remarks, “We all like surprises. Teachers should try to inject new elements into their lessons and arouse the interest of the students. Each lesson should be entertaining, exciting and enjoyable. Isn’t it a basic human instinct to thirst for something different, something alternative, something new?”

Many heartfelt thanks to his late mentors

Teachers can make or break a student. One of the studies conducted by Kati Haycock of the Education Trust in the United States shows that a child who has two, three, four strong teachers in a row will eventually excel, regardless of his/her background, while a child who has just two weak teachers in a row will never recover. Mr LAU could not agree more with the findings.

Mr LAU was lucky to have come across his first mentor, Uncle Charlie, at the young age of four or five. Graduated from St. Joseph’s College in the 60s, Uncle Charlie would visit Mr LAU at home every Sunday and teach him English grammar and colloquial English expressions. A few decades later, another mentor advised him to learn from the art of cooking. “A teacher and a cook are similar in the sense that both have to master one thing – time management.” That was the advice given by his late father-in-law.



Apart from fun, fun, fun, sometimes there is a need to sit down for serious discussion.

English is still a global lingua franca

English teaching is more than just teaching the language. English, being a global lingua franca, allows people from different countries to get access to the world of information, entertainment and knowledge. Under Mr LAU’s influence, most Tak Sun boys are familiar with fun cultural facts, for example, Eric Clapton is the Guitar God in the United Kingdom.

The importance of text ownership

Mr LAU reckons that writing just for him can be boring for his students. Thus, he always encourages his students to write letters to the Young Post and the SCMP Editor. He hopes to help them develop a sense of audience and an appreciation of writing as both a process and a product they can enjoy. Many letters of his students have been published in the Young Post and students were simply thrilled.

Joy in English language teaching (ELT)

On a day just like any other day, which can be full of surprises, the Education Bureau gave Mr LAU a call. He was informed that he had just earned an extra bonus for his hard work.

This award is surely a feather in his cap. Confessing that he is not a workaholic, Mr LAU adheres closely to the school motto – Joy in Duty.



Teacher's Sharing

In this age of globalisation, our young people should be good at English so as to compete with their counterparts in this global village. As an ELT professional, I would like to try my utmost to contribute to the betterment of English Language Education in Hong Kong.



A teacher who lowers himself to the level of the students deserves love and respect.

I have a real passion for English Language and ELT. My goals are to make Tak Sun Secondary School a true and top-notch EMI school and to share my experiences with English teachers in Hong Kong.

To achieve my first goal, I have tried to create an English-speaking campus by:

Setting myself as a role model for my students and colleagues At school, I only use English with my students and all the teaching and non-teaching staff. In my daily life, I think in English and use English whenever I can. For more than 15 years, I have used only English in all ELT seminars, workshops and training courses.

Maximising the strengths of the NETs I treat the

Native English-speaking Teachers (NETs) as my buddies. I show appreciation for their cultures and recognition for their strengths. Hence, they willingly organise different cross-curricular activities which students enjoy.

Besides, I have dedicated myself to developing students' language abilities by:

Creating an English-rich learning environment My insistence on using only English has brought about an English-speaking school where students and teachers use English naturally. I also organise a variety of co-curricular activities to enable students to experience the cultures of the English-speaking world and consolidate their language skills.

Being inspirational and bringing out the best in students I do not mind spending time preparing students for the Speech Festival. I always ask them to speak the same sentence in ten or more different ways with different emotions to help them realise the huge range of possible expressions. One of my students got 96 out of 100 marks in the Solo Verse Speaking! We were overjoyed. My passion for the English language must have positive washback effects on my students. Some of my former students are now English teachers.

My second goal is to foster professional sharing and development at Tak Sun and the teaching community. I have devoted a lot of efforts to:

Building a happy and harmonious team I strongly believe that happy teachers make good teachers so I have never asked my panel members to stay after 5 pm. Sitting in the same area, we share jokes and teaching ideas every day.

Fostering sharing and learning among panel members I share with my panel members what I have learned in seminars and courses. My classroom is always open and they are free to come and observe my lessons.

Providing active support to the teaching profession Besides giving presentations in workshops and conferences, I have served as a university tutor and a mentor teacher. I enjoy sharing my teaching experiences with student-teachers.

I would never have achieved so much but for the support from my Supervisor, Principal, students' parents and colleagues at school. A thundering applause to all of them!



Students are beating their brains out and beating one another on the chessboard.

Assessment Summary

A role model for students and teachers for speaking English at all times, and a teacher dedicated to creating an English-speaking school campus.

Mr Tony LAU has a great passion for English language teaching (ELT) and devotes most of his time and efforts to creating an English-as-a-second-language environment at Tak Sun Secondary School. Besides being a role model for students and teachers for speaking English at school at all times, as the panel head, he shares his extensive knowledge of the English language, English language teaching and curriculum changes with his colleagues and the teaching community in workshops and seminars.

Mr LAU has firm beliefs of what an effective English teacher should do. Foremost is serving as a role model for students in using only English all the time at school. Helping students acquire language skills and appreciate English-speaking cultures, providing students with lessons that are entertaining and student-friendly, and reflecting on ways to improve him/herself are equally important. Mr LAU has put all these beliefs into practice and thus stands out as a professional teacher.

Mr LAU organises a variety of activities to expose students to English and English-speaking cultures, and enable them to use the language for play and personal enrichment. For example, the annual English Week with activities like “Drink of the Day” and ruby demonstration enables students to experience the British culture; the regular activities like movie shows, Pronunciation World Cup, etc. help students develop and consolidate their language skills. Mr LAU has cultivated in students a positive attitude towards English learning, as testified by his students who told the Assessment Panel that they liked and respected Mr LAU because they learnt a lot from him and his lessons were interesting.

To promote a sharing and collaborative culture among colleagues at school, Mr LAU opens his classroom for observation and organises professional sharing sessions for colleagues to discuss ELT issues and share experiences. Mr LAU has also contributed significantly to the teaching community by presenting in workshops and conferences, giving talks to teachers at their schools, contributing articles to educational journals, and serving as a university tutor and mentor teacher. Mr LAU’s professionalism and commitment to English language learning and teaching deserve recognition.



Mr LAU adheres closely to the school motto – Joy in Duty.

Way of Access to Information of the above Teaching Practice

Please contact Mr Tony LAU

Preferred Way of Dissemination

Workshops and seminars

Contact

Tak Sun Secondary School

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Language teaching is a scientific experiment

Recipient of the Certificate of Merit

Mr CHAN Ho-yin, Tony
(Years of teaching: 10 years)

School

Tsung Tsin College

Teaching Levels

Secondary 4 - 7
(English Language)

Teaching Beliefs

“Active experimentation in conjunction with meticulous reflection transforms research findings into effective teaching practices, and in this process of transformation lies the professionalism of English teachers.”

Interview with the Teacher

Effective teaching and learning of English is achieved through research-based, needs-oriented experimentation in combination with honest reflection, and the foundation for this experimentation is the mutual trust and respect between learners and their teacher.

The word “slick” refers to a skillful performance without hiccups and seemingly effortless. As the panel head of the English Department at Tsung Tsin College, Mr CHAN will be very happy to see all his students and panel members possessing the “slick” quality.

“SLICK” means something more

However, for Mr CHAN, “slick” refers to more than just polished skills. It is an acronym for the key components in English language learning and teaching: “S” for “Skills”, “L” for “Learning strategies”, “I” for “Interest”, “C” for “Confidence” and “K” for “Knowledge”. Mr CHAN strives to include these components in his lessons.

Teaching effectiveness: perception vs objectivity

If Mr CHAN were to be invited to give a talk sharing his teaching approaches, he would probably begin by urging fellow teachers: “Beware of Perceptions”.

One of the questions that Mr CHAN puts forward is: Can we trust our senses and perceptions? When a teacher leaves his classroom, he may say to himself, “This is a good lesson. I have a hunch the students like it.” Is this a fact or just perception?

A pioneer and practitioner of action research at his school, Mr CHAN challenges the generally accepted “perceptions” by initiating a more objective approach supported by scientific research. Mr CHAN holds a Bachelor of Science degree and he thinks like a scientist. If you were to convince him that a certain teaching method is good, you had better show him good reasons with concrete evidence.

Along this line of thinking, teaching effectiveness is not a matter of perception. Action research allows Mr CHAN to measure students’ learning effectiveness objectively. The classroom is where he tries out different methodologies. If a certain methodology proves to be feasible, the next question Mr CHAN asks himself would be: How can we apply this methodology in other classrooms and in other subjects?

Learners’ preferences

Mr CHAN chooses to give autonomy to his students and he sees this as an opportunity to build up mutual bonding. A case in point is the way he processes students’ written assignments. There has been fierce debate on how a student’s essay should be marked. In this regard, Mr CHAN hands the decision-making power over to his students.

Mr CHAN always asks his students questions such as: “Do you want me to mark every single mistake directly on your paper? Or do you prefer me to just write the marking codes?” It is important for the students to understand that they are responsible for their own learning. Making decisions and bearing the consequences are part of the learning process.

Teaching and learning English should be needs-oriented

A devoted Christian himself, Mr CHAN always attempts to practise what he preaches. His teaching approach is shaped by research methodologies as well as the Bible. “I respect human beings. Language is part of human behaviour. People use language to communicate their needs, and language learning and teaching is about meeting these needs.” Mr CHAN would like to think that he is an optimistic, humourous and happy teacher. “At least I got this impression from the students”, he says half-jokingly.



Students are proud of the English game stall they have designed for the English Week.



Research-based English Teaching and Learning

Introduction

The overwhelming complexity attached to the issue of how English ought to be taught as a second language is clearly reflected in the large number of research studies developed in this domain in the past few decades. In order for its findings to have any practical meaning, this vast body of research must be translated into pedagogical strategies and decisions through active experimentations and meticulous reflection in relation to local contextual factors. This article depicts four of my endeavors to achieve this integration.

Task-based language teaching (TBLT)

The TBLT framework put forward by D. Nunan in 2004 includes the following elements and principles:

Six Elements	Seven Principles
1. Schema Building	• Scaffolding
2. Controlled Practice	• Task Dependency
3. Authentic Listening Practice	• Recycling
4. Focus on Linguistic Elements	• Active Learning
5. Provide Freer Practice	• Integration
6. Pedagogical Task	• Reproduction to Creation
	• Reflection

These criteria now serve as the research basis for decision-making in my lesson planning. These guidelines also help me to devise major English teaching projects and provide a framework for conducting class visits and post-visit conferences.

Vocabulary learning

Research in vocabulary learning suggests that word frequency should be introduced to students so that they can make the right decisions as to which words to learn, that both explicit vocabulary instruction and structured incidental vocabulary learning should be encouraged, and that vocabulary strategies should be taught directly. In light of these principles, systematic vocabulary teaching and vocabulary tests have been incorporated into my school's curriculum, and instruction on vocabulary strategies, together with tasks and games that recycle words, now takes up a significant portion of my lesson time. Most importantly, students are cognizant of the importance of vocabulary and their role in the language acquisition process.

Computer-assisted language learning (CALL)

Research evidence in CALL has inspired me to create an online discussion forum (tony-sir.com) for students to practise writing. In this forum, everyone is entitled to write and respond freely in English. Whenever a new entry is posted, points will be added to the writer's formative assessment. The main goal of this forum is to attain more genuine communication among students by enlarging the audience and facilitating interaction. Another aim is to enable students to share their ideas and thoughts by allowing more people to access their writings. Several modifications have been made to the system based on students' feedback and my own observation.

Dictogloss

In dictogloss, students in pairs or groups have to tap into their own linguistic knowledge in order to reconstruct a text that has been read to them at normal speed. This method of consolidating grammar and vocabulary learning through integrating all four macro-skills of listening, speaking, reading and writing, and active use of linguistic knowledge on students' part has been demonstrated in many research studies to be effective. The efficacy of dictogloss hinges on the fact that it encourages students to actively experiment with language principles and to engage in metatalk.

Conclusion

As seen in the above four examples, research informs practice, and experimentation in conjunction with reflection is the catalyst of effective teaching. It is my conviction that only through combining research and practice can the professionalism of English teachers in Hong Kong be further enhanced.

Assessment Summary

Articulated sound language acquisition and pedagogical theories and put educational theories and findings into practice.

Mr Tony CHAN is a teacher of English with sound knowledge in language learning and teaching. He is a strong believer of action research and a reflective practitioner. He constantly reflects and evaluates his teaching practices and research findings to inform his pedagogies.

Mr CHAN makes use of real life situations and authentic materials for language learning. He encourages creative use of the language and designs tasks so that students would enjoy themselves in the learning process. Mr CHAN's efforts in creating fun situations for students to learn English have made him a popular teacher in the school.

Mr CHAN acts as a role model for his students and shares with students various learning strategies that have worked for him, and encourages them to do the same. Mr CHAN also offers plentiful opportunities for students to communicate with him, notably is the online forum, where his students respond actively to the discussion topics.

Putting theory to practice, Mr CHAN planned the lesson observed following Nunan's task-based language teaching framework. He also made use of Wajnryb's dictogloss to practise listening and note-taking with students and encourage them to examine and reflect on the use of past participle and passive voice in a news report. In the post-lesson discussion, Mr CHAN was able to reflect on the methodologies he had adopted and suitability of the materials used.

In the interview, students told the Assessment Panel that they enjoyed Mr CHAN's lessons because he was kind and humorous and he used games, role-plays, competitions etc. to teach them. One student said that he did not like English before but Mr CHAN had changed his attitude and he now liked English. Mr CHAN has obviously won students' love and respect. The Assessment Panel was impressed with the students' effort to respond in English. Some of the students struggled to express themselves but they persisted in using English as a way to show their support for their teacher. Mr CHAN's devotion to his students and his enthusiasm for putting theories into practice were commendable.



Mr CHAN teaches students language skills and learning strategies, and helps them to develop an interest in English.

Way of Access to Information of the above Teaching Practice

Tsung Tsin College

Website: www.ttc.edu.hk

Preferred Way of Dissemination

Workshops or seminars

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From left to right: Ms LAU Lai-ching, Ms HAU Ka-lai and Ms LAM Ho-yi

Using technology to enhance learning

Recipients of the Certificate of Merit

Ms HAU Ka-lai, Catherine (Years of teaching: 11 years)

Ms LAU Lai-ching (Years of teaching: 18 years)

Ms LAM Ho-yi (Years of teaching: 10 years)

School

Fung Kai Innovative School

Teaching Levels

Primary 1 - 6

(English Language)

Teaching Beliefs

“Information technology (IT) provides a lot of opportunities for both students and teachers. Teachers can come up with more ways to teach and students can have more tools to learn and share their work.”

Interview with the Teachers

“On top of using IT tools to enhance learning and teaching, we teach students phonics skills and introduce them to drama.”

Fung Kai Innovative School definitely has an advantage in the promotion of e-learning because it worked with Microsoft in 2007 in the “School of the Future – Innovative Schools Program”. Each of the Primary 2 – 4 students in the school has a netbook which is pre-installed with an e-textbook, e-learning sheets, e-notes and other self-learning tools.

How information technology helps

“Information technology allows students to learn at their own pace. The smart students can do more advanced work and the students lagging behind can catch up easier,” says Ms HAU. “It also allows students to do their own research and communicate with people in other parts of the world”.

Ms LAU says, “Even though there is only one teacher in the classroom, we can meet every student’s needs through monitoring his/her performance on the computer platform that connects every child in the room.”



Students enjoy using the netbooks in class.

The netbook has encouraged students to study more at home. A survey conducted on the “School of the Future – Innovative Schools Program” found that, with the netbooks, students were more interested in studying English and their motivation to revise their work at home was higher. Ms LAU says, “We have put vocabulary read by native speakers in our netbooks so that students can listen to them at home. Parents can also revise with their children and learn together.”

Ms LAU says all the students are used to the computerised homework. “When the primary two to four students are working with their computers in the playground, the primary one students will look on with envy and hope that they could be promoted to primary two earlier and have their own computers.”

Learning phonics

For the primary one students, a phonics programme is adopted to help them with the English sounds. This fun phonics programme helps students overcome their fear of speaking English. They learn the pronunciation of the sounds and words through group activities and refer to the easy symbols to get their intonation right. Ms LAM says that for students to learn English well, the important thing is not to be afraid of speaking it.

Learning through drama

Ms HAU thinks that it takes more than listening to songs and reading books for students to develop language proficiency. She introduces drama to primary four and above. By writing the script and playing the roles, students develop writing and speaking skills.

She adds that teachers also play an important role in the drama activities. “If you want the students to play the role of a vase, you must first show them how to play the role of a similar object e.g. a chair. You have to understand your students and anticipate their difficulties.”

Conclusion

In this age when everything moves so fast, teachers must have flexible minds and innovative ideas to make learning and teaching effective. These three teachers are well-prepared and willing to take up the challenges ahead.



The students are practising drama before a show.



Assessment Summary

Pioneers in implementing an E-curriculum and maximising the use of IT both in school and at home to enhance students' English language learning experiences.

These three awarded teachers are keen to pilot initiatives for English learning and teaching. They have imported a literacy programme from the UK for Primary 1 to 3 to learn phonic skills, launched an E-curriculum using the netbook, interactive SmartBoard and various IT tools to facilitate learning, and, this year, joined SCOLAR's project Drama in Education to let students experience English through drama activities. They have provided a variety of learning tools and a language-rich environment for students to learn English interactively and confidently.

The awarded teachers' enthusiasm in teaching was mirrored in the cheerful countenance of their students and their eager responses in class and in the interview with the Assessment Panel. The students told the Panel that they enjoyed their English lessons and liked using IT to learn English. It impressed the Panel that the Primary 3 students, on top of using the IT tools efficiently, used English naturally in group discussions, without the need for any prompting from the teacher.

The Panel members also appreciated the awarded teachers' efforts to promote independent learning at home. Besides providing students with IT tools for home learning, they give parents access to the teaching materials on the school server so that they know what their children are learning and can help them with their learning. The parents told the Panel that they noted their children's increased interest in learning English, especially with the computer, and expressed their appreciation for the teachers' good effort.

The awarded teachers have facilitated a culture of sharing among colleagues and the teaching community. They share their experiences of using IT for language learning through giving lesson demonstrations, attending overseas conferences, doing media interviews and uploading video clips of their lessons onto the school server for public reference.

The awarded teachers have demonstrated good practices in curriculum design, use of IT and development of extra-curricular activities for language learning. Their good team spirit, enthusiasm in teaching, contributions to the teaching community, and, most of all, their efforts in developing students' language proficiency and positive attitudes towards learning English deserve recognition.



What a fun way to pack for a trip! Thanks to the interactive smartboard.

Way of Access to Information of the above Teaching Practice

Website: www.fkis.edu.hk

Preferred Way of Dissemination

Seminar, workshop, school visit, lesson sharing

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From left to right: Ms Sue NG, Ms Serena LAU, Mr Terence POON, Ms Phoebe PUA and Ms Lily NG

Make it fun to learn English

Recipients of the Certificate of Merit

Mr POON Tsz-kin, Terence (Years of teaching: 11 years)
 Ms Lily NG (Years of teaching: 10 years)
 Ms NG Suet-fong, Sue (Years of teaching: 22 years)
 Ms LAU Wai-ling, Serena (Years of teaching: 24 years)
 Ms PUA Ku-fong, Phoebe (Years of teaching: 9 years)

School

Sun Fong Chung Primary School

Teaching Levels

Primary 1 - 6
 (English Language)

Teaching Beliefs

“When we design our activities, we consider whether the activities are relevant, whether the students will enjoy them and whether they will be able to learn from them.”

Interview with the Teachers

The English teachers of Sun Fong Chung Primary School share the same goal: to provide students with enjoyable language learning experiences through interesting lessons and lots of fun activities in a language-rich environment.

Interesting activities to motivate learning

Students can wear pyjamas to school when they are reading a story about not being able to sleep, and spend the whole lesson lying on mats trying to fall asleep. Students like these activities very much because they feel that they are “living out” part of the story. The group leader, Mr POON, says, “When we design our activities, we consider whether the activities are relevant and whether the children will enjoy them and whether they will be able to learn from them.”

Mr POON thinks that the teachers have adopted a teaching style that emphasises “sharing” with the students instead of “feeding” them.

Ms Lily NG says, “I want students to know that learning English is fun and enjoy the learning process as much as possible. We do not stick to the textbooks but rather bring the textbooks and other learning materials to life.”

To arouse students’ interest and motivation to study English, the teachers involve the whole school. Starting from year 2000, every year, the students and English teachers dress up in costumes to “trick or treat” during Halloween. All other teachers participate and support this activity as well.



Students are enjoying the jelly they have made.

Ms Sue NG, who has served five schools before joining this team, says, “We think and plan things outside of the box regarding learning and teaching English. For example, we spend a whole day on Halloween while other schools may spend only a few lessons. The school becomes an English-speaking community on that day.”

Other meaningful English activities

In Primary 1, the teachers will make jelly with the students. This helps the students to remember the vocabulary in the recipe. They will also remember the experience of making the delicious jelly.

Ms LAU points out that the junior students like to move around. “I used dancing and singing to teach them pronunciation and help them remember new words. They enjoyed the lessons very much.”

To encourage students to protect animals from cruelty and raise funds for the animals in need, the teachers invited officers from Animals Asia Foundation to talk to the Primary 5 and 6 students, and brought their pets to school for photo-taking. The “One Dollar One Photo!” session was a hit with students.



Mr POON brought his dog to school for photo taking as part of a fundraising event.

Traditional ways of teaching

The school has also adopted some “traditional” teaching methods. Ms PUA especially likes reading to the students. “Many storybooks in the classroom are left untouched. They are interesting stories and make good reading. I read the stories with students in class. After listening to the stories, many students look for the books and read them on their own.”

Mr POON concludes: “It is all about motivation and exposure. If we do not provide students with exciting opportunities to learn English in the school, how can we expect them to like English and use it in the future? Therefore, we strive to give students memorable learning experiences and plentiful learning opportunities.”



Love is like “A lamp to our feet and a light for our path” (Psalm 119:105).

We believe that the vital element for effective language teaching is love. We also believe that learners construct their knowledge of the language through social interactions and settings beyond the classroom and that they are learning all the time. To help our students learn English well, we have tried our best to create a school environment conducive to English language learning.

Creating a language-rich environment

We have put in a lot of effort to set up an English environment with language-rich displays and students' work. In addition, our students know that they can approach their native English-speaking teacher and local English teachers during recess and talk with them.

Motivating students to learn

We arouse students' interest and encourage their participation by preparing relevant, meaningful and fun lessons and activities that are suitable for their levels. Before we plan our lessons and activities, we try our best to think of the most interesting and authentic ways to present what we want to teach so that we can bring out the learning items effectively. The results are always encouraging when we evaluate the effectiveness of the learning and teaching of the target items.

Providing ample opportunities for students to learn and use English

We are always on the lookout for authentic experiences that allow our students to learn and use English. Just to name a few, we have students making announcements over the PA system in English; we train students to introduce the school to visitors in English; and we have invited guest speakers from different organisations, e.g., firefighters at the Tai Wo fire station, officers from Animals Asia Foundation, to our school to talk to our students.

Developing a learning community

We, teachers, are learners, too. In the past few years, we have conducted different researches and have learnt more about:

The kinesthetic approach– The approach encourages students to move around. Students' movements are the best indicators that they understand the procedure and are actively participating. We are in favour of the approach because it caters to the needs of the weaker ones. Through observing others' reactions towards the teacher's instructions, they have more cues to follow. They also feel less embarrassed to ask their teacher or classmates for clarification.

Developing students' reading skills– We have focused more on our reading workshops. We hope to develop our students into independent readers. Students practise different reading skills in class through intensive reading and are encouraged to read extensively to consolidate the skills. Last but not least, we always make sure that students are having fun when they are learning English and when they are reading.

The numerous changes we have implemented in the English curriculum and the encouraging student outcomes have attracted the attention of our colleagues who teach the Chinese language. After observing our shared reading lessons, they were inspired to experiment with some of our strategies in teaching reading in the Chinese lessons. The saying, “Two heads are better than one” applies here. We believe that through collaboration and sharing, the chances of teaching effectively are significantly higher.



Ms PUA is teaching her class how to make a cake.

Assessment Summary

Enriched students' English language learning experiences through providing a language-rich environment and relating language learning to students' kinesthetic senses and life experiences.

These five teachers joined the profession because they love teaching. Based on second language acquisition theories and proven pedagogical practices, they have made good efforts to create a language-rich environment, motivate students to learn English and provide ample opportunities for students to build up their confidence in using English. They have nurtured a school of students who enjoy learning English and speak English with ease and confidence.

To create an English-speaking environment, the teachers laid down the rule of "English only" in the English lessons for all teachers and students. By teaching students the necessary phrases for communication and giving them continuous encouragement, they have helped students to overcome their shyness and speak in English.

The teachers have renovated the reading curriculum and prepared relevant, meaningful and fun lessons and activities to enhance students' learning experiences and personal development. For example, in relation to the reader *Miss Daisy is Crazy*, they organised lessons for students to learn to play rugby. Students listened to instructions given in English and talked in English with their team-mates about strategies to win the game. Students enjoyed themselves and the lessons became one of their most memorable learning experiences.

The teachers have also provided a lot of opportunities for students to learn and use English outside the classroom. Besides excursions to the supermarket and McDonald's, there are the annual trip to the Peak to interview tourists and the Halloween celebration which requires students to use what they have learnt in the English lessons to get candies from their teachers and play games. There are also inter-class competitions with the winning classes being treated to lunch buffet or English movies in the cinema.

The Assessment Panel appreciated the efforts the teachers made to relate learning to students' kinesthetic senses and their life experiences. Their enthusiasm about teaching and the impressive performance of their students have inspired their Chinese language colleagues to experiment with shared reading in the Chinese lessons. The teachers have facilitated a learning community in the school.



"Trick or treat?" the students are asking their teacher, Ms NG.

Way of Access to Information of the above Teaching Practice

Website: www.sfc.edu.hk/am/

Preferred Way of Dissemination

Workshops and seminars

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鳴謝 Acknowledgement

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Ms LAW Kit-ling, Grace (with effect from 22 February 2010)





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