

# 語文教學薈萃：校本經驗實錄 (2004-2005)

## The Language Teaching Album: A Collection of School-based Practices



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## 前言

香港是國際都會，良好的中文（包括普通話）及英文能力是終身學習的基礎，也是不同國籍、文化背景人士交流知識、思想、價值、態度及經驗的有效工具。所以，課程改革的重點是要提升學校的語文學與教效能，而語文教育及研究常務委員會（語常會）建議成立的教學顧問專責小組，就是朝這個目標而努力。本年度，專責小組與150多間中、小學的科主任及語文教師緊密協作，積極推動校本語文課程發展；此外，為數不少的學校通過參與專責小組所舉辦的講座、工作坊及網絡活動，在語文教學上得到支援。

專責小組與學校的緊密合作得到了豐碩的成果。據不同校情，通過與教師在不同的語文教學課題上深入探討；在課程規畫、實施及評鑑等進行多元化的「實驗」。我們因此對學生如何學習有更透徹的了解，教師亦藉分析學習證據、進行反思及專業討論，提升教學效能。我們更樂於看見協作計畫對教師的專業成長及學校發展起積極作用。不少證據顯示教師的專業知識及教學法有明顯的改善，反思、分享及協作的教學文化紛紛建立。

為彙集寶貴的校本語文教學經驗，激勵語文教育工作者不斷提升教學效能，本刊物收錄了約50間中、小學校在中國語文及英國語文學習領域的教學實踐經驗。這些經驗，與其被奉為楷模，選在不同的教室使用，讀者不如深入探究這些學校推行課程改革的過程，從中得到啟發。所以，校本經驗實錄不單停留在經驗分享層面，還紀錄了教師專業發展的痕跡。語文工作者按學校的實情，據文獻所得理論，選取適當教學策略，落實優化語文學習的行動。所得教學顯證不僅展現了學生的學習過程、教師的專業成長及學校的發展，更說明了推動校本語文課程的有利因素及其局限等。

本刊物為教師提供了一個促進交流及專業提升的平台。此外，教學顧問專責小組亦藉此機會感謝有關學校的支持，通過本組舉辦的講座、工作坊，及在網頁(<http://resources.emb.gov.hk/cd/languagesupport>) 和《語文教學通訊》(本組刊物)，向不同的受眾，分享其成功經驗，並慷慨提供教學資源予本組的語文支援中心。

《語文教育薈萃：校本經驗實錄2004-2005》是教學顧問專責小組及香港語文教師的共同努力的成果。我們為是項計畫取得的成果而感到欣喜，同時仍會積極進取，為提升學生的語文水平而努力。

教育統籌局  
語文教學支援組  
語文教學顧問專責小組

## Foreword

For Hong Kong, being a cosmopolitan city, a good foundation in Chinese (including Putonghua) and English paves the way for independent and lifelong learning and effective communication of knowledge, ideas, values, attitudes and experience with people from different cultures. The Curriculum Reform has put due emphasis on improving language learning and teaching at school. The realisation of this goal was supported by the Standing Committee on Language Education and Research (SCOLAR) which recommended the setting up of a Task Force on Language Support. This year, over 150 primary and secondary schools have collaborated closely with the Task Force in the school-based language curriculum development process. A good number of schools were also supported by the Task Force through seminars, workshops and networking activities.

The collaboration between the Task Force and the schools has been fruitful. By studying together with teachers different issues relating to language learning and teaching in different school contexts and “experimenting” different approaches and strategies in curriculum planning, implementation and evaluation, we gain a deeper understanding of how students learn and how to improve teaching based on evidence, reflection and professional discourse. We are delighted to find that principals and teachers perceive a strong impact of the collaboration on teacher development and school development. More evident changes are found in teachers’ pedagogical knowledge and their repertoire of teaching skills. A culture of reflective teaching, sharing and collaboration has also emerged.

To capture the invaluable experiences of these schools and to inspire teachers to improve their teaching practices according to their unique school context, we have included in this publication the abridged version of about 50 practices in the Chinese and English Key Learning Areas. Rather than being exemplary practices to be replicated, these experiences are meant to illustrate the curriculum development process. Moving from purely experience sharing to enhancement of professionalism, the practices are portrayed with reference to the school context; strategies and actions are backed up by theories and readings; the progress in student learning, teacher development and school development is supported by evidence collected from different sources; and the experiences gained are annotated taking into consideration both the facilitating factors and the limitations.

This publication is just one platform for sharing and professional enhancement. The Task Force would like to thank schools and teachers for sharing their school-based experiences with different audiences through our seminars and workshops, web-page (<http://resources.emb.gov.hk/cd/languagesupport>), Language Matters (newsletter of the Task Force) and for contributing their school-based learning and teaching materials to the Language Resource Centre.

“The Language Teaching Album: A Collection of School-based Practices 2004-2005” represents the collective effort and wisdom of the Task Force and our language teachers. We should continue to work hand in hand to accumulate experiences in local language education, partly to celebrate our achievements and more importantly to improve language standards of our students.

**Task Force on Language Support  
Language Support Section  
Education and Manpower Bureau**