

語文教學薈萃：校本經驗實錄 (2005-2006)

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



教育統籌局語文教學顧問專責小組

Task Force on Language Support, Education & Manpower Bureau

語文教學薈萃：校本經驗實錄 (2005-2006)

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

目錄

I. 前言	4
II. 凝聚智慧 迎接挑戰	6
III. 中國語文教學校本經驗	
第一至第二學習階段	
3.1 校本閱讀教學的規畫與實踐 — 圖書教學	10
3.2 《漫遊童話國》— 引發文學閱讀樂趣、拓寬聯想創意思維	18
3.3 小組協作 探究學習 — 提升學生動機的閱讀策略教學	22
3.4 聲入心通的朗讀教學策略 — 邁進「以普通話教中文」的一把鑰匙	26
3.5 提升學生閱讀能力 — 善用多元化教學策略	30
3.6 促進自主學習 巧用互相提問	36
3.7 優化語文學與教的提問技巧	40
3.8 以評估促進教學 — 提升學生寫作能力	46
3.9 運用校內外評估促進教學規畫	50
3.10 照顧非華語學童的學習需要 — 閱讀教學	56
3.11 「文學、文化」與「聽說」結合教學計畫	61
3.12 拓展語文學習空間 — 與名人嘉賓真情對話	65
3.13 支援非華語學童的語文學習 — 初小校本學習材料的研發	69
3.14 走上教師專業發展的高速公路 — 有效的共同備課	76
第三至第四學習階段	
3.15 從初中到高中的校本課程規畫	80
3.16 多元化的寫作評估策略 — 寫作學習歷程檔案設計	84
3.17 讓學生感同身受的「角色扮演遊戲」教學法	90
3.18 評估新趨勢 — 校本學生綜合能力研究	94
3.19 創設情境的生活化寫作 — 照顧有特殊學習需要學生學習的教學策略	100
3.20 創作夢飛翔 — 營造豐富活潑的校園文學氣氛	105
3.21 建立教師學習文化 迎接高中新課程	110
3.22 「結合網絡力量，發揮各校所長」 — 說話能力核心網絡小組師資培訓與聯校聯課活動	115
IV. 英國語文教學校本經驗	

Contents

I. Foreword	5
II. Collected experiences: food for thought and a stimulus for action	8
III. School-based experiences in Chinese Language Education	
IV. School-based experiences in English Language Education	
Learning and teaching inside the classroom	
4.1 Reading Workshops in action	120
4.2 Integrating readers into textbook units through task-based learning	128
4.3 Developing students' 4Cs through writing	137
4.4 Using a process approach to develop students' writing skills in a variety of text types	150
4.5 Integrating vocabulary building skills in General English programme in the primary curriculum	156
4.6 Using literature circles to enhance discussion skills	160
4.7 Designing a creative language arts curriculum for whole-person development - using poems, songs and videos	163
4.8 Diverse learners - diverse teaching	168
4.9 Increasing students' engagement in learning English	173
Learning beyond the classroom	
4.10 Stretching students' learning beyond the textbook through the task-based approach	177
4.11 Creating excitement for learning through life-wide learning activities	184
4.12 Widening students' exposure to English language learning through the LTV	189
4.13 Using drama to extend students' English learning beyond the classroom	194
4.14 Authenticity and diversity: key considerations in curriculum design	199
4.15 Connecting inside and outside classroom activities to enrich the English learning experiences of learners	204
Assessment	
4.16 Using data to effect changes in the writing curriculum	209
4.17 Using Territory-wide System Assessment (TSA) and internal assessment data to inform teaching and learning	216
4.18 From promoting assessment literacy to developing curriculum leadership	222
4.19 Using language arts portfolio to help students improve their life-long learning skills	227
4.20 Using school-based assessment to prepare for a smooth interface with the new senior secondary curriculum	232



前言

去年創刊的《語文教學薈萃：校本經驗實錄》，深受教育同工支持。刊物的再版加印，反映語文教育工作者有興趣認識學校處理不同語文教學課題的方法，並樂於借鑑他校的實踐經驗以提升學與教效能。今年，語文教學支援組繼續與全港超過250間中小學校緊密協作，積極推動校本語文課程發展。

今年，我們與學校協作發展的項目，除一般的語文課程發展項目(如單項語文能力的學與教、某種教學策略的運用)外，更關注如何落實課程及評估改革的新措施，例如規畫小學新課程、迎接新高中課程、善用全港性系統評估及校本評核回饋教學等。我們欣見學校愈加重視課程的整體規畫，如能考慮個別語文範疇與整體課程發展的關係，聯繫學生於課堂內外的學習經驗，結合不同的數據作決策用途等。

面對課程改革的機遇，語文教學支援組籌畫了以不同語文主題為名的網絡活動，為學校和教師提供交流、學習與成果分享的平台。今期的《語文教學薈萃》，不同的網絡學習團隊(例如口語才藝網絡、說話網絡及寫作網絡等)，按不同的教學課題，與各位分享經驗與心得，既鼓勵學校之間的協作交流文化，更優化了學與教的策略。

為彙集寶貴的校本語文教學經驗，鼓勵語文教育工作者不斷提升教學效能，本刊物收錄了約100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，逕在不同的教室使用，讀者不如深入探究這些學校推行課程改革的過程，以期能從中得到啟發。

本刊物為教師提供了一個促進交流及專業提升的平台。語文教學支援組亦藉此機會感謝有關學校的支持，通過講座、工作坊、網頁(<http://resources.emb.gov.hk/cd/languagesupport>)、刊物(《語文教學通訊》)及主題光碟等不同渠道，與不同的受眾分享成功經驗。這些刊物和光盤，匯集校本的教學資源及紀錄學與教的過程，可為教育同工提供參考。

我們誠意希望，《語文教學薈萃：校本經驗實錄2005-2006》能為前線的語文教師在落實教改措施方面帶來啟發。展望未來，無論協作學校選取了哪項發展重點，我們深信，持續及長遠的學校的發展，實有賴課程領導工作的推動，而這正是語文教學支援組來年重點開拓的工作範疇。

教育統籌局
校本支援服務處
語文教學支援組
語文教學顧問專責小組



Foreword

First published last year, "The Language Teaching Album: A Collection of School-based Practices" has been very well-received by the education sector. Indeed, the necessity for a second print run shows that language educators are eager to find out how different schools tackle different language issues and to learn from the experiences and knowledge generated by other schools. This year more than 250 primary and secondary schools have collaborated closely with the Task Force in the school-based curriculum development process.

Apart from regular curriculum development focuses (e.g. the teaching of individual language and study skills, the adoption of particular teaching strategies), this year schools are particularly concerned with the implementation of the curriculum and assessment reform measures such as planning the new primary language curricula, preparation for the interface with the New Senior Secondary curriculum, the Territory-wide System Assessment (TSA) and School-Based Assessment (SBA). We are delighted to find that schools are putting stronger emphasis on curriculum planning, for instance by relating the development of a particular language area to the curriculum as a whole; by connecting students' learning experiences both inside and outside the classroom; and by using different kinds of data in combination to inform the decision making process.

To assist schools/teachers in coping better with the challenges brought by the curriculum reform, the Task Force has organised different networks, which provide a platform for sharing, learning and celebration. In this issue of the Language Teaching Album, the experiences, knowledge and resources generated in different learning communities (e.g. Language Arts Network, Speaking Network, Writing Network) are shared with a view to fostering greater synergy among schools in Hong Kong.

To capture the valuable experiences of these schools and to inspire teachers to improve teaching practices with regard to each unique school context, we have included in this publication the abridged version of about 100 practices in the Chinese and the English Key Learning Areas. Rather than exemplary practices to be replicated, these experiences are meant to illustrate the curriculum development process.

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* (the newsletter of the Task Group) and thematic CD-ROMs which compile school-based learning and teaching resources and document the learning and teaching processes.

We sincerely hope that "The Language Teaching Album: A Collection of School-based Practices 2005-2006" will offer our language teachers some insights into the implementation of the major reform measures. Looking into the future, irrespective of what focuses our collaborating schools choose to develop, sustainable and long-term development of schools can only be achieved through curriculum leadership development - an area which the Task Force will increasingly focus on next year.

**Task Force on Language Support
Language Learning Support Section
School-based Support Services Office
Education and Manpower Bureau**

凝聚智慧 迎接挑戰

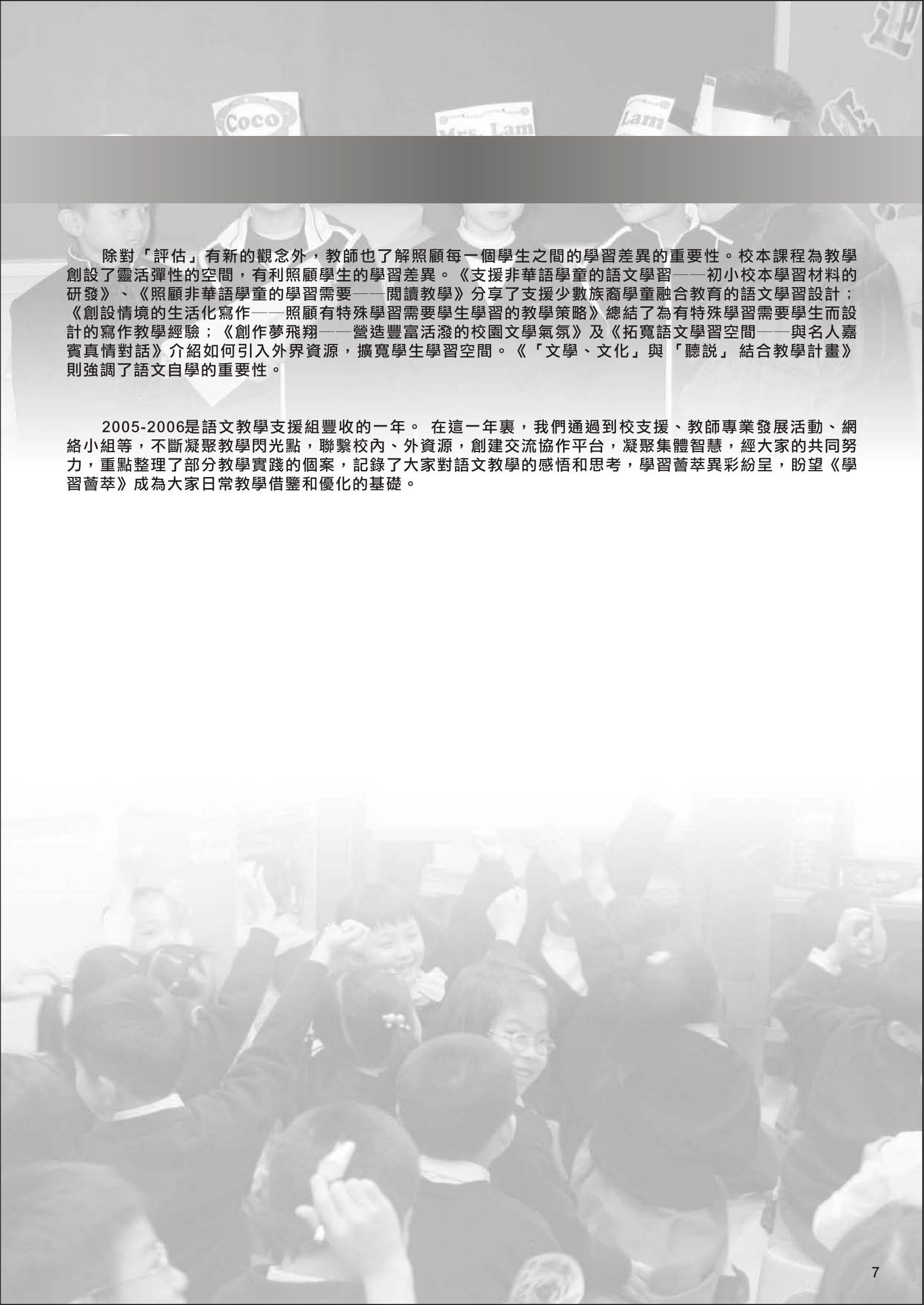
過去數年，香港教育一直在優化改革之中。這次改革對大部分教育同工而言，既是機遇，也是挑戰，原因有以下幾個。第一，教師的角色轉變了，特別是在學生學習過程中擔當的角色不同了，學生是學習的「主體」、教師成了課程的「啟導者」。第二，因應學生能力、需要及興趣，教師需對課程有整體宏觀的規畫、也要花盡心思，上好每一節課堂。第三，要提高這「主體」的學習興趣，教師要靈活組織學習活動、優化教學策略，提高教學效能。第四，要與時並進，教師要及時更新教學觀念，如「評估回饋教學」、「有效照顧學習差異」等。為協助教師緊握機遇、迎接挑戰，語文教學支援組與他們並肩作戰，開發校本課程、建立學校網絡、共享教學資源、拓展教師專業。《語文教學薈萃：校本經驗實錄(2005-2006)》既紀錄前線教師在語文教育的努力成果，也匯合經驗、凝聚智慧，為面對挑戰作最好的裝備。

今年，語文教學支援組繼續與前線教師協力攜手，審慎評估客觀課程改革的形勢，亦協助學校、教師了解自己的優勢和不足。隨著課程改革的落實，與我們協作的學校了解教師必須有一個清晰的角色定位——由教學的管理者和執行者轉變為學習的參與者、引導者、開發者、組織者。這個新的角色定位固然有較高的專業要求，同時更強調團隊協作、集思廣益，以富創意的辦法解決難題。《走上教師專業發展的高速公路——有效的共同備課》及《建立教師學習文化 迎接高中新課程》，介紹了校內的協作文化和機制，說明了一個良好的支援系統，有助教師面對新課程。智慧可以在一所學校凝聚、也可以通過「學習群體」的形式結集，《「結合網絡力量，發揮各校所長」——說話能力核心網絡小組師資培訓與聯校聯課活動》，為語文教師展示一個新的面對新教育議題的方法。說話能力核心網絡小組以網絡組織，為對同一個課題有興趣的教師提供分析問題的角度、更重要的是提供了一個交流協作的平台，藉形式多樣的活動探討有效的學與教方式。

教師不但角色定位改變了，教學行為的核心也隨之改變。如何提高課堂教學效率成了語文教師最關注的話題，協助教師上好每一節課堂也成為了支援組的最核心工作。要上好每一節課堂，從課前的策畫到課堂的落實，以至課後的鞏固與教學的反思缺一不可。面對語文新課程，整體的規畫有助教學目標的聚焦，《從初中到高中的校本課程規畫》揭示初中至高中課程縱向發展的地圖，教師據此可以檢視學生語文能力的發展、也可均衡安排語文教學活動，為學生提供「全方位」語文學習環境；《〈漫遊童話國〉——引發文學閱讀樂趣、拓寬聯想創意思維》是小學單元規畫的經驗，也是一段學生享受優美文學作品的紀錄；《校本閱讀教學的規畫與實踐——圖書教學》帶出如何善用新課程開放學習材料的空間，橫向地構思多元化的閱讀設計，以提升學生的興趣與能力。

學生是學習的主體，所以，為他們創造良好的課堂氛圍，促進自主學習是有效落實課堂教學目標的關鍵。《優化語文學與教的提問技巧》及《促進自主學習 巧用互相提問》分別從課堂分析及閱讀能力分層的角度，深入剖析如何改進教師的提問技巧來優化教學成效，積極回應質素視學報告對課堂教學提出的建議。《聲入心通的朗讀教學策略——邁進「以普通話教中文」的一把鑰匙》及《提升學生閱讀能力——善用多元化教學策略》則探討通過有層次的朗讀、多元化的活動設計，為同工示範簡單而有效的教學策略。《小組協作 探究學習——提升學生動機的閱讀策略教學》分享如何通過良好的課程組織，讓學生享受課堂閱讀的樂趣；《讓學生感同身受的「角色扮演遊戲」教學法》介紹通過課堂上的角色扮演遊戲，配合辯論、小組討論等活動，讓學生多角度思考，培養學生思維能力，提升表達與溝通的技巧。

教育改革更新了教學的範式、也更新了教學觀念。評估不再是教學完成後的總結，而是學習過程的質素監控。教師開始關注如何通過觀察學生的表現、設計考試與評測去收集學習顯證？如何善用評估數據檢視教學成效？如何因應診斷結果設計跟進教學？如何評估語文綜合能力等？《運用校內外評估促進教學規畫》介紹了學校如何從全港性系統評估數據開始，尋找教學上的問題，最後從閱讀教學入手，進行校本課程的變革。《以評估促進教學——提升學生寫作能力》及《多元化的寫作評估策略——寫作學習歷程檔案設計》分享了如何運用寫作評估的策略，提升學生的表達能力。《評估新趨勢——校本學生綜合能力研究》整理了10所中學，就語文綜合能力的教學與評估設計協作探究的成果。



除對「評估」有新的觀念外，教師也了解照顧每一個學生之間的學習差異的重要性。校本課程為教學創設了靈活彈性的空間，有利照顧學生的學習差異。《支援非華語學童的語文學習——初小校本學習材料的研發》、《照顧非華語學童的學習需要——閱讀教學》分享了支援少數族裔學童融合教育的語文學習設計；《創設情境的生活化寫作——照顧有特殊學習需要學生學習的教學策略》總結了為有特殊學習需要學生而設計的寫作教學經驗；《創作夢飛翔——營造豐富活潑的校園文學氣氛》及《拓寬語文學習空間——與名人嘉賓真情對話》介紹如何引入外界資源，擴寬學生學習空間。《「文學、文化」與「聽說」結合教學計畫》則強調了語文自學的重要性。

2005-2006是語文教學支援組豐收的一年。在這一年裏，我們通過到校支援、教師專業發展活動、網絡小組等，不斷凝聚教學閃光點，聯繫校內、外資源，創建交流協作平台，凝聚集體智慧，經大家的共同努力，重點整理了部分教學實踐的個案，記錄了大家對語文教學的感悟和思考，學習薈萃異彩紛呈，盼望《學習薈萃》成為大家日常教學借鑒和優化的基礎。


The background image shows a classroom setting. In the foreground, several students are seated at desks, some with their hands raised. In the background, a teacher is visible, and there are Chinese characters on the wall, including '老鼠' (mouse), '蛋破了' (egg is broken), and '老鼠嚇跑了' (the mouse was scared away).

Collected experiences: food for thought and a stimulus for action

This year, we have collaborated with 114 primary and secondary schools in the English KLA. We have included 20 school practices from about 30 different schools in this compendium. Schools have been working on a wide variety of focuses, for example language arts, catering for learner diversity, improving student writing, developing creativity, using task-based learning and creating an English-rich environment etc. Broadly speaking, the school practices can be put under three categories: Learning and Teaching inside the classroom, Learning and teaching beyond the classroom and Assessment.

A variety of strategies have been chosen to create a better learning environment in the classroom for both secondary and primary students. Some schools have worked on reading by carefully selecting the materials used in reading workshops (4.1 Reading Workshops in action) and on integrating readers with the textbook to create a cohesive learning experience (4.2 Integrating readers into textbook units through task-based learning). To give students the necessary skills for tackling new texts some schools have concentrated on how to best teach vocabulary building and word attack skills (4.5 Integrating vocabulary building skills in General English programme in the primary curriculum). For older students, how to respond to texts, and how to discuss what they have read, is an important focus in junior secondary classes, helping them gain important skills for the SBA (4.6 Using literature circles to enhance discussion skills). Some schools have then gone beyond concentrating simply on linguistic skills and have incorporated whole person development into the learning. The four Cs (creativity, critical thinking, collaboration and communication) can be addressed in a number of ways through helping students to organise ideas (4.3 Developing students' 4Cs through writing and 4.4 Using a process approach to develop students' writing skills in a variety of text types) or exposing them to a variety of interesting and creative ways of using language (4.7 Designing a creative language arts curriculum for whole-person development - using poems, songs and videos). Some schools concerned with learner diversity, both within and across classes, have used a variety of learner-centred approaches to motivate students (4.8 Diverse learners - diverse teaching and 4.9 Increasing students' engagement in learning English).

Some secondary, and particularly primary schools, have been interested in extending the learning of students beyond the classroom. Some schools have used role-play to mimic authentic situations where English can be used for real communication (4.10 Stretching students' learning beyond the textbook through the task-based approach). Others have used interviews with people outside the school situation (4.11 Creating excitement for learning through life-wide learning activities and 4.14 Authenticity and diversity: key considerations in curriculum design) to create situations where English is used for real communication. Again interviews were used by another school to tie an English theme with a programme on the school's TV station, thus creating a series of motivating and interesting activities (4.12 Widening students' exposure to English language learning through the LTV). Some schools have used drama based on scripts of well-known stories written by students (4.13 Using drama to extend students' English learning beyond the classroom) or even given students the responsibility of organising fun activities outside the classroom (4.15 Connecting inside and outside classroom activities to enrich the English learning experiences of learners). Two factors are of great importance. Firstly, students are given autonomy in their learning. They are able to make mistakes and learn from them in a non-threatening environment. Secondly, the learning inside and outside the classroom is carefully integrated to ensure that what students have learnt can be reused, practised and eventually better retained.



Both primary and secondary schools have put increasing emphasis on assessment. Some schools look into how different assessment data can be used to inform learning and teaching (4.16 Using data to effect changes in the writing curriculum) and to improve the design of the school-based curriculum (4.17 Using Territory-wide System Assessment (TSA) and internal assessment data to inform teaching and learning), some have attempted different modes of assessment to prepare students for skills development (4.19 Using language arts portfolio to help students improve their life-long learning skills) and for a smooth interface with the NSS curriculum (4.20 Using school-based assessment to prepare for a smooth interface with the new senior secondary curriculum). There is also an attempt to go beyond that by linking the development of assessment literacy to curriculum leadership development (4.18 From promoting assessment literacy to developing curriculum leadership). All these practices are signs of the growing professionalism among our language teachers a movement away from focusing on only summative assessment and examination oriented practices. More attention is now being focussed on the interpretation of data and its relevance to curriculum planning and the teaching and learning processes.

A number of factors contribute to success in these schools. Without an open and flexible attitude towards different teaching strategies, teachers are not able to adopt different approaches necessary to motivate and encourage students to learn. At the same time teachers must also have the flexibility and autonomy to make curriculum decisions based on their professional knowledge of the needs of their students. Teachers also need support from the principal/panel head to undertake something different and explore new ground. Without this support, their task is so much more difficult and fear of risk-taking reduces the speed of progress. One of the most important concepts contributing to success in teaching and learning is integration of learning experiences. Students' experience of English is gained from a number of sources both inside and outside the classroom. However, these experiences need to be integrated and complement each other to create a coherent development of skills and knowledge.

However, it would be wrong to regard these school cases as one-off projects - something that was interesting to try out but having little effect on the school as a whole. Rather, each case is like a snapshot at a particular time along the path of progress. The summative effect of the learning experiences gained leads to improved learning and teaching not only within the school itself, but also in the wider learning community.

We would like to build on the experiences gained this year by extending the breadth (the variety of topics) and depth (from learning and teaching to holistic curriculum planning) of these experiences. To do this we look forward to the contribution of more schools to improve the learning and teaching of English and to create a reflective and dynamic teaching force.