

Teaching with Heart — Principal



Sharing her journey of education: from then to now

The miracle of English teaching is this: The more we share the more we have.

'Many small streams make one big river.' With persistence and concerted efforts, a team of dedicated teachers taking tiny steps towards building an authentic English learning culture in our school has proven a big success in transforming the school culture and raising our students' English standard.

The journey begins with small steps. "We never want to surrender to the reality that our students, the majority of which come from grassroot families could not learn good English," said Principal Wong, the Principal at Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery, recalling her old days as an English teacher. The team of English teachers has decided to give the students



a chance; a chance for them to build the competence in mastering English. They start off with the most basic step: to nurture students with proper study habits, build up their confidence in using English. Once students have acquired basic language awareness, they would be provided with opportunities to become independent learners, and the whole learning cycle would be propelled by students themselves.

The teachers, who have "big" hearts, dare to dream "big". Motivating students of all abilities to learn English has been an important goal for the teachers at Lau Kam Lung. "Whenever outspoken students dominate in the class, the quieter ones tend to remain silent and muddle through. That's why we should often assign different roles to students, shifting their duties from time to time so that everybody in the class gets a chance to play a major role in learning activities," said Principal Wong.



Students should be given ample time to prepare for class in advance in the form of pre-learning activities, which help learners feel more secure and ready to participate in classroom activities." "We ask all the students to speak English in class and even after lessons," said Principal Wong. "They may not be able to speak the language perfectly in the beginning. But that's totally fine, as long as they see English as a language to use instead of merely a subject to study." As a teacher of an English class, Principal Wong, has gone as far as having all the class duties performed in English. "My students

are now very used to conversing with me in English," Principal Wong smiled with a sense of fulfillment. These tiny steps, as the teachers called them the mini strategies, have shaped up students' confidence in using English. "We know that if we deal with all problems at one time, it simply won't work," admitted Principal Wong. "So, we opt for small steps; it may take a longer time to reach the goals, but we hope students would stay in the path longer, as we walk with them hand in hand."

Full immersion in English

“Parents often tell us how impressed they are when they see their children being immersed in the world of English learning,” Principal Wong expressed. Over the years, with the strategic curriculum planning, students have become more eager to take up challenges in English activities. Participation rate has soared in most English related extra-curricular activities, such as English Fun Day, Taster Days, Subject Weeks, Public Debating Contests and many other events. “The students engaged in the competitive English activities may not necessarily be the ones who are academic elites, but they are willing to take up challenges, working hard to master English as a second language. We truly appreciate their positive attitude,” Principal Wong commented.



Teachers united on a shared sense of mission. “In the beginning, it was tough. But we persevere and stay determined on our path. The small steps have soon built upon themselves, and have created a sort of snowball effect.” Principal Wong explained. They find that their efforts have paid off when they witness a change in their students.

We have a very deep-rooted belief in education. If students can develop "confidence" and form good learning "habits", they will be able to perform satisfactorily. If students who have potential want to excel in their English Language, developing their language "awareness" will be an essential step. If students can be provided with "new" learning experiences, stimulated and "challenged" in authentic settings and culture of the language, they can be "empowered" to sustain improvement and the learning cycle by themselves. Then, they will be the ultimate winner in the battle of English Language learning.



Conceptual framework-CHANCE

"CHANCE" are the necessary attributes for developing our students into proficient language learners possessing both confidence and competence. They include: Confidence; Habit; Awareness; New experiences; Challenges; Empowerment. With this development model, all panel members can stay clear-minded of where we are all heading towards and aiming at achieving success in our teaching.

<u>C</u>onfidence	building students' confidence
<u>H</u>abits	sustaining students' learning by habit formation
<u>A</u>wareness	raising students' language awareness
<u>N</u>ew experiences	
<u>C</u>hallenges	
<u>E</u>mpowerment	

The awardee, Principal Wong, had led the English Panel in her former serving school to devise a six-stage plan to develop the basic English competence of their students and raise English standard in her former school since 2009. The design of her plan was underpinned by a conceptual framework called CHANCE (Confidence, Habit formation, Awareness, New experiences, Challenges, Empowerment), which guides the setting of learning objectives for each stage of language development. The CHANCE framework has succeeded in facilitating students' language learning and enhancing their English Language communicative competencies. A range of well designed resources and teaching materials are used to develop students' confidence, encourage good habit formation, raise language awareness and promote communicative language learning in the school.



A reading culture is promoted by adapting different text types from various literary/ imaginative sources to enable learners to acquire effective reading skills and form good reading habits. The effective implementation of the school reading programme, establishment of classroom routines conducive to good habit formation, and a learner-centred curriculum have succeeded in nurturing students to be capable of independent learning. Students learn and make progress according to their abilities and pace, and make steady improvement in their command of the English Language. An array of extra-curricular activities is in place to give ample opportunities for students to practise English in authentic situations.

Through the promotion of integrative use of language in various activities and a wide range of learning experiences like the use of mini projects and free writing/ journal writing, students' self-learning habits are nurtured and communicative competence enriched. Strategic planning and timely implementation of these effective learning activities not only promote collaborative skills and co-operative learning among students, but also enable students to achieve personal, intellectual development and cultural understanding. The teachers have succeeded in changing the school culture and devised exemplary teaching practices based on their conceptual framework titled CHANCE.

Through the continuous efforts of the teachers, a school language policy has gradually been formulated, in which the use of English is promoted both inside and outside the classroom. The whole school approach to promote an integrated use of the language through different learning experiences has proved to be effective in supporting students' language development. The teachers are highly dedicated to their work and have demonstrated excellent collaboration in building up a motivating learning environment that improves the quality of education for their students. Principal Wong has been disseminating the school's initiatives and good practices to



parents and the public through forums and seminars. She works with staff members in her school to promote professional development. Her efforts have led to a positive and harmonious school culture in which teachers work collaboratively for a common goal.

看外語劇增聽力 手機軟件練發音

社交媒體強化讀寫聽說 英文科循序漸進奪標

香港是國際都會，英文一向備受重視，學好英文不但可以與世界接軌，更有助升學就業。要在文憑試英文科取得理想成績，資深英文老師及文憑試狀元均認為，高中生可利用社交平台增進英文的讀、寫、聽、說能力，包括寫英文短訊溫習單字、借助軟件學發音、看劇集提升聽力、追蹤面書英文專頁、閱讀網上文章等，訂下循序漸進的目標，便可掌握「摘星」要訣。(四之二)

記者：趙錦濤
攝影：趙錦濤、風島圖片庫、受訪者提供

三次文憑試英文科卷三聆聽及綜合能力佔分比重最高。

英文科溫習要訣

1. 網站「VoiceTube」有超過四萬種英文影片，按英文程度分類，可選擇程度合適者觀看，以及演習顯示字幕。
2. Facebook上有不少英文的專頁，如「English is Fun」，外語明星亦有開設專頁，可按自己的興趣追蹤不同英文專頁。
3. 看看聽本英文小說會感到吃力，可改看短篇故事集，又或訂閱網上版《心靈雞湯》，以便定期收到一篇簡單有趣的英文短文。
4. 英國廣播公司設有字彙應用程式，除了上載新聞之外，還有探究不同議題的紀錄片，既可擴闊視野，作文時還可引用這些事例加強文章說服力。
5. 多看《時代》英文雜誌，內容專題報導皆為國際大事，文章亦十分出色。
6. 多利用英文社交平台，例如留意外國明星的專頁等，以提升英文水平。

資料提供：華僑公學英文科主任黃美珠
文憑試狀元楊奕明

英文科成績比重

考卷內容	成績比重
卷一 閱讀能力	20%
卷二 寫作能力	25%
卷三 聆聽及綜合能力	30%
卷四 說話能力	10%

註：校本評核或佔15%

詞彙句式和內容結構同樣重要，學生通常會製作單詞卡，但建議同學可用詞義詞性分類，增加記憶的準確性。至於看圖說話，有不少學生因為英文不流暢而不敢。

Teaching with Heart — Teachers



Our teachers' expertise has been publicly recognized:

會計師公會邀請本校
梁嘉麗主任分享考試技巧



- Assistant Principal Ms Ho Tin-wai invited to speak for Animal Care and Welfare for EDB



- Awarded Outstanding Teacher Mentor for Pre-service teachers by the Education University of Hong Kong



本校教師分享寫作教學的經驗



初中校本文言教材



We proudly announce our teacher, Ms Leung Ka Lai, has been awarded the Investor and Financial Education Award (Teaching – Teacher Division) 2021 by the Investor and Financial Education Council (IFEC).

The IFEC strives to encourage stakeholders to offer investor and financial education to the people in Hong Kong to help raise their financial literacy level. To recognise the efforts of stakeholders in advancing investor and financial education in Hong Kong, IFEC introduces the inaugural “Investor and Financial Education Award” (IFEA) and invites different sectors to submit applications.

Among all the entries submitted by educators in the territory, Ms Leung’s project, named Jars System Money Management, edged out and was recognized by the IFEA (Teaching) Assessment Committee as the Investor and Financial Education Award. The entry aims to enrich the project learning elements in F.3 BAFS curriculum. According to IFEA, her contribution towards improving the financial competence of Hong Kong people has been highly commendable.

