

聖公會聖匠中學

全校語文政策：中國語文

甲·宗旨

- 1·提高讀寫聽說能力，發展學生共通能力，幫助他們建立正面的價值觀和培養良好的態度，以提升個人素質。
- 2·讓學生通過語文學習，為日後升學、就業打好基礎，以期達到終身學習的目標。

乙·目標

- 1·培養學生閱讀、寫作、聆聽、說話及綜合運用的能力；
- 2·培養學生的溝通、協作、自學等共通能力；
- 3·培養品德，加強中華文化教育；
- 4·提高學生學習中文的興趣。

丙·政策及計畫

1·教學語言

1.1 以粵語為主要教學語言

1.2 中一級設一班以普通話教授中文，以助新來港學童適應學習。

2·行政安排及同工協作

2.1 每級設級聯絡老師，以有效推動各級的教與學和科務發展。策略包括：

- (i) 召開該級會議及備課會議，商討該級的教學計劃、教學重點、進度表、習作安排、分配級務工作、分享教學經驗與心得；
- (ii) 協助科主任推動該級科務；
- (iii) 搜集及反映意見。

2.2 聘請教學助理以支援中文科的課程與教學的發展。

3·閱讀能力

3.1 中一至中三級採用單元教學，讀文教學設導讀文章，旨在培養提升同學的閱讀理解能力及提升學生瞭解文章的寫作技巧。教學過程強調理解策略，以祝新華教授指出的六個層次閱讀能力為訓練重點，並加強訓練學生理清篇章結構、概括文章主旨及掌握段落之大意。

3.2 中四至中六為新高中課程，教學重點與初中銜接並依公開試安排。

3.3 文言文能力訓練：

- (i) 中一至中四隔週要求學生閱讀額外的文言篇章及完成工作紙，以提升學生文言文理解的能力；
- (ii) 各級須默寫文言段落及文言字詞解釋；
- (iii) 初中設《中國語文補充閱讀冊》，以提高學生的文言能力及文化素養；

3.4 課外閱讀

- (i) 執行及推動校本悅讀計劃、科本廣泛閱讀獎勵計畫；
- (ii) 推廣跨課程閱讀；
- (iii) 推廣電子閱讀；
- (iv) 鼓勵及推動學生參與校外閱讀報告、閱讀隨筆比賽。

4 · 寫作能力

4.1 按單元教學重點設計寫作單元，作文文體盡量與讀文教學配合，並要求學生運用適當的寫作手法及修辭技巧。

4.2 鼓勵學生積極參與各類徵文比賽：

- (i) 籌辦或協辦校內各類型寫作活動，如徵文比賽、投稿等；
- (ii) 鼓勵及推動學生參加校外各類型有關寫作之活動或比賽；
- (iii) 徵集學生佳作，張貼於校內壁報板上；
- (iv) 出版本校學生作品集《小匠語絲》。

5 · 聆聽及綜合能力

5.1 聆聽訓練：各級定期進行聆聽練習，讓學生多聽有意義的演說，學習藉著聆聽去理解和掌握的資料。初中級聆聽練習以評估以全港系統性評估模式擬題。

5.2 綜合能力訓練：分階段、循序漸進提升學生的綜合能力。

6 · 說話能力

6.1 著重朗讀課文，培養學生語感。

6.2 鼓勵及訓練學生參與校外朗誦比賽。

6.3 各級評估重點如下：

- (i) 中一以個人短講為主；
- (ii) 中二至中三以個人短講及小組討論為主；
- (iii) 中四至中六以文憑試形式進行，即以閱讀口頭匯報及小組討論為主。

7 · 提升學生語文興趣

7.1 舉辦中文週以推行各類語文活動。

7.2 與各個科組合作舉辦跨課程學習活動，如與圖書館、藝術組、公民教育組、通識/

公民科等合辦活動。

7.3 鼓勵及推動學生參加校外各類語文活動及比賽。

8 · 照顧學生個別差異

8.1 照顧國內新來港學童

- (i) 中一級開辦一個以普通話教授中文的班別；
- (ii) 課後開辦新來港學童適應班，協助學生提高粵語聆聽、粵語口語溝通、繁體字閱讀的能力。

8.2 照顧非華語學生

- (i) 如有需要，教學助理會在中文課內協助有關學生；
- (ii) 課後開辦非華語學生輔導班。

9 · 自我評估與完善、進展性評估

9.1 著重不斷反思求進，定期評估各項活動和計劃的成效，評估方面包括課堂提問、默書、作文、閱讀理解、日常作業、單元評估、課外閱讀、各類語文活動或比賽、校外寫作活動等。

聖公會聖匠中學

全校語文政策：普通話

甲·宗旨

1. 幫助學生掌握普通話。本港與內地政治、商業、學術及文化各方面聯繫密切，普通話應用日益重要，掌握普通話以備日後應付工作和生活上的挑戰。
2. 培養學生共同能力，包括知識基礎能力、思考能力、個人及社交能力。
3. 幫助學生建立正面的價值觀和培養良好的態度，包括堅毅、尊重他人、責任感、國民身份認同、承擔精神、誠信、關愛、守法和同理心。

乙·目標

1. 通過普通話的學與教，使學生掌握普通話語言技能。內容包括加強學生聆聽能力、朗讀能力、溝通能力、譯寫能力以及自學能力。
2. 通過普通話的學與教，增進學生對中華文化的認識。
3. 通過普通話的學與教，讓學生掌握普通話與粵語在語音、詞彙和語法方面的差異。
4. 提供學生參加各種普通話的實踐機會，鼓勵參加國家語委普通話水平測試、全港普通話朗誦比賽、全港普通話演講比賽、境外交流活動等等。

丙·政策及計劃

1. 優化教材

- 1.1 加入國家語委普通話水平測試(PSC)考試的內容。
- 1.2 於第一階段學習聲母韻母，第二、三學習階段著重複習、鞏固和運用；並加強培養學生運用漢語拼音或注音符號的能力，從而提高學生自學能力。
- 1.3 提供多元化的學習活動，加入戲劇教學元素。如角色扮演、情景活動加強課堂的趣味性，提高學生對學習本科的興趣，並營造一個良好的語言學習環境。
- 1.4 觀看普通話學習影片：如「妙趣街頭」影片、「歇後語」影片、「兩岸三地大不同」等等影片，以提升學生學習興趣及學習效能。
- 1.5 運用電子教學，開展網上遠程教學模式，給予學生有效學習普通話的學習平台。
- 1.6 製作「聽歌學普通話工作紙」、「粵普對譯工作紙」，培養學生自學能力。
- 1.7 優化各級語音知識教材，設計有趣的語音知識練習，加強學生普通話語音能力。
- 1.8 語音知識練習題增設粵普對譯題型，讓學生認識普通話與粵語在語音、詞彙和語法方面的差異。
- 1.9 優化各級教材，讓學生認識中華文化。
- 1.10 聆聽練習加入詞語聆聽、字詞辨析題、速度較快的短文聆聽片段、視頻聆聽題，提高學生的聆聽能力。

- 1.11 開展普通話活動：比拼繞口令、短文朗讀、課文朗誦、個人短講及小組討論的訓練，教授學生朗誦技巧、說話技巧，提升學生說話策略，加強學生說話能力、溝通能力以及自信心。
- 1.12 增加課堂活動時間，加強課堂的互動。如情景表演、小組討論、報告、遊戲、唱歌、猜謎等，讓學生多說普通話。
- 1.13 為特殊學習需要學生以及非華裔學生進行補底計劃和師兄師姐學習計劃。
- 1.14 為特殊學習需要學生以及非華裔學生的考試題目做適當調適。

二．實踐機會

- 2.1 參加校外比賽，如國家語委普通話水平測試(PSC)、全港普通話朗誦比賽、全港普通話演講比賽。
- 2.2 參加課內和課外應用普通話的活動，以提升運用普通話溝通的能力和信心。如講故事比賽、攤位遊戲、個人朗讀、個人短講、小組討論。
- 2.3 參加與他校合作的交流活動。
- 2.4 推薦學生參加國內交流活動。
- 2.5 安排學生擔任文藝晚會、各種活動的普通話司儀。
- 2.6 安排學生以普通話參加書籍分享會。
- 2.7 安排學生以普通話負責早禱崇拜、謝飯祈禱。
- 2.8 安排學生擔任家長日接待員及外賓訪校導賞員。
- 2.9 訓練學生成為普通話小老師。

三．培訓普通話小老師、普通話司儀

- 3.1 每班推選科長以及小老師，於課堂中及課後幫助普通話能力較差的學生與非華裔學生提升普通話。
- 3.2 提供普通話司儀訓練課程。
- 3.3 提供普通話朗誦技巧課程。

四．教師專業發展

- 4.1 優化在職教師培訓，教師報讀本科相關的教學課程，以優化教學內容。
- 4.2 透過觀課、跨學科觀課及教學反思，提升本科教師的專業知識及運用不同教學策略的能力。
- 4.3 本科老師透過帶領學生參與不同的活動、校內/外考試及比賽，均能持續提升普通話的專業能力。

五·自我評估與完善、進展性評估

- 5.1 科組定期進行科務會議、共同備課，優化及分享教學內容、教學方法。
- 5.2 科任教師着重不斷反思求進，定期評估各項活動和計劃的成效。自我評估方面包括教學進度、學生考試成績分析和各項活動的成效。
- 5.3 在各級推行進展性評估，範圍包括評估、默書、習作、說話評估。

SKH Holy Carpenter Secondary School
English Language Policy

A. Aims and Objectives of the English Language Policy

1. To develop students' proficiency with value-added achievements in five skills: reading, writing, listening, speaking and critical thinking skills.
2. To promote self-learning.
3. To arouse students' interests in learning English.
4. To improve students' public examination performance.

B. Strategies and Implementation

1. School's Major Concerns

1.1 To keep the ongoing renewed curriculum in order to cultivate students' generic skills through learning English.

STEAM and Information Technology are integrated with the English curriculum. Also, In order to strengthen students' positive attitude, the English curriculum includes moral and civic value elements. In addition, the policy of promoting reading and language across curriculum has been implemented to increase the opportunities of learning English.

1.2 To keep enhancing the learning and teaching effectiveness.

To effectively enhance the department's management, form coordinators are responsible for planning the curriculum, coordinating activities and monitoring the progress of the teaching and learning. Moreover, co-planning meetings and panel meetings are conducted regularly to monitor the effectiveness of teaching.

1.3 To organize a non-formal curriculum to promote students' personal development.

To cater for individual differences and needs, different workshops and talks are conducted to enhance students' academic, professional and vocational development. In order to promote life-wide learning, various activities and programmes are held.

2. Department Concerns

2.1 Teaching strategies

- Student-centered teaching strategies are applied in each classroom in order to suit students' needs and raise their learning motivation.
- Collaborative learning strategies are also used, so that students can learn and apply English through more interactive ways.
- E-learning activities are conducted in order to raise students' learning motivation.
- Co-planning meetings are conducted to share and enhance teaching strategies.

2.2 Assessment methods and follow-up

- 4 summative assessments including uniform tests and examinations are conducted regularly to show teachers and students their teaching and learning progress.
- Different formative assessments such as written assignments, dictations, quizzes, online quizzes, project work and presentations are used to evaluate students' learning performance.
- Constructive feedback is given from time to time in order to let students learn in a more effective and efficient manner.
- In order to have students familiar with the DSE format, uniform tests and examinations are divided into two sections, the "easier" section and the "more difficult" section. Students are required to attempt either one. Despite being less challenging, the "easier" section carries only 75% of the full marks while the "more difficult" section carries 100% of the full marks.
- With the consensus of their parents, students are required to decide which section of the paper they prefer to take before the assessments.

2.3 Self-learning scheme

- Online reading scheme
- eRead scheme
- Quizlet study
- Note taking training
- Lesson preview training

2.4 Cross-curriculum English learning

- To co-plan with different subjects in order to let students develop various generic skills and enhance their English proficiency
- To create vocabulary lists and organize them into categories such as transportation, animals, etc.
- Cross-curriculum projects are conducted.
- Whole-school cross-curriculum activities are organized.

2.5 Subject-based reading scheme for each academic year.

- Written book reports.
- Written film reviews.
- Online reading scheme.
- Online funny stories and google forms.
- Tailor-made newspaper cuttings.

2.6 Teachers' training and development

- Every English teacher joins at least 6 hours of the subject-related workshop, seminar, course or conference other than the one organized by the department.

- Department panel heads arrange at least one subject-related workshop or seminar for members.

2.7 Peer observation culture

- Every English teacher observes at least one peer's lesson every year.
- Every English teacher's lesson should be observed by at least one peer every year.

2.8 National Security Education

- S2 U3 Save Our Planet

For students to understand the impact of human activities on the ecological environment and our responsibilities. Also, for them to learn about the need of sustainable development, and recognize the necessity of safeguarding ecological security, resource security, nuclear security and new security domain.

- S5 U7 The Future is here

Let students understand the impact of the media and social media on individuals and societies, as well as the importance of safely and correctly using information technology and social media (e.g. protecting personal data to avoid leakage of private information, refusing to forward unverified and incorrect information), in order to understand the need to safeguard our country's information security.

2.9 Catering for SEN

- Numerous modes of assessment are adopted in order to understand the progress of students in various aspects. Individual differences among students should be taken into account when designing the difficulty levels, types and quantity of questions.
- The ability of students must be considered when deciding the number of assessments. For the less able students, we can divide the learning content into smaller units and conduct assessments right after the completion of a single unit. This will help students consolidate the learning content, as well as enable teachers to understand students' progress and arrange early intervention.
- The scoring criteria should link closely to the assessment objectives.
- Teachers train students' exam-taking skills.
- S1 – S2 New Curriculum is being carried out to cater for different students' needs.
- S1 – S2 New Curriculum is applied by forming smaller groups according to students' needs.
- Different teaching strategies and teaching materials are used to cater for individual differences.
- Subject teachers work with the SEN committee to develop a plan to support slow learners.