



佛 教 黃 允 畋 中 學

Buddhist Wong Wan Tin College

The Key to Success in English Learning 英文的鑰匙



40th Anniversary

歷史印記
再創傳奇

Cherish the Past

Create the Future

The Key to Success in English Learning



學好 英文的鑰匙

Student-centred Learning – Encourage active participation to facilitate effective learning

School-based Curriculum – Make better use of out-of-classroom time with emphasis on bridging programs at junior levels

Experiential learning – Create opportunities for students to present orally and apply what they have learnt

Knowledge accumulation – Broaden students' horizons through extensive reading schemes

Diverse activities – Maximise students' learning experiences and enable them to excel in different domains

Sustainable teaching and learning – Develop students' talents and strive for excellence in teaching and learning

生本教學——高參與高效能，學得到學得好
校本課程——重視初中銜接，善用額外課時
體驗學習——創設說的機會，遷移應用所學
積累感悟——畝園廣泛閱讀，拓寬學生視野
多元活動——高峰學習體驗，舞台築夢飛翔
教學相長——學生樂學展能，師生成就輝煌



At Buddhist Wong Wan Tin College, we perpetually pursue pedagogic improvements to enhance students' learning outcomes. Our English Department has consistently stressed student participation by facilitating exploratory collaborative learning in class. This affords students more opportunities to actively practise their four skills in English (i.e. reading, writing, listening and speaking) to increase their mastery of the language, which Mr. Lee Kang Pan, our principal, sees as a fundamental objective for English language education.

本校以學生「學得到、學得好」為中心，英文科運用協作探討的方法，構建高參與、高效的語文課堂，着力營造情境，把親自經歷、親自體會、親自發現的時間和空間還給學習者，激發學生體驗，撥動心弦，讓學生在課堂上通過輸入（閱讀、聆聽）、整理（思索、討論、辯證）、表達（寫作、匯報），從中汲取知識，掌握技能，融會貫通，學以致用。李鏡品校長期望學生能在畋園掌握學好英文的鑰匙，從「學會」，到「會學」，到「想學」，全方位提升學生語文能力。



李鏡品
校長

School-based Curriculum, with Focus on Bridging for Junior Forms

To enable each year's freshmen to learn more about the school and get a taste of their coming secondary school life, we offer them a bridging programme incorporating school-based materials based on their assessment results. The programme will also start them off with English vocabularies for content subjects whose medium of instruction will be English (e.g. Geography and Integrated Science).

Each year, we run a mentorship scheme in which each Form one student is assigned a senior student as a mentor. During their mentorship, those "big brothers and sisters" will participate in different learning activities, such as Quiz Competitions and booth games on English Speaking Day, along with their junior mentees. Hence, our Form one students will receive guidance in reading and conversation skills and assistance in getting accustomed to using English in their daily campus life.

校本教材 重視初中銜接

學校十分重視中一新生銜接及英語學習，因此舉辦暑期中一學行基礎班，設計校本英語銜接教材，用互動的遊戲方式，讓新生輕鬆學習英語、認識校園及預習中學的學習模式。同時，學校特別為修讀中一英語班的新生安排英語學習銜接班，讓同學預先接觸有關科目（地理及科學）的英文詞彙及了解其學習方法。開學後，學校亦設有導航計劃，由師兄師姐配對中一新生，一同參加不同的英語活動，如 English Speaking Day、問答比賽及攤位遊戲等，指導新生閱讀和會話技巧，鼓勵他們積極參與，在日常校園生活裏活用英語。



Curriculum Optimisation, Making Good Use of Out- of-classroom Time

In response to the Education Bureau's guidelines on optimising the senior secondary core subjects, the English Department has instituted supplementary tutorials starting from secondary four levels. These aim at bridging the learning gaps that secondary four students often find themselves facing. Specifically, two additional English enrichment lessons are provided each week while the students from all classes are divided into groups only one-third of the original class size. The smaller groupings naturally result in less diverse ability levels, and the students are not limited to interact with the same classmates and hence a measure of "freshness".

Taking into consideration students' abilities and interests, we provide an English option for some senior form elective subjects, which results in more diversified 3X subject choices. We also develop school-based bridging

courses to strengthen students' answering skills and understanding of subject-specific vocabulary. In order to consolidate students' English language skills, a senior principal advisor has been employed to ensure effective implementation of the Language across the Curriculum policies.

優化課程 善用額外課時

因應教育局優化高中核心科目政策，教學團隊善用騰出的課時，特別優化中四級英文科課程，一周額外增設兩堂，分別為增潤課和閱讀課。其中增潤課調整師生比例，按學習程度將學生分成七組，讓他們額外進行聽、講、讀、寫等不同訓練。李校長期望允畝人敢想敢做，培養敢於克服困難的堅毅精神，勇於在校園裏接觸和使用英語，繼而在日常生活實踐，活學活用。

學校因應學生的能力及興趣，開設高中選修科英文組，為學生提供更多元的 3X 選擇。為鞏固學生良好的英語學習基礎，學校聘請資深顧問校長實踐 Language across the Curriculum 的理念，設計校本銜接課程，認識學科的專用名詞及答題技巧。



We work diligently to foster students' interest in English, as we know its wonderfully additive effects on their learning. An interest-driven approach will help develop students' self-directed learning capabilities. There are four native-speaking English teachers working at our school. One of them is our own Native English teacher under the EDB's NET Scheme, while the other three, in collaboration with the Sprouts Foundation, are appointed to conduct English oral classes for all junior secondary levels (i.e. Form one through three classes), and conduct activities during lunch hours as part of our efforts to establish an English-rich environment.

Active Learning Classroom, with Emphasis on Presentation Skills

One of our main goals is to develop students' public speaking skills. Needless to say, speaking is an important part of the learning process. When students speak in class, whether it be answering teacher's questions, sharing their thoughts, or engaging in discussions with classmates, they demonstrate their understanding of subject content and the knowledge they have gained by expressing them in their own words.

Speaking is integral to active participation in the classroom and to one's ability to appreciate the intricacy and nuances of the English language. That's why we make every effort to create opportunities for students to speak in class, such as through group discussions and presentations. To achieve that, small-class teaching is adopted in English learning. For oral classes, students are divided into two groups to give them more chances to interact with the teachers and classmates, which in turn translates into higher motivation and engagement. As a consequence, the students are more likely to be able to speak more, leading to a more lively and interactive classroom.

以「說」先行 讓課堂活潑起來

學校其中一個關注事項就是提升「說」的能力，老師重視在課堂上為學生提供「說」的機會。當同學在課堂上「說」，無論在回答老師的提問，分享自己的想法，抑或是與同學互相討論，即表示他們能夠專注於理解課堂的內容，吸取所獲得的知識，轉化為自己的語言表達出來，這個學習進程十分重要。李校長說：「課堂上，教師創設空間讓學生協作探討，學生習慣透過小組討論、匯報等各種形式學習語文，互相磨鍊砥礪，以訓練高階思維能力。學生更要學以致用，透過課堂外的延伸、揣摩、借鑒、運用等挑戰活動，鞏固所學。」學生習慣積極投入課堂，自然能活學活用，學好英文。學生從實踐到感悟，當家作主，體會語文的魅力，實現還學於生的理想。

為了創造更多「說」的機會，英文科本已設小班教學。到了上英文口語課時，會再分兩組教授，以活潑互動的方式鼓勵學生多說英語，引發學生對英語學習的興趣。只要學生對英語產生興趣，自會主動學習，發展其他方面的英語能力，包括聽、讀和寫。學校共有四位外籍英語教師，一位任教英文及英文口語課，另外三位則由保良局思培基金 (Sprouts Foundation) 及學校協作，聘任專責教授中一至三級英語會話，並籌劃午間活動，營造學生學習英語的語境。





Reading across the Curriculum, Enhancing Breadth and Depth of Students' knowledge

As language ability is inextricably predicated on one's knowledge, broadening students' knowledge in different areas has always been our goal. To that end, the English Department and the Reading Team have launched the second phase of the 'Readers Dozen Project', a reading programme aimed at cultivating extensive reading among students. All classes up to secondary four level will get a weekly lesson on a reader with selected texts, while Form five and six students follow the programme in a self-directed manner assisted by teachers' guidance.

More on the 'Readers Dozen' readers

We custom-develop the readers for the programme using primarily authentic texts, which are selected because they are thematically aligned with the different key learning areas. In the end, they form the school-based reading curriculum designed to not only develop students' literacy skills, but also enrich their world knowledge, and instill in them positive values and attitudes. To that end, there are also cross-curriculum collaborative efforts among different subject teachers in the form of various activities. For example, there have been campus TV segments, fun games or sharing, to name a few, which are intended

to help students to develop a habit of reading, not just as students but also as lifelong learners.

Furthermore, for senior form students, a clear link between reading and writing is stressed to motivate the students to read more regularly and strategically, and that is the focus that guides the preparation of the reading materials for the senior levels so as to help them improve their writing skills. To facilitate students' independent learning using the readers, audio recordings of all the reading texts are provided online, courtesy of our Native English Teachers, for students' easy access, which will incidentally help them with their pronunciation and listening.



畝園讀書高 跨學科閱讀

為提升學生的語文能力，並開拓不同範疇的知識領域，英文科及閱讀組開展第二階段畝園讀書高 (Readers Dozen) 廣泛閱讀計劃。中一至中四級每周特設一節閱讀課，中五及中六級則以自學形式進行。

初中閱讀計劃以跨學科閱讀 (Reading across the curriculum) 為主，英文科老師搜集不同科目的圖書，編寫校本閱讀課程；期望通過不同科目的閱讀材料，並以電子書作延伸，開拓學生視野，走進無國界的知識領域。閱讀組亦因應閱讀主題，與不同科組合作，合辦多姿多彩的活動，讓學生體驗閱讀的樂趣，養成閱讀的習慣，達至終身學習的理想。高中閱讀計劃以英文課程及寫作文體為主導，在設計閱讀教材時，特別涵蓋實際的生活例子和近期時事，如訂立主題為流行文化比較，老師以 Cantopop 及 K-Pop 作為教材內容，激發學生的學習興趣。

閱讀組亦會為閱讀計劃定期出版微型雜誌，學生可以輕鬆地多接觸不同範疇的資訊。雜誌的閱讀材料均由外籍老師錄音，製成二維條碼 (QR Code)，方便學生自行學習，提升與訓練英語聆聽能力，並學習拼音和發音的技巧。另設計與閱讀材料有關的遊戲，加強學生對閱讀文章的理解和認識更多詞彙。

語文本就源自生活，聽講讀寫，是人與人之間的自然交流。一篇清麗的文章，一次情深的誦讀，學生均可從中窺見人性、生活，以及時代。教師在教學中，會鼓勵學生在閱讀中充分吸收文章精華，並與時代、生活結合，讓學生親自感受語文的魅力，讓學生成為語文學習的主人。



Readers Dozen



Diversified English Activities, Creating an English-speaking Environment in School

The school organizes a variety of English activities, led by our weekly English Speaking Day on Mondays, which lets students learn through taking part in enriching and fun-filled events. Mostly held during lunchtime, they range from stall games, spelling contests, movie appreciation, individual speech contests, and reading aloud practice. Senior students are often involved in preparing the games and helping their junior schoolmates to learn while having fun.

On our campus TV regular schedule, there are some popular English programmes. English Round-up, which explores specific themes each year, offers motivated students to show off their English skills. For instance, on the theme of "Literary Genres", Poetry and Short Stories have been featured. As for the teachers, many have been invited to produce a video segment titled "One-minute Chat", in which they share their own interests, hobbies or life lessons in English. This has often been a big hit among students, as they can get to hear non-English subject teachers talk about themselves in English with interesting visuals.

One of our longest-running English activities is the Storytelling/Drama competition for S2 and S3 classes. With teacher's guidance, the students need to turn a selected text from their textbook into entertaining storytelling or drama performances, and vie for the first prize in the inter-class competition. Through arduous preparation and rehearsals, the students benefit greatly in terms of improved reading skills, verbal and nonverbal expression as well as better understanding of the text. The lessons are also more active, engaging and meaningful for the students, while their performances boost their confidence in



The school has also implemented a 'Chit Chat' incentive program to encourage students to chat with teachers in English outside the classroom. Each student is given a Chit Chat Card and encouraged to invite a teacher to chat with them in English. The whole school is working together to provide more opportunities for students to use English and improve their expressive language skills through casual conversations.

The school has also joined the Jockey Club PolyU Human Libraries Hub, where students can read stories according to their interests and use the "Meet and Greet" service to start a conversation with the protagonists of real-life stories. The school has made good use of this resource for students to enable them to interview people of different nationalities, and in the process enhance their understanding of different social issues. The in-person interactions with the flesh and blood storytellers have proved to be very motivating for the students, and through engaging in such activities as video production, school-based learning and literacy development workshops, their English communication skills improve and life experience becomes enriched.

Last but not least, by drawing on positive and wholesome popular culture phenomena, we have organized our very own BWWTC's Got Talent and The Voice of BWWTC, to further liven up the English-speaking atmosphere on campus. As the participants are required to introduce their performances in English, they become more motivated to better their English so that they can speak more expressively and accurately on stage. Activities like these have noticeably had a positive impact on students' attitude toward English by incorporating fun and pop culture elements.



多樣化英語活動 營造校園英語環境

學校舉辦大量英語活動，當中要以每逢周一的 English Speaking Day 最為豐富，密度高，參與度亦高，成效自然顯著。學校特別在午膳時段安排不同特色的英語活動，包括攤位遊戲、拼字比賽、電影欣賞、個人演講比賽、快樂閱讀時間等。高中學生負責設計攤位遊戲，讓初中的同學從遊戲中學習。學校的電視英語節目 English Round-up 為同學提供練習英語機會，近年以「Genre」（文章體裁）為主題，包括朗誦詩歌、朗讀短篇小說等。全體老師亦參與「One-minute Chat」節目，以英語介紹自己的興趣、嗜好或生活感悟等。

在中二和中三的英語課設有「說故事」表演和話劇演出，以多元方式鞏固英語的表達能力。學生需要在學期末表演，而演出內容是從原有的課文或圖書中選取出來。老師着重訓練他們朗讀的技巧、表情與動作，從而鞏固他們對文章的熟悉度。老師亦會為各表演的同學評分，這不僅鼓勵學生在英語上有所進步，更重要是讓他們更有自信，說英語時瑯琊上口，發掘自己的潛能。

同時，學校亦推行 Chit-Chat 獎勵計劃，鼓勵學生於課堂以外以英語與全校老師交談。同學每人獲發 Chit-Chat Card，並主動邀請老師跟他們用英語交談，老師則會在卡上隨意選出問題，與同學 Chitchat 一番。全校老師上下一心，為學生創造及增加應用英語的機會，在閒話家常中，表達能力自會提升。

學校更參加了「賽馬會理大真人圖書館網絡」（Jockey Club PolyU Human Libraries Hub），學生可因應自己的興趣及需要，搜尋相關的故事，並可使用「預約會見」服務，預約故事中的「真人」進行對話。學校當然善用此機會讓學生訪問不同國籍人士，增加學生對不同議題的認識，尤其讓學生與故事主人翁互動交流，進行短片製作、校本學習、資源素養工作坊等活動，加強英語溝通，豐富學習經歷。

另外，從高中的 BWWTC Got Talent、BWWTC The Voice 等活動中，更發現參與同學充滿說英語的自信和對英語的熱愛，英語氛圍可說是遍布整個校園。



Open Competitions, Broadening Students' Horizons

Various other extracurricular activities the English Department organizes also include excursions, 'Meet-the-Authors' sessions, visits, storytelling and drama competitions, talks, etc. All of these develop students' language skills, stimulate their creativity and improve their critical thinking skills.

Hong Kong Schools Speech Festival

Each year, our students participate in both solo verse and choral speaking in the Hong Kong Schools Speech Festival. With substantial support and encouragement from the school, our students have demonstrated their flair in different events by achieving very good results in recent years. Their accolades include the first runner-up in Choral Speaking, and the first runners-up and the second runners-up in Solo Verse Speaking.

Odyssey of the Mind, from Hong Kong to International

Odyssey of the Mind is an international tournament aimed at encouraging the development of young people's creativity, problem-solving capability and language skills. As an international competition, good English skills are a prerequisite for all contestants. To compete, the students need to create an original scenario based on a given set of ideas or conditions, complete with self-built gadgets and props. To win the competition, they need give a live performance, answer impromptu

questions, and then explain their ideas to the judges.

We are very proud that led by our STEM and English teachers, our students from the Odyssey of the Mind Club have won Hong Kong's regional championship three times, and thus represented Hong Kong to compete in the 'Odyssey of the Mind World Finals', and won, respectively, the first runner-up in 2014 and 2018, and the second runner-up in 2019.

English Musicals

Since 2016, the school has been organizing "English Musical Theatre Workshops," taught by professional musical theatre instructors. English musical training combines elements of drama, music and dance to hone the students' artistic talents along with English language skills. Those who are selected will undergo 20 sessions of training as members of the English Drama Club, and take part in Hong Kong School Drama Festival.

The reading and understanding of the screenplays, the acting and the vocal training all help turn what the students normally see as mere texts on a page into a lively and emotion-filled drama they need to perform, through hard work and perseverance. So, as a celebration of their great effort, the students will perform for the school in a major year-end school event titled "Together We Shine Talent Show", when students with diverse talents get to share them for the admiration of their fellow students.

校外比賽 開拓視野

學校開展豐富多彩的語文活動，延展學習，進一步加強學生的感性認識，激發興趣，讓他們應用所學，對提高語文的教學效率十分重要。語文活動乃語文教學不可缺少的一環。學校按照不同年級、不同階段舉辦適切的課外活動，提高學生的語文、創新及批判思維能力，比如：朗讀比賽、即席發言、參觀訪問、旅遊采風、故事會、討論會、演講會等等。

每年學校都會鼓勵學生參與校外朗誦比賽，更特別安排中一、二級學生參與集誦比賽，一來訓練時可練習口語和語感，二來藉參與校外比賽，擴闊視野。近年在校際朗誦節奪得集誦亞軍，獨誦亦取得多個獎項，成績優異，其中不乏中一級的同學。剛升中便得到校際獎項的鼓勵，自然在未來學習英語的路上更有所追求。近年學校多次代表香港遠赴美國參加創意思維世界賽，屢獲佳績，分別於 2014 年勇奪世界冠軍、2018 年奪

得亞軍及 2019 年奪得季軍。學生在比賽時以英語話劇形式演繹原創作品、並與評判講解理念、和來自世界各地的參賽者交流，英語水平和自信心得到提升，更能增廣見聞，為學生日後發展奠下重要基石。

另外，學校十分重視發揮學生潛能，2016 年起舉辦「英語音樂劇培訓班」，特聘英語音樂劇導師教授。培訓班每年培訓對英語話劇別具興趣的同學，他們每星期接受訓練，全年共二十節，即使疫情期間亦從未間斷。英語音樂劇融合戲劇、音樂和舞蹈的元素，全面展現及發揮同學各種才能。透過培訓及演出，讓學生可以在愉快而自然的情況下，提升英語水平和能力。學生不但參加校際戲劇節比賽，更會在每學年末的「Together We Shine 才藝表演」中為全校師生表演，讓學生更有信心地使用英語。



One Who Teaches can also Learn

‘Live and learn’, so goes a common saying. And it’s one that undoubtedly applies to the teaching profession. No teachers have all the answers, but as facilitators to students’ learning, we not only should learn from our work, but are also obligated to seek continuous improvements. It follows that good English teachers do not just convey the basic “nuts and bolts” of a language, but also guide students to explore the culture, the human stories and at times even the history of English, hence the rationale of a cross-curriculum approach. Only with passion, the correct values, and a desire to evolve with the time, can one stay effective as an English teacher and enthuse students with the same passion for learning.

With the support of a dedicated English team, our students are able to enjoy learning English beyond the classroom. The English Department advisor, Ms. Ho Ting-ye, has tried-and-tested practical experience and professional skills, while the panel heads, Ms. Wu Ching-man and Mr. Lam Kwok-wai, bring valuable and fresh insights. As our Principal, Mr Lee, says, ‘I hope that the collaboration among



all team members will continue to build on the past and strive for excellence in the future, but above all enjoy learning and teaching together as a team. I appreciate the partnership among colleagues to work together on different aspects of the classes and apply student-centered learning throughout the curriculum.’

It is with such wisdom, our teachers willingly share their teaching experiences through peer observation and evaluation so that the school and teachers can keep up with the latest trends of education development, and ceaselessly promote the quality and effectiveness of learning and teaching. The team has also collaborated with The Chinese University of Hong Kong and The Education University of Hong Kong to study the use of e-learning to enhance students’ English-speaking skills and conducted open classes to provide opportunities for teachers to share their experiences.

All these contribute to our continual growth as teachers, which is crucial to a fruitful ‘formative journey’ of the students in our care.

教學相長 學生樂學展能

「學然後知不足，教然後知困。」教師與學生彼此情感交流，能收教學相長之效。學生因「教」而進，惑得以解，發展個人品德；教師因「教」得「學」，得以進步，提升教學品質。一支卓越的語文教師團隊不僅要教給學生基礎知識和技能，還要把自己對語文的理解，對生活的感悟，對人生的看法用高尚激越的感情，妙趣橫生的語言傳遞給學生，使學生為之感動，為之動容，從而在潛移默化中打開情感之窗，走進魅力語文。

多元英語活動加上巧妙的設置與安排，全因佛教黃允畋中學有一班精益求精的教師團隊。英文科顧問何定儀老師具豐富實戰經驗，而較為年輕的另外兩位科主任胡靜雯老師及林國璋老師則充滿幹勁和活力。在專業的引領及

導航下，將卓越文化傳承到年輕一輩的老師身上。李校長說：「期望團隊之間的互相協作，可以繼續往開來，力求卓越，教師能享受學與教的快樂。我十分欣賞同事間有着夥伴關係，一起對課堂作出不同的研究，以學生為本教學。」

與此同時，學校鼓勵老師建立專業學習社群，促進同儕交流與協作，以提升學與教的質素。英文科團隊亦曾與香港中文大學、香港教育大學協作，與同工研究如何利用電子學習，加強英文口語訓練的技巧；並舉辦公開課，為本校及友校老師交流教學經驗提供良好機會。共同備課，撰寫教案，試教與觀摩，優化課程，分享心得，絕對有助教師成長，促進同儕之間學習。更重要的是教師將所得的經驗，回饋到每一位學生身上，為學生學習英語、提升英語能力提供最寶貴的養分。





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