



03 English Language Pedagogic Strategy for Senior III Students

Academic Year Senior III is a transitional time for the students to choose to take up a trade in the society or to proceed to the tertiary education for further studies. As for their teachers, they not only have to impart to the students the necessary knowledge but also to nourish their ability of social adaptation. Therefore, we, as educators, besides performing the regular pedagogic practices, have also the obligation to equip the students with the knowledge higher than that level. This requires a more advanced demand on the integration of the teachers' professional capacity and educational philosophy. In this situation, not only the curriculum of the Senior III English Language has to be well covered, all the grammatical items in the middle school syllabus have to be properly reviewed also. This does give great pressure to the students and our teachers have to keep delving into all the possible methods to help their students to master the comprehensive exertion of what they have acquired to manifest the best of their capabilities.

I. Get the education for various streams well done and care for the students having special needs.

Though the work of Senior III English Language impartation is heavy, it is important that the teachers grasp well the basic knowledge and collect a wide range of accumulation. It is because the foundation of language learning highly affects the students' potential development. Give great importance to the induction and deduction of the language learning during the daily pedagogic practice and lay great stress on knowledge aggregation. Furthermore, it is necessary to value the characteristics of the English Language learning and encourage the students to read aloud and recite some passages as it is beneficial to the nurturance of linguistic intuition and profitable to the transformation of capability through knowledge accumulation. Pay attention to the structure during grammar revision, noting its significance while supplementing useful contexts at times for perfection and amendment. In this way, the weak students may master a solid foundation and the able students may consolidate not only the knowledge they have acquired but also their motivation of learning is enhanced.

Institute different pedagogic practices and propose miscellaneous learning requirements in accordance with the various practical situation of the students. When dealing with the students of middle grade and above, besides helping them to grasp the fundamental knowledge, pay attention to the nourishment of their reading and written abilities, while adding appropriate training accordingly. For students who are below the middle grade, their focus of learning is the basic language learning and fundamental language practice, while adding adequate reading and written trainings. After all the real effort from both the teachers and students, pupils of different levels all may acquire improvement and so the English Language standard may be elevated. With such mutual collaboration done inside and outside the classroom, as well as the exertion of every possible means of help, the good students will be the excellent ones, the situation of the marginal ones will not be deteriorated but all will be highly motivated and do acquire what they have learned.

II. Implement the task-based model of teaching to elevate the ability of language exertion

To get the Senior III pedagogic practice well done, there must be a scientific system and the target of which must meet the practical needs of the situation: the contents of the pedagogic design must be practical and realistic and the method of teaching must meet the needs of the students, enabling them to work conscientiously and seriously so as to make gradual improvement. Senior III pedagogic performance is a comprehensive impartation. Not only the teachers have to plan the teaching methods but have to reveal also to the students the specific knowledge, the relevant errors, the confusing points and their connections. For the impartation of knowledge, it is necessary to compare, to analyse and to integrate the new learning with the old to make it systematized and rationalized.

In teaching the Senior III students, the teachers have to try their best to offer to them practical knowledge, and to create a situation to allow the fundamental knowledge be turned into the capacity of speech. This enables the students to consolidate the basic knowledge of the language and strengthen the exertion of their ability, helping them to carry out interactions through speech and written communication.

For Senior III English Language classroom teaching, the teachers may adopt selected passages as the core pedagogic model and guide the students to take up task-based learning to nourish their ability of integrated language usage. Therefore, the teachers may choose passages connecting with the set teaching material to develop language capability training and language theory learning. Meanwhile, it would be profitable to ask the students to read aloud or even recite some wonderful sentences or part of the passage to store useful information for future use. We can also make use of the Task 1 or Task 2 or even the theme of each unit designs for the impartation, while organizing the task-based learning to encourage the students to ponder on the essence so that they may make use of what they have learned to solve new problems. It is necessary to unify teaching, drilling and assessment for classroom teaching, offering opportunities of excellent teaching, skilful drilling and quick assessment. Furthermore, take notice of the concurrence of "impartation" and "method", lay weight on pedagogic guidance. Only with the help of excellent teaching that the keynote can be pointed out. Only through regular practice that performance does meet the requirement, enabling knowledge be transformed into capability.

Should there be any problem found in the assignments or examination answers, it is best that the teachers find time to talk about it with the relevant student and offer the appropriate counselling. For the brilliant learners set a "strict" policy and demand from them "high performance" to help them to try for the best. For the weak ones, be patient to provide advice and encouragement, share their view of reasoning to understand their difficulties so as to help to establish their confidence to take actions and to strive for improvement. Another point that the Senior III English Language teachers should note is to focus the attention on being stern during examination invigilation. Being firm to execute invigilation is to train the students never to speculate and take advantage of opportunities but to toil for their harvest while facing independently the challenge now and in the future.

III. Consolidate the capability to deal with interviews to meet other types of challenge.

After one year's effort, it cannot be addressed as a breeze, but better results are acquired through that limited period during which the students experience the fun of learning during the relaxing English lessons among the quite pent-up learning atmosphere. Then comes a series of preparation, e.g. being ready for admission on recommendation, graduation examination, joint examination for matriculation, etc. tempting the students to be unsettled and short-tempered. At this, the teachers not only have to calm them down but to offer to them, suitable counselling service.

For the recommended students who have to bid farewell to the unsophisticated age, can they stand up to any ordeal? Are they able to transform the acquired knowledge into their capacity? This is not only testing our students but is also testing our ability. Then comes the interview. All students believe that it is best to give a full self-introduction as much as they can in three minutes. In fact, it is not so. They really do not know to introduce themselves in English under pressure. Some of them may write like this: "My name is XXX. I am 17 years old. There are five people in my family, my father, my mother, my sister, my brother and I. I like them very much. I like running, I run every weekend. I like English." The English standard of the majority of our students is not bad, only weak in application. In fact there are at most two to three interviewers and they never mean to "trap" you but to examine your power of integrated application. Then,

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they would like to see if you still can retain your composure under pressure and sustain grace under pressure. The most important elements for interviews are your Body Language and Voice Level, and then comes the wording. Besides being tidily attired, appropriate deportment and clarity of diction are also necessary, offering brief and clear answers to the questions. It is useful for daily practice or job seeking interview.

A simple self-introduction is a way to promote the sale of oneself. The procedure is to tell the examiner your distinctive features and unique qualities with clear expressions. Would it not be better if the simple self-introduction runs: "(My name is XXX). I am an honest, hardworking, responsible and diligent student. My strongest traits are cheerfulness and friendliness"? It is because the interviewers are neither interested in our age nor our family members, but our abilities of expressing through language and words.

IV. Prospects for future Senior III English Language learning

To portray the pedagogic work for Senior III English Language is like tasting preserved plums. All who have tasted the well preserved plums will know that they are sweet, sour and tasty, inviting people to recollect the pleasant flavour the whole day long. Furthermore, it is known that the well preserved plums had undergone long series of process and many types of "technical treatment" before they are in the present situation. Our pedagogic practice is like preserved plums and needs to undergo a series of process and many types of "technical treatment" before it is "tasty" and of good use. How to help the students to transform the language they have learned into their abilities and let it be of good use in the future in just one academic year? The answer is, of course, purely positive: I believe that in order to nurture the students' ability of social contact in English in such a short time, consolidate the following operations:

Consolidate the training of writing to promote the written performance ability. To foster ideal written performance ability, it is necessary to have a solid basic knowledge of the language and its correct

practice of language communication. Get hold of all the commonly used terms, phrases and sentence patterns, grasp well all the chances of sentence writing and model of essay writing. Language learning is a subject depending greatly on practice and only through plentiful training that such ability can be promoted.

Consolidate the training of reading to strengthen the comprehension ability. Reading a great deal of various topics and styles is the premise and foundation to elevate the reading ability, guaranteeing a fast improvement of the practice. In the training of reading, nourish the students' abilities of quick skimming, skilful surmising, independent analysing, grasping correctly the main sentences and logical judgement, etc. Should the students be able to master all these reading techniques, it will be like adding wings to a tiger and they will acquire a better self-learning ability. This benefits them in learning and in job accomplishment even after graduation.

Consolidate the training of skills to deal with examinations to acquire ideal results. No matter if it is an interview or a written examination, there are skills to deal with them. All teachers should canvass various opinions and benefit from them. Offer to the students guidance in accordance with each type of the questions to enable the students to sit calmly for the examinations while turning their knowledge into their ability and manifest their real self.

In short, for Senior III English Language pedagogy, only when the teachers can create a situation concurrent with the students' practical life and strive to transform the fundamental knowledge into technique of speech, and only if the students can apply what they can speak out or write down into social communication that their ability will not be stricken and perplexed by the English Language in their future continuous learning.

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04 认识专注力不足及过度活跃的同学

定义

专注力不足及过度活跃是指个人的专注力、活动量、及自我控制的能力，与同年龄的同学比较，出现显著差异，导致学习及社交适应方面出现困难。

专注力不足及过度活跃的常见特征

注意力难集中

- 不专心听讲。
- 逃避或拒绝需要持久专注的事。
- 经常不能完成指定工作。
- 做事欠缺条理。
- 经常受外界干扰而分散注意力。

活动量过多

- 会不断地活动、很难停下来。
- 无法安静地参与活动。
- 精力旺盛，经常到处走动。
- 多言。

控制冲动力弱

- 常常打断别人的谈话或活动。
- 突然出手碰人。
- 兴趣较局限性，玩法单调及重复。

教学策略及原则

- 教室的布置越简单越好，以减少令学生分心的干扰。
- 座位的安排要远离窗户或门，尽量靠近教师。
- 尽量使用具体的视觉、听觉和触觉教材，帮助学生集中注意力。
- 给予明确的提示，帮助学生辨别重要的讯息。
- 指令简单化，一次只提一件事。
- 与学生共同制定明确的教室规则及赏罚标准，并设定适当的目标让学生达成，奖励学生适当的行为，忽视不适当的行为，对于伤害的行为，立即阻止或暂时隔离。
- 增加学生参与课堂活动的机会，(例如：回答问题或到黑板写字)。
- 当发现学生注意力分散时，可以走到学生的旁边，把手放在他的手臂上提醒他注意。

家长教导原则

- 提供有规律的生活作息。
- 与孩子说话时，要望着他的眼睛。
- 尽量安排他们在宁静的环境下学习。
- 多鼓励，少责备。
- 当要求孩子做任何事的时候，要确认他是否有注意聆听及观看。
- 孩子尚未完成一件工作时，不要指派新工作。
- 尽量安排一些活动，让孩子发泄过剩的体力，减少不当的行为。
- 忽视孩子不适当的行为，并分散其注意力，以免增强不良行为。

相处之道

- 了解他们的过动行为并非故意造成，并给予接纳及包容。
- 主动和他做朋友。

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