

# 紐西蘭之旅

參加了於紐西蘭舉辦的英語培訓課程後，我覺得非常實用，可以說是獲益良多。

首先，能夠再次成為學生，令我了解到學生的真正需要。我嘗試著從一個學生的角度來參加這個課程，另外，我非常享受與其他同學共同學習的經歷，她們都是來自不同中學的老師，我們透過課堂的活動和工作坊可以互相學習、交流。給我們上課的老師們都是非常有經驗的，因此我相信所有的同學都從他們的身上學習到了很多。

我已經是一個有十多年教齡的英語老師，我承認有的時候在教學方法上，我不會做太大的改變，但讀完了這個課程，增強了我嘗試用一些新的方法來有效地教授英文的自信心。

很多的老師都發現，澳門的學生在英語表達方面存在著困難，當需要用英語與別人溝通的時候，他們不能很好的表達他們的意思。他們欠缺詞彙和語言應用的環境，導致他們的表達能力較弱。如果要激發學生說英語的自信心，老師應該在上會話課之前，先給他們提供更多有用的詞彙以及短語。

同樣，學生的聆聽能力也需要加強。有的學生認為，與外國人溝通有困難，因為不明白他們在說甚麼。我在紐西蘭學習到一個新方法，就是向學生展示甚麼是日常口語會話。譬如，當學生說錯了的時候馬上給他們改正，並且用正常的語速很自然地與他們交談。我以前在聆聽教學這方面使用了一些錯誤的方法，所以效果不太好。

我以前認為，給學生聽寫的時候，如果



## The New Zealand Trip

Having taken the three-week English programme in New Zealand, beside for the improvement in my own speaking proficiency, I had got some new concepts on teaching the second language.

For the personal improvement in language learning and teaching, I found that grammar can be described as a beautiful picture on the map. I absolutely agree with that which can interest and change the point of view of our students to learn grammar which is regarded as a difficult subject for learning. Grammar does carry lots of functions such as creating worlds, letting people to know more about the purposes of language, surviving around the world and helping to do things with one another. I was also told what problems the Cantonese speakers encounter when they articulate certain syllables of English. Mind-mapping can be a way for helping students to have their independent ways of thinking and for building the vocabulary capacity. In order to have an interesting reading lessons, except through the story-telling or role play, teachers can ask students to have some predictions as the story goes on. Teachers can make use of the cloze exercises, outlining and paraphrasing so as to let students have a more understanding picture of the story. For writing, teachers can ask students to have the frequent free writing habit which may help students

我先慢慢地讀，然後再用正常的速度讀一次，那學生就很容易理解了。可惜，我發現這種做法與現時不符，而且亦無法提高學生的聆聽能力，結果，學生們只是發現外國人說話太快了，所以，老師應該以正常的語速和學生交談。開始的時候，我們可以根據需要多重複幾次，但千萬不要減慢速度。用這種方法，他們就會習慣說話的速度，解決了聆聽的困難。

以上的方法只是我個人透過這個課程所得到的啟示，我學習了很多東西，在未來的教學當中，我會盡量用我所學到的新方法做不斷地嘗試。最後，我想說的是，這次紐西蘭之旅令我獲得了許多寶貴的經驗，我認識了很多同行的好朋友，這三個星期的培訓課程我們非常努力，目的在於提高教學的質素。我希望我們可以繼續保持聯繫，分享大家的教學經驗，令我們的教學更加有效。這個課程的結束同時也是我們教學生涯的新起點。

(由本雜誌編輯翻譯)

本文作者參加了一個由教育局舉辦的赴紐西蘭的英語培訓課程，該課程為期三個星期，對象為現職的英語教師，此行程共有十位小學英語教師和十位中學英語教師參加。課程的目的主要是在分享教學經驗的同時，學習新的教學方法，以提高本澳英語教師的英文水平。

build up their confidence in communication in English through writing. I found that my teaching focused on “focus-on-forms” which is a traditional way of teaching, that is, the focus of teaching is put on certain grammar points. Virtually my teaching can be done through “focus-on-form” which means the use of some specific linguistic features is elicited communicatively.

The above ideas can remind me to do some reforms on my teaching. I will try to apply those theories into my class. During the visit in one of the NZ schools, I am aware that there is only one teacher responsible for all the subjects of a class. That situation can hardly be found in the Asian schools. I think that the privilege in doing so is to build up a closer relationship between the class teacher and the students. On the other hand, the NZ students get use to have group work activities for learning. While the class teacher is handling a particular group, the other groups of students are doing different work independently. Students’ works are exposed and published everywhere inside the classroom which can help to build up the confidence of students in learning and the homely atmosphere of the classrooms.

For this programme, even though I have got some new ideas of language teaching, it is only the brief introduction of the concepts on the L2 learning and teaching. The programme does cover the various branches of L2 teaching but it is in a rush. I would like to suggest that for the similar programmes held in the future, they should be taken into a deeper account of the problems that the Macao teachers usually encounter in their L2 teaching.

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