



如何让孩子学好英文——

家长导航

Parents' Guide to Effective
English Language Learning





让孩子学好英文，帮助他们奠下良好的语文根基，相信是不少父母的愿望。为使孩子学好英文，家长都会采用不同的方法。然而，有些方法不但未必奏效，更会影响亲子关系。究竟家长可以怎样协助子女学好英文？

本小册子的编写目的，是要帮助家长明白如何在小学阶段协助孩子学好英文，内容包括：

- 家长的角色
- 学好英文有妙法
- 亲子阅读良方
- 学习英文的迷思
- 善用社区资源



家长的角色



在家里，父母既是子女的模范，亦是他们在学习上的支持者，在适当的时候，还要身体力行，一起参与子女的学习活动。

模范：父母以身作则，常阅读和学习新事物，为子女做个好榜样，有助激发孩子的求知欲，令他们热衷于探求知识。

支持者：

- 协助子女订立可行的学习目标，循序渐进地学好英文。
- 把英文书籍和其他阅读材料放在子女可以看见的地方。



- 将阅读和写作化为子女日常生活的一部分，例如鼓励他们以英文写便条、感谢卡等给家人和亲友。
- 对子女参加与英文学习相关的课外活动所付出的努力表示支持和赞赏。

参与者：

- 日常与子女一起多看多用英文，认识西方文化，开阔视野，例如选看英语电影、阅读英文食谱等，让孩子从日常生活中学习英文。



- 预定一个家庭阅读时段进行亲子阅读，一起享受阅读的乐趣。
- 与学校保持沟通，参与学校举办的英文学习活动。



要让子女学好英文，家长可以透过日常生活的互动促进他们的语言发展，以下是一些建议：

- **阅读** — 与子女一起阅读英文书，继而延伸到写作，例如：子女阅读一本关于母亲的书中后，与他们一起写一本小书关于自己的家人。
- **玩乐** — 平日出外游玩，或到公园散步，也可接触到英文。



- **善用日常情境** — 上街购物前与子女订定购物清单，回家后一起留意商品的英文名称及包装说明。



- **玩游戏** — 猜单词游戏、猜谜语、角色扮演、做动作游戏（“Simon says”）等活动都适合孩童。
- **唱英文儿歌和参与文化活动** — 让孩子体会学英文是有趣味的，而且可以用来抒发自己的感受，例如：鼓励子女将他们爱唱的英文儿歌改编歌词。



选书锦囊

- 在阅读的启蒙时期，不必担心读物过于浅易，只要孩子喜爱读就行。换言之，即使在大人看来孩子非常应该读的书，如果他们不喜欢，就不必强迫他们读。
- 要为书本的质量把关，留意内容、语言、插图等。
- 挑选程度合适的读本 — 亲子阅读时，由于有家长朗读和讲解书本内容，可以选择适合年纪稍大的孩子的书籍，而孩子自己阅读时则宜选择较浅易的书籍。

亲子阅读要诀

- 朗读故事之前，宜先把故事看一遍。
- 一面读，一面与子女谈论故事书的封面、图画及文字。
- 用自然的速度清楚把故事朗读出来，并按不同的故事人物和情节改变说话的声调，同时要运用想象力和面部表情。
- 孩子往往喜欢重复阅读同一个故事多遍，细味故事的内容。在重复阅读故事时，可以邀请孩子参与朗读部分内容，甚至改编故事情节，增加阅读的趣味。

鼓励孩子多阅读

- **自己阅读：** 在家里预备浅易有趣的书籍，让孩子自己阅读。此外，一些曾用作亲子阅读的书本，也可以让孩子自己阅读。
- **朗读：** 随着孩子的阅读技巧日渐进步，他们或会对讲故事产生兴趣，这时候，家长的鼓励和正面的回应是非常重要的，家长应耐心聆听子女朗读故事，遇到读音错误的地方，无须急于纠正，可先看看孩子能否自己纠正错误，其后如有需要才提供正确读法。
- **阅读电子书：** 电子书提供的朗读功能、动画、音效等能辅助子女理解书本内容，增添阅读的趣味。



如何跟子女讨论书本内容

亲子阅读过程中的互动有助提升儿童的语言能力、发掘他们的兴趣和潜能，增进他们的知识，以下是一些与子女讨论书本内容的方法：

- **预测情节** — 阅读时，家长可以问孩子故事接着会怎样发展，鼓励他们主动去想象和推测故事情节，这样既可促进孩子运用阅读策略，又能增加阅读乐趣。
- **启发思考、促进反思** — 与子女讨论故事中有趣或难忘的情节，探讨问题背后的原因，引导孩子把故事连系到自己的处境，例如问孩子：「假如是你，你会怎样做？」鼓励孩子说出自己的看法，接纳他们的意见，并启发孩子从不同角度思考问题。
- **探讨知识** — 孩子可能对书本部分内容特别感兴趣，家长应该就孩子感兴趣的地方，跟他们一同讨论，一同追寻答案，并引导他们把书本连系到日常生活，帮助孩子增长知识。



学习英文的迷思



- 「我期望我的子女能说流畅的英文，能写准确无误的句子，只要发现他的发音或文法有错，我就会马上帮他纠正。」
- 「所谓勤有功，戏无益，我要求我的孩子每次默书拿90分或以上，并默写每篇课文的生字。」
- 「我为孩子安排各式各样的英文补习班，包括拼音、文法、阅读理解、写作，好让他打好基础。」



✓ 在初小阶段，宜先协助孩子建立学习英文的自信心，从发展口语表达能力开始，鼓励他们多听多讲，自然能说得流畅。家长通过对答提醒孩子正确发音和用字已经足够，过分注重每句话的准确性会吓怕孩子，打击他们学习英文的自信心。



✓ 要配合子女在课堂上的学习，家长宜通过日常生活的事例让孩子活学活用英文，鼓励他们多阅读课外书，把课堂上学到的生字跟课外读物连系起来，再结合玩游戏、唱歌谣等生动有趣的活活动，学习成效会更理想。



善用社区资源



学习英文并不局限于学校和家庭，社区蕴藏丰富的资源，善用这些资源可帮助孩子轻松愉快学习英文：

- 使用公共图书馆的设施，并且参与儿童文学作家/外籍英语教师讲故事的环节
- 让孩子利用多媒体学习材料广泛接触英文，例如观看教育局制作的教育电视，浏览学习英文的网页，使用优质应用程式
- 多观察商场和街道的英语/双语标示牌，随时随地学英文
- 社区里有不少非牟利机构，为市民提供亲子阅读的书籍和活动，以下是其中两个机构：
 - 书伴我行(香港)基金会：<https://www.bringmeabook.org.hk/zh-hant/>
 - 安徒生会：https://www.hac.org.hk/html/b5_ab.php
- 带孩子到书店或书展，让他们亲自挑选喜爱的书本
- 参观博物馆，认识不同的展览主题，增长知识

结语



每个孩子都是独一无二的，他们的强项和发展进度都不同，家长应该与孩子一起订定适切的学习目标，给予他们发展空间，让他们按照自己的能力逐渐进步，发挥所长，而学好英文不是一个短期目标，只要鼓励孩子日常多听和多说英文，让他们爱上阅读，他们的英文自然会越学越好。



Introduction



This pamphlet aims to help parents understand how to support their children at primary level to learn English effectively. The following aspects are covered:

- Roles of parents
- Fun ways to learn English
- The “recipe” for reading English books effectively with children
- Myths and facts about learning English
- Making good use of community resources



Roles of parents



Parents can serve

- **as role models:** setting a good example, for instance, reading regularly and being keen learners themselves;
- **as supporters:** helping their children set learning goals; placing English reading materials within reach of their children; making English reading and writing a part of their daily lives; showing appreciation for their children’s participation in extra-curricular activities that facilitate English language learning; and
- **as participants:** using English in their daily lives, e.g. watching movies and reading recipes in English with their children; arranging a family reading time to read storybooks with their children; joining the learning activities organised by their children’s school.

Fun ways to learn English



Parents can make good use of daily interactions to facilitate their children’s language development. They can

- read English books with their children and help extend their children’s reading experience to writing, e.g. asking their children to write a mini book on a related topic;
- widen their children’s exposure to English through pleasurable activities, e.g. while going on an outing or strolling in the park, draw their children’s attention to the names of roads/streets in English;
- make good use of daily situations, e.g. preparing a shopping list with their children before shopping and reading the names and information of the products in English after returning home;
- play games with their children, e.g. guessing games and role-play; and
- sing songs and participate in cultural activities with their children.

The “recipe” for reading English books effectively with children



Tips for choosing books

- Choose books that children like without worrying about them being too simple. Do not force children to read books that they do not like even if those are “must-read” books.
- Ensure that the content, language and illustrations are suitable.
- Choose books that are suitable for slightly older children if they are read aloud and explained to children. For children’s independent reading, easy and level-appropriate books should be chosen.

Keys to parent-child reading

- Read the whole story once before reading it aloud to children.
- Discuss with children the book cover, illustrations and the text while reading aloud.
- Use a natural speed to read aloud the story. Change the tone to suit the characters and the story plot. Use imagination and facial expressions to convey meanings.
- Children tend to like reading/listening to the same story many times. When reading the same story again, invite children to read aloud part of the story or adapt the story plot to increase their interest in reading.

Encouraging children to read

- **Independent reading:** Parents can make available at home easy-to-read books and books they have read with their children to encourage them to read independently.
- **Reading aloud:** Children who have acquired some skills and experience in reading may become interested in telling stories. Parents should listen to their children reading patiently. Instead of correcting the mispronunciations immediately, they should wait and see if their children can self-correct the mistakes and provide the correct pronunciations if necessary.
- **Reading e-books:** The technological functions in e-books such as narration, animations and sound effects can help children understand the text and enhance their interest in reading.



How to discuss the book content with children

The interaction between parents and children during parent-child reading can enhance children's language skills, help children discover their interests and potentials and enrich their knowledge. The following are some suggested activities during parent-child reading:

- **Prediction of the development of the story** – As the story is being read aloud, ask children about its likely development. This will enhance children's reading skills and increase their interest in reading.
- **Stimulation of thinking and reflection** – Discuss the interesting or memorable parts of the story with children, encourage them to express their ideas and put themselves in the shoes of the characters. Accept their opinions and encourage them to think from different perspectives.
- **Exploration of knowledge** – Focus on and discuss the parts of the text children find interesting, explore the problems, find the solutions, and guide them to connect the knowledge to their daily experiences.

Myths and facts about learning English



Some parents help their children improve their English in ways such as correcting every mistake in pronunciation or grammar once it is noticed, requiring their children to get high marks in dictation, and arranging tutorial classes for their children. But do these methods really work?

In fact, for young learners at lower primary levels, fluency should be emphasised before accuracy. Parents should encourage their children to participate actively in oral activities and help them develop confidence in speaking English. Placing too much emphasis on accuracy will intimidate children and discourage them from taking risks and exploring what they can do with the language.

Parents can provide opportunities for their children to use English in their daily lives, encourage them to read extensively and to connect their reading experience with the learning at school. In addition, parents can participate in lively and interesting activities with their children such as playing games and singing songs.



Making good use of community resources



Learning English takes place not only at school and in the family, but also in the community. Parents can make good use of community resources to help their children learn English in an enjoyable way:

- Using facilities/joining activities provided by public libraries, e.g. participating in storytelling sessions by children's book writers and Native-speaking English Teachers
- Using multi-media resources, e.g. Educational Television (ETV) programmes and other quality e-learning resources
- Drawing children's attention to the English/bilingual information in shopping malls and in the streets
- Participating in parent-child activities organised by non-governmental organisations, e.g.
 - Bring Me A Book Hong Kong: <https://www.bringmeabook.org.hk/>
 - Hans Andersen Club: https://www.hac.org.hk/html/en_ab.php
- Bringing children to book stores or book exhibitions and letting them choose the books they like
- Visiting museums to understand the themes of the exhibitions and enrich knowledge

Concluding remarks



Every child is unique. Their strengths and developmental progress are different. Parents should work out appropriate learning goals with their children and give them space to make progress according to their abilities and pace. To help children along the path of English learning, parents should provide opportunities for their children to use English in their daily lives and develop good reading habits. In such a way, they will learn English naturally, and over time, their English will improve.



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