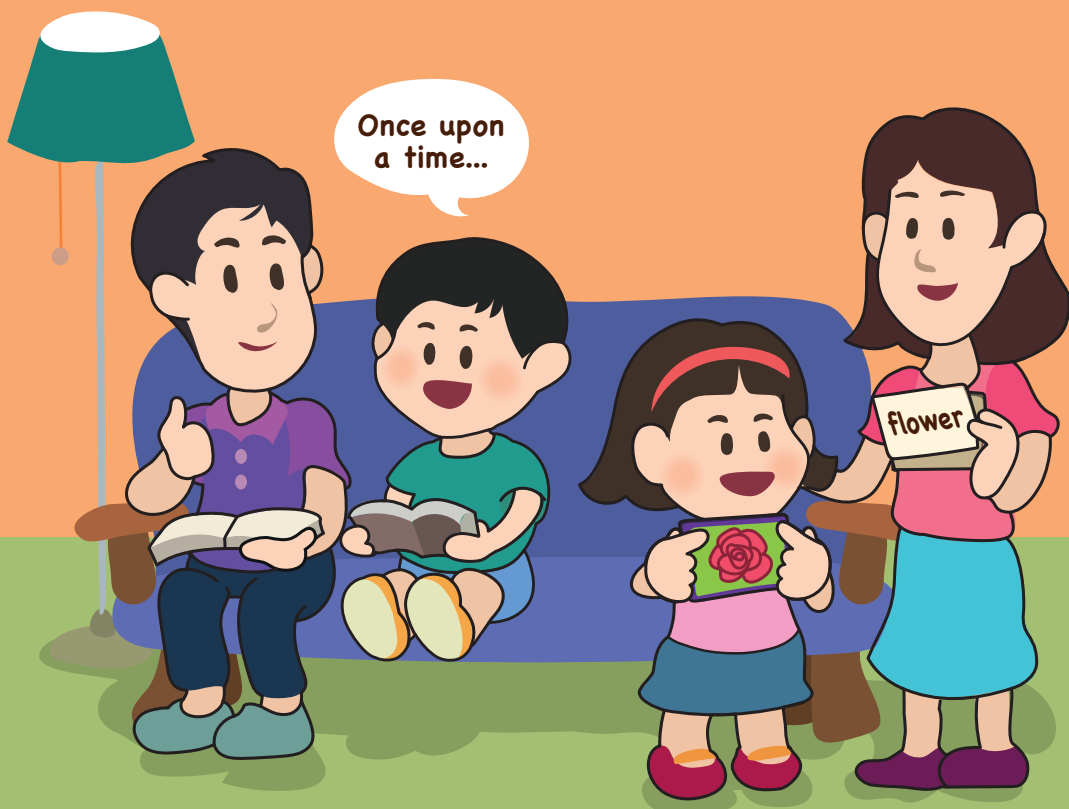


協助子女從
課業、默書及評估學好英文
家長小錦囊

Parents' Tips

on Effective English Language Learning through
Assignments, Dictation and Assessment



引言

培育子女成材是家長普遍的願望。究竟家長如何在英文科課業、默書及評估上幫助子女了解自己的學習情況，有效學習，逐漸成為自主學習者？



本小冊子的編寫目的，是為家長提供更多有關在小學階段學習英文的點子，內容包括：

- ✓ 釐清對英文科課業、默書及評估的迷思
- ✓ 認識家長在子女的課業、默書及評估所擔當的角色
- ✓ 培養子女積極學習的良好態度和習慣的方法



釐清對課業的迷思

1 只有紙筆類型的課業才可讓家長了解子女的英語學習情況？

現時課業形式愈趨多樣化，英文科除一般的紙筆課業外，還有其他模式，例如朗誦詩歌、專題演說、聆聽及 / 或錄製音頻片段等。很多學校通過提供饒富趣味和具挑戰性的英文科課業，例如教導學生善用電子學習資源，為專題研習課題進行資料搜集等，從而培養學生自主學習的習慣及能力，以及發展他們的解難能力和創意思維，故此家長可以從不同類型的英文科課業了解子女的英語學習情況。



2 越多做英文課業和練習，英文學習表現會越好？

💡 課業的數量與學業成績無確實關聯，課業的目的和質素較數量更為重要。

💡 機械式的操練，例如重複抄寫英文字詞或完成無語境的英文文法練習，不但未能強化子女對英文詞彙或句式的理解，更會窒礙他們對英語學習的興趣。家長應讓子女在課後有餘暇參加有益身心的社群或課外活動，發展個人興趣，以及有充足的休息和睡眠時間，建立活躍健康的生活方式。



3 為減輕學生及家長的壓力，學校不應安排英文科家課？

💡 學校普遍認同家課在學與教的過程有其正面的教育功用。

💡 家長可以透過明白英文科家課的學習目標和學習重點，以及善用教師的回饋，了解子女的學習進度、強弱項等，並適時給予他們支持和鼓勵。若子女經常不能完成家課，家長應了解其背後的原因，並主動與學校溝通，尋求解決方法。

"Well done! You can use dialogues in your story..."



釐清對默書的迷思



1 子女英文默書越高分，他們的英文水平亦越高？

💡 默書分數不是英文水平的唯一指標，不能全面反映子女英文學習的表現和尚待發展的潛能。

💡 家長不要過分著重子女的默書成績，應欣賞他們所付出的努力，並從多元化評估中了解子女的學習表現。



2 子女英文紙筆默書次數越多，他們的英文水平亦越高？

頻繁的紙筆默書不但增加學生的學習壓力，亦未必能提升他們的英文水平。為了給學生創造全人發展空間，學校會適時檢視各級測考和默書的頻次、內容或範圍和時間編排，考慮減少默書和測考次數。

為照顧學生的多樣性，特別是幫助小一學生認識新環境和學習模式，學校會在小一上學期以多元化、靈活及有趣的模式代替傳統的紙筆評估(例如趣味默書)，有效減低學生的壓力，培養他們正面積極的學習態度，為英語學習奠立良好的基礎。



3 子女常常在英文默書串錯字，重複背誦可以提升他們的英文串字能力？

背誦英文字詞只能幫助子女短暫的記憶，長遠會令他們失去學習英文的興趣。家長應該鼓勵子女透過朗讀字詞，多留意英文字母和發音的關係，學懂語音拼讀，從而提升他們的發音、聆聽、串字等語文技巧。



釐清對評估的迷思

1 某些英文評估課業例如朗讀等，會要求家長為子女表現評分，但家長一般沒有接受過評估訓練，適宜參與評估嗎？

家長參與評估子女的表現，既可對子女英語學習進展有較深的認識，亦可知悉學習目標，有助鼓勵子女把已學習的知識和技巧，運用到家庭及其他生活環境上。

家長可透過不同渠道，例如參加學校舉辦的家長會或講座等，明白學校的評估理念和安排，鼓勵子女以正面積極的態度面對評估，對他們訂立合理期望，並配合學校營造正向的評估氛圍。

家長在評估及回饋中對子女的肯定及支持，可激勵他們奮發進取，並促進親子關係。



2 學校要求學生在電子平台進行電子評估，例如閱讀英文電子書後，再完成網上閱讀評估。電子評估真的可以幫助學生提升英語能力嗎？

電子評估是多元化評估工具之一，學校及家長可善用電子評估，協助學生了解自己在學習上的強弱項，例如英文閱讀難點或閱讀程度等，讓他們知悉如何改善並提升自己的英文閱讀能力。家長需要與學校保持溝通，配合學校電子評估的發展來協助子女改善英語學習。



3 為甚麼英文課業會有評估表要求學生自己填寫呢？為甚麼教師在批改英文寫作時偶爾只給評語而沒有分數呢？

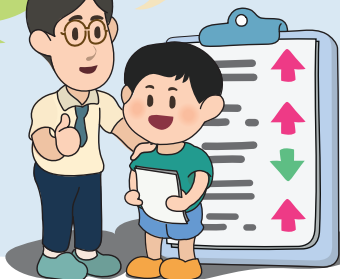
不少學校為鞏固學生學習，並培養他們自主學習的能力和習慣，課業都引入學生自評、同儕互評及家長評估等表格，目的是讓學生明白課業要求及評估準則，反思需要改善的地方及其策略，提升在學習上的責任，達至「評估求進」。











教師在教導學生英文寫作時，會按學習目標及評估準則來調整批改模式，例如目的是建立學生信心及流暢度時，教師未必會仔細批改，而是向學生提出建議，鼓勵他們細閱及反思教師的回饋，逐漸培養自覺修改作文的習慣，從而提升他們的寫作信心和技巧。

It is encouraging to know that...

To make further improvement, you can...



認識家長在子女的課業、默書及評估所擔當的角色

-  多關心子女，欣賞及肯定他們的努力；
-  重視子女在知識、共通能力、價值觀及態度方面的發展；
-  協助子女認識在學習及自我照顧方面的責任，培養自我管理能力；
-  讓子女有充足時間休息和進行課餘活動，適度地為他們創造「留白」的生活空間，讓他們作自主的安排，發展多元潛能，確保他們身心得到均衡的發展；
-  細閱學生手冊及家長手冊，明白課業、默書及評估的學習目標和重點，積極配合學校；
-  找出子女學習難點，因應情況調較期望，適當地指導及協助他們改善；
-  細閱教師批改課業後給學生的回饋，多用「為何」、「如何」等方式，引導子女思考問題，找出可行的解決方案；及
-  與學校保持連繫，增加彼此了解子女在家及在校的學習態度及表現。

培養子女積極學習的良好態度和習慣的方法



課業

- 專注地自行完成課業；
- 安排固定的課業時間，按要求及緩急優次，分配時間，依時完成；及
- 養成檢查課業及自行收拾書包的習慣，培養自我管理能力。



默書

- 運用拼音朗讀新字詞；
- 理解生字的意思及文章內容，避免死記硬背；
- 善用現有多媒體學習資源，用心聆聽英文字的發音和朗讀技巧；及
- 多閱讀，連繫課堂內外字詞的學習。



評估

- 了解評估要求；
- 盡力完成及複檢評估；
- 從評估的回饋了解自己的強弱項；及
- 調整學習策略，改善學習。

Introduction

It is, in general, parents' wish to nurture their children to be competent and successful. With regard to English learning, how can parents help children understand their learning progress, learn effectively and gradually become self-directed learners through English assignments, dictation and assessment?



This pamphlet aims to provide parents with more tips on learning English effectively at the primary level. The following aspects are covered:

- ✓ clarifying myths about English assignments, dictation and assessment;
- ✓ understanding the roles of parents in children's assignments, dictation and assessment; and
- ✓ cultivating positive attitudes and habits of active learning in children.



Clarifying myths about assignments

1 Only pen-and-paper assignments can help parents understand their children's progress in English learning?

- 💡 Currently, the types of assignments are increasingly diversified. In the English subject, apart from regular pen-and-paper assignments, there are other types of assignments (e.g. reading aloud poems, giving a speech, listening to and/or recording audio clips). Many schools provide interesting and challenging English assignments (e.g. making effective use of e-resources and conducting information search for project learning) to foster students' self-directed learning habits and abilities, and develop their problem-solving skills and creativity. Therefore, parents can understand their children's learning progress through different types of English assignments.



2 The more English assignments and exercises children do, the better their English performance is?



💡 There is no direct correlation between the quantity of assignments and academic performance. It is the purpose and quality rather than the quantity of assignments that count.

💡 Mechanical drilling (e.g. copying English vocabulary repeatedly, completing decontextualised grammar exercises) does not reinforce children's understanding of the target vocabulary or language items. Instead, it leads to loss of interest in learning English. Parents

should ensure that their children have sufficient time to participate in social and extra-curricular activities after school to develop their own interests, and get enough rest and sleep to lead an active and healthy lifestyle.

3 To alleviate the pressure on students and their parents, schools should not assign English homework?

💡 Schools generally recognise the positive impacts of homework on learning and teaching.

💡 Parents can learn about their children's learning progress, strengths and weaknesses, and provide them with timely support and encouragement by understanding the learning objectives and focuses of English homework and making good use of teachers' feedback. When children are often unable to complete their homework, parents should understand the reasons behind it and actively communicate with the school to find solutions.





Clarifying myths about dictation

1 The higher marks children get in dictation, the higher English level they attain?

- 💡 Dictation marks are not the only indicator of the English level and do not fully reflect children's English learning performance and potential.
- 💡 Parents should appreciate their children's efforts and understand their children's learning performance from a variety of assessments, rather than over-emphasising dictation results.



2 The more frequent pen-and-paper dictation children have, the higher English level they attain?

- 💡 Frequent pen-and-paper dictation increases students' learning pressure, yet may not help them attain a higher English level. In order to create space for students' whole-person development, schools will conduct a timely review of the frequency, content and/or coverage and schedule of tests, examinations and dictations at various grade levels, and consider reducing the frequency.
- 💡 With a view to catering for learner diversity, especially helping primary one students adapt to the new environment and modes of learning, schools will replace traditional pen-and-paper assessments with diversified, flexible and interesting modes (e.g. fun dictation). This can reduce students' stress, and help them develop positive learning attitudes, thereby laying a good foundation for English learning.



3 Children often make spelling mistakes in dictation. Repeated recitation can enhance their spelling skills?

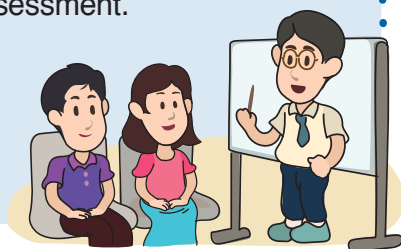
- ☀️ Recitation can only help children memorise English vocabulary items in the short term. It will lead to loss of interest in learning English in the long term. Parents should encourage their children to read aloud vocabulary items and remind them to pay attention to the letter-sound relationships and develop phonics skills, so as to enhance their language skills such as pronunciation, listening and spelling.



Clarifying myths about assessment

1 Parents are generally not trained to assess their children's performance in English Language. Is it suitable for them to participate in their children's assessment (e.g. reading aloud)?

- ☀️ Parents' participation in assessing their children's performance enables them to better understand their children's progress in learning English and the learning objectives of the English subject, so that they can encourage their children to apply the knowledge and skills learnt in family and daily life activities.
- ☀️ Parents can understand the school's assessment principles and arrangements through various channels such as parent meetings and seminars organised by the school. They should encourage their children to keep a positive attitude towards assessment and set reasonable expectations for their children. They should also cooperate with the school to create a positive atmosphere of assessment.
- ☀️ Parents' positive feedback and support in their children's assessment can motivate their children to forge ahead and promote parent-child relationship.



2 Schools require students to complete assessments on e-platforms (e.g. completing an e-assessment after reading an English e-book). Can e-assessment really help enhance students' English abilities?

• e-Assessment is one of the diversified assessment tools. Schools and parents can make good use of e-assessment to help students understand their strengths and weaknesses, such as their difficulties in English reading or reading levels, so that they know how to improve and enhance their English reading skills. Parents should maintain good communication and cooperate with the school to capitalise on its development of e-assessment for the improvement of their children's English learning.



3 Why are students required to complete assessment forms in some English assignments? Why do teachers provide feedback instead of marks occasionally when marking writing assignments?









• To help students consolidate learning and develop their self-directed learning abilities and habits, a lot of schools introduce self-assessment, peer assessment and parent assessment forms. With the use of these assessment forms, students can understand the requirements and assessment criteria of the assignments, reflect on areas and strategies for improvement, and assume greater responsibility for their learning to achieve the goal of "assessment for improvement".



• When teaching writing, teachers will adjust the modes of marking based on the learning objectives and assessment criteria. For example, when the objectives are to build up students' confidence and fluency, teachers may not mark students' assignments in detail. Instead, teachers will make suggestions to students, encourage them to read carefully and reflect on their teachers' feedback, and gradually develop a habit of self-correction during the writing process. Thus, their confidence and skills in writing will be enhanced.



Understanding the roles of parents in children's assignments, dictation and assessment

-  Care more about children, and appreciate and recognise their efforts;
-  Place emphasis on the development of children's knowledge, generic skills, values and attitudes;
-  Help children understand their responsibilities in learning and self-care, and develop their self-management skills;
-  Allow children to have sufficient time for rest and after-school activities, and appropriately create space for them to make their own arrangements and develop their diverse potential, so as to ensure their balanced physical and psychological development;
-  Read the students' handbook and the parents' handbook carefully to understand the learning objectives and focuses of the assignments, dictation and assessment and actively cooperate with the school;
-  Identify children's learning difficulties, adjust expectations in light of the circumstances and help them improve;
-  Read the feedback provided by teachers carefully, use WH-words like "why" and "how" to guide children to reflect on their problems and find solutions; and
-  Keep in touch with the school so that both parents and teachers better understand children's learning attitudes and performance at home and at school.

Cultivating positive attitudes and habits of active learning in children



Assignments

- Concentrate on doing assignments on their own;
- Schedule regular time for assignments, allocate time according to the requirements and submission timeline of assignments and complete them on time; and
- Develop a habit of checking assignments and packing the schoolbag by themselves, and cultivate self-management skills.



Dictation

- Use phonics skills to work out the pronunciation of new vocabulary items;
- Understand the meaning of vocabulary items and the text, and avoid learning by rote;
- Make good use of multimedia learning resources, carefully listen to the pronunciation of English words and develop the skills of reading aloud; and
- Read extensively and make connection between the vocabulary items learnt within and beyond the classroom.



Assessment

- Understand assessment criteria;
- Strive to complete and recheck assessment papers;
- Understand strengths and weaknesses through feedback on assessment; and
- Adjust learning strategies to make improvement.