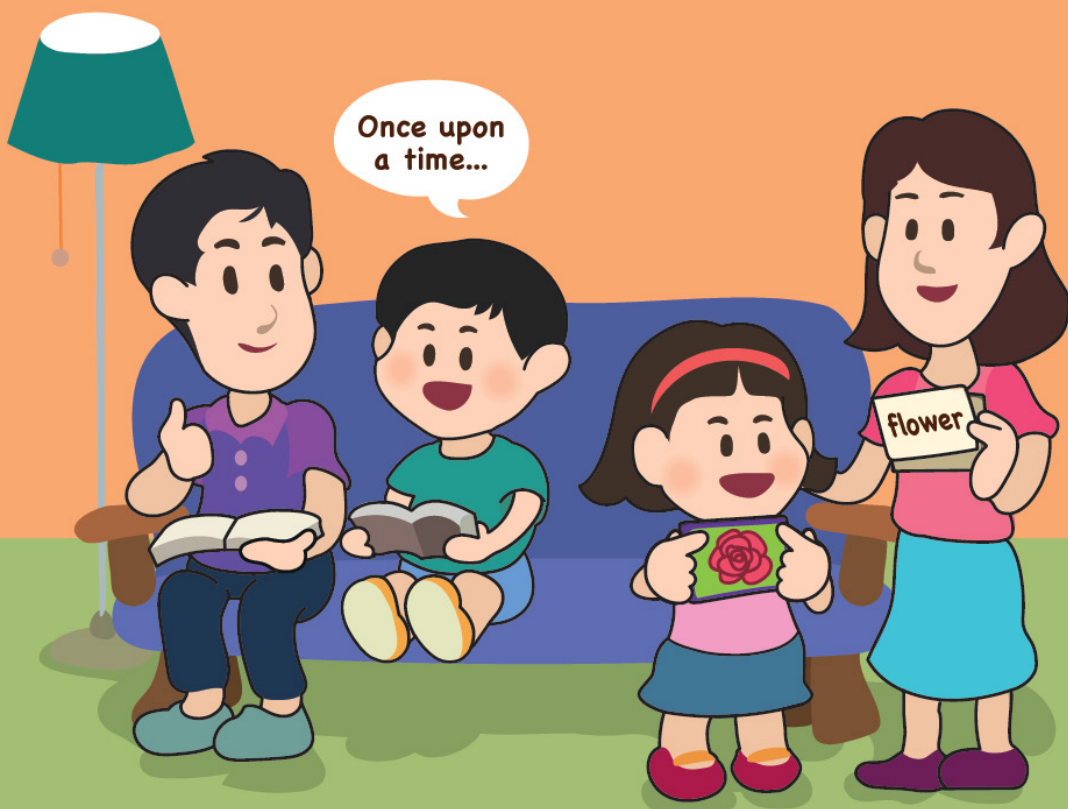


协助子女从 课业、默书及评估学好英文 家长小锦囊

Parents' Tips

on Effective English Language Learning through
Assignments, Dictation and Assessment



引言

培育子女成材是家长普遍的愿望。究竟家长如何在英文科课业、默书及评估上帮助子女了解自己的学习情况，有效学习，逐渐成为自主学习者？



本小册子的编写目的，是为家长提供更多有关在小学阶段学习英文的点子，内容包括：

- ✓ 厘清对英文科课业、默书及评估的迷思
- ✓ 认识家长在子女的课业、默书及评估所担当的角色
- ✓ 培养子女积极学习的良好态度和习惯的方法



厘清对课业的迷思

1 只有纸笔类型的课业才可让家长了解子女的英语学习情况？

现时课业形式愈趋多样化，英文科除一般的纸笔课业外，还有其他模式，例如朗诵诗歌、专题演说、聆听及/或录制音频片段等。很多学校通过提供饶富趣味和具挑战性的英文科课业，例如教导学生善用电子学习资源，为专题研习课题进行资料搜集等，从而培养学生自主学习的习惯及能力，以及发展他们的解难能力和创意思维，故此家长可以从不同类型的英文科课业了解子女的英语学习情况。



2 越多做英文课业和练习，英语学习表现会更好？

💡 课业的数量与学业成绩无确实关联，课业的目的和质素较数量更为重要。

💡 机械式的操练，例如重复抄写英文字词或完成无语境的英文文法练习，不但未能强化子女对英文词汇或句式的理解，更会窒碍他们对英语学习的兴趣。家长应让子女在课后有余暇参加有益身心的社群或课外活动，发展个人兴趣，以及有充足的休息和睡眠时间，建立活跃健康的生活方式。



3 为减轻学生及家长的压力，学校不应安排英文科家课？

💡 学校普遍认同家课在学与教的过程有其正面的教育功用。

💡 家长可以透过明白英文科家课的学习目标和学习重点，以及善用教师的回馈，了解子女的学习进度、强弱项等，并适时给予他们支持和鼓励。若子女经常不能完成家课，家长应了解其背后的原因，并主动与学校沟通，寻求解决方法。



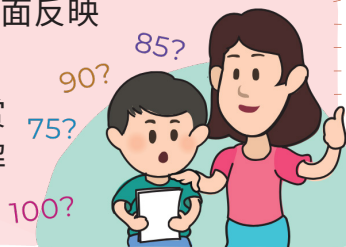
厘清对默书的迷思



1 子女英文默书越高分，他们的英文水平亦越高？

💡 默书分数不是英文水平的唯一指标，不能全面反映子女英文学习的表现和尚待发展的潜能。

💡 家长不要过分着重子女的默书成绩，应欣赏他们所付出的努力，并从多元化评估中了解子女的学习表现。



2 子女英文纸笔默书次数越多，他们的英文水平亦越高？

💡 频繁的纸笔默书不但增加学生的学习压力，亦未必能提升他们的英文水平。为了给学生创造全人发展空间，学校会适时检视各级测考和默书的频次、内容或范围和时间编排，考虑减少默书和测考次数。

💡 为照顾学生的多样性，特别是帮助小一学生认识新环境和学习模式，学校会在小一上学期以多元化、灵活及有趣的模式代替传统的纸笔评估(例如趣味默书)，有效减低学生的压力，培养他们正面积极的学习态度，为英语学习奠立良好的基础。



3 子女常常在英文默书串错字，重复背诵可以提升他们的英文串字能力？

💡 背诵英文字词只能帮助子女短暂的记忆，长远会令他们失去学习英文的兴趣。家长应该鼓励子女透过朗读字词，多留意英文字母和发音的关系，学懂语音拼读，从而提升他们的发音、聆听、串字等语文技巧。



厘清对评估的迷思

1 某些英文评估课业例如朗读等，会要求家长为子女表现评分，但家长一般没有接受过评估训练，适宜参与评估吗？

💡 家长参与评估子女的表现，既可对子女英语学习进展有较深的认识，亦可知悉学习目标，有助鼓励子女把已学习的知识和技巧，运用到家庭及其他生活环境中。

💡 家长可透过不同渠道，例如参加学校举办的家长会或讲座等，明白学校的评估理念和安排，鼓励子女以正面积极的态度面对评估，对他们订立合理期望，并配合学校营造正向的评估氛围。

💡 家长在评估及回馈中对子女的肯定及支持，可激励他们奋发进取，并促进亲子关系。



2 学校要求学生在电子平台进行电子评估，例如阅读英文电子书后，再完成网上阅读评估。电子评估真的可以帮助学生提升英语能力吗？

💡 电子评估是多元化评估工具之一，学校及家长可善用电子评估，协助学生了解自己在学习上的强弱项，例如英文阅读难点或阅读程度等，让他们知悉如何改善并提升自己的英文阅读能力。家长需要与学校保持沟通，配合学校电子评估的发展来协助子女改善英语学习。



3 为什么英文课业会有评估表要求学生自己填写呢？为什么教师在批改英文写作时偶尔只给评语而没有分数呢？

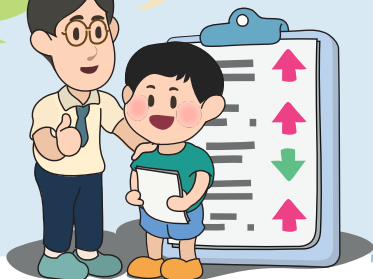
💡 不少学校为巩固学生学习，并培养他们自主学习的能力和习惯，课业都引入学生自评、同侪互评及家长评估等表格，目的是让学生明白课业要求及评估准则，反思需要改善的地方及其策略，提升在学习上的责任，达至「评估求进」。



💡 教师在教导学生英文写作时，会按学习目标及评估准则来调整批改模式，例如目的是建立学生信心及流畅度时，教师未必会仔细批改，而是向学生提出建议，鼓励他们细阅及反思教师的回馈，逐渐培养自觉修改作文的习惯，从而提升他们的写作信心和技巧。

It is encouraging to know that ...

To make further improvement, you can...



认识家长在子女的课业、默书及评估所担当的角色

-  多关心子女，欣赏及肯定他们的努力；
-  重视子女在知识、共通能力、价值观及态度方面的发展；
-  协助子女认识在学习及自我照顾方面的责任，培养自我管理能力；
-  让子女有充足时间休息和进行课余活动，适度地为他们创造「留白」的生活空间，让他们作自主的安排，发展多元潜能，确保他们身心得到均衡的发展；
-  细阅学生手册及家长手册，明白课业、默书及评估的学习目标和重点，积极配合学校；
-  找出子女学习难点，因应情况调较期望，适当地指导及协助他们改善；
-  细阅教师批改课后给学生的回馈，多用「为何」、「如何」等方式，引导子女思考问题，找出可行的解决方案；及
-  与学校保持连系，增加彼此了解子女在家及在校的学习态度及表现。

培养子女积极学习的良好态度和习惯的方法



课业

- 专注地自行完成课业；
- 安排固定的课业时间，按要求及缓急优次，分配时间，依时完成；及
- 养成检查课业及自行收拾书包的习惯，培养自我管理能力。



默书

- 运用拼音朗读新字词；
- 理解生字的意思及文章内容，避免死记硬背；
- 善用现有多媒体学习资源，用心聆听英文字的发音和朗读技巧；及
- 多阅读，连系课堂内外字词的学习。



评估

- 了解评估要求；
- 尽力完成及复检评估；
- 从评估的回馈了解自己的强弱项；及
- 调整学习策略，改善学习。

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?

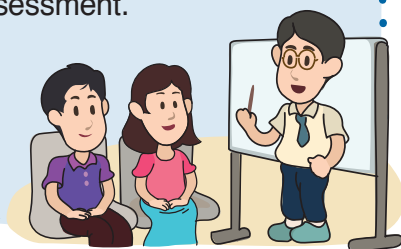
- ☀️ Recitation can only help children memorise English vocabulary items in the short term. It will lead to loss of interest in learning English in the long term. Parents should encourage their children to read aloud vocabulary items and remind them to pay attention to the letter-sound relationships 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.