



如何讓孩子學好英文——

家長導航

Parents' Guide to Effective
English Language Learning





讓孩子學好英文，幫助他們奠下良好的語文根基，相信是不少父母的願望。為使孩子學好英文，家長都會採用不同的方法。然而，有些方法不但未必奏效，更會影響親子關係。究竟家長可以怎樣協助子女學好英文？

本小冊子的編寫目的，是要幫助家長明白如何在小學階段協助孩子學好英文，內容包括：

- 家長的角色
- 學好英文有妙法
- 親子閱讀良方
- 學習英文的迷思
- 善用社區資源



家長的角色



在家裏，父母既是子女的模範，亦是他們在學習上的支持者，在適當的時候，還要身體力行，一起參與子女的學習活動。

模範：父母以身作則，常閱讀和學習新事物，為子女做個好榜樣，有助激發孩子的求知慾，令他們熱衷於探求知識。

支持者：

- 協助子女訂立可行的學習目標，循序漸進地學好英文。
- 把英文書籍和其他閱讀材料放在子女可以看見的地方。



- 將閱讀和寫作化為子女日常生活的一部分，例如鼓勵他們以英文寫便條、感謝卡等給家人和親友。
- 對子女參加與英文學習相關的課外活動所付出的努力表示支持和讚賞。

參與者：

- 日常與子女一起多看多用英文，認識西方文化，擴闊視野，例如選看英語電影、閱讀英文食譜等，讓孩子從日常生活中學習英文。



- 預定一個家庭閱讀時段進行親子閱讀，一起享受閱讀的樂趣。
- 與學校保持溝通，參與學校舉辦的英文學習活動。



要讓子女學好英文，家長可以透過日常生活的互動促進他們的語言發展，以下是一些建議：

- **閱讀** — 與子女一起閱讀英文書，繼而延伸到寫作，例如：子女閱讀一本關於母親的書後，與他們一起寫一本小書關於自己的家人。
- **玩樂** — 平日出外遊玩，或到公園散步，也可接觸到英文。



- **善用日常情境** — 上街購物前與子女訂定購物清單，回家後一起留意商品的英文名稱及包裝說明。



- **玩遊戲** — 猜單詞遊戲、猜謎語、角色扮演、做動作遊戲（“Simon says”）等活動都適合孩童。



- **唱英文兒歌和參與文化活動** — 讓孩子體會學英文是富趣味的，而且可以用來抒發自己的感受，例如：鼓勵子女將他們愛唱的英文兒歌改編歌詞。



選書錦囊

- 在閱讀的啟蒙時期，不必擔心讀物過於淺易，只要孩子喜愛讀就行。換言之，即使在大人看來孩子非常應該讀的書，如果他們不喜歡，就不必強迫他們讀。
- 要為書本的品質把關，留意內容、語言、插圖等。
- 挑選程度合適的讀本 — 親子閱讀時，由於有家長朗讀和講解書本內容，可以選擇適合年紀稍大的孩子的書籍，而孩子自己閱讀時則宜選擇較淺易的書籍。

親子閱讀要訣

- 朗讀故事之前，宜先把故事看一遍。
- 一面讀，一面與子女談論故事書的封面、圖畫及文字。
- 用自然的速度清楚把故事朗讀出來，並按不同的故事人物和情節改變說話的聲調，同時要運用想像力和面部表情。
- 孩子往往喜歡重複閱讀同一個故事多遍，細味故事的內容。在重複閱讀故事時，可以邀請孩子參與朗讀部分內容，甚至改編故事情節，增加閱讀的趣味。

鼓勵孩子多閱讀

- **自己閱讀**：在家裏預備淺易有趣的書籍，讓孩子自己閱讀。此外，一些曾用作親子閱讀的書本，也可以讓孩子自己閱讀。
- **朗讀**：隨著孩子的閱讀技巧日漸進步，他們或會對講故事產生興趣，這時候，家長的鼓勵和正面的回應是非常重要的，家長應耐心聆聽子女朗讀故事，遇到讀音錯誤的地方，無須急於糾正，可先看看孩子能否自己糾正錯誤，其後如有需要才提供正確讀法。
- **閱讀電子書**：電子書提供的朗讀功能、動畫、音效等能輔助子女理解書本內容，增添閱讀的趣味。



如何跟子女討論書本內容

親子閱讀過程中的互動有助提升兒童的語言能力、發掘他們的興趣和潛能，增進他們的知識，以下是一些與子女討論書本內容的方法：

- **預測情節** — 閱讀時，家長可以問孩子故事接著會怎樣發展，鼓勵他們主動去想像和推測故事情節，這樣既可促進孩子運用閱讀策略，又能增加閱讀樂趣。
- **啟發思考、促進反思** — 與子女討論故事中有興趣或難忘的情節，探討問題背後的原因，引導孩子把故事連繫到自己的處境，例如問孩子：「假如是你，你會怎樣做？」鼓勵孩子說出自己的看法，接納他們的意見，並啟發孩子從不同角度思考問題。
- **探討知識** — 孩子可能對書本部分內容特別感興趣，家長應該就孩子感興趣的地方，跟他們一同討論，一同追尋答案，並引導他們把書本連繫到日常生活，幫助孩子增長知識。



學習英文的迷思



- 「我期望我的子女能說流暢的英文，能寫準確無誤的句子，只要發現他的發音或文法有錯，我就會馬上幫他糾正。」
- 「所謂勤有功，戲無益，我要求我的孩子每次默書拿90分或以上，並默寫每篇課文的生字。」
- 「我為孩子安排各式各樣的英文補習班，包括拼音、文法、閱讀理解、寫作，好讓他打好基礎。」



✓ 在初小階段，宜先協助孩子建立學習英文的自信心，從發展口語表達能力開始，鼓勵他們多聽多講，自然能說得流暢。家長通過對答提醒孩子正確發音和用字已經足夠，過分注重每句話的準確性會嚇怕孩子，打擊他們學習英文的自信心。



✓ 要配合子女在課堂上的學習，家長宜通過日常生活的事例讓孩子活學活用英文，鼓勵他們多閱讀課外書，把課堂上學到的生字跟課外讀物連繫起來，再結合玩遊戲、唱歌謠等生動有趣的活動，學習成效會更理想。



善用社區資源



學習英文並不局限於學校和家庭，社區蘊藏豐富的資源，善用這些資源可幫助孩子輕鬆愉快學習英文：

- 使用公共圖書館的設施，並且參與兒童文學作家/外籍英語教師講故事的環節
- 讓孩子利用多媒體學習材料廣泛接觸英文，例如觀看教育局製作的教育電視，瀏覽學習英文的網頁，使用優質應用程式
- 多觀察商場和街道的英語/雙語標示牌，隨時隨地學英文
- 社區裏有不少非牟利機構，為市民提供親子閱讀的書籍和活動，以下是其中兩個機構：
 - 書伴我行(香港)基金會：<https://www.bringmeabook.org.hk/zh-hant/>
 - 安徒生會：https://www.hac.org.hk/html/b5_ab.php
- 帶孩子到書店或書展，讓他們親自挑選喜愛的書本
- 參觀博物館，認識不同的展覽主題，增長知識

結語



每個孩子都是獨一無二的，他們的強項和發展進度都不同，家長應該與孩子一起訂定適切的學習目標，給予他們發展空間，讓他們按照自己的能力逐漸進步，發揮所長，而學好英文不是一個短期目標，只要鼓勵孩子日常多聽和多說英文，讓他們愛上閱讀，他們的英文自然會越學越好。



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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