

Title: How to Handle Students with English Learning Diversities

Target: School Teachers

Abstract of the Video:

The Principal and her teachers in HHCKKA Buddhist Wisdom Primary School said that they did not adopt any textbook for English in the first semester of P1. Instead, teachers employed various picture books as the cutting point for students to learn English from the books to answer some questions raised by teachers and complete some tasks / activities related to their daily lives. Students could apply what they learn in English in the tasks / activities. Teachers would also provide differentiated worksheets for students in learning. Students will be divided into certain reading groups according to their reading abilities in the lesson. Teachers would provide multi-media and various text types to cater students with learning diversities. The school also established a platform such as English Ambassador to let students with merit in English to perform and serve other than lesson times. For the students struggling in English, teachers would encourage students to continuously try and improve and be courageous with confidence in their faults with their positive feedback. Besides, senior students would help the struggling junior ones through the peer reading scheme. Each student would have his / her own reading target to let the teacher regulate their teaching pace as well as parents can help to meet the target.

Advice for Post-video Activities:

With reference to the advice from the Principal and her teachers in Wisdom Primary School, school teachers can establish their “English Learning Ambassador” scheme, the senior students help their junior schoolmates and self-help as well to learn English with teachers’ guidance and leading. The “English Learning Ambassador” scheme is proposed as follow in detail:

Target: Under the guidance and leadership of the teachers, senior students serve as “English Learning Ambassadors” to assist their teachers and help their junior schoolmates to suit the English learning in primary and provide aids to students with learning diversities.

Forms: 1. P5 students cater P1 students in one to one mode for English guidance
2. P6 students as the main tutor with P4 students as assistants to cater P2 or P3 students for English guidance in small groups.

Contents: 1. Daily English Guidance Activities

1.1 The English Learning Ambassador would go into the junior primary classroom to help in assignment and English learning tutorials,

dictation or accompany reading in two days of homework tutorial lesson / class periods every week;

- 1.2 The English Learning Ambassador would play the English table games / do the reading accompanied with junior students during the morning assemblies / recess / after lunch recess;
- 1.3 The English Learning Ambassador would lead their junior student groups to report the daily weather and main news in English during the morning assemblies.

2. Big English Activities

- 2.1 English Day: Once in every month. Through the daily situational learning, such as Booth Games, New Year's Eve Market, Little Student Canteen, students in both senior and junior classes can participate in the activities with communication in English and thus facilitate their English learning.
- 2.2 English Singing / Speech Competition: The English Learning Ambassador could train up / join together with their junior schoolmates to participate in the competitions to facilitate their mutual friendship and English learning.
- 2.3 English Micro-movie: The English Learning Ambassadors and their P2 and P3 English groups can create and video-tape their theme-based 1-minute English micro-movies for sharing / competition. The examples of the theme of the micro-movie include school introduction, an honest story, or my thanksgiving etc.

剪輯建議

原影片檔案：21-June 香海正覺蓮舍佛教正慧小學.mp4.

樣本影片檔案：v1_7.5_Diversity_Wisdom.mp4

預計片長：約 7:08分鐘

建議剪輯時段	內容簡介	相關標題 / 字幕
	標題	主題：照顧不同學習差異策略系列 題目：如何處理學生學英語的個別差異 對象：學校老師
00:00:00– 00:00:30	介紹	教大李子建教授 正慧小學 梁翠珍校長 正慧小學 仇詠嫻主任 正慧小學 黃老師 (Foris) 正慧小學 蔣老師 (Eliza)
00:38:40– 00:40:46 00:40:51– 00:42:19 00:42:27– 00:42:47 00:43:20– 00:44:09 00:45:39– 00:46:24 00:46:44– 00:47:21	校長和老師們指出，學校於小一上學期不採用教科書教英文，老師反而採用與教科書主題相關的圖書作切入點，老師在圖書中提問一些內容，又透過一些任務或活動，讓學生在閱讀圖書中學習，並將英語運用出來。老師設計給學生的學習任務，會扣連他們的生活；又會按學生能力設計分層的工作紙。閱讀課亦是按學生的能力而分組進行，亦以不同媒介和類型的讀物來照顧學生的學習多樣性。學校又創設不同的平台，例如：英語大使，讓英語能力較佳的學生在課外表現和服務。至於能力稍遜的學生，老師仍會透過正面的回饋，鼓勵他們不怕犯錯努力嘗試，以求進步，令他們有信心去學習。此外，藉朋輩閱讀計劃，高年級的學兄學姊去幫助這班稍遜的學弟學妹。每個學生有個別的閱讀目標，方便老師調節教學與及家	採用與教科書主題相關的圖書 透過提問、任務或活動，讓學生在圖書中學習 老師設計扣連生活的任務給學生學習 又按學生能力設計分層工作紙 閱讀課亦按學生能力分組 透過閱讀不同類型文本以照顧學習多樣性 讓英語較佳學生擔任英語大使 在英語日營，英語大使協助學弟妹，以英語溝通和遊樂。 老師著重正面回饋能力稍遜學生 鼓勵學生不怕犯錯努力，給信心去嘗試和學習 藉「朋輩閱讀計劃」幫助稍遜學弟妹 每個學生有個別的閱讀目標 亦回饋家長孩子閱讀能力水平 家長可以在家協助學生續步達標 家長留意向孩子提供乎合程度的讀物

建議剪輯時段	內容簡介	相關標題 / 字幕
	長可以協助學生續步達標。	
00:50:15– 00:50:35	感謝	
	片後活動	參考片後活動建議，嘗試在學校實施計劃以處理學生學英語的個別差異。