

# 運用真實情景實踐 提升小學生英文寫作的學習動機

嘉諾撒小學(新蒲崗)

香港大學 教育學院

教育應用資訊科技發展研究中心

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# 分享大綱

1

學習設計及學習  
設計三角形

概念定義及理論  
框架

2

真實情景實踐

學習設計三角形  
的重要組成部分  
之一

3

英文寫作課程

將真實情景實踐  
融入小學英文科  
寫作

4

學生的轉變

學生學習動機及  
自主學習提升

5

小錦囊

提升學生寫作動  
機

## 你是否遇到過以下情況？

- 老師覺得教寫作比較困難，缺乏有效的方法。
- 學生對寫作缺乏動機，覺得寫作只是交作業。
- 學生的作文內容千篇一律，沒有創意。



(圖片: getty image)

## 你是否希望？

- 學生能掌握寫作技巧，明白寫作的目的和意義。
- 學生對寫作有更高的學習動機，更積極自主地參與寫作任務。
- 學生的作文內容多樣有趣。



# 學習設計

## 以學生為本的設計思維

希望學生學會什麼？ → 希望學生怎樣學？



學生需要有怎樣的探究 (學習) 經歷才能學會？

□ 有什麼真實情景下可以運用到相關的知識, 技能和態度？

# 學習設計

## 以學生為本的設計思維: 學習設計三角

希望學生學會什麼？

有什麼真實情景下的  
探究與學習目標相關？

選擇什麼  
自主學習教學法？

# 學習設計三角形

## 真實情景實踐

教師會採用什麼有意義的情景和學習任務促進學生學習？  
學生角色？探究任務？情景？

真實情景  
實踐

## 預期學習成果

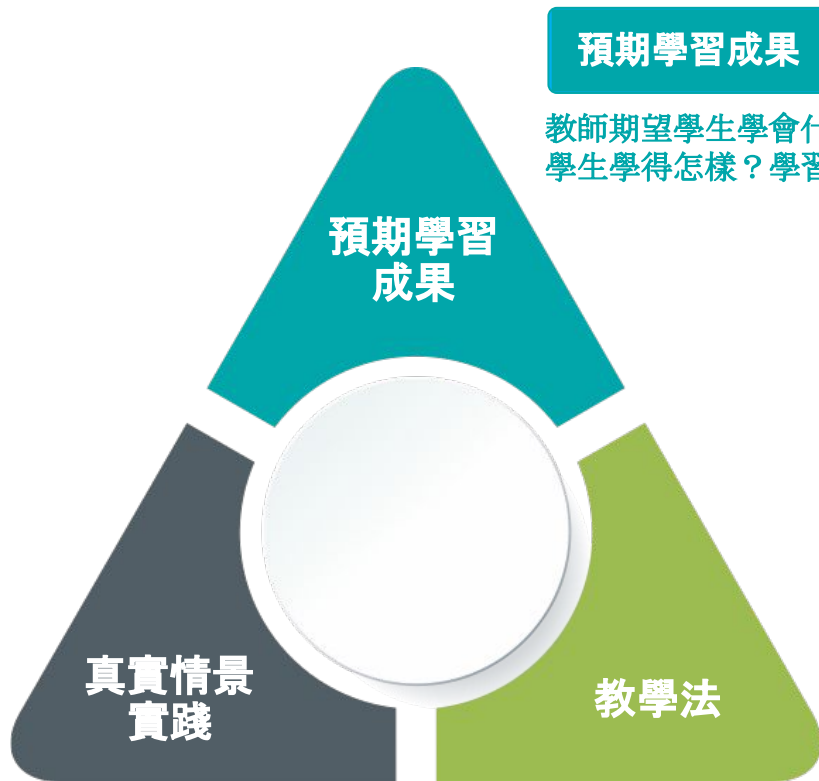
教師期望學生學會什麼？知識？技能？態度？  
學生學得怎樣？學習成效？學生參與度？學習顯證？

預期學習  
成果

## 教學法

教師會採用哪種教學法？  
自主學習？

教學法



# 真實情景實踐

真實情景  
實踐

(1) **學生角色**：學生代入不同的真實角色，例如是校報記者，校園環保大使等。



(2) **學習情景**：為學生創設與日常生活有關的學習情景，例如是校園環保，健康生活，安全意識等。



(3) **探究任務**：學生寫作經歷一個探究的過程，有目的地進行寫作。



# 探究導向的過程寫作

辨析寫作目的，目標讀者及文體特徵



為寫作任務進行研究、搜集及整理資料



撰寫初稿



進行自我和同儕評估



修訂並發布

# 英文寫作課程

嘉諾撒小學(新蒲崗)



# 背景

年級	五年班
班級	六班(根據學生能力分班)

# 學習設計三角形



Learning Design Triangle (LDT)

## 學科知識:

- (1) 學生明白新聞報道的文體特色
- (2) 學生理解及運用與「受傷」有關的詞彙、短語
- (3) 學生運用一般過去時描寫已經發生的意外，運用過去進行時描寫和過去發生的意外同時發生的事件。

## 學科技能:

- (1) 學生根據新聞報道文體特點為校報撰寫關於意外的新聞報道
- (2) 學生為新聞報道搜集並整理資料
- (3) 學生檢閱並修改新聞報道

21世紀能力:發展學生自主學習能錄

其他:成為一個客觀的新聞記者

## 自主學習

設定目標

自我規劃


自我監控

自我評估

自我修訂

# 真實情景實踐

- (1) 學生角色:校報小記者
- (2) 學習情景:在校內提升學生的安全意識
- (3) 探究任務:為校報寫一篇關於意外的新聞報道



真實情景  
實踐

# 探究導向的過程寫作

辨析新聞報道的寫作目的，目標讀者及文體特徵



為撰寫新聞報道搜集素材及整理資料



撰寫新聞報道初稿，並進行事實核 查



為新聞報道進行自我和同儕評估



修訂並在校報發布新聞報道

## 辨析新聞報道的寫作目的，目標讀者及文體特徵

學生閱讀在日常生活中遇到的英文新聞報道，分析新聞報道的文體特點，並總結在工作紙上。

### Reading: News reports about some robberies and accidents.

 Gang armed robbery of a HK jewellery store left two men injured and suspects at large

 Coronavirus outbreak: Men with knives steal 600 toilet paper rolls from Wellcome

 Six burglars caught red-handed in HK\$2m Jordan robbery

本地新聞報道

1. Read the news reports on iLAP. Choose one of the reports and complete the information in the table.
2. Upload your worksheet on Padlet.

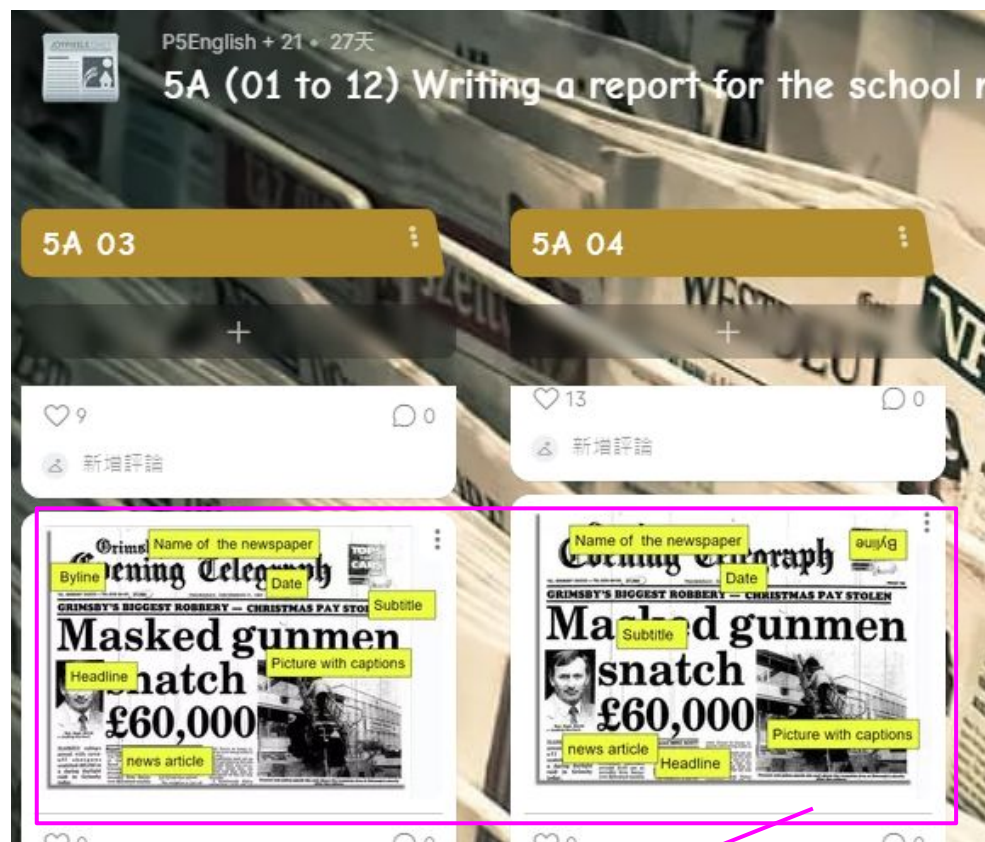
Headline Six burglars caught red-handed in HK\$2m Jordan robbery

What	Where	Who/How it happened	Injury
Three men lived in a retail flat in Man Wah Building on Man Wah street and were targeted for their moneyed appearance and for donning luxury watches. Six robbers tied up the three men and stole property worth HK\$2 million.	In Jordan Man Wah street, Man Wah Building	At 6pm, six men were spotted arriving in a taxi at that scene, five of whom alighted and entered the building. After a while, the five returned to the building's lobby to meet the driver who remained in the taxi.	no body

分析新聞報道

## 辨析新聞報道的寫作目的，目標讀者及文體特徵

學生在了解新聞報道的文體特點後，學生自選分析另一篇真實的新聞報道。主要關注構成新聞報道的不同組成部分。



自選閱讀英文新聞報道  
並分析結構

## 為新聞報道進行研究、搜集及整理資料

學生自行選取訪談對象，了解曾經發生在對方身上的意外，透過完成工作紙和畫圖整理記錄。

### 搜集和整理訪談內容

Miss Chiu was lining up when the naughty boy pushed her.



### Interview about an Accident

Interviewer: Olivia Chan Interviewee: Miss Chiu

Date of interview: 9<sup>th</sup> May 2024

1. Have you ever experienced an accident?  Yes  No
2. When did the accident happen?  
When I was in kindergarten.
3. Where did it happen?  
at school
4. What happened to you?  
Some naughty kids pushed me after recess
5. Did you have any injuries?  Yes  No  
If yes → What's the matter?  
sprained my ankle, swollen, couldn't walk
6. How did you feel?  
worried, sad

What advice or suggestions will you give him/ her to avoid the accident happen again?

Don't play with the naughty boys and stay away from them.



## 為新聞報道進行研究、搜集及整理資料

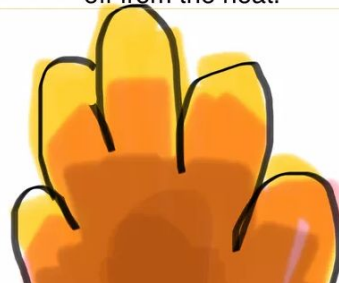
學生透過總結和畫圖整理記錄訪談內容。



Mr. Ko was riding a bike when he fell down and hurt his leg.



Miss Jolenka burnt her hand when she is helping her mother to hold the pot which has boiling water inside. Suddenly, the pot from Miss Jolenka hand fell down and she burnt her hand. She was panicked first then she felt very painful. A few days later, her skin was peeling off from the heat.



# 撰寫新聞報道初稿，並進行事實核 查

## 利用思維導圖核 查新聞報道內容

學生根據新聞報  
道組成部分整理  
核 查內容

**Who** was involved in the accident?  
Miss Chiu, three kids, teacher

**Where** did the accident happen?  
in a kindergarten

**When** did the accident happen?  
about twenty years ago

**Quotations:** What did the witness say?  
The teacher, 'The three kids who pushed her are "naughty."'

Canossa Primary School (San Po Kong)  
LE 5B Ch 6 Look out!  
Write a report for the school newspaper – mindmap

**Headline:**  
Naughty Kids  
Can Be Dangerous!

**What** happened?  
She was lining up after recess when the naughty kids pushed her.

**Conclusion:** How can we avoid the accident in the future?  
Don't play with naughty kids and stay away from them

**Why** did the accident happen? /  
**How** did the accident happen?  
Some of her classmates were naughty.

**Others**  
She twisted and sprained her ankle. Her legs were swollen. She was sent to the hospital.

# 為新聞報道進行自我和同儕評估

LE 5B Ch 6 Look out!

Write a report for the school newspaper - Rubrics

Does your news report contain the following features? Put ✓ / ✗.

Features	✓ / ✗
Headline (attractive? What?)	✓
Byline	✓
Date (Date, time)	✓
① Lead Paragraphs (Answer all 5W1H questions) 4W (Who, Where, When, What)	✗
② Body Paragraphs (Explain more details about the incident) 1WH (What, How)	✓
③ Quotations (at least one from the witness who takes part in the incident)	✓
④ A conclusion paragraph (explain what might happen next)	✗
Use <u>while</u> / <u>when</u> to link the sentences in the report	✓

自我評估

Now with the help of the rubrics above, write the second draft of your news report.

學生通過核對清單評估自己的初稿，並進行修改。

CPSE (PK) Newspaper  
Avery Chan 13<sup>th</sup> May 2024

An Accident In The Kitchen. A Girl Burnt Herself Carelessly!

What: burnt her hand



Who: Miss Jalenka

When: six years ago

Where: in kitchen

in it. She burnt her hand carelessly. A few days later, Miss Tolenska's skin was peeling off. She was panicked then, she felt very painful. She said, 'I felt painful! Next time when I was cooking, I will be more careful.'

A conclusion paragraph

Suggestions  
We need to be careful when we are cooking!!

完稿

# 為新聞報道進行自我和同儕評估

## 同儕評估(同班)

To: Amary

From: Aimee



### TWO STARS

1. The favourite part of your newspaper is that you draw the picture beautifully.

2. I like your Lead Paragraphs because you wrote all 5W1H clearly.

I like the lead because you wrote all 5W1H clearly.

學生互相欣賞同學



### ONE WISH

However, it will be better if you can write the suggestion more directly about the accident.

To write the suggestion more directly.

學生給同學有用的建議



## 同儕評估(跨班)

To: Willis 5C

From: Olivia 5E



### WO STARS

1. My favourite part is the lead paragraph. He answered all 5W1H question.

2. He spoke loudly and clearly. He also have eye-contact.

He spoke loudly and clearly.

To draw a better picture.

### ONE WISH

I wish that he can draw a better picture next time.



# 學生的轉變



## 學生害怕寫作的的原因：

1. 沒有自信心
  2. 認為自己沒有足夠的詞彙及主意
  3. 怕錯
- 寫作前期會利用多元化方法例如padlet, 訪問老師/同學,網上搜圖等收集班內寫作所需的資料, 學生在連結可以一次過看到全班搜集的資料
  - iLap平台的版面令學生可回顧各堂所學, 亦可以在連結看到各項資料和全班的學習成果, 前期的鋪排令學生有足夠了解寫作題目的要求和有足夠的資料, 提高學生寫作的信心, 寫作和學習動機有所提升
  - 學生明白寫作的意義和目的, 更加投入寫作

# 老師的反思



# 小錦囊：如何提升學生寫作動機

- (1) 為學生 **創設真實情景**，學生明白寫作的目的。
- (2) 讓學生經歷一系列 **有意義的寫作探究任務**。
- (3) 為學生創設 **自主學習** 的空間。





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或電郵  
**MARVINHF@HKU.HK**

或瀏覽本中心 (CITE)和本計劃  
(IDEALS)網站

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