



【發行單位】嘉義縣國教輔導團英語領域

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Triad Cooperation among School, Parents and Students in English Learning

The triad co-operation among school, parents and students in English learning is indispensable for the children to improve their English ability.

Schools are the learning paradise where students are supposed to enjoy learning English courses provided with fun games and interesting activities.

Parental involvement in their child' s English learning has a great impact on the child' s academic performance. The responsibility for the child' s English learning is supposed to be shared between the school and the parents not only for the sake of the child' s educational achievement, but also for greater interactions among parents, school, and the child.

Students should be taught to have 3C while learning English --- Care about others and their own studies. Courtesy --- be polite and have good manners in

order to deal with their intrapersonal and interpersonal intelligence. Courage --- students should plump up their courage to ask for help whenever they encounter any problems while learning English.

Role of school, Role of parents, Role of Children

School	Parent s	Childre n
<u>E</u> nviron ment	<u>E</u> ndeav or	<u>E</u> xposur e
<u>N</u> ecessi ty	<u>N</u> urtur e	<u>N</u> etwork s
<u>G</u> oals	<u>G</u> uidan ce	<u>G</u> rasp
<u>L</u> esson plans	<u>L</u> isten er	<u>L</u> earnin g style
<u>I</u> nstruc tion	<u>I</u> ncent ive	<u>I</u> nitiat ive

<u>S</u> ymposi ums	<u>S</u> ense	<u>S</u> chemes
<u>H</u> onor system	<u>H</u> int	<u>H</u> abit

What does E. N. G. L. I. S. H. mean to the school?

Role of school

School should provide the students with a good “Environment”, which includes bilingual signs both inside and outside the classroom, in order that the students might have an optimal English immersion.

The “Necessity” provided by the school should involve language labs to equip the students with more practice in the four skills: listening, reading, speaking, and writing.

“Goals” have to be set out according to the curriculum and the school policy. There may be short-term, middle-term and long-term projects and objectives.

“Lesson plans” and

“Instructions” are also critical for the students when they learn English. Professional English teachers are required to make good lesson plans so

that they may implement perfect instructions in class to capture the students’ learning desire, to arouse their interests in learning English, and to increase rates of students’ attendance as well as their participation in class.

“Symposiums” can help the communication between parents and the school. In parent-teacher conferences, idea exchanges and feasible schemes and suggestions are shared and discussed to improve the students’ performance in school. Henderson and Mapp (2002) found that the more actual partnerships between families and schools were formed, the better student achievement would take place.

Honor system means not only to award those hard-working students, but also those who have been trying hard and making lots of progress both in academic performance and learning attitude. A benign peer competition may be established by a well-planned honor system.

What does E. N. G. L. I. S. H. mean to the parents?

Role of parents

Dornbusch's 1986 study depicted that there were generally three distinct parenting styles: (1) authoritarian, (2) permissive, and (3) authoritative. Strict and demanding, as well as merely one-way communications are the unique features of the authoritarian style in parenting. Permissive parenting style maintains a laissez faire attitude which means that parents give their child insufficient guidance. In this style, it is hard to find goal setting and limitation on the child's behavior. In the authoritative parenting style, two-way communications between parents and child can be easily seen. In this style, parents give advice and suggestions to their child, and they also monitor the child's behavior. Dornbusch found that the first two types of parenting (authoritarian and permissive) were related to lower student grade point averages (G. P. A. s) while the authoritative style was related to higher G.PAs.

The role of parents in helping their child's English learning is supposed to acquire the following six elements:

Endeavor, Nurture, Guidance, Listener, Incentive, Sensitive, and Hint. Have the

parents ever tried hard to make any "Endeavors" to help with the child's studies? Have they ever strived positively for the "Nurture" of their child's education at home, such as reminding of the homework, signing their names on the homework to show their love and care about the child and the studies, having extra reading, or accompanying their child in any educational activities? Do the parents give enough "Guidance" when their child encounters any problems while studying English? Are they good "Listeners" when their child shares learning experience or leaks out the problem or trouble in studying English? How do they encourage their child in learning to arouse their child's "Incentive", award or punishment? Are they "Sensitive" enough to notice their child's problem before the child dumps it to them? Do the parents give their child "Hints" to the problems in order to train the ability of the child's reflection on the problems and lead their child how to solve the problems..

What does E. N. G. L. I. S. H. mean to the children?

Role of children

Children are expected to have a fully “Exposure” to the English environment, both inside and outside the classroom, such as bilingual signs, decorations. They also should be encouraged or enforced to use English to communicate with each other. Children should be taught to know how to make the best use of their “Networks” to practice English. School and the parents should encourage and monitor the students to use as much English as possible while surfing the Internet and chatting with their peers on the Net. Students can enhance their writing skills while sharing or chatting with their peers on the Internet. The ability of the “Grasp” in learning English is much more important than learning it by rote, because the former is a long-term memory, and the latter is a short-term memory. Students need to muster their courage to ask questions in order to have a fully understanding of their English learning. Students also need to know well of their own “Learning style” so that they can make their learning more efficient. As English learners, students should be aware of themselves to decide how to learn English

is the best way for them. It is necessary for students to have the “Initiative” as active learners. An active learner sets up “Schemes” for learning with the help from school teachers and parents. A well-planned scheme can aid English learning. It may consist of short-term plan, middle-term plan and long-term plan. A good study “Habit” is able to secure learning efficacy. Good study habits, which should be formed spontaneously or developed through the help either from the school or the parents, include being attentive both in class or at home on the studies, as well as the right time to study, the right place to study, the right person to learn from, and the right thing to learn.

Reference

- (Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.)
- Dornbusch, S. 1986. *Helping your kid make the grade*. Reston, VA: NASSP.