

差勁又可憐的男生？： 以男女生英文學習經驗作解惑之起點

Poor Boys? Gendered English Learning Experiences and Achievement Gap among Hong Kong School Boys and Girls

呂惠珊
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根據統計，在會考英文科取得 A-C 的女生是男生的 1.5 至 2 倍，三十年如是。有解說是男生的語文能力天生就比較弱 (poor in ability)；男生自己沒好好用功太差勁 (poor in attitude)；也有說是女教師太多，她們都用上了適合女生的教學法 (poor in received guidance)。難道我們能做的除了認命，就只有指責學生和老師？

是次講者欲與大家透過聆聽男女生真實的英文學習經驗了解到英文學得最好反而是男生，而更多的鼓勵、努力和教學技巧的改善也可能無助於提升男生的英文成績，因為英文學習的過程包含了更多關於社會文化和自我方面的複雜處境，是我們少有問津的。

Date: **11 April, 2007 (Wednesday)**
Time: **12:30 p.m. – 2:00 p.m.**
Venue: **Room 122, Chen Kou Bun Bldg.**
(enter through Sino Bldg),
Chung Chi College, CUHK

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以廣東話進行，輔以英語 *in Cantonese supplemented with English*



Please feel free to bring your
lunch box or sandwiches to eat
during the seminar.

**All interested are
welcome!**

According to HKCEE statistics, girls have been nearly twice as likely as boys to get grade A-C in the English Language subject for almost thirty years. Some go for biological explanations; some blame boys for their laziness; some complain the predominating female teachers fail boys with their 'female' ways of teaching. Are we satisfied with accepting fate or pointing our fingers to students' and teachers' noses?

In this seminar, the speaker would like to invite you to listen to boys' and girls' actual English learning experiences. We may then find that more often it is the boys who learn English best; more encouragement, working harder or better teaching techniques are hopeless in raising boys' English achievement. There are some complex dynamics about their sociocultural conditions and identity formation, in the process of English learning, that we seldom take notice.