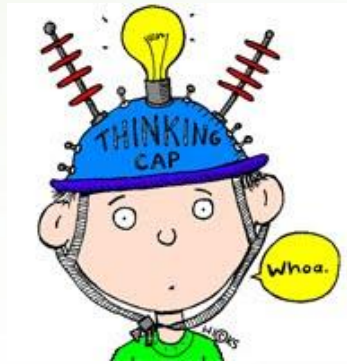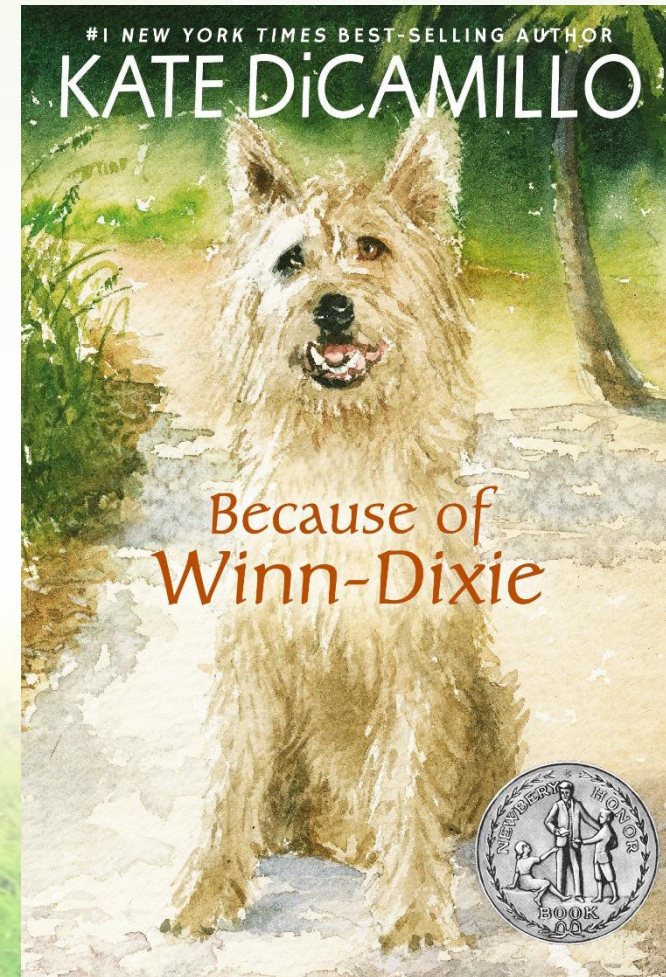# 「閱」讀，「悅」讀
以青少年文學讀本 *Because of Winn-Dixie*
融入英語閱讀課程教學為例

主講人：臺南市國中英語國教輔導團團員
　　　　王竣民（臺南市立南寧高中）
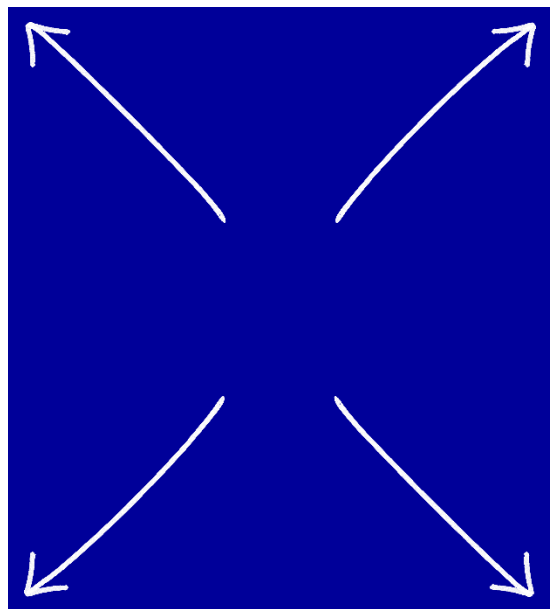地點：後港國中
時間：107年9月20日（四）下午

Discussion 1

1. 找一位與你穿著衣服色系相同的學員。

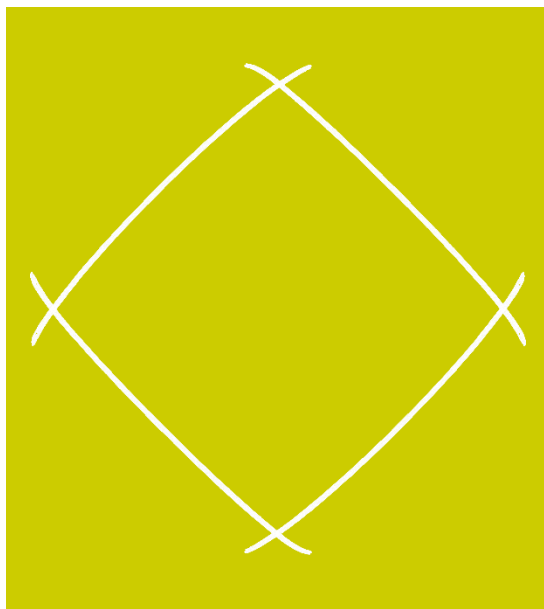2. 互相介紹自己的姓名、學校。

3. 互相分享自己在英語教學過程中遇到最大的挑戰是什麼？
解決方式？

4. 提供建議或是鼓勵。

10 mins

自發　　互動　　共好
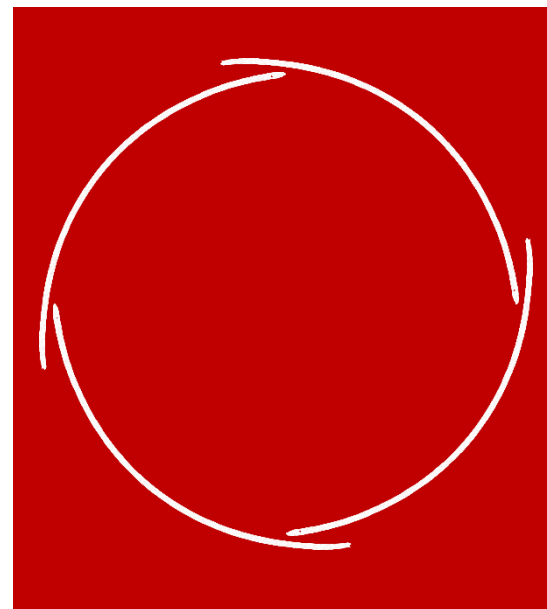
核心素養：以「核心素養」做為課程發展之主軸，支援各教育階段之間的連貫以及各領域/科目之間的統整。

溝通互動

自主行動

社會參與

終身學習者
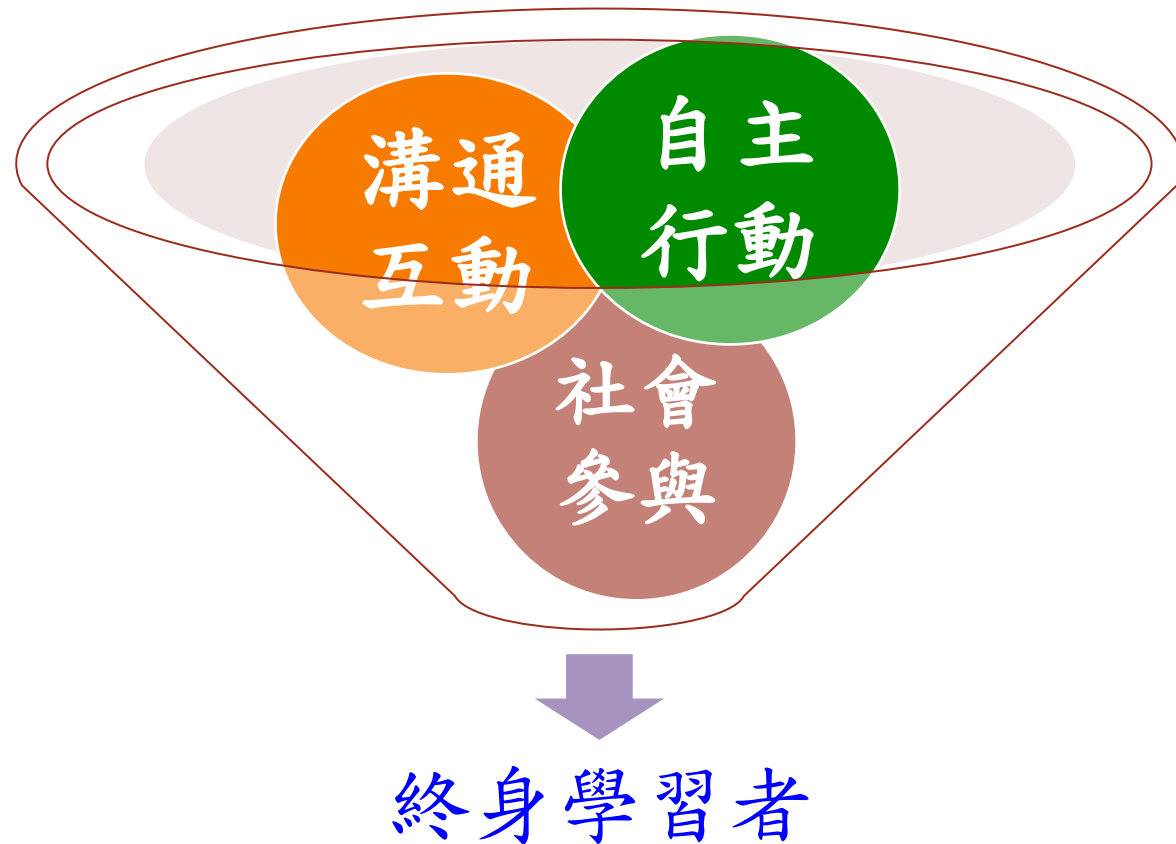
改變的開始

【親子天下】
張輝誠 x 葉丙成：
翻轉對話精彩實錄

Time to Change

1. Ss' Low learning motivation
2. Limited knowledge in textbooks
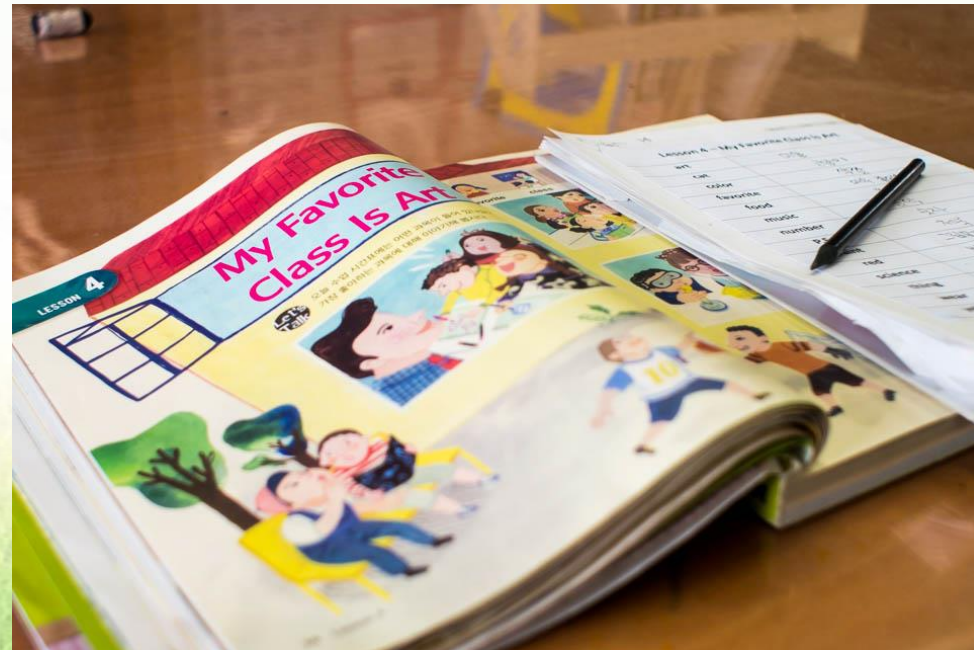
English Learning Myth

英文成績≠英語能力

「教完」還是「教會」重要？

「志業」？「職業」？

Reflection

- 讓我們一起思考芬蘭簡樸的三個教改理念：
  - 教得越少，學得越多
  - 考得越少，學得越多
  - 學習越多元，教育越平等
- 教學的重點不是學校或教師「教了什麼」，而是學生真正「學了什麼」
- 以「教師為中心」的教學，轉變為以「學生為中心」的學習，運用「多元評量」，取代「唯一考試」，不僅需要改變觀念，更需要建構嚴謹的運作機制

Flipped Education

- Nowadays, flipped education is a prominent issue that is widely promoted in the junior high school in Taiwan.

critical thinking

self-learning

peer discussions and expressions

flipped education
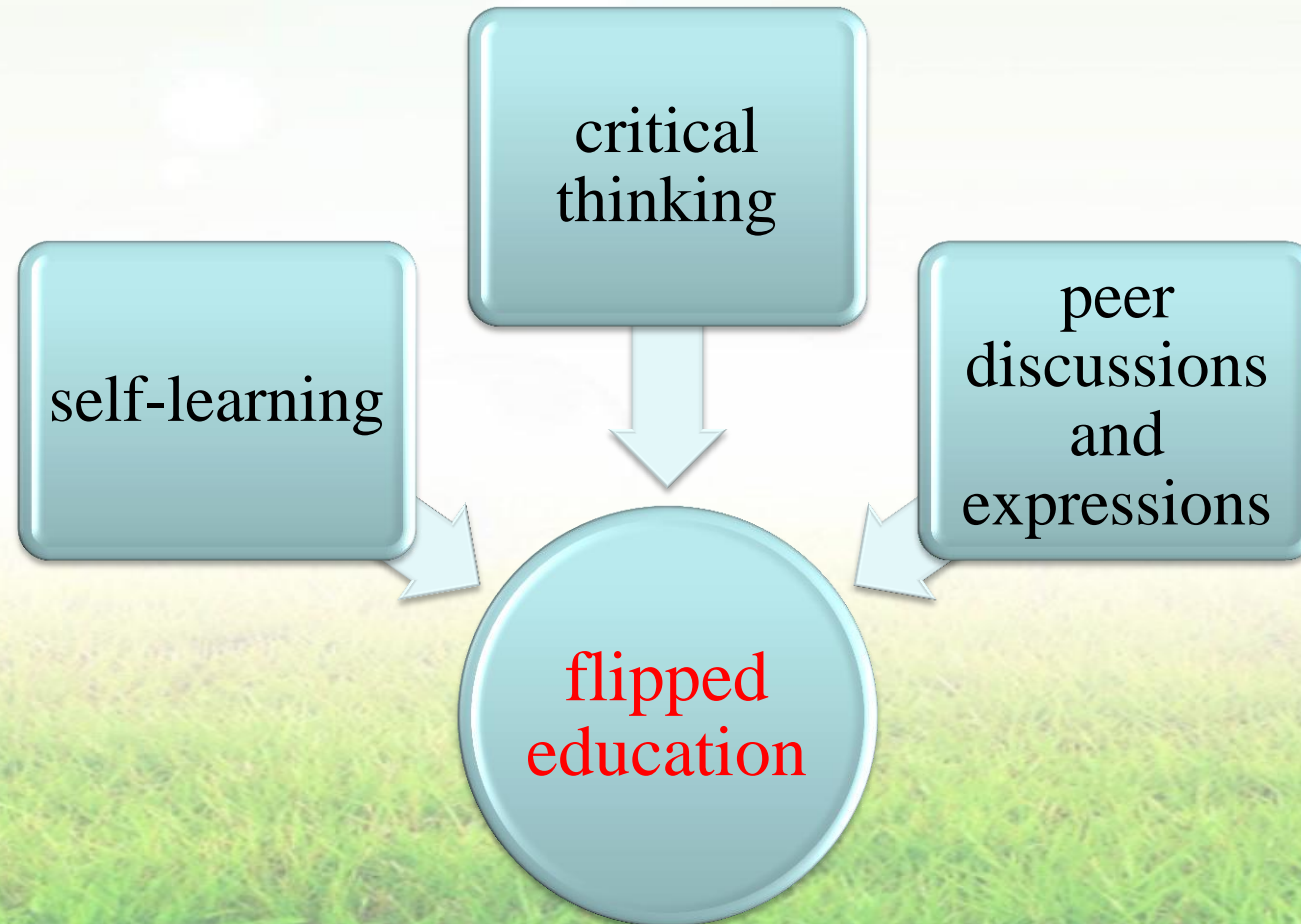
4 Essential **I**'s for English Learning

- **I**nterest

- **I**nput

- **I**ntensity

- **I**nteraction

資料來源：
107年國教輔導團初階培訓
張武昌 院長

4 Essential **I**'s for English Learning

a. **I**nterest:

   To pique students' interests in English learning.

b. **I**nput (little/no English outside of the classroom for many Taiwanese learners):

   To create a friendly English learning environment for students to learn English in their daily lives.

c. **I**ntensity:

   To provide students with much more opportunities to use English in their everyday lives. This way, they can not only use English in the classroom but in the authentic contexts.

d. **I**nteraction:

   To build students' confidence in using English as a tool to communicate and interact with others.

My Solutions

Authentic materials

- Songs
- Movies
- Magazines
- Newspapers
- Adolescent fictions

Group work

- Heterogeneous groups
- Task-based Learning (TBL)

Authentic Materials

- A stretch of exposure to real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort.

- It offers students copious input to acquire a considerable amount of linguistic knowledge.

- By incorporating authentic materials in the classroom, students are able to learn the linguistic knowledge that they can practically use in their daily lives.

Applying Adolescent Literature in the Reading Instruction

- Young adult literature was easy to resonate throughout adolescents because both emotional and cultural challenges presented in the texts were related to their daily lives.

- Students can engage themselves in the texts and build dialogic interactions with the characters.

Adolescent Fictions

- Reading materials with diverse content for adolescents to read.
- They give adolescent readers the shape of the world and provide them with a lot of encouragements.
- The themes and issues probed in adolescent fictions can be identified in adolescents' daily lives, such as interpersonal relationships, self-reflection, the anxiety for the unknown future, and so forth.

Adolescent Fictions

- Adolescent fictions not only made students see themselves but enabled them to become empathetic.

- Through stories, adolescents can not only imagine what fictional characters feel but also put themselves in the shoes of others.

Listening

Speaking

Reading

Writing

青少年文學讀本 *Because of Winn-Dixie*
融入英語閱讀課程教學
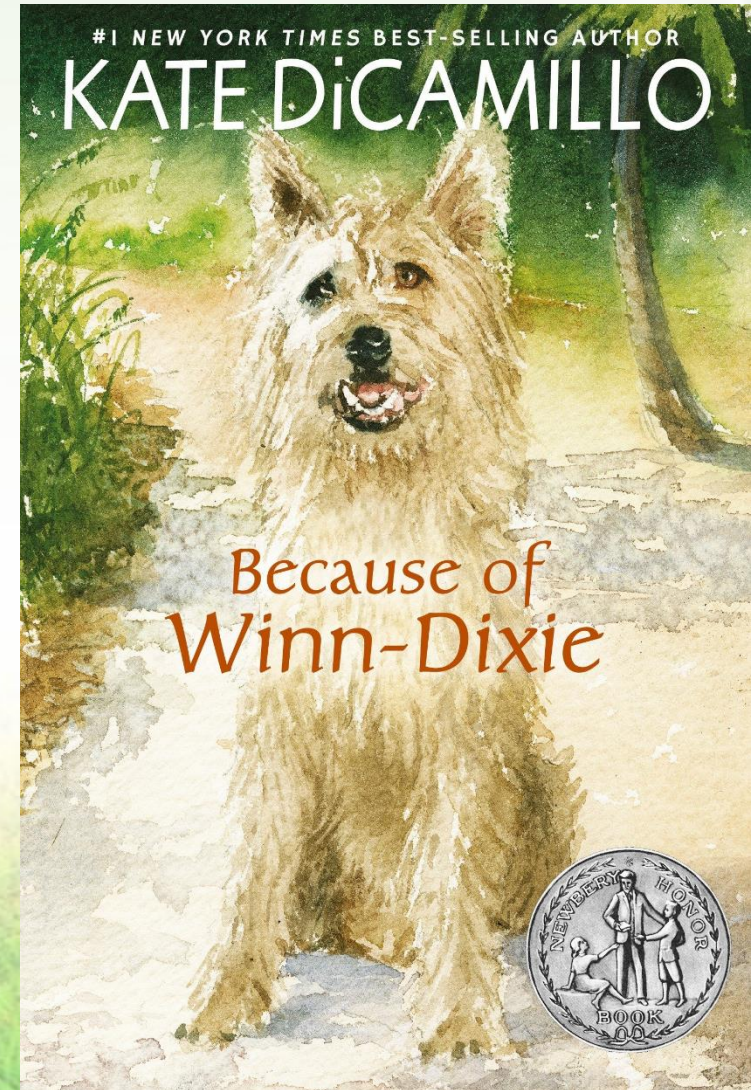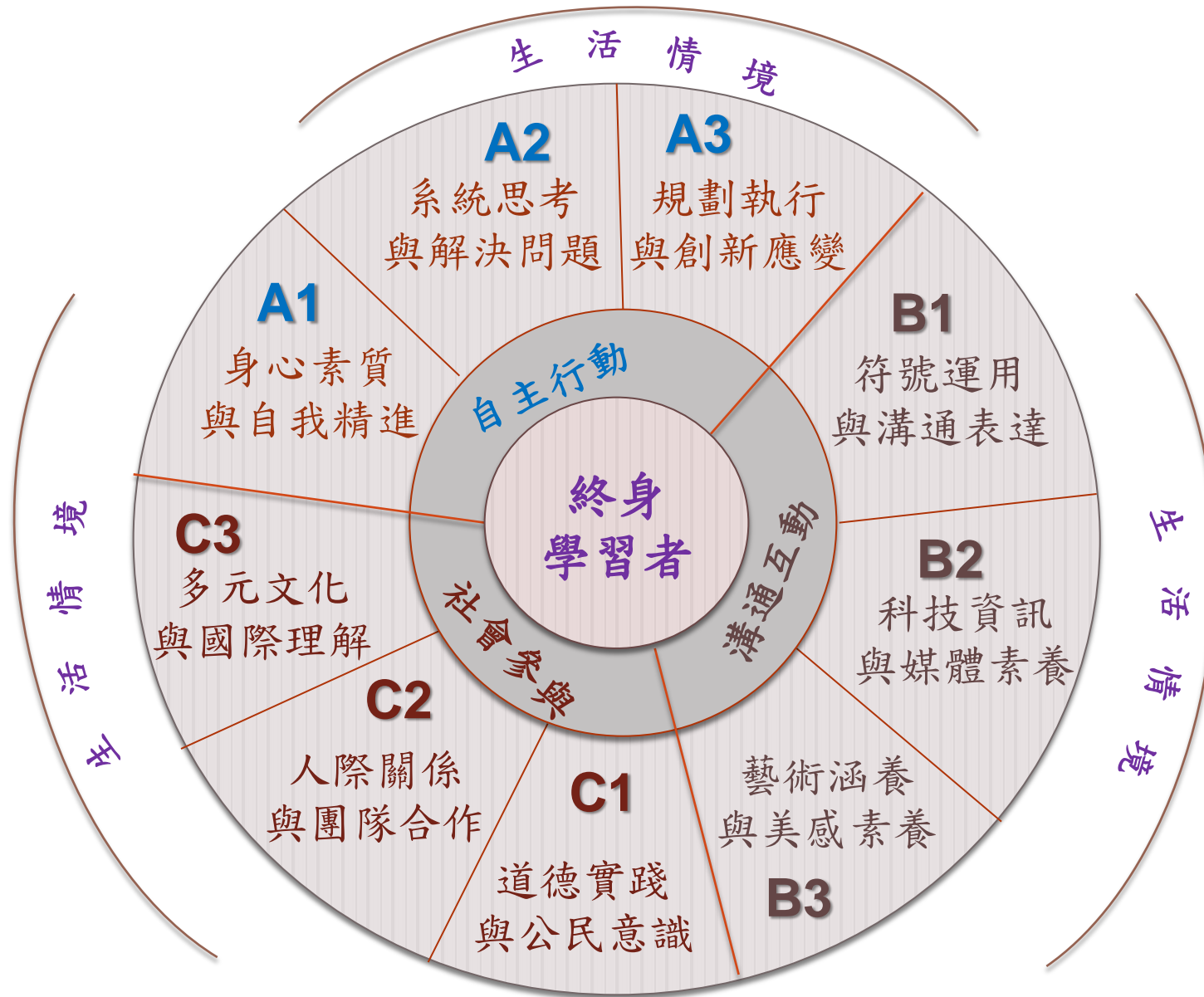
核心素養的三面九項

Why Reading is Important?

1. Reading provides readers with knowledge.

2. Reading provides readers with relaxation.

3. Reading provides readers with topics for social conversation.

4. Reading provides readers with enjoyment.

Reading

The two main components of reading:

1. Decoding = Where we work out what the words SAY,

2. Comprehension = Where we work out what the words MEAN.

Students need to go beyond decoding to derive meaning from a text.

Students need to go beyond the word level to get to the big picture.

Reading Instruction

Goodman (1967, p.127) stated, "reading is a psycholinguistic guessing game."

Reading is a dynamic process.

Reading Instruction

In the complicated guessing, readers need to be trained in order to regulate the guessing process.

More samplings

Integration

Disconfirming

Confirming

Predictions

Sampling

Reading Instruction

Sampling, Predictions

• Readers select an appropriate sample of the text and make predictions about what will come next on the basis of the clues they get from the sample.

Confirming, Disconfirming

• They will confirm whether their former predictions are correct or not. If their predictions are in conformity with the true meanings of the text, they are able to keep reading. On the contrary, they have to reread the text to rectify their misinterpretations of the text when having untrue predictions.

Reading Instruction

Integration

- After the confirming and disconfirming processes, they are able to integrate and get the general ideas of the text.

More Samplings

- Then, they will select more samples and repeat the above processes for the following parts of the text.

- During reading, a reader responds to the text cognitively and affectively on the basis of his/her own personal traits and prior personal experiences.

- By discussing and cooperating with peers or group members, a student can confirm his/her reading comprehension or learn many ideas from others. When working with others, a student's social cognitive functions can also be facilitated.

During the process of reading, young language learners have chances to use the language and to think about its function or value. In this way, they are able to raise their linguistic awareness and then develop their linguistic intelligence.

Why *Because of Winn-Dixie*?

1. The readability of the selected fiction is close to most of English textbooks for ninth graders.

2. The characters of the selected adolescent fiction show lots of interpersonal interactions and intrapersonal reflections. Therefore, they may lead the students to discuss the ways they interact with others and reflect on their personal experiences.

Why *Because of Winn-Dixie*?

3. The plots of the fiction are quite enchanting and authentic.

4. The fiction reveals the complexity in a single parent family. Usually adolescents born in a single parent family face the difficulties getting along with their single parents. After reading *Because of Winn-Dixie*, they may learn something from the interactions between Opal and her preacher father.

A Sample Lesson Plan, Reading Guidance and Weekly Schedule

Interactive Reading

- More focus on top-down processing than on bottom-up

- Texts are a little longer (several paragraphs to one page or more)

- Charts, graphs, and other graphics may be somewhat complex

Top Down

comprehension

phrase processing

word processing

letter processing

feature processing

Bottom Up
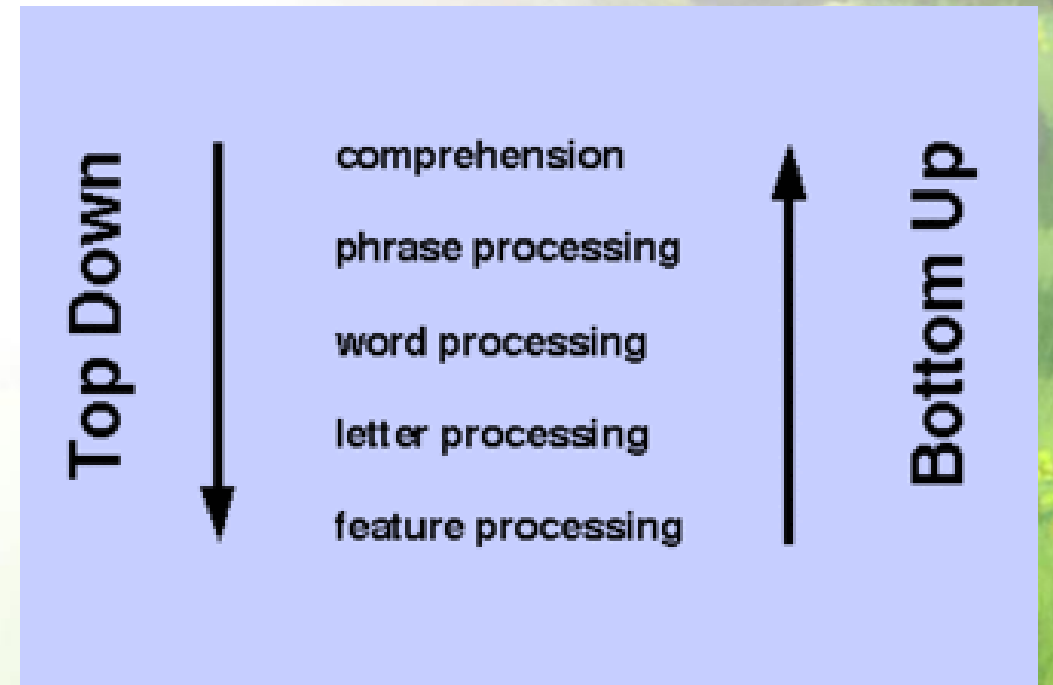
Super Six Reading Strategy

Making Connections

Description

Learners make personal connections from the text with:

- something in their own life (text to self)
- another text (text to text)
- something occurring in the world (text to world)

Example questions/statements

Does this remind you of something? eg This story reminds me of a holiday to my grandfather's farm.

Has something like this ever happened to you?

Is this story similar to another text you have read?

Super Six Reading Strategy

Predicting

Description

Learners use information from graphics, text and experiences to anticipate what will be read/ viewed/heard and to actively adjust comprehension while reading/viewing/listening.

Example questions/statements

Looking at the cover, what do you expect this text to be about?

What do you think will happen next?

What words / images do you expect to see or hear next in the text?

Super Six Reading Strategy

Questioning

Description

Learners pose and answer questions that clarify meaning and promote deeper understanding of the text. Questions can be generated by the learner, a peer or an adult.

Example questions/statements

Why did the character do something?

How did it make them feel?

What is the author's intended purpose when writing this text? eg To inform, to entertain or to persuade.

Super Six Reading Strategy

Monitoring

Description

Learners stop and think about the text and know what to do when meaning is disrupted.

Example questions/statements

Is this making sense?

Do I need to re-read?

Does it now make sense?

Super Six Reading Strategy

Visualising

Description

Learners create a mental image from a text read/viewed/heard. Visualising brings the text to life, engages the imagination and uses all of the senses.

Example questions/statements

Can you describe a picture or image you made in your head when you read the text?

Super Six Reading Strategy

Summarising

Description

Learners identify and accumulate the most important ideas and restate them in their own words.

Example questions/statements

Can you retell the story? eg Who were the main characters, setting and sequence of events?

What did you learn from this informative text?

If you were to tell another person about the text, how would you describe it in a few sentences?

	Teacher's Purpose	Literacy Strategies	Examples for Content Areas
Before Reading	Prepare the students for learning by activating prior knowledge, building background, making predictions, introducing needed vocabulary, setting purposes for reading, encouraging students to generate questions, connecting reading and writing, and if needed, conducting an explicit lesson on a particular literacy strategy	•Activating prior knowledge •Making predictions •Previewing text •Establishing a purpose for reading/learning •Generating questions	•Five W's and H •KWL Chart •Quick Writes •Anticipation Guides •Think Aloud •Affinity •Cloze •Semantic Map •Concept/ Definition Map •DR/TA •Venn Diagram •RAFT •Frayer Model •Word Sort •Open House

	Teacher's Purpose	Literacy Strategies	Examples for Content Areas
During Reading	Engaging students with text, self-monitoring comprehension, using mental imagery, constructing graphic organizers, integrating new information with prior knowledge, summarizing text, verifying predictions and organizing concepts	•Engage with text •Verify and formulate predictions •Summarize text •Self-monitor text •Visualize •Integrate new information with background •Construct graphic organizers •Infer	•Frayer Model •Semantic Feature Analysis •Semantic mapping •Pairs Read •Learning Logs •Writing to learn •Structured Note-Taking •KWL Chart •One Question One Comment •Trouble Slips •**I Don't Understand Statements**

	Teacher's Purpose	Literacy Strategies	Examples for Content Areas
After Reading	Encouraging students to reflect on what they read, prompt students to evaluate predictions, examine questions that guided reading, require students to respond to text through discussion, require students to respond to text through writing, encourage retelling or summarizing, connect writing to reading	•Reflect on text •Evaluate predictions •Discuss questions •Respond to text in writing •Respond to text through discussion •Summarize •Retell •Connect writing and reading	•KWL Chart •Journaling •Three Index Card Discussion •Fortunately-Unfortunately •If-Then •**Somebody Wanted But So** •Exit Slips •Share One Get One

Group Work

學習金字塔

課堂講授	5%
閱讀	10%
視聽教材	20%
示範	30%
小組討論	50%
實作	75%
教導他人／即時應用所學知識	90%
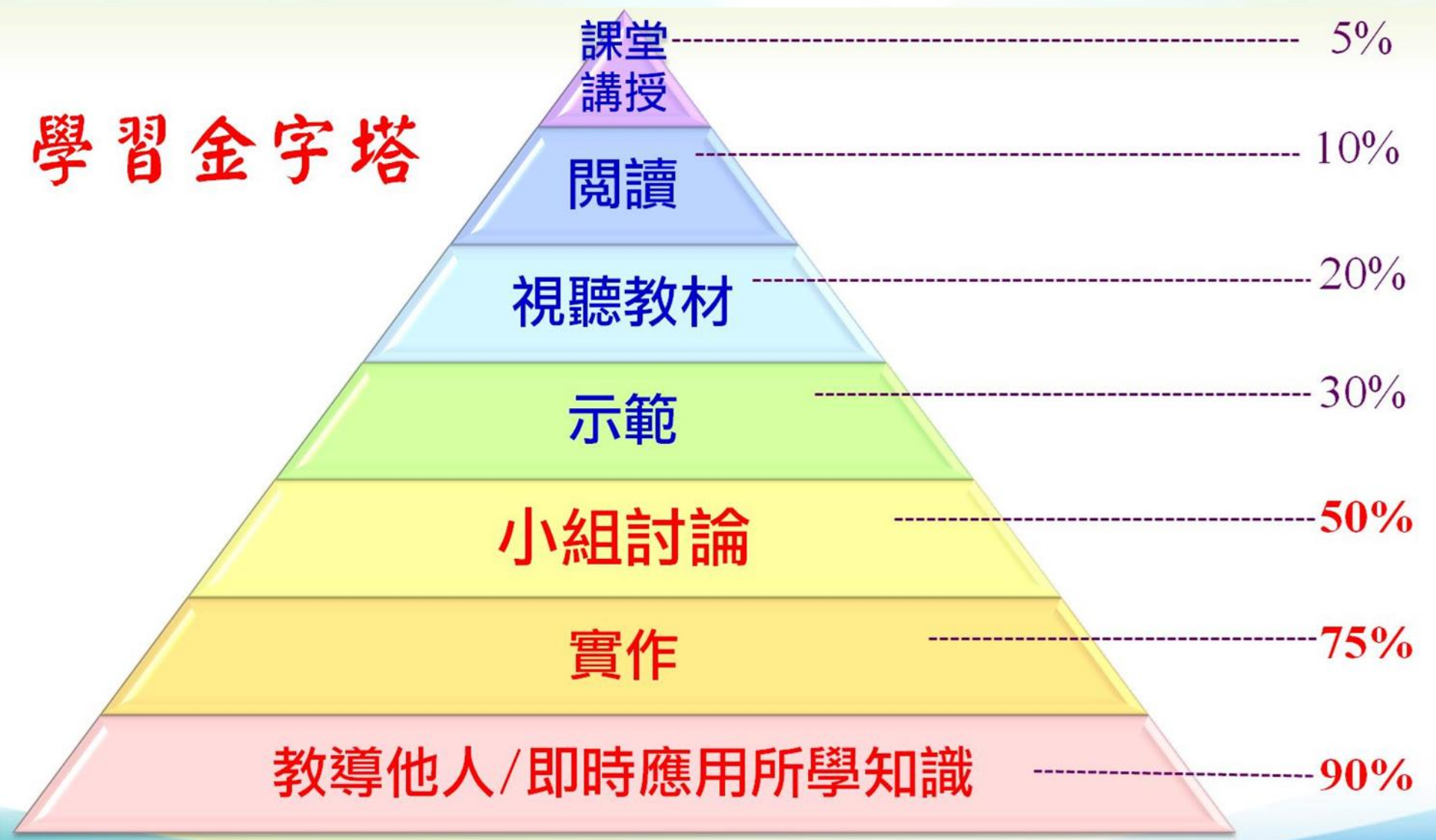
資料來源：
美國緬因州的國家訓練實驗室
(National Training Laboratories)

Effective Teaching Strategies

合作學習

體驗學習

圖像組織

自我調整學習

有效教學策略

討論教學

專題學習

案例研究

問題引導

- Collaborative Learning
- Graphic Organizer
- Discussion Instruction
- Quality Talk
- Case study
- Task-Based Learning
- Self Adjust Curriculum
- Inquiry Learning

Designing Assessment Tasks

Impromptu Reading Plus Comprehension Questions

The traditional "Read a passage and answer some questions" technique is undoubtedly the oldest and the most common.

Designing Assessment Tasks

The comprehension features covered in this set of questions

- main idea (topic)

- expressions/idioms/phrases in context

- inference (implied detail)

- grammatical features

- detail (scanning for a specifically stated detail)

- excluding facts not written (unstated details)

- supporting idea(s)

- vocabulary in context

Designing Assessment Tasks

Short-Answer Tasks

- A reading passage is presented, and the test-taker reads questions that must be answered, usually in written form, in a sentence or two.

Open ended-reading comprehension questions [R, W]

1. What do you think the main idea of this passage is?
2. What would you infer from the passage about the future of air travel?
3. In line 6 the word "sensation" is used. From the context, what do you think this word means?
4. What two ideas did the writer suggest for increasing airline business?
5. Why do you think the airlines have recently experience a decline?

Designing Assessment Tasks

<u>Disadvantages</u> of Short-Answer Tasks</u>

1. It can be difficult to make sure that they reach intended criterion.

2. You need to develop consistent specifications for acceptable student responses and be prepared to take the time necessary to accomplish their evaluation.

Designing Assessment Tasks

Scanning [R]

- A strategy to find relevant information in a text.

- Possible stimuli include

  a one- to two-page news article

  an essay

  a chapter in a textbook

  a technical report

  a table or chart depicting some research findings

  a menu

  an application form

Designing Assessment Tasks

Scanning [R]

Scoring of such scanning tasks can be reliable if the initial directions are specific. Because one of the purposes of scanning is to quickly identify important elements, timing may also be calculated into a scoring procedure.

Designing Assessment Tasks

Ordering Tasks

- "strip story" technique

- An assessment of overall global understanding of a story and the cohesive devices that signal the order of events or ideas.

- Alderson, Clapham, and Wall (1995, p.53) warn, however, against assuming that there is only one logical order.

Designing Assessment Tasks

Ordering Tasks

Sentence-ordering task [R]

Put the following sentences in the correct order:

A   it was called "The Last Waltz"
B   the street was in total darkness
C   because it was one he and Richard had learned at school
D   Peter looked outside
E   he recognized the tune
F   and it seemed deserted
G   he thought he heard someone whistling

Designing Assessment Tasks

Sentence-ordering task [R]

Answers **DGECABF** and **DBFGECA**

Pros
→ Different acceptable sentence orders become an instructive point for subsequent discussion in class

→ Offering washback into students' understanding of how to connect sentences and ideas in a story or essay

Cons
→ Creating difficulties in assigning scores

→ Leading the authors to discourage the use of this technique as an assessment device

Designing Assessment Tasks

Information Transfer: Reading Charts, Maps, Graphs, Diagrams

Converting such nonverbal input into comprehensible intake requires not only an understanding of the graphic and verbal conventions of the medium but also a linguistic ability to interpret that information to someone else.

Designing Assessment Tasks

Information Transfer: Reading Charts, Maps, Graphs, Diagrams

To comprehend information in graphics, learners must be able to

- comprehend specific conventions of the various types of graphics

- comprehend labels, headings, numbers, and symbols

- comprehend the possible relationships among elements of the graphic

- make inferences that are not presented overtly
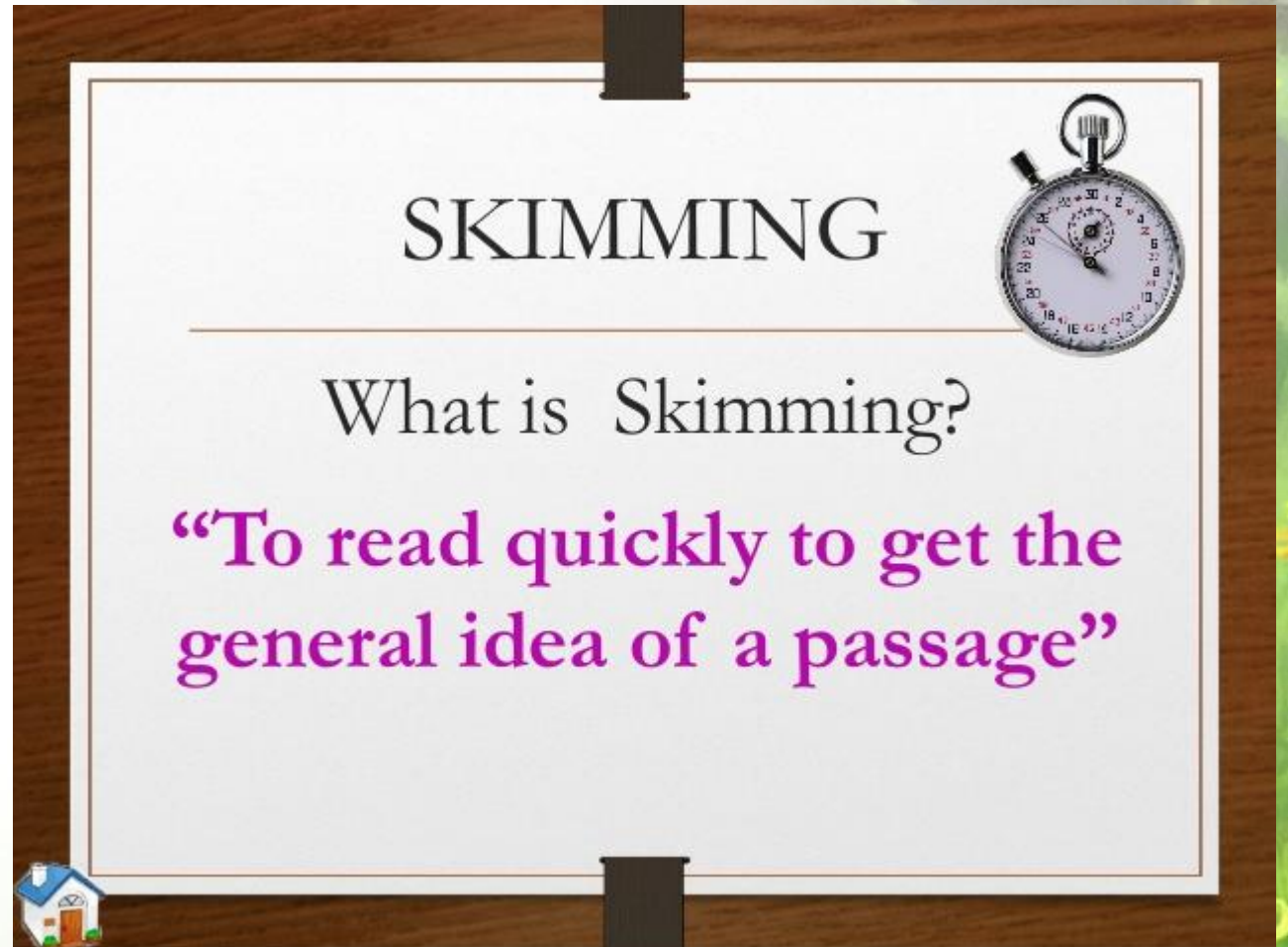
Designing Assessment Tasks

Information Transfer: Reading Charts, Maps, Graphs, Diagrams

The act of comprehending graphics includes the linguistic performance of oral or written interpretations, comments, questions, etc. This implies a process of information transfer from one skill to another.

Designing Assessment Tasks

Skimming Tasks

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea.

SKIMMING

What is Skimming?

"To read quickly to get the general idea of a passage"

Designing Assessment Tasks

Skimming Tasks

Assessment of skimming strategies is usually straightforward:

Skimming tasks [R, S/W]

- What is the main idea of this text?
- What is the author's purpose in writing the text?
- What kind of writing is this (newspaper article, manual, novel, etc.)?
- What type of writing is this (expository, technical, narrative, etc.)?
- How easy or difficult do you think this text will be?
- What do you think you will learn from the text?
- How useful will the text be for your (profession, academic needs, interests)?

Designing Assessment Tasks

Summarizing and Responding

To ask the test-taker to write a summary of the text.

Directions for summarizing [R, W]

Write a summary of the text. Your summary should be about one paragraph in length (100-150 words) and should include your understanding of the main idea and supporting ideas.

Designing Assessment Tasks

<u>Summarizing and Responding</u>

Imao (2001) used four criteria for the evaluation of a summary.

Criteria for assessing a summary (Imao, 2001, p. 184)

1. Expresses accurately the main idea and supporting ideas.

2. Is written in the student's own words; occasional vocabulary from the original text is acceptable

3. Is logically organized

4. Displays facility in the use of language to clearly express ideas in the text

Designing Assessment Tasks

Summarizing and Responding

Summarizing requires a synopsis or overview of the text, whereas responding asks the reader to provide his or her own opinion on the text as a whole or on some statements or issues within it.

Summarizing
Getting to the Point

Designing Assessment Tasks

Summarizing and Responding

Directions for responding to reading

In the article "Poisoning the Air We Breathe," the author suggests that a global dependence on fossil fuels will eventually make air in large cities toxic. Write an essay in which you agree or disagree with the author's thesis. Support your opinion with information from the article and from your own experience.

Designing Assessment Tasks

Summarizing and Responding

Holistic scoring scale for summarizing and responding to reading

3	Demonstrates clear, unambiguous comprehension of the main and supporting ideas
2	Demonstrates comprehension of the main idea but lacks comprehension of some supporting ideas
1	Demonstrates only a partial comprehension of the main and supporting ideas
0	Demonstrates no comprehension of the main and supporting ideas

Designing Assessment Tasks

Notetaking and Outlining [R, W]

- Learners gain in retaining information through marginal notes that highlight key information or organizational outlines that put supporting ideas into a visually manageable framework.

- A teacher can use student notes/outlines as indicators of the presence or absence of effective reading strategies and thereby point the learners in positive directions.
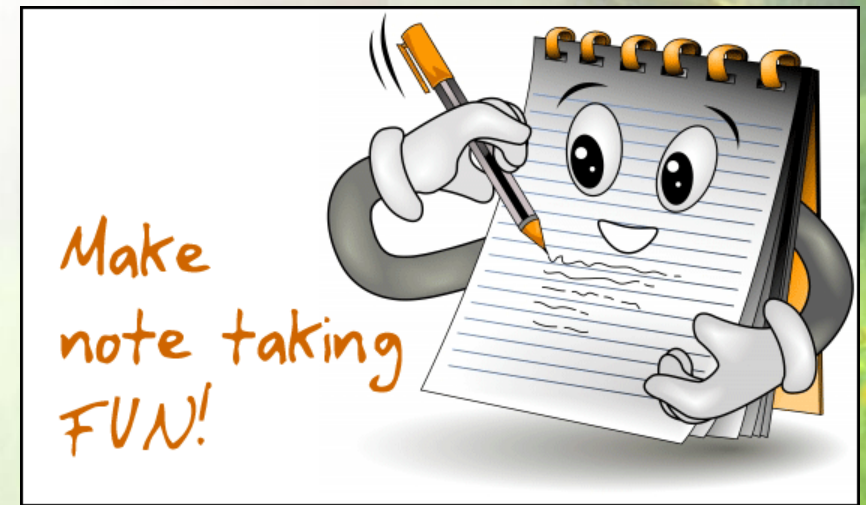
Tests of English Reading Comprehension

How do I assess my students' English reading comprehension?

Ss' Vocabulary Improvement

11. How do you like the tree "A mistake tree"?

I like the tree so much because it reminds me of the mistakes I have made before. By seeing the bottles on the tree, I will reflect and tell myself not to make the same mistakes again.

Student 32 described the image of the mistake tree accurately by using the words the *bottles on the tree*. Next, she adopted words like *reminds me of the mistakes*, *I will reflect and tell myself not to make the same mistakes again* to depict the potential effects of the mistake tree on her. Furthermore, she expressed her viewpoints of the mistake tree by using the appropriate words without spelling errors.

Ss' Vocabulary Improvement

11. How will you describe the taste of a Littmus Lozenge (with your imagination)?

It tastes sweet in the beginning, and then you will feel sour when it lets you recall sorrowful memory. Besides, the flavor of Littmus Lozenge is more special than other kinds of candies. It leads you to go through the feelings that you have never experienced.

Student 34 made good use of sensory languages like *sweet*, *flavor* and *sour* to describe the taste of a Littmus Lozenge. Besides, she also utilized adjective modifiers and emotive languages like *lets you recall sorrowful memory*, *more special than other kinds of candies* and *feelings that you have never experienced* to describe the feelings that people would go through while eating a Littmus Lozenge. Additionally, she applied phrases to make her descriptions vivid. For instance, *in the beginning*, *leads you to* and *go through*. Moreover, she used proper words to vividly describe the taste of a Littmus Lozenge with her imagination.

Ss' Grammar Improvement

11. How do you like the name of the dog, Winn-Dixie? What is the other name for the dog? Why do you name it?

I like the name of the dog very much. As for me, I want to name the dog "Danny" because it is my close friend's name. Winn-Dixie is important to Opal just like my close friend, Danny, is important to me. That's why I want to name him "Danny".

Student 3 utilized a subordinating conjunction *because* to connect two independent clauses in the sentence *I want to name the dog "Danny" because it is my close friend's name*. In addition, he gave his reason for naming the dog "Danny" by using a complex sentence. For example, *Winn-Dixie is important to Opal just like my close friend, Danny, is important to me*. In this sentence, he used a subordinating conjunction *like* to connect two independent clauses and added an adverb modifier *just* to make the sentence lively and convincing. Furthermore, he properly used transitional words like *As for me* and *That's why* to make his descriptions coherently.

Ss' Grammar Improvement

12. Opal hoped that Otis set her up on an installment plan. If Opal needs more financial support from Preacher or Miss Franny, how will she communicate with Preacher or Miss Franny?

If Opal needs more financial support from Preacher or Miss Franny, she can promise her father or Miss Franny to do something for them and take good care of Winn-Dixie. Perhaps she can do housework and ask her father to lend her some money. For example, she can mop the floors or wipe the windows for him. Besides, she can help Miss Franny to clean the library. This way, she can get financial support from Preacher and Miss Franny.

As for Student 5, he used a subjunctive mood in the sentence *If Opal needs more financial support from Preacher or Miss Franny, she can promise her father or Miss Franny to do something for them and take good care of Winn-Dixie.* Besides, he used coordinating conjunctions *and* and *or* to connect two verbal phrases. For example, *she can do housework <u>and</u> ask her father to lend her some money* and *she can mop the floors <u>or</u> wipe the windows for him.* Likewise, he adopted appropriate transitional words like *Perhaps*, *For example*, *Besides* and *This way* to make the paragraphs well-organized.

Student Responses to question 12 in Test 3 of English reading comprehension, What is the special gift for you to give Otis if he wants to go to the potluck party? Why do you choose the gift?

1. *I will give a guitar to him because he likes to play the guitar and the animals in his store also likes his music. (Student 5)*

2. *I will buy the best guitar for him and write a card to him to let him know he is not lonely. (Student 12)*

3. *I will listen to him playing the guitar and singing the song which he plays because he used to play the guitar in the park then and wanted someone to listen to him play the beautiful music. I want to be that person who listens to his music. (Student 34)*

4. *I will write a song for him because he can play the song for everyone in the party. Everyone will be happy! (Student 38)*

Student Responses to question 12 in Test 2 of English reading comprehension, Opal's father ask Opal to apologize Stevie. If you are in the shoes of Opal. What are you going to talk to Stevie for your sorrow?

1. Opal can hang a bottle on the mistake tree first. If I am in the shoe of Opal, I

    will say sorry to Stevie and make a card or buy a gift for him. (Student 5)

2. I am sorry to call you a bald-headed boy. However, if you do not like someone

    to give you such a bad nickname, I do not want you to treat my friends like this.

    I think you just do not understand them well, so maybe you can visit them with

    me someday. Then, you will understand that they are kind in reality.

    (Student 34)

3. I think I will tell Stevie that I did not call you a bald-headed boy on purpose. I

    will reflect on my improper words and I think we can still be good friends.

    (Student 35)

Ranking of the Ss' Favorite Plots of the Selected Fiction

Plots
b. Winn-Dixie is quite lovely to let a parrot stand on its head.
e. Littmus Lozenge is an appealing candy with sweet and sour flavor.
d. Preacher is brave enough to tell Opal that he cares about her mother and Winn-Dixie.
f. Gloria's party brings all the community neighbors together.
g. Otis plucks the courage to play beautiful music with his guitar for others again.
a. Opal is very clever to make an installment plan.
h. Dunlap and Stevie accept Opal's invitation to participate in Gloria's party.
c. Franny's library is small but beautiful.

The Ss' Difficulties
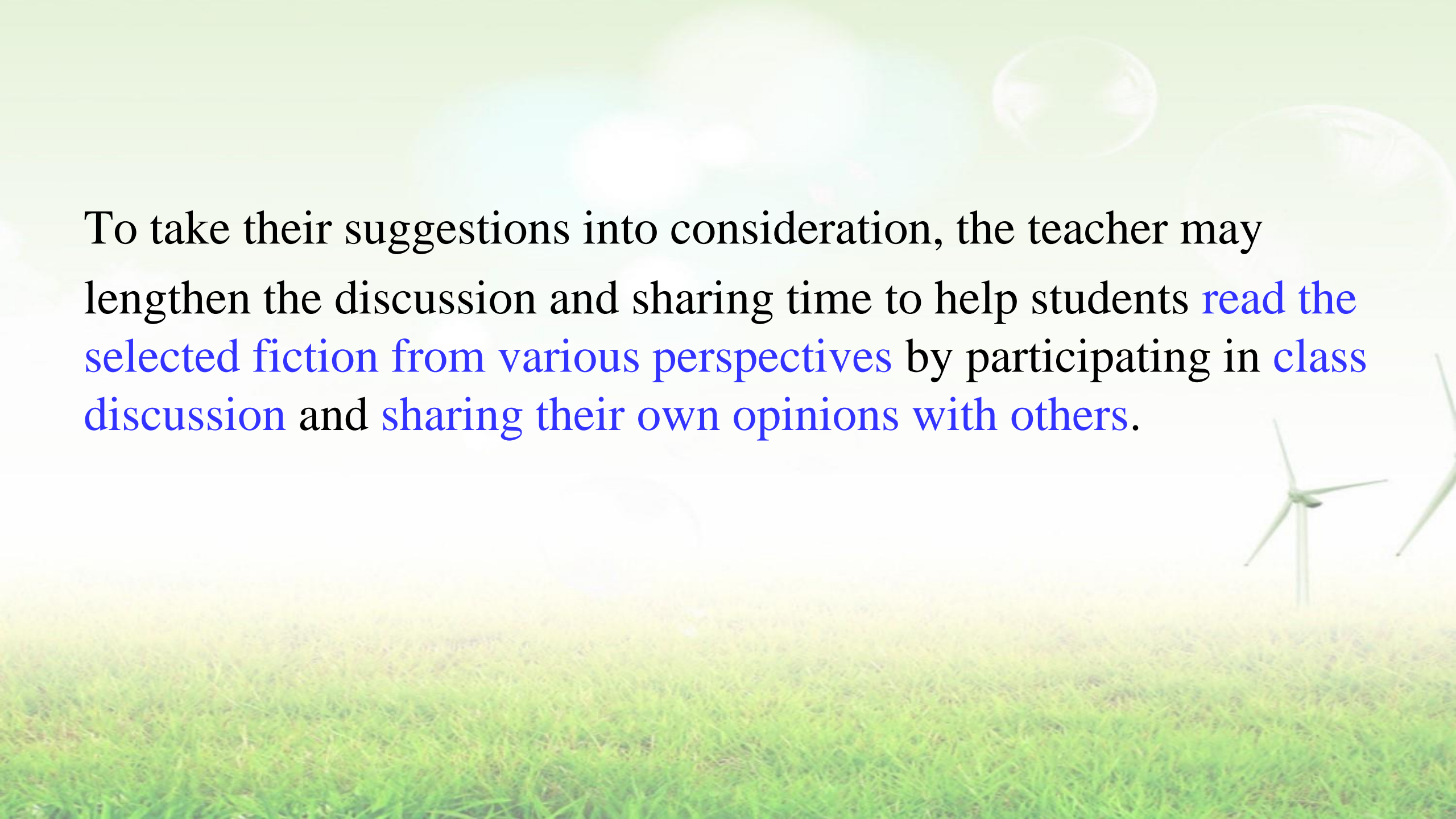
Difficulties

1. I have difficulties in grasping the meanings of some new English words and phrases in the contexts.

2. I find it challenging to read long English passages like fictions.

3. I do not have sufficient knowledge in English grammar.

4. I have problems in interpreting the meanings of some sentences with complicated English sentence patterns.

5. It takes me lots of time to read long English passages like fictions.

The Ss' Suggestions

Suggestions

1. I suggest that the teacher could play the movie of the selected fiction for us to enhance our comprehension for the selected fiction.

2. I hope that the teacher could extend the discussion time because I like to share my experiences and have discussions with the classmates to understand their viewpoints.

3. I hope that there could be some illustrations in the selected fiction to help us understand the content better.

4. I hope that the reading class could be continued and I want to read more English fictions with various kinds of topics in class.

5. I hope that the teacher could offer word banks to help us understand the meanings of unfamiliar words and phrases.

6. I hope that the length of the selected fiction could be shorter.

7. I hope that the selected fiction would be bilingual to help me read it easily and fluently.

To take their suggestions into consideration, the teacher may lengthen the discussion and sharing time to help students read the selected fiction from various perspectives by participating in class discussion and sharing their own opinions with others.

Discussion 2

1. 找一位與你星座或血型相同的學員。
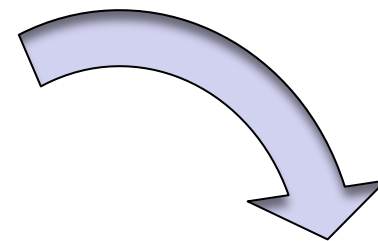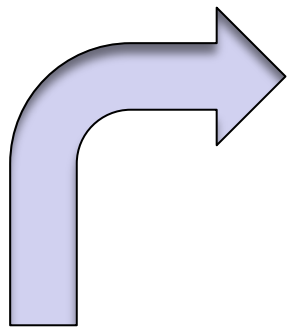
2. 分享自己最感動的一堂英語課。

   10 mins

備課
協力探究
Self-managing

有效教學
Effective instruction

議課
省思回饋
Self-modifying

觀課
實踐力行
Self-monitoring

Conclusion

行政
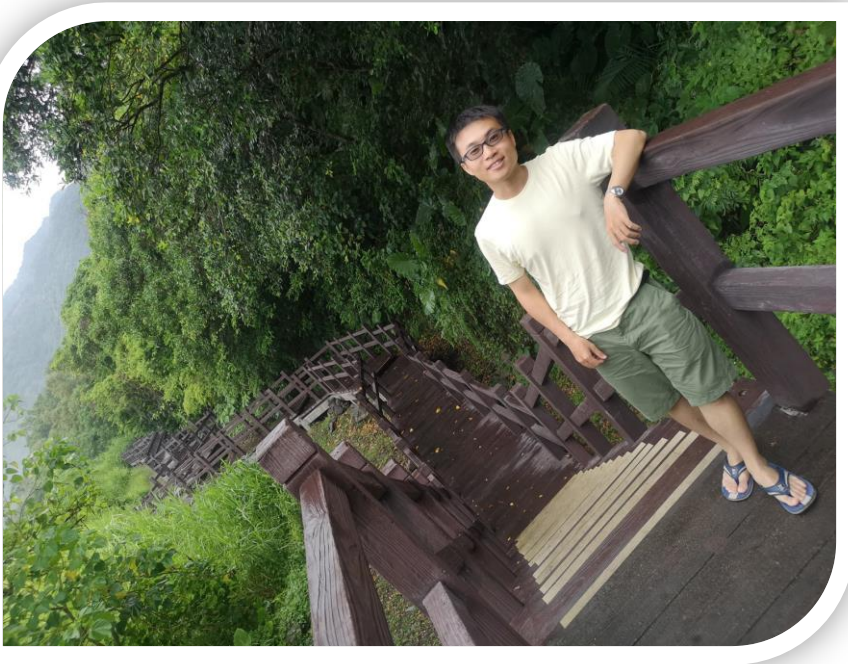（教學組長）

英語國教
輔導團

教學實習
輔導教師

教學

莫忘
初衷

課後第九
節英文課

Keep Moving Forward

- 閱讀課外書籍
- 英語國教輔導團
- 進修
- 研習

Keep Moving Forward

- 旅行
- 健身

Keep Moving Forward
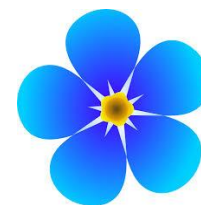
- 旅行
- 健身

記得自己的初衷，

每天都充滿熱情，

一起改變自己，影響別人!

世界上有兩件事最難：

一是把思想裝進別人的腦袋，*

二是把別人的錢裝進自己的口袋裡。

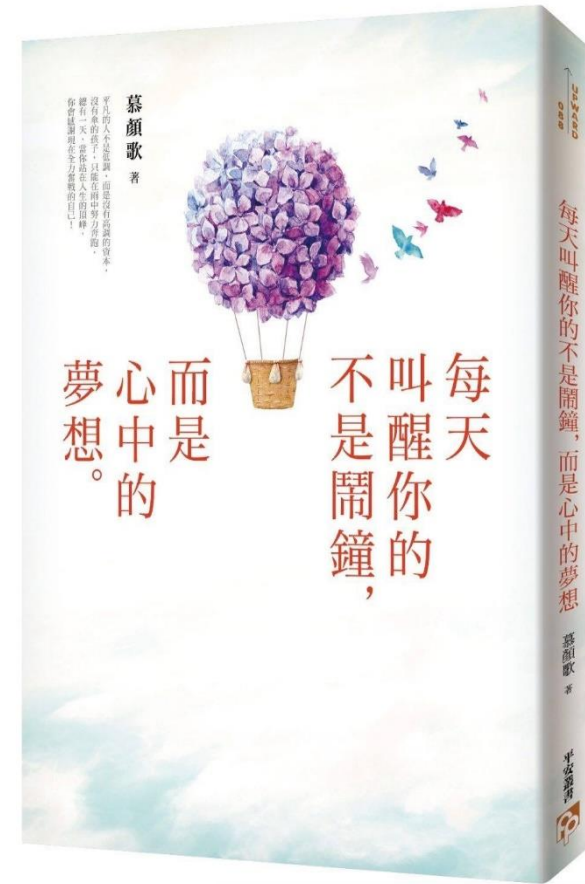前者成功了叫「**?**」，

後者成功了叫「**?**」，

兩者都成功了叫「**?**」。

You're made of what you do.

Believe in more.

jimmy11403

jimmy11403@hotmail.com

每天叫醒你的不是鬧鐘，而是心中的夢想

慕顏歌 著

每天叫醒你的不是鬧鐘，而是心中的夢想。