

臺南市 109 學年度
提升學生英語學習成效計畫-子計畫二：舉辦英語學習活動計畫
英語教師運用閱讀策略與英語口說教學能力實作工作坊實施計畫

壹、依據：

- 一、 教育部 109 學年度「提升國民中小學英語教學成效計畫」。
- 二、 臺南市 109 學年度「提升國民中小學英語教學成效計畫」。

貳、目的

- 一、 精進英語教師差異化閱讀教學策略與英語口說教學能力之專業知能，以有效檢測學生學習成效。
- 二、 強化英語教師閱讀課程設計及評量概念，精準理解學生學習狀況。
- 三、 增進英語教師專業社群運作能力，促進議題融入英語學習之成效。

參、辦理單位：

- 一、 指導單位：教育部國民及學前教育署
- 二、 主辦單位：臺南市政府教育局
- 三、 承辦單位：臺南市立新市國民中學

肆、實施日期、地點：

教育階段	承辦學校	辦理時間地點	備註
國中英語老師	新市國中	110 年 3 月 5 日（五） 新市國中	研習代號 248698
國小英語老師	西門實驗小學	110 年 4 月 29 日（四） 西門實驗小學	研習代號 248695

伍、參與對象：全市英語教師，參加人數國中場次 100 人，國小場次 100 人，於研習前至本市研習護照系統線上報名參加研習活動，參加人員給予公（差）假登記，全程參與者核予 6 小時研習時數。

陸、辦理方式：

- 一、 邀請國內專家學者或專長教師辦理講座及實作。
- 二、 研習會流程如下：

時 間	課 程 內 容	講 師（主持人）
8：30~8：50	報到	辦理學校
8：50~9：00	始業式	教育局代表 輔導團召集校長
9：10~12：00	閱讀理解的發展層次 多元教學策略	1. 國中場次：中央團輔導員桃園市青溪國中許綉敏老師及助教團國中英語科輔導團 2. 國小場次：臺中教育大學洪月女教授及助教團國小英語科輔導團
12：00~13：30	午餐	承辦學校

13：20～16：40	英語口說教學能力 多元教學策略	1. 國中場次：桃園市英語團輔導員楊明國中曾琦芳老師及助教團國中英語科輔導團 2. 國小場次：臺中教育大學洪月女教授及助教團國小英語科輔導團
16：40～18：10	綜合座談	承辦學校
18：10～	賦歸	辦理學校

捌、預期效益：

- 一、精進英語教師多元差異化閱讀教學及之專業知能，以有效檢測學生學習成效，並返校分享實施。
- 二、增進英語教師專業社群運作能力，教學設計及評量規劃融入英語教育之成效。

玖、本案計畫連絡人：

- 一、國中：安定國中江怡靜主任（電話 06-5922003 轉 24，網路電話：127010）。
- 二、國小：西門實驗小學林宜樺主任（電話 06-3914141 轉 810，網路電話：45010）。



2021.03.05, 台南市.

英語教師運用 閱讀策略 實作工作坊

講師：桃園市青溪國中許綉敏

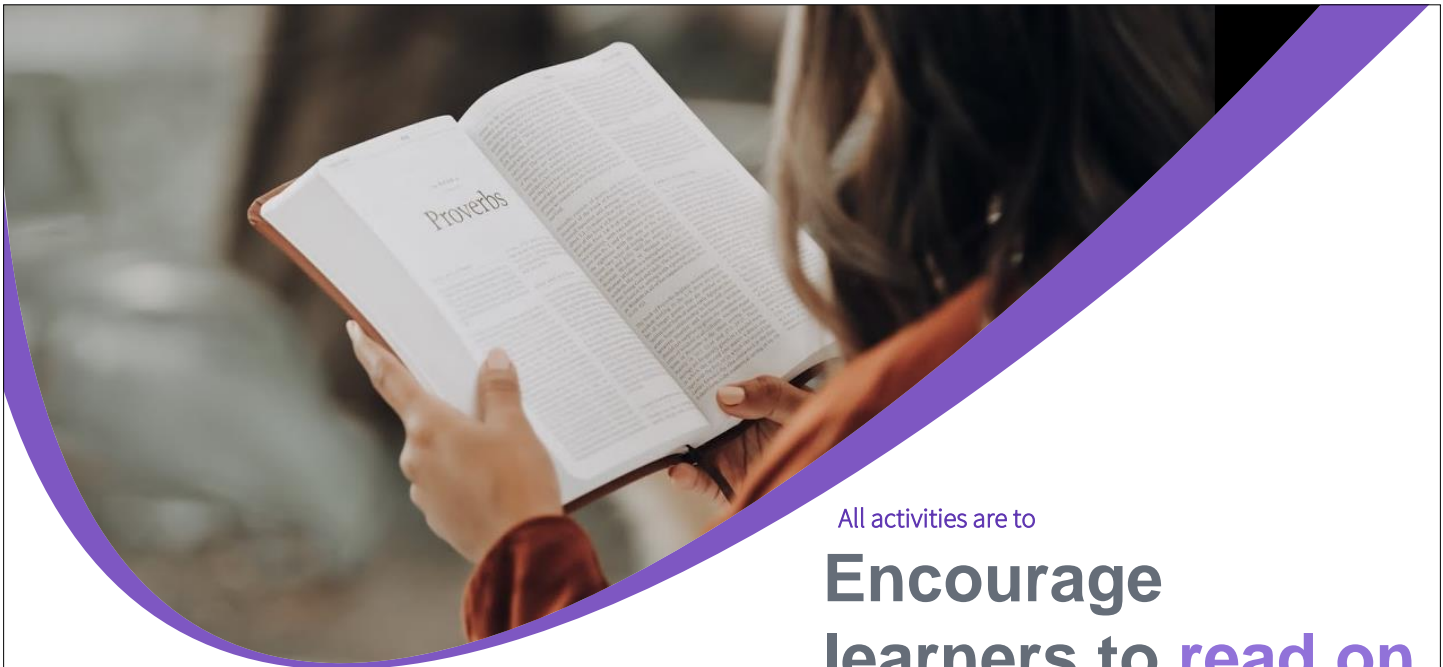
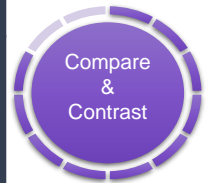
Reading involves **bottom-up** and **top-down** processes.

- ☑ **Bottom-up processes**
Decoding (word-level)
- ☑ **Bottom-up processes**
Focusing on vocabulary or grammar
- ☑ **Top-down processes**
Using prior content knowledge
- ☑ **Top-down processes**
Using knowledge of the genre (textual schemata)
- ☑ **Top-down processes**
Using knowledge of language



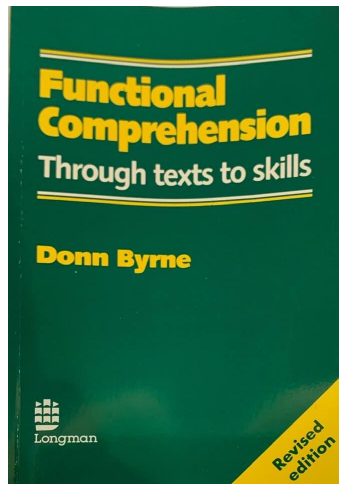
Create & Combine

	解鎖文本	



All activities are to

Encourage
learners to **read on**
and **look back.**

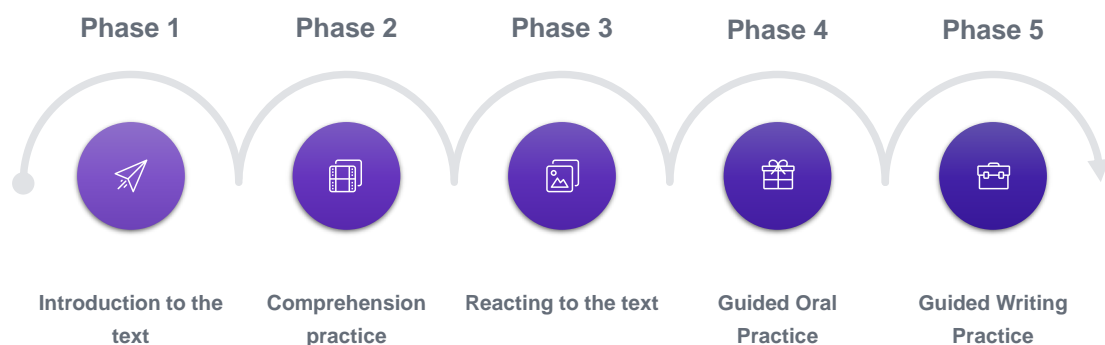


The following basic procedures are suggested in order to fulfill the main aims of this book, which are:

- To motivate students to read
- To introduce them to a variety of activities leading them to explore the text
- To extend language skills (oral and written) through a variety of activities relating to the text.

Byrne, D.(1985) Functional Comprehension Through Texts to Skills (p.vii)
1st edition (1977)

How to use your Teaching Material?



以下活動設計擷取自Byrne, D.(1985) Functional Comprehension Through Texts to Skills (pp.1-4)

1

2

3

4

5

MISSING



Andrew Gosden
Doncaster, South Yorkshire

Andrew, aged 16, went missing on 14 September 2007. The photograph on the right (and side) is an age-progressed image of what Andrew may look like age 25.

Andrew we are here for you wherever you are ready, we can listen, talk you through what help you need, post a message for you and help you to be safe.

Please call or text 116 000
It's free, 24hr and confidential

To help Missing People bring Andrew to safety text **HOPE** to **70707*** to donate £3

*Texts over £3 buy you standard one-way travel. Missing People reserves the right to upgrade. Please don't pay any premiums. Call our care line 012 333 4571.

To join the appeal for Andrew visit
www.missingpeople.org.uk/andrewgosden

missing people
registered charity no. 104986

1

2

3

4

5

Read the text and **fill in** the information missing in the table.

Boy's name		Mother's name	
Age		Father's name	
Address			

1

2

3

4

5

Choose the **best** answer

Q1: These reports are about a boy who

- a) set fire to a supermarket.
- b) ran away from home.
- c) wanted to go to London.

1

2

3

4

5

Give **more** details.

- a) There was a fire.
→ There was a fire at the supermarket.

b) A policeman spoke to a boy.

1

2

3

4

5

True or false.

a) The Cobbs live in Raines Avenue, North London.

b) A policeman came to Alan's house but his parents were not there at that time.

1

2

3

4

5

Who said the following and why?

a) "I don't understand it."

b) "I can look after myself."

1

2

3

4

5

Choose the best word to describe each of these people.

frightened surprised angry frightening

The sergeant when he talked to Alan.

Alan's mother when she read the note.

1

2

3

4

5

Guided Oral Practice

A: Why didn't you come to the party on Saturday night?

B: Well, as a matter of fact I wasn't feeling very well.

A: Oh! Why was that?

B: Well, I ate too much at lunch time.

A: Why do you want to leave so early?

B: Because I want to get to town by nine.

A: But what on earth for?

B: Well, I've got a lot of shopping to do, you see.

1

2

3

4



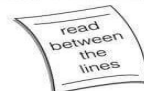








5

Guided Writing Practice

Sorry, I wasn't able to come to the party on Saturday night. The fact is, I was not feeling very well because I ate too much at lunch time.

Question:

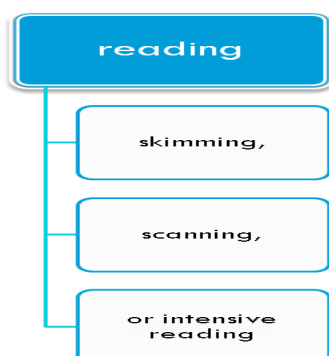
How were the activities related to the texts linguistically and on a general conceptual level?

Re-read the Text more information = more understanding	Activate Prior Knowledge 	Use Context Clues 
Infer Meaning 	Think Aloud 	Summarize the Story 
Locate Key Words 	Make Predictions 	Use Word Attack Strategies rereading 
Visualize 	Use Graphic Organizers 	Evaluate Understanding 

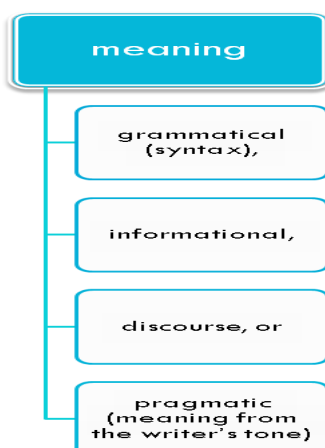
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- Timing: when to use what
- Different levels, different strategies
- Text depth

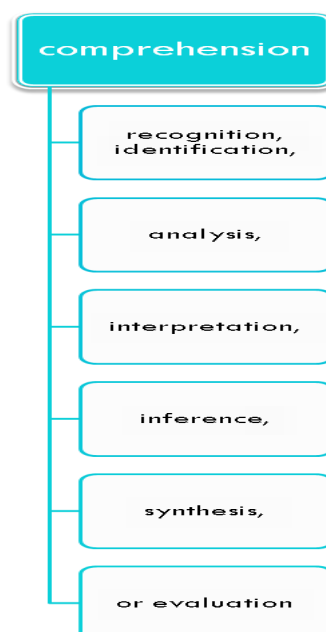
閱讀技巧



文字解碼



理解批判



Assess reading

STRATEGIES FOR READING COMPREHENSION

<https://www.readingresource.net/strategiesforreadingcomprehension.html>



Making connections

Text-to-Self
Text-to-Text
Text-to-World



Creating Mental images (Visualizing)

Some research suggests that readers who visualize as they read are better able to recall what they have read than those who do not visualize.



Questioning

This strategy involves readers asking themselves questions throughout the reading of text.



Inferring

Authors do not always provide complete descriptions of..... they often provide clues that readers can use to “read between the lines”—by making inferences that combine information in the text with their schema.



Evaluating (Determining importance)

Determining importance has to do with knowing why you're reading and then making decisions about what information or ideas are most critical to understanding the overall meaning of the piece.



Synthesizing

Synthesizing is the process of ordering, recalling, retelling, and recreating into a coherent whole the information with which our minds are bombarded everyday.

Tips for Teaching Reading Strategies

- Systematically plan strategies into instruction.
- Model new strategies and “think aloud” as you use them.
- Make connections between new strategies and what the children already know.
- Apply strategies to different genres, across different subject areas.
- Start with one or two strategies, then gradually build your repertoire.
- Use the correct terms for strategies, even with emerging readers.

Adopted from Bette S. Bergeron and Melody Bradbury-Wolff, 2002, Teaching Reading Strategies in the Primary Grades

Someone Was in My Room

Name: _____

Listen & Circle**Listen and circle the verbs you heard.**

I had a terrible experience last night. I (was going/ went) to bed at half past eleven, but a sound woke me up an hour later. Someone was in my room.

A black shape (stood/ was standing) next to my bed when I opened my eyes. I couldn't move, but I could see it in the dark. It had red eyes, and it (was laughing/ laughed). I was so scared.

Then suddenly, I could move again. I (sat up and looked around/ could sit up and look around), but I couldn't find that thing. "Maybe I (dreamed/ was dreaming)," I thought. I looked at the clock, and it was ten to one. However, I couldn't fall asleep again after that.

Listen & Bingo**1. Write down the question numbers randomly.****2. Listen and write down the answers.**

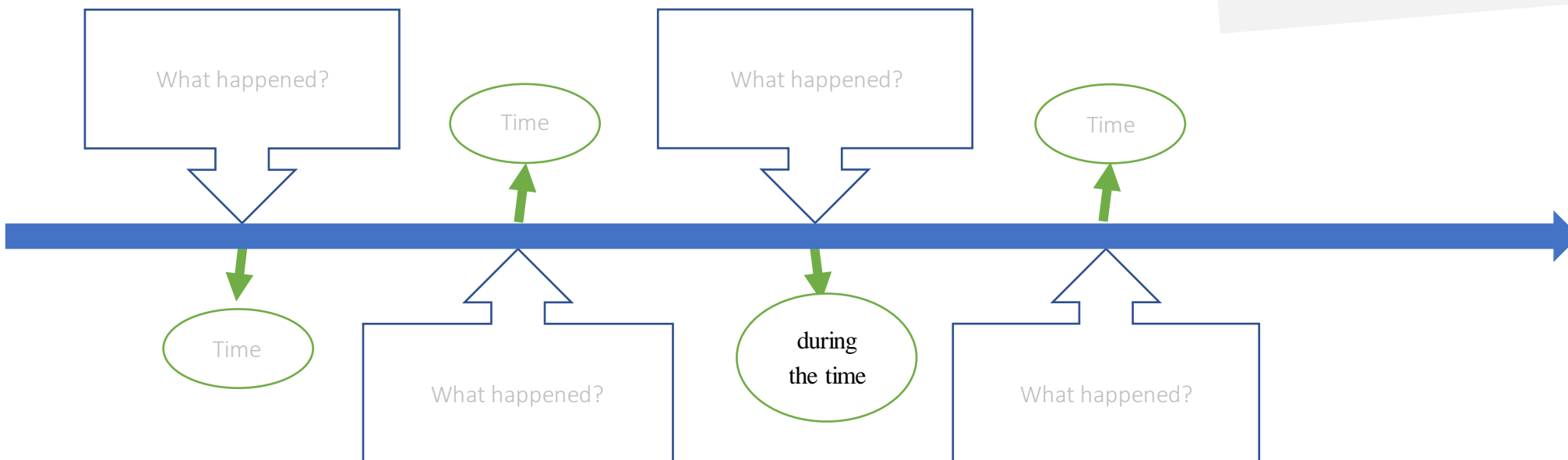
- Q1. What time did she go to bed?
 Q2: What time was it when a sound woke her up?
 Q3: What did the girl see?
 Q4: How did the girl feel when she saw that?
 Q5: What was that thing doing when she opened her eyes?
 Q6: What did that thing look like? Please draw it.
 Q7: Did the girl run or cry? Why or why not?
 Q8: What did the girl do to help or save herself?
 Q9: If you saw someone in your room, what would you do?



Timeline

1. Paste the events and time in order.
2. Add transition words to make the story better.

★**Transition Words:**
and, but, after, before, when,
then, at that time, however...



Your Turn

1. Think and Discuss: What do we need to write a story?

2. Work with your teammates.

- a. We have a new English teacher, Ms. Lin.
- b. Our English classes are different from the ones in the past.
- c. We have teammates to work together.
- d. We have more time to speak English.
- e. All my teammates worked hard and listened to Ms. Lin carefully.
- f. She even let us play some games in class.
- g. Everyone was having fun in that class.
- h. We are lucky to have Ms. Lin as our English teacher.

★ Transition Words:

now, also, this year, and, but,
before, after, this morning,
however, finally, when, ...



[1] Read all about it!



BIRMINGHAM SCHOOLBOY MISSING

A 15 year old schoolboy, Alan Cobb, is missing from his home in north Birmingham. He did not return home on Tuesday evening and later his mother found a note in his bedroom. The police are looking for Cobb in the Birmingham area.

MISSING SCHOOLBOY

Alan Cobb, the 15 year old schoolboy, is still missing from his home in Raines Avenue, Birmingham.

His mother, Mrs Vera Cobb, told a reporter: "He's never done anything like this before. On Monday night he seemed upset about something and went to bed early. I don't understand it. He wasn't in any trouble." According to the boy's father, Alan wrote in the note: "I've decided to run away. Don't worry about me. I can look after myself."

MISSING SCHOOLBOY ACCUSES POLICE

The parents of the Birmingham schoolboy missing from his home since last Tuesday evening yesterday received a letter from their son. According to the boy's mother, Alan wrote: "A police sergeant came to the house on Monday evening. You were both out and I didn't tell you because I was afraid. The sergeant asked me a lot of questions about that fire at the supermarket. He tried to frighten me. But I don't know anything about the fire!"

The letter carried a London postmark and the police are now looking for Alan in that area. They are also investigating the statements in his letter.

MISSING SCHOOLBOY RETURNS HOME

Alan Cobb, the schoolboy missing from his Birmingham home for nearly ten days, returned home last night.

"Alan doesn't want to talk to anyone at the moment," his father told a reporter. "He is worn out. But this isn't the end of the matter. Someone frightened my son and I'm not satisfied."

The police have promised a full investigation.

Phase 2 Read the text and fill in the information missing in the table.

Boy's name		Mother's name	
Age		Father's name	
Address			

Phase 3 Give more details.

- a) There was a fire.
- b) A policeman spoke to a boy.
- c) The boy ran away from home.
- d) The boy left a note.
- e) The boy wrote a letter.
- f) The boy came home.
- g) The boy's father spoke to a reporter.

Phase 3 True or False

- a) The Cobbs live in Raines Avenue, North London.
- b) A policeman came to Alan's house but his parents were not there at that time.
- c) Alan went to bed early on Tuesday evening.
- d) Alan stayed away from home for more than a week.
- e) The police found Alan and brought him home.

Phase 4 Form similar dialogues

Situation	Reason 1	Reason 2
go on holiday this year	was working in my uncle's shop	needed to earn some money
phone me on Sunday	was too busy	my mother was ill
catch the bus this morning	got up late	went to a party last night

Phase 4 Make up similar dialogues. Invent the second reasons yourself.

- a) B is moving a new flat. He needs a bigger place.
- b) B is going to evening classes. He wants to learn Russian.
- c) B has drawn a lot of money out of the bank. He is going to buy some new clothes.

Phase 5 Use the ideas to write similar notes.

Sorry, I wasn't able to come to the party on Saturday night. The fact is, I was not feeling very well because I ate too much at lunch time.

- a) send you a birthday present/ hadn't enough money/ am saving up to (get married)
- b) see you off at the airport/ stayed in bed all day/ had a terrible cold
- c) lost my temper with you the other day/ was feeling rather upset/

1. Icebreaker

Step 1 Think Answer the questions below. 5 min

1. Name: _____ School: _____ Years of Teaching: _____
2. What do you think are the benefits of teaching English speaking in your class?

3. What activity do you do to teach English speaking in your class?

4. Is there any difficulty or problem when teaching English speaking?

Step 2 Pair and Share Share your answers with your partner. Take some notes below. 5 min

1. Something about your partner

2. Something your partner share

Step 3 Group Work Work with your group and finish the task.

1. Decide the group leader: _____
2. Assign the task – Writer: _____, Speaker: _____, Photo Taker: _____
3. Team work time – Finish the worksheet, take a picture, and upload. 8 min
4. Group presentation

Step 4 Reflection Think about what we did just now!

1. Self-learning time - Scan the QR code and read the passage.
2. Take some notes about what you read.



*Activity Name: _____

*Required Skills: _____

*Your Ideas: _____

2. Why Oracy?



What is Oracy? Watch the Video and take down the key points.

1. Definition: _____
2. Oracy means the ability to
 - (a) _____
 - (b) _____
 - (c) _____
 - (d) _____
3. Oracy can make it easier to
 - (a) _____
 - (b) _____
 - (c) _____
4. Conclusion: _____

The Oracy Skills Framework



Scan the QR Code, check the oracy skill framework and answer the questions below.

Work with your group and finish the task. **8 min**

1. What can English teacher do?

2. What can teachers of other subjects do?

Role of Warm-up
Activity



12 Reasons to Use
Warm-up Activities



Thinking Routines



Understanding by
Design



3. How to Scaffold Learning?

What is “Scaffold”? In education, **scaffolding** refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. ~ From the **GLOSSARY OF EDUCATION REFORM**

The “ISS” Principles

1. **I** _____ **Key points** _____

Your turn Write down your own “Beginning” **2 min**

Share your Beginning with your group members. **3 min**

2. **S** _____ **Key points** _____

Two Truths and One Lie

1. Write down three things you have / haven't done before. **5 min**
(Two are true and the other is a lie).

Three things you have done

E.g. I have gone to one of Mayday's concerts.

✱

✱

✱

2. Share your sentences with your partner, and guess which of the three sentences is a lie.

I think when _____ said that _____, it was a lie.

3. **S** _____ **Key Points** _____

4. Some Examples

Some activities you can do

1. Famous Quotes

- BrainyQuote

2. Reading Fluency Check

- LearnMode 學習吧 / 語音辨識作業(英)

3. Performance Tasks

4. Q & A

- Teach students how to **answer questions** and **ask good questions**.

BrainyQuote



LearnMode



Performance Task Example - Being A Food Blogger

Work with your group and introduce a place near our school where people can enjoy great food there. Make a PowerPoint presentation and share with the class.

Example:

Hello, everyone. My name is.... (My name is.... My name is.... My name is....)

We are from group 1.

1. Today we are going to share with you something about Best-goose Restaurant, a famous Hakka restaurant **in Yangmei**.

2. How to get there? Go out from our school gate and turn right on Shin-nun St. Go along the street and turn right on Shin-chen Rd. Then go along for about 100 m. You'll see Best-goose Restaurant on your left.

3. The restaurant is famous for its Hakka food. **The business hours are from** 11 a.m. to 2 p.m., and from 5 p.m. to 8 p.m.

4. My favorite food there is Hakka thick rice noodles. The noodles are chewy but still soft. And they go well with the soup. They not only smell good but also taste delicious. Maybe you can give it a try one day.

Thank you for your time.

Your Mission

Make a PowerPoint presentation which includes at least 7 pages.

Page **1** – Cover page – Your group name

Page **2** – Introduce the group members

Page **3** – Which store to introduce

Page **4** – How to get there

Page **5** – What to have there? The business hours

Page **6** – One of your favorite dish / drink / dessert and how does it taste

Page **7** – Thank- you page

Your turn

Hello everyone. My name is _____. My name is _____. My name is _____.

My name is _____. We are from group _____.

① **Today we are going to share with you something about** _____, a _____ **in Yangmei**.

② **How to get there** _____

③ (What to have there? The business hours...) _____

④ **My favorite food there is** _____

Thank you for your time.

英語教師運用閱讀策略與英語口說教學能力實作工作坊實施計畫

上午場閱讀策略回饋單：



下午場口說策略回饋單：





～筆記欄～