全英語教學策略:

停。看。聽

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Share

- Please describe one of your typical English lessons.

- Please identify the common elements among the lessons.

核心素養與領域的連結

課綱: 英語科目為例

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英語文課程目標

1. 培養英語文聽、說、讀、寫的能力,應用於日常生活溝通。

2. 提升學習英語文的興趣並涵育積極的學習態度,主動涉獵各領域知識。

3. 建構有效的英語文學習方法,強化自學能力,奠定終身學習之基礎。

4. 尊重與悅納多元文化,培養國際視野與全球永續發展的世界觀。

5. 培養以英語文進行邏輯思考、分析、整合與創新的能力。

Think about the questions

1. Learning Goal:

- What are the students able to learn from this unit?

2. Learning Outcome:

- What will the students perform to show that they have reached the goal?

- What are methods to evaluate students' learning?

3. Learning scaffolding:

- What activities/task should be used to help them reach the goal?

- What new language elements should the students learn, and how can I help them to use and learn new language elements?

NEW ERA: SCAFFOLDING STRATEGIES

✓ Multiliteracies: 多元識讀

✓ Multimodality: 多模態學習

多元識讀 (multiliteracies)

Literacy

- The ability to read and write.
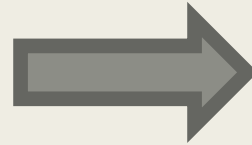
Multiliteracies
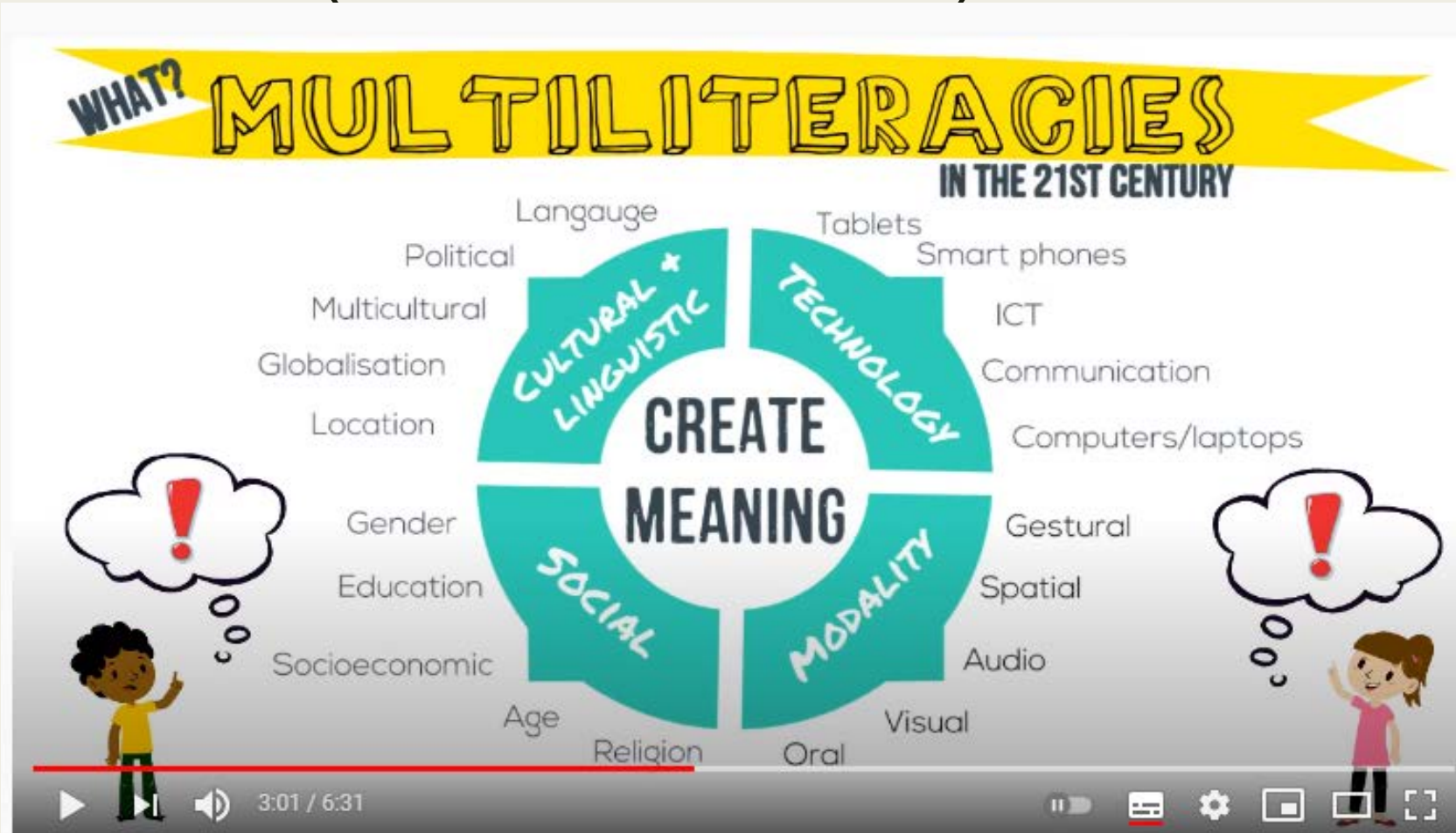
- Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts.

- the variability of meaning making in different cultural, social or domain-specific contexts.

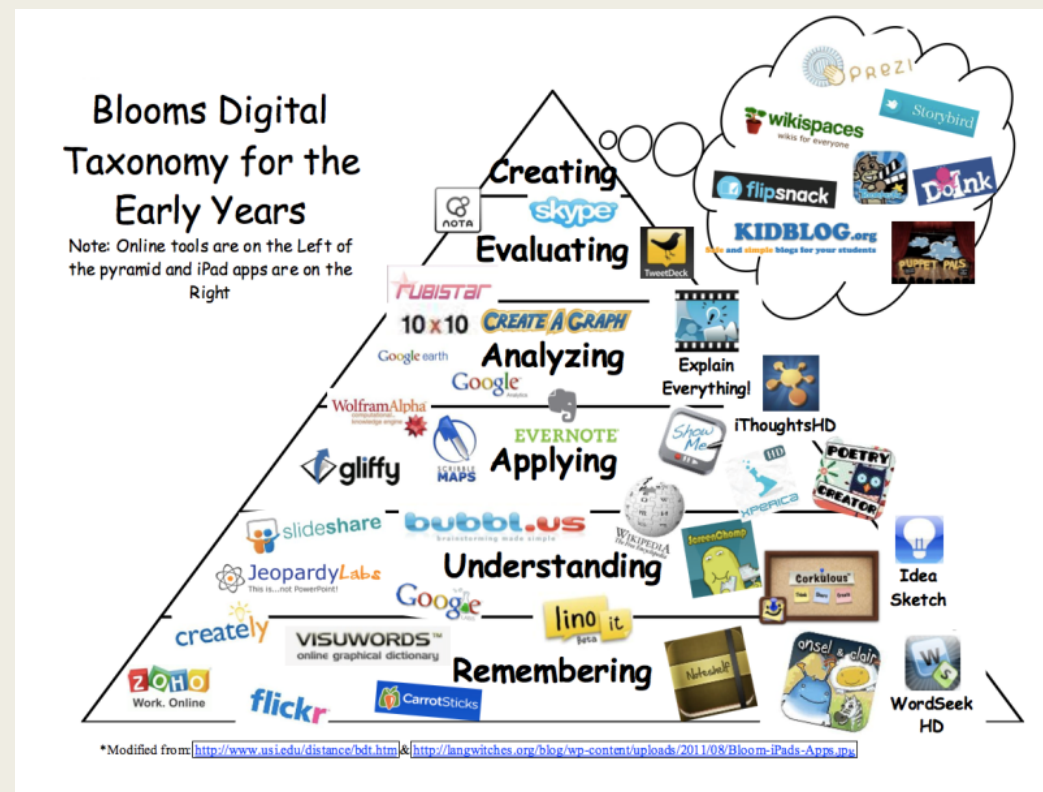# 多元識讀 (multiliteracies)

https://www.youtube.com/watch?v=on2XyAl
Wh64&t=48s

Multiliteracies and English Learning

- Technology-enhanced learning: 英語教學教學時，教師可利用如網路、 多媒體及數位媒體等多元的新科技進行授課。

- Cross-cultural communication: 學生也可以利用科技與外界溝通互動並呈現學習成果來促進真實的學習。

Multiliteracies and English Education

■ 教學實例:

Intel Bridge Project
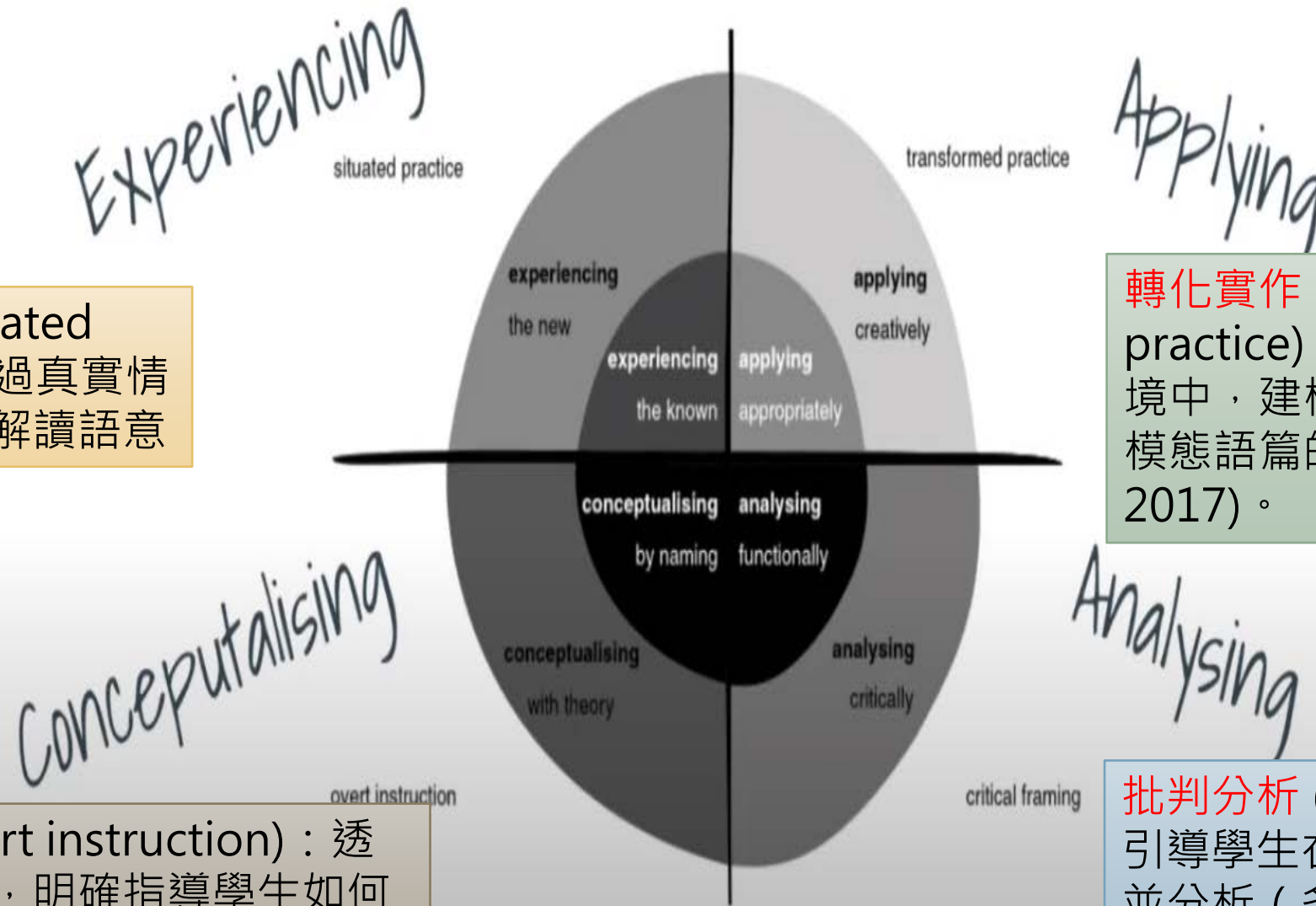https://www.youtube.com/watch?v=BgbxPp_6KPE

多元識讀教學法
(A pedagogy of Multiliteracies)

情境實踐 (situated practice)：透過真實情境，協助學生解讀語意
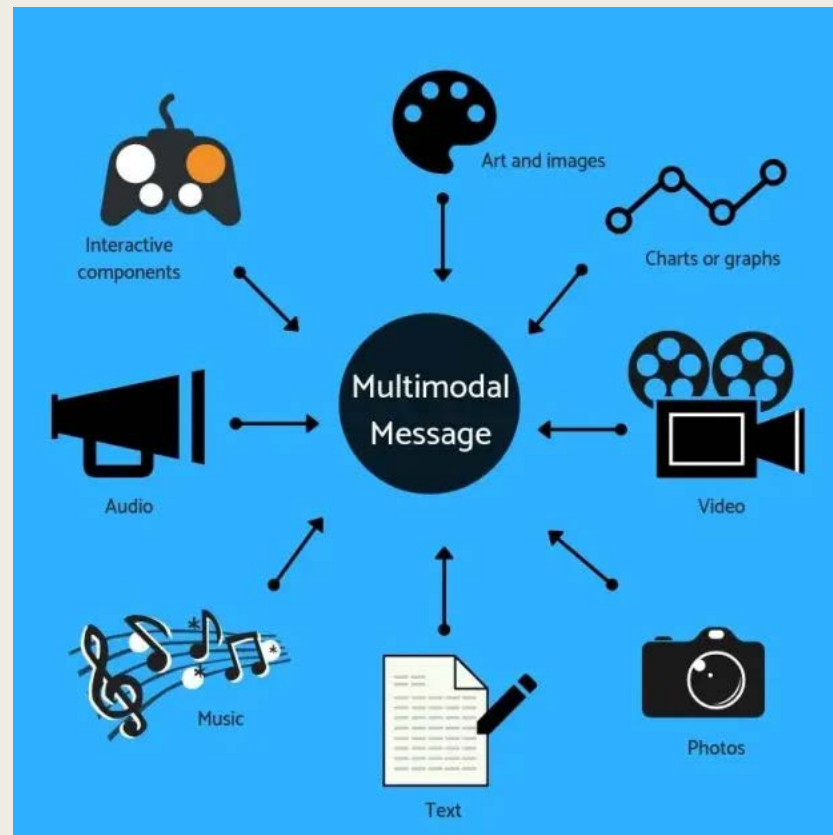
明確指導 (overt instruction)：透過多模態資源，明確指導學生如何在真實語境中建構意義等。

轉化實作 (transformed practice)：在新的社會文化語境中，建構獨立解讀與建構多模態語篇的能力 (馮德正，2017)。
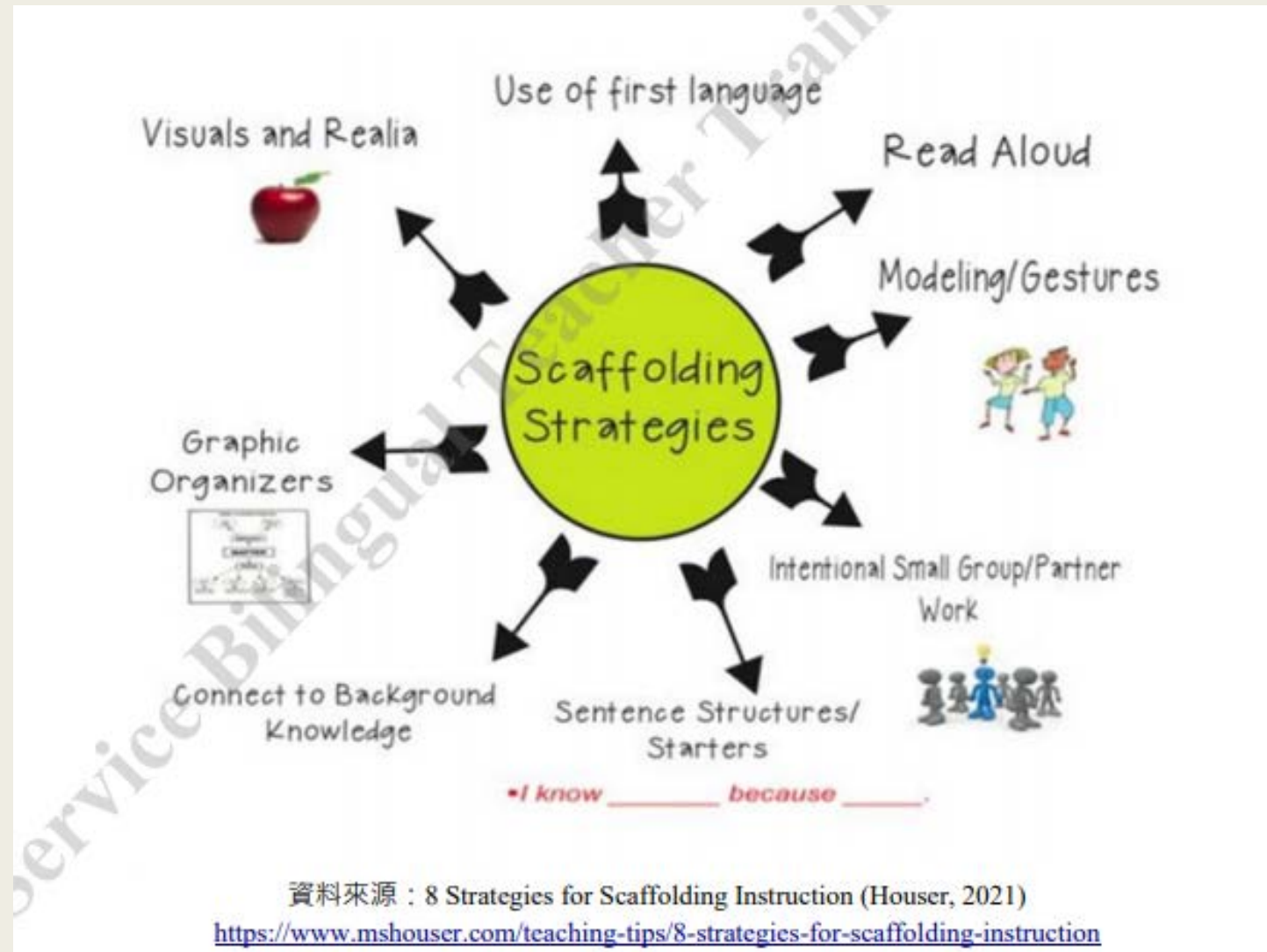
批判分析 (critical framing)：引導學生在情境實踐中，理解並分析（多模態）語篇中的價值觀與意識形態，

Multimodality (多模態)

- 人們在進行溝通時，可以透過語言、視覺資源（例如，圖像）及肢體語言（例如，手勢）來表達意義 (曾俊傑，2021)。

Multimodality

- More-context embedded CLIL learning

資料來源：8 Strategies for Scaffolding Instruction (Houser, 2021)
https://www.mshouser.com/teaching-tips/8-strategies-for-scaffolding-instruction

Think about teaching procedure

- **Vocabulary learning in context: Theme-based content words**

- Semantic wheel

- **Reading:**

- Picture Walk (Build up background knowledge)

- Strategic reading (Comprehension + Independent reader)

- Concept map + Note-taking

- **Grammar teaching (Use of language)**

- Inforgraphic

- **Extended tasks or exercise**

- Online resources

Teaching Target vocabulary

1. Constructing a lexical set: a group of words or phrases that have a common theme.

2. The way to introduce vocabulary

✓ easy ⟶ difficult

✓ familiar ⟶ less familiar

✓ frequent ⟶ less frequent

✓ concrete ⟶ abstract

Vocabulary Learning Techniques

1. Using word wheels (semantic networks)

- Having students acquire new vocabulary in context.

- Group words semantically rather than alphabetically.
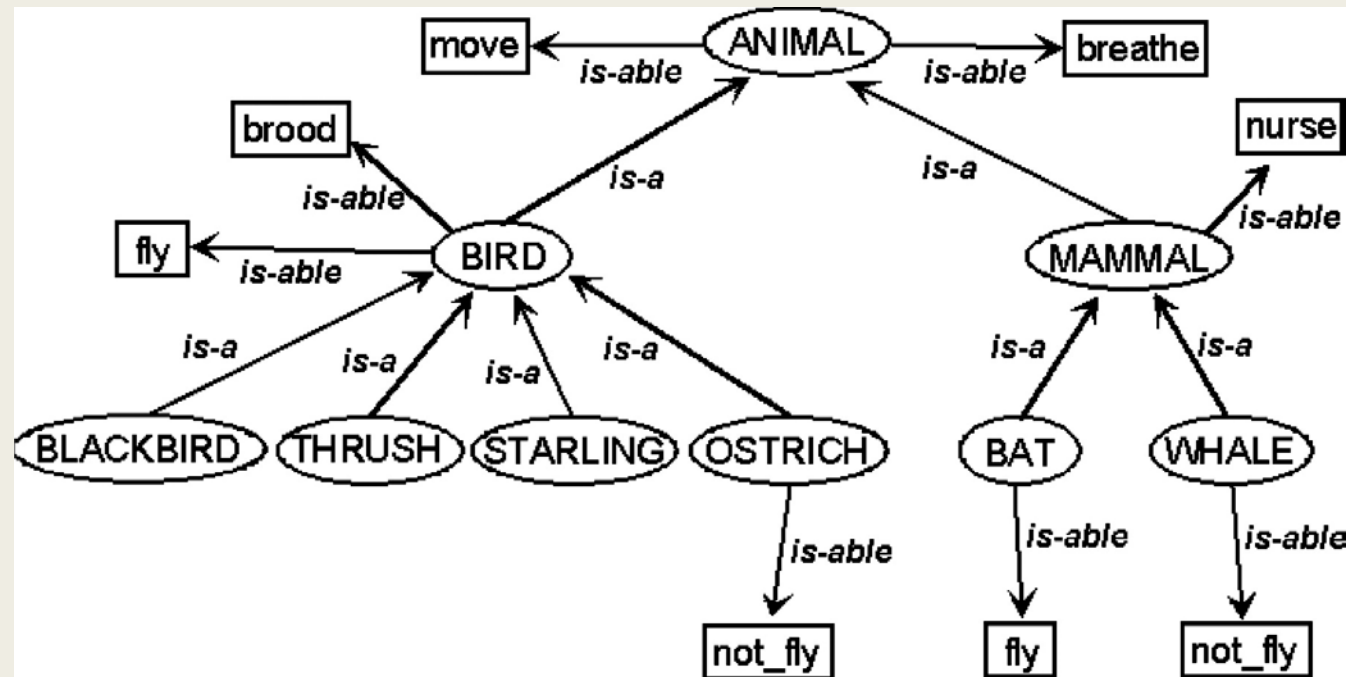
An idea for teaching reading: Picture Walk

Tips for Using Picture Walk

1. See the front cover page

Ask: What do you think this story is about?

Purpose: Identify the character(s) of this story.

2.   Look at the every picture of this story.

Ask: What do you think "chicken pox " is?

Purpose: Prepare the students' unknown vocabulary or concept.

3. Pick the repeated sight words and 5W questions: Who, What, Where, When, How

Ask: What do you see on this page?

Ask: What happens next?

Purpose: predict the content

4. Ask about emotion and feelings

Ask: How does this little boy feel?

Free online resources

Other online resources

雙語鷹架策略: INFORGARPHIC

Infographics

Information ＋ Graphics

- 將大量的資訊、數據或知識化繁為簡，清楚地以圖表呈現。

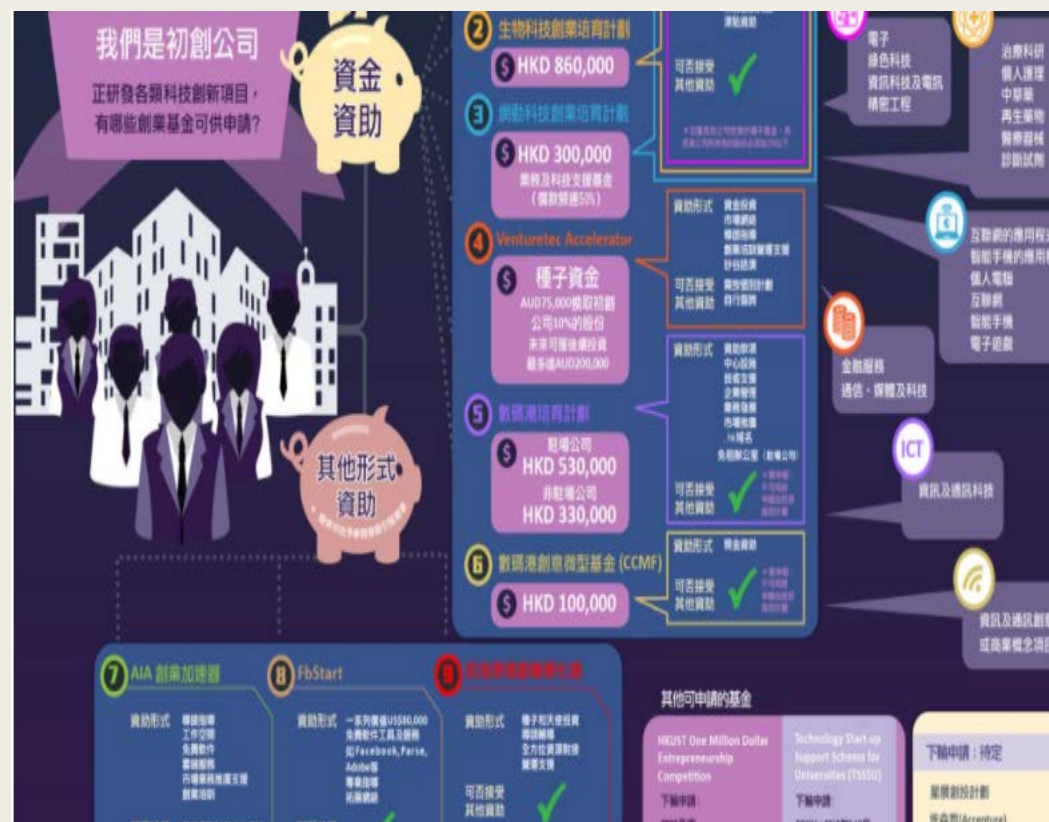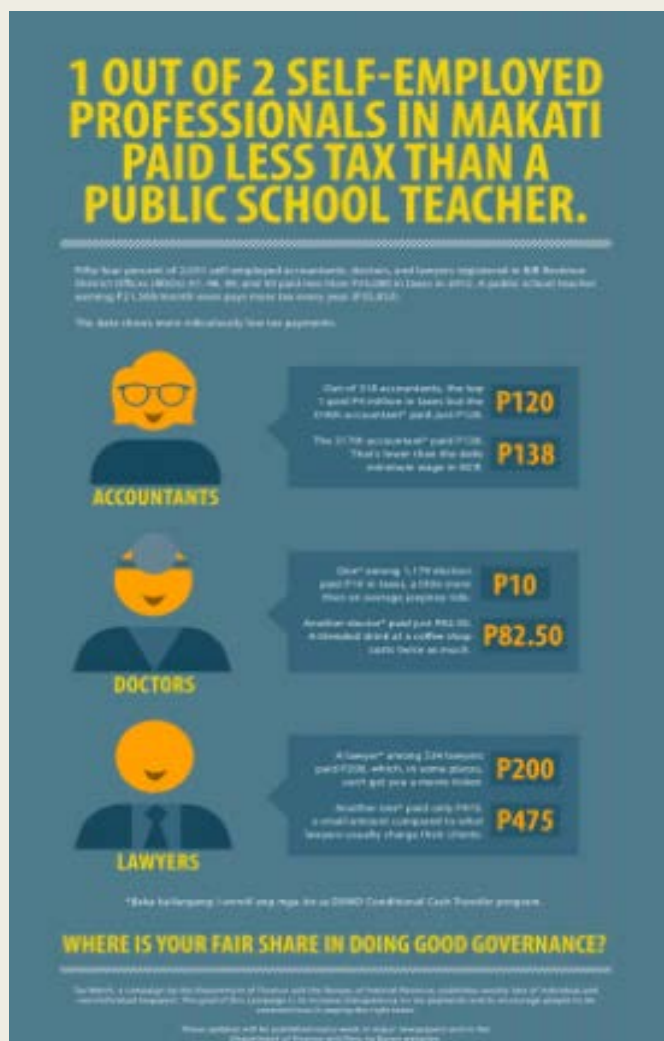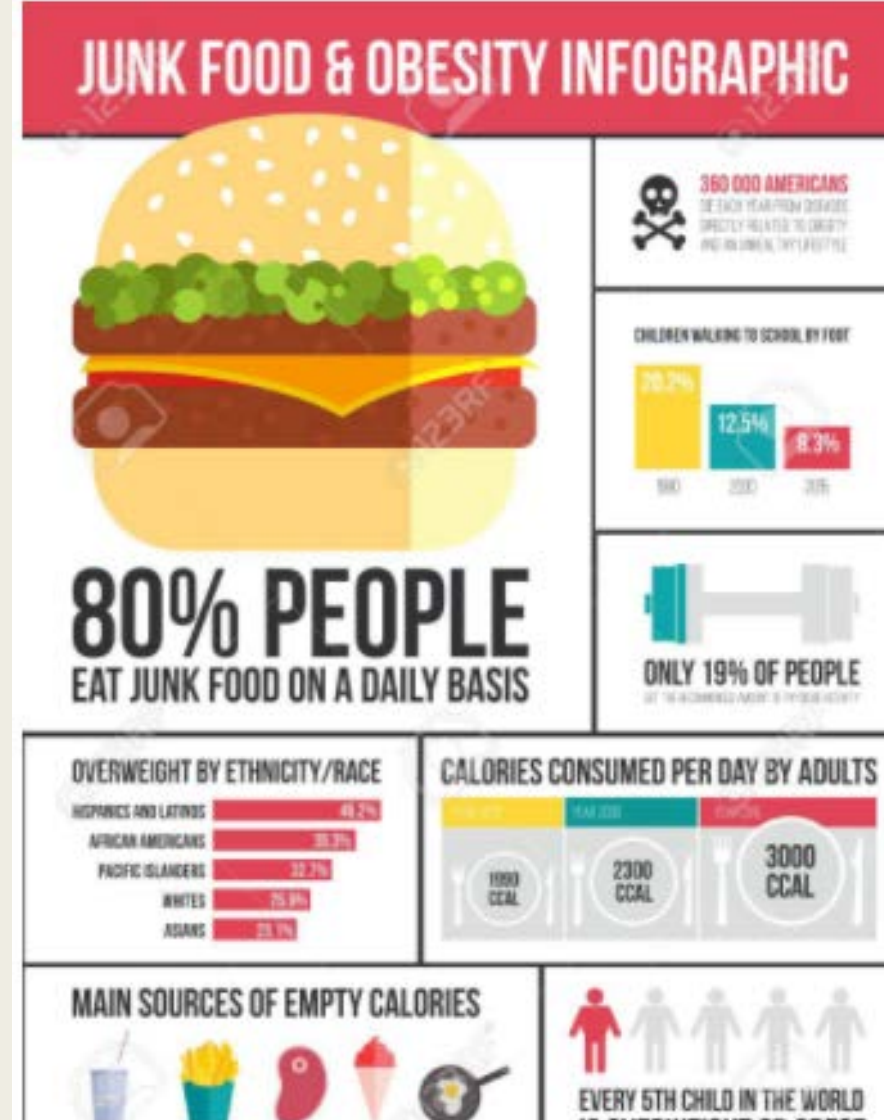- Context-embedded, less cognitively demanding:

利用視覺化的手法呈現經過整理後的資料。圖像資訊是 一個有效的教學鷹架，讓學科知識聚焦，簡化英語內容呈現。

Which one?

Which one?

UK Recycling tonnage

Inforgrahpics 設計軟體

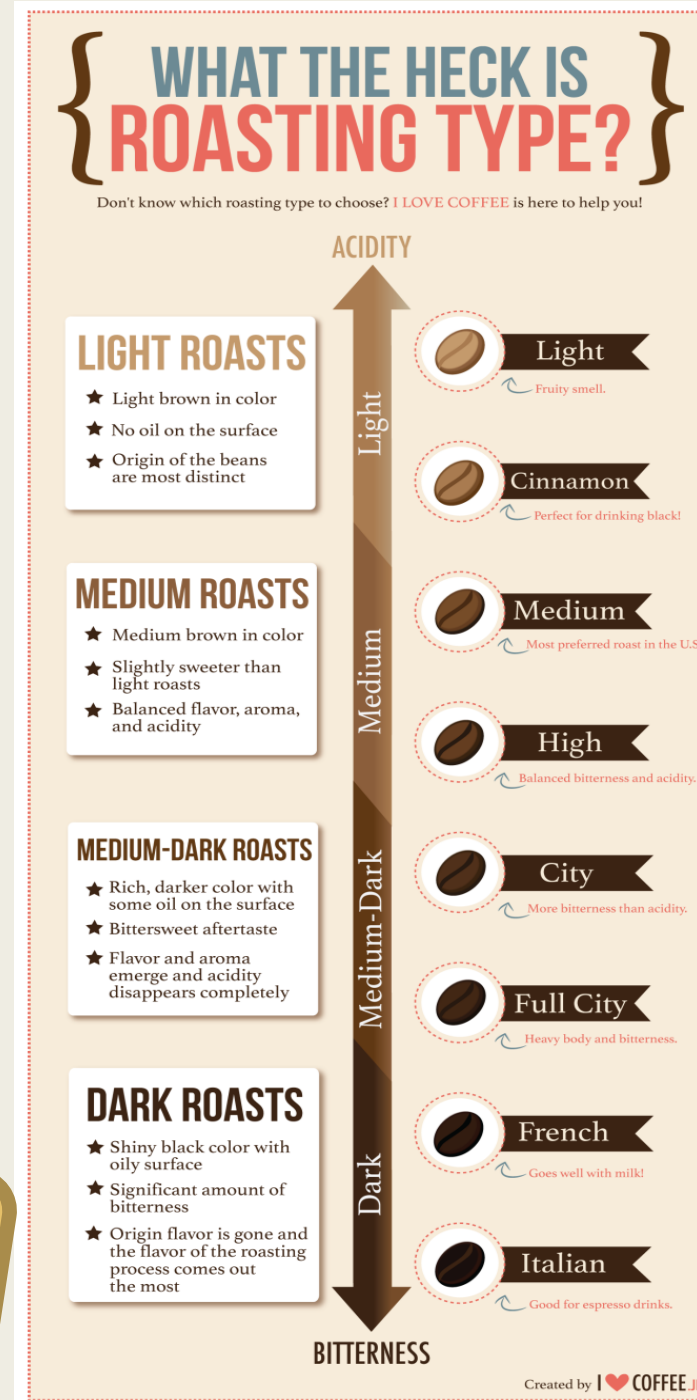- Canva (免費)
- Venngage (付費)

數位風

Infographics Structures and Principles

1. **Title :** Strong and Catchy (Number + Adjective + Noun+ Keyword + Color)

2. **Introduction :** Sum up what your infographic is.

3. **Subheadings:** identify topics and draw the reader from one topic to the next.

4. **Chart and graph labels:** A few words to explain what's being shown.

5. **Sources and footnotes**

What can you do with a good infographics?

✓ 找出5-10知識訊息: Find 5 - 10 interesting facts in the infographic.

✓ 寫出小總結: Write up some of the information in the infographic as a summary report.

✓ 做出口語報告: Give a spoken presentation to the class using the infographic as support.

✓ 給小考: Produce a quiz about the infographic to check the understanding of other students in the class.

✓ 冷知識: Find some information that surprised you most in the infographic.

Resources

成大外語團隊 (2021) 教育部國中小雙語教學 在職教師增能學分班教學資源手冊

線上資源:

新閱讀素養

https://www.youtube.com/watch?v=xsRvKFGotyw

多元識讀的定義

https://www.youtube.com/watch?v=on2XyAIWh64&t=48s

Intel Bridge Project https://www.youtube.com/watch?v=BgbxPp_6KPE

芬蘭新課程改革：培養孩子這七種「橫貫能力」

網址：https://kknews.cc/education/jr33xl6.html

Inforgarphic apps: Canva

https://www.canva.com/