

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

十二年國教英語文領綱課程目標及特質

養成自主學習與
終身學習英語的習慣

以學生為中心

重視溝通功能

獲取新知工具

建構學習方法

尊重多元文化

強調思考創新

培養英語文聽、說、讀、寫能力

課綱：英語科目為例

英語文課程目標



培養英語文聽、說、讀、寫的能力，應用於日常生活溝通。



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。



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。



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。



培養以英語文進行邏輯思考、分析、整合與創新能力。

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?

A thick black L-shaped frame is positioned around the text. It starts at the top left, goes right, then down, then right again, forming a large 'C' shape that frames the content.

NEW ERA: SCAFFOLDING STRATEGIES

- ✓ Multiliteracies: 多元識讀
- ✓ Multimodality: 多模態學習

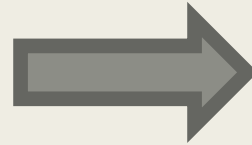
多元識讀 (multiliteracies)

Literacy



Static communication:

- The ability to read and write.



Multiliteracies



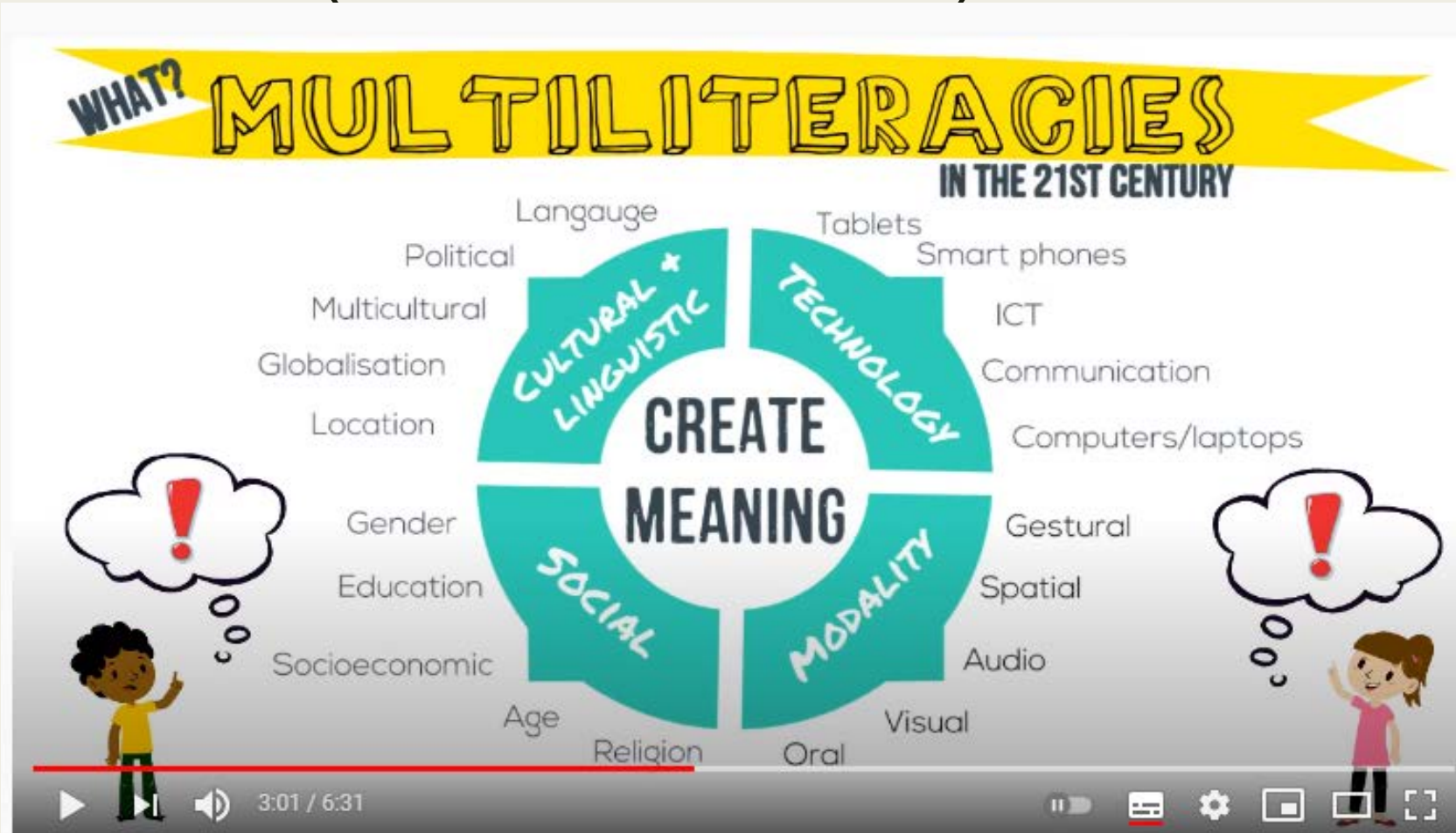
Dynamic communication:

- Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts.

Multiple interpretations:

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

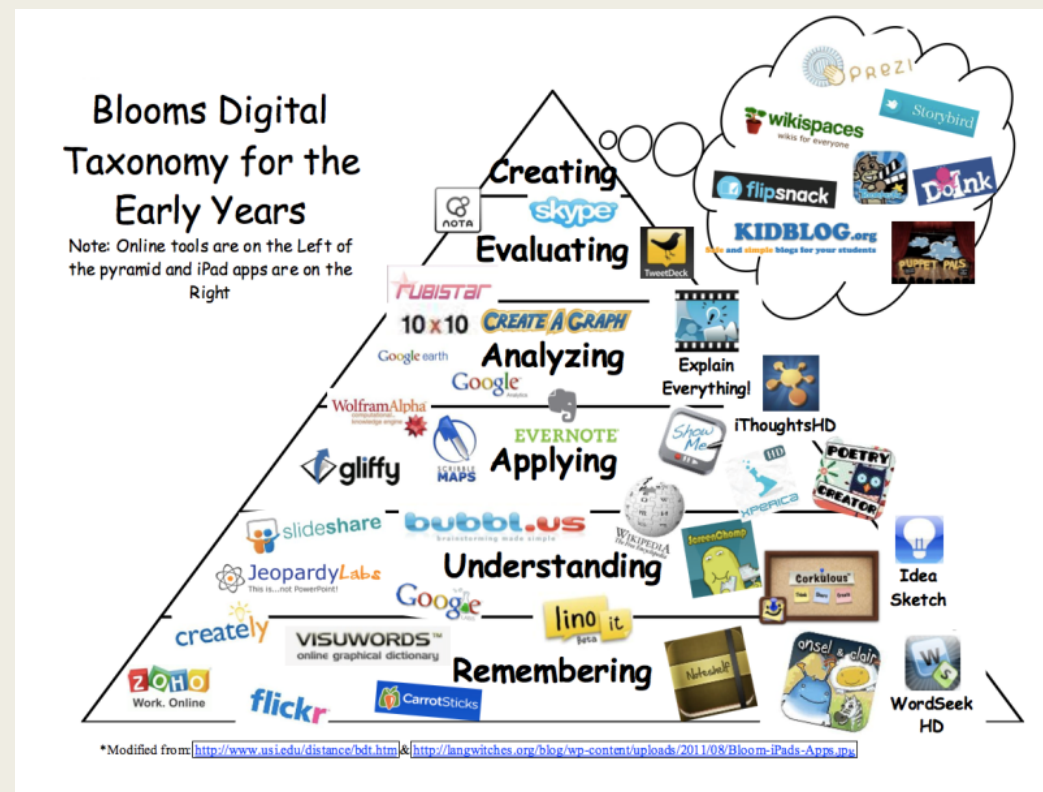
多元識讀 (multiliteracies)



<https://www.youtube.com/watch?v=on2XyAlWh64&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

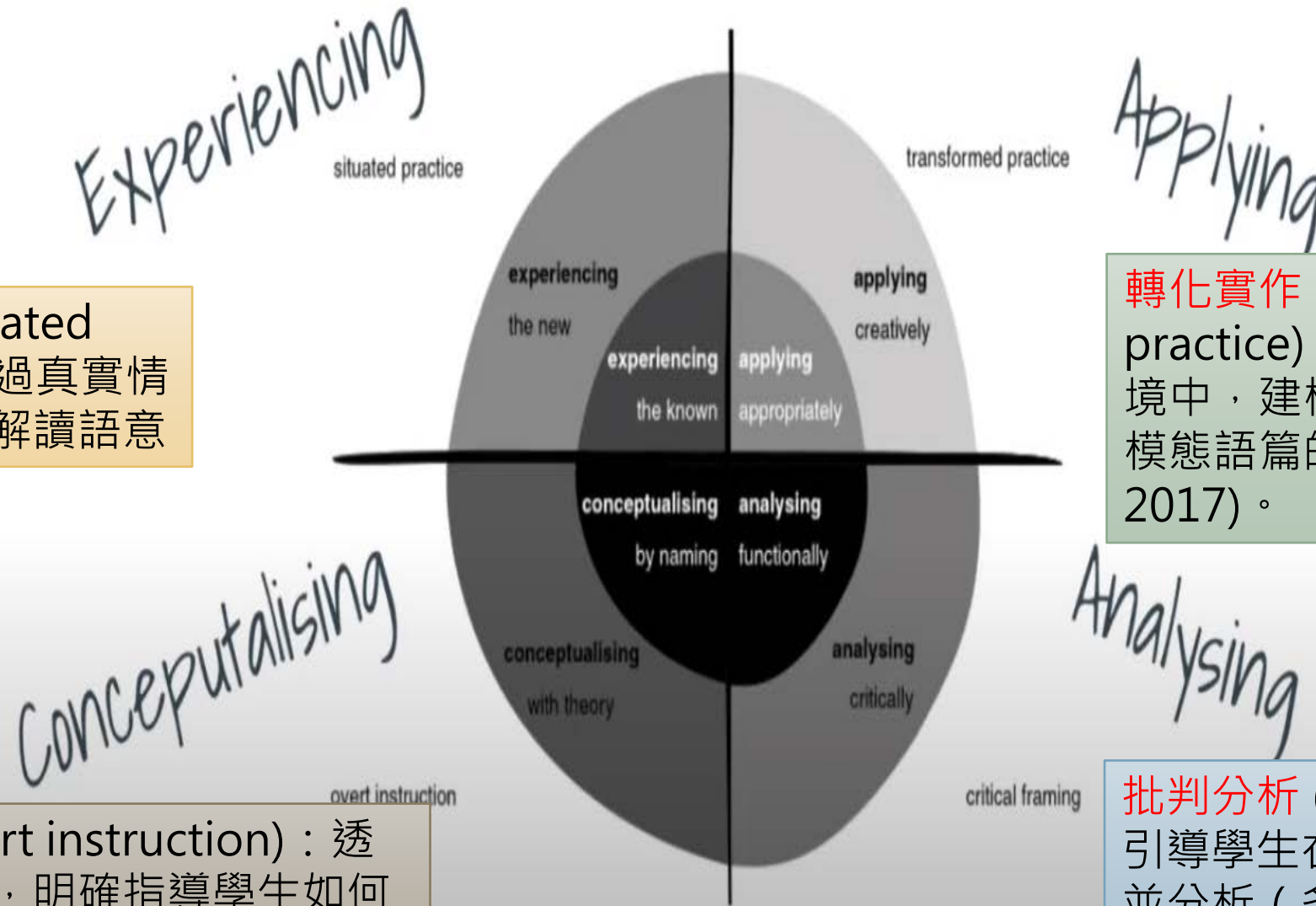


多元識讀教學法 (A pedagogy of Multiliteracies)

<https://www.youtube.com/watch?v=on2XyAlWh64&t=48s>

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。

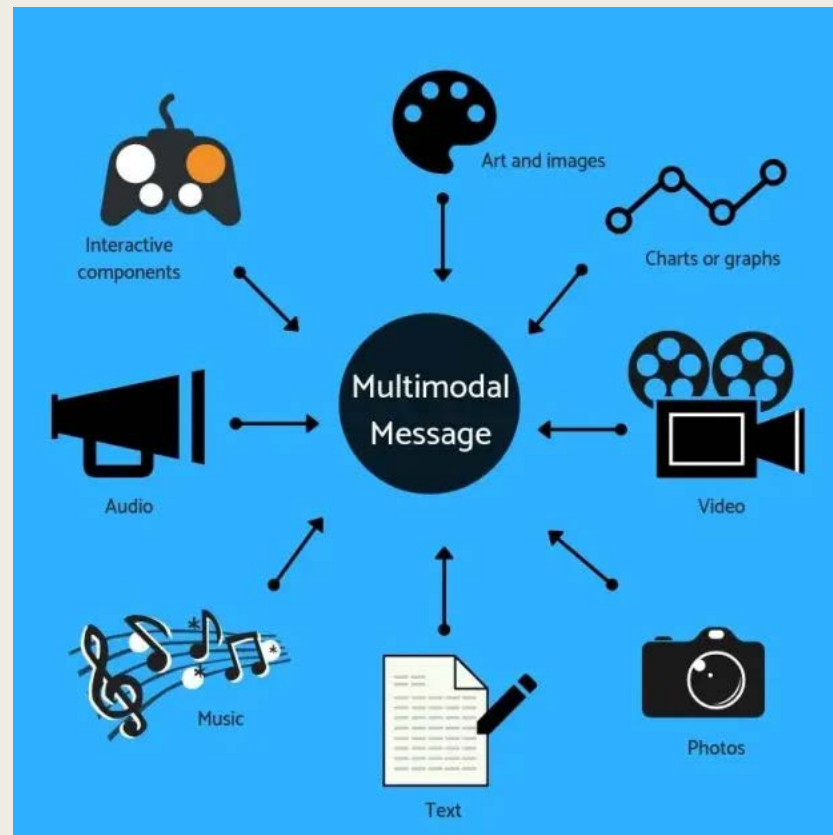


轉化實作 (transformed practice)：在新的社會文化語境中，建構獨立解讀與建構多模態語篇的能力 (馮德正，2017)。

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。

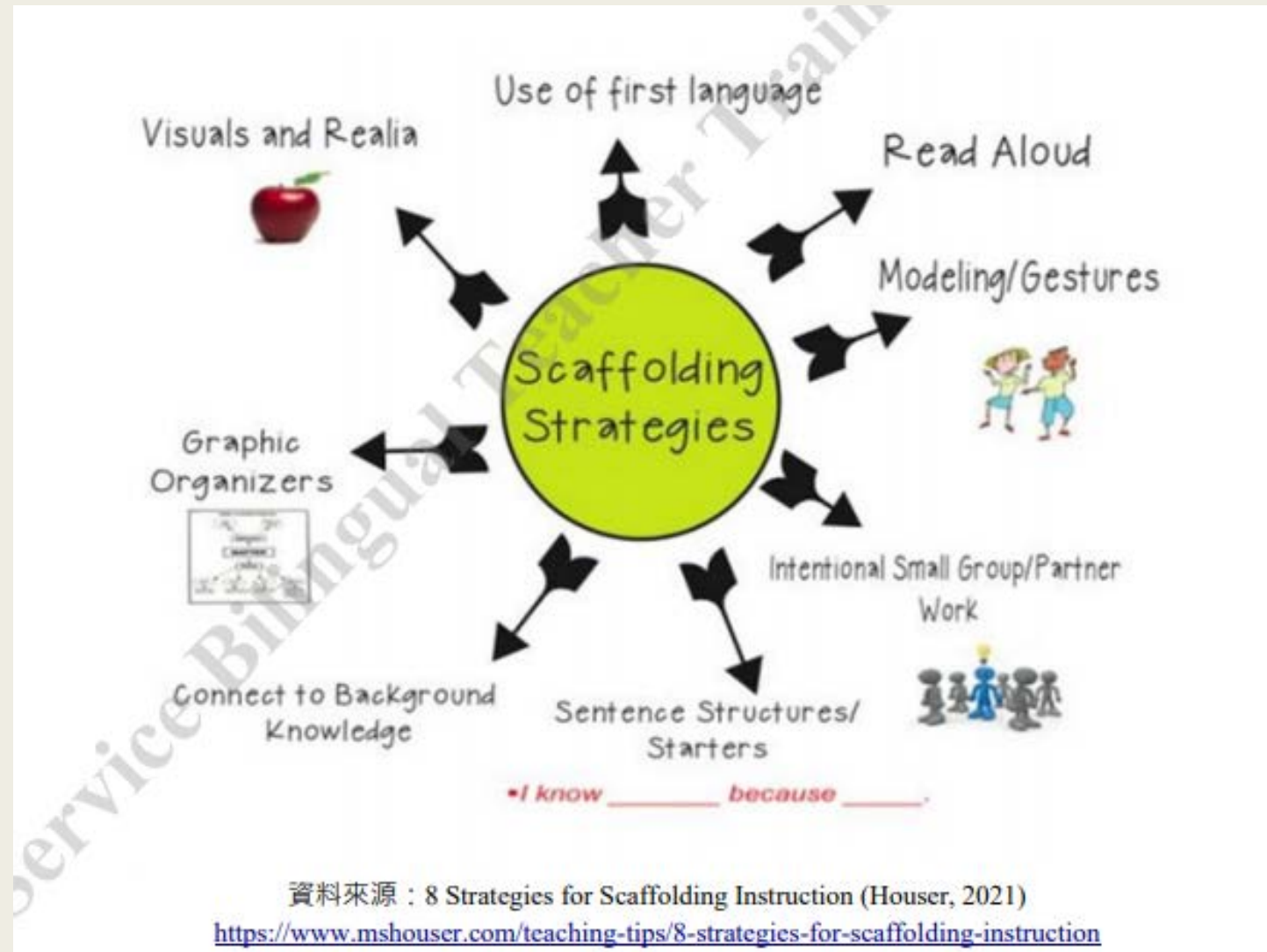
Multimodality (多模態)

- 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



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

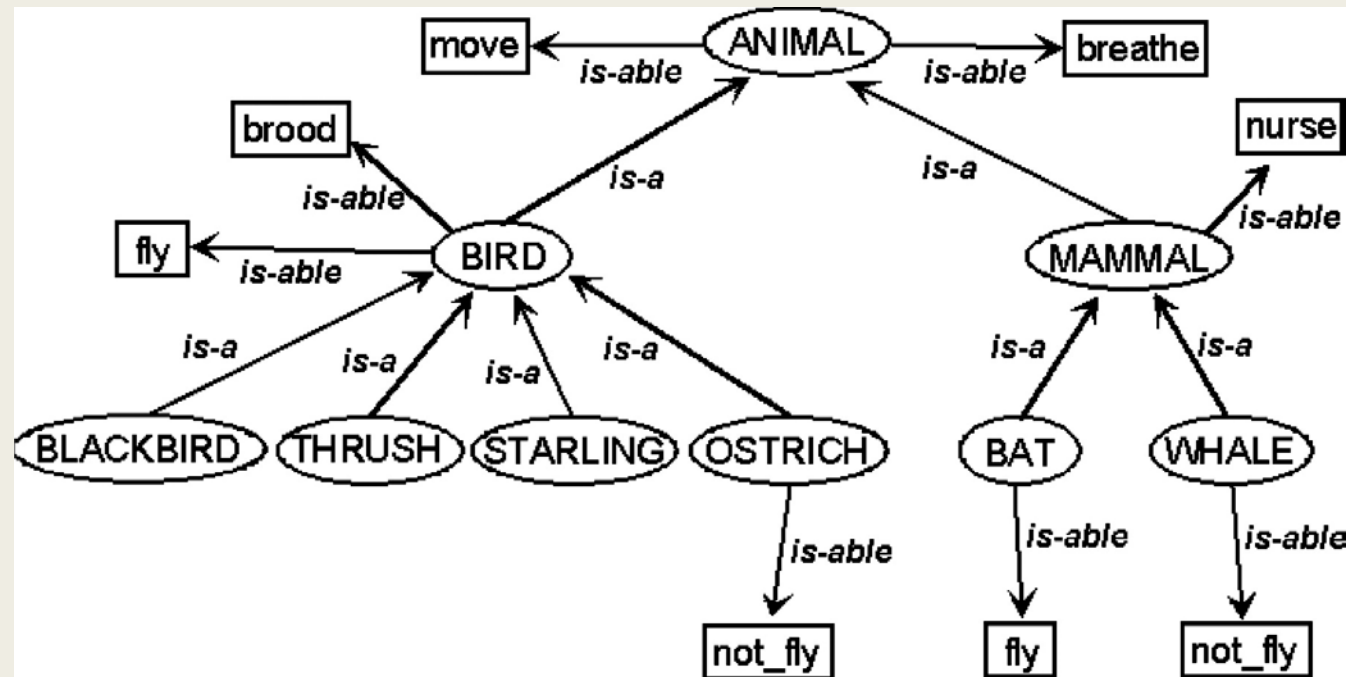
- Online resources

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

均一教育平台
課程探索 合作夥伴 段考複習 搜尋

支持 教學管理 學習主頁

英語文

主題式
國小
國中
高中

English

內容來自以下單位或數位服務之授權 (含CC授權)

COOL ENGLISH 因材網 教育雲 酷課雲 Many Great Teachers

關於

感謝酷英、因材網、教育雲、酷課雲等單位或數位服務之授權，以及熱血教師們無私製作分享學習資源！均一英語文有主題和年段兩種分類，其中「活刊」是基於語用學與 word chunks 的理念，重視生活實際情境，素材包括單字、片語、文法等傳統項目，希望你能找到適合的課程！

酷英英語學習平台
教育部因材網
教育雲教育媒體影音
臺北酷課雲

啟用 Windows
移至 [設定] 以啟用 Windows。



OL ENGLISH 課程專區 比賽專區 協助中心 我的班級 搜尋 通知 登入 Chuang Min-Tun

閱讀 寫作 字彙 文法 遊戲 會考增分區

打歌學英文(選項版)

既想要享受音樂又想要精進英文？那就來打歌學英文！這次，有選項囉！※ 小提醒：當使用手機或平板等其他載具時，建議您橫放使用，以獲得最佳體驗。

主 小遊戲

既想要打歌？那醒！當具時，最佳體

的有趣英語小遊



COOL ENGLISH 課程專區 比賽專區 協助中心 我的班級 搜尋 通知 登入 Chuang Min-Tun

輕鬆學文法動畫影片

部編本文法試題 文法總動員 神奇文法書 輕鬆學文法動畫影片 流行音樂學文法

課程內容 操作導覽 完成進度: 0 / 64 成績

本區精挑12大文法主題，針對各個主題製作真人解說的文法動畫影片。影片包含詳細的文法講解、動畫短片提供範例、例句的文法解析，內容完整，幫助學生在日常對話中掌握文法。

【此區適合剛開始學習文法的學生，具有詳細完整的說明。】

因相容性問題，試題在手機頁面可能有跑版或呈現不完整的情況，團隊將儘速修復。建議將手機瀏覽器切換至網頁版，以獲得最佳使用體驗。

名詞、代名詞與人稱代名詞
量詞、冠詞與指定詞

啟用 Windows
移至 [設定] 以啟用 Windows。



Other online resources

liveworksheets.com/search.asp?content=who

Google | https://accountwe... | E化校園--歡迎光臨... | 別再讓「孩子學外... | 親子活動 | 薩提爾成長 | 其他

LIVWORKSHEETS Search interactive worksheets Advanced search English - Español

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Students access Teachers access

Adapted Mind

1st Grade 3rd Grade 5th Grade 7th Grade
2nd Grade 4th Grade 6th Grade 8th Grade

Search results: who



新分頁 | Google | https://accountwe... | E化校園--歡迎光臨... | 別再讓「孩子學外... | 親子活動 | 薩提爾成長

READING BEAR WatchKnowLearn

Reading Bear Needs Your Help
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(Click Here for details)

We sound it out — you learn to read. Totally free!

[Rave Reviews](#)
"The mind is not a vessel that needs filling, but wood that needs igniting."
— Plutarch

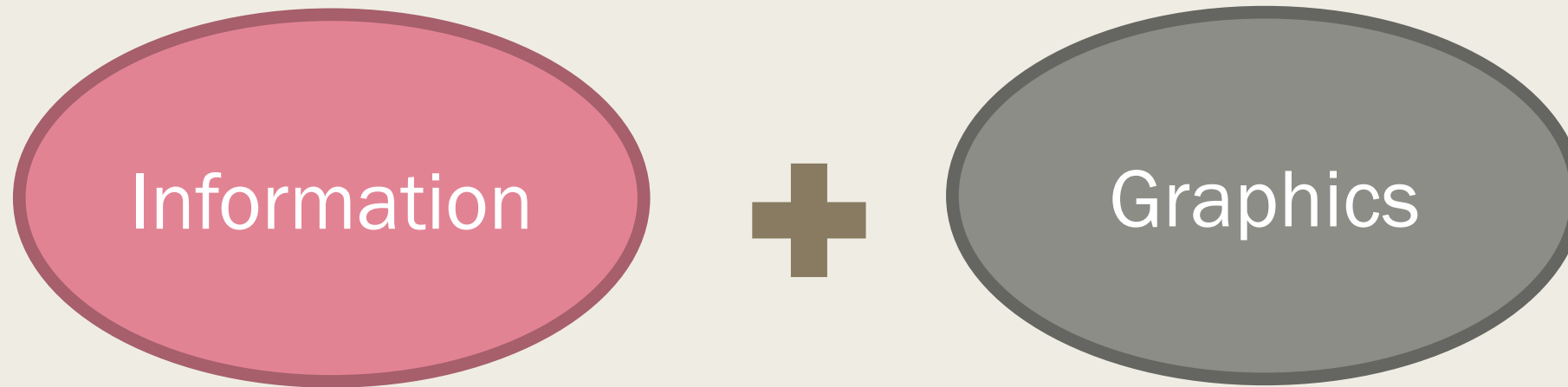
Home page
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Getting Started
Training Videos
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SETTINGS

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雙語鷹架策略: INFORGAPHIC

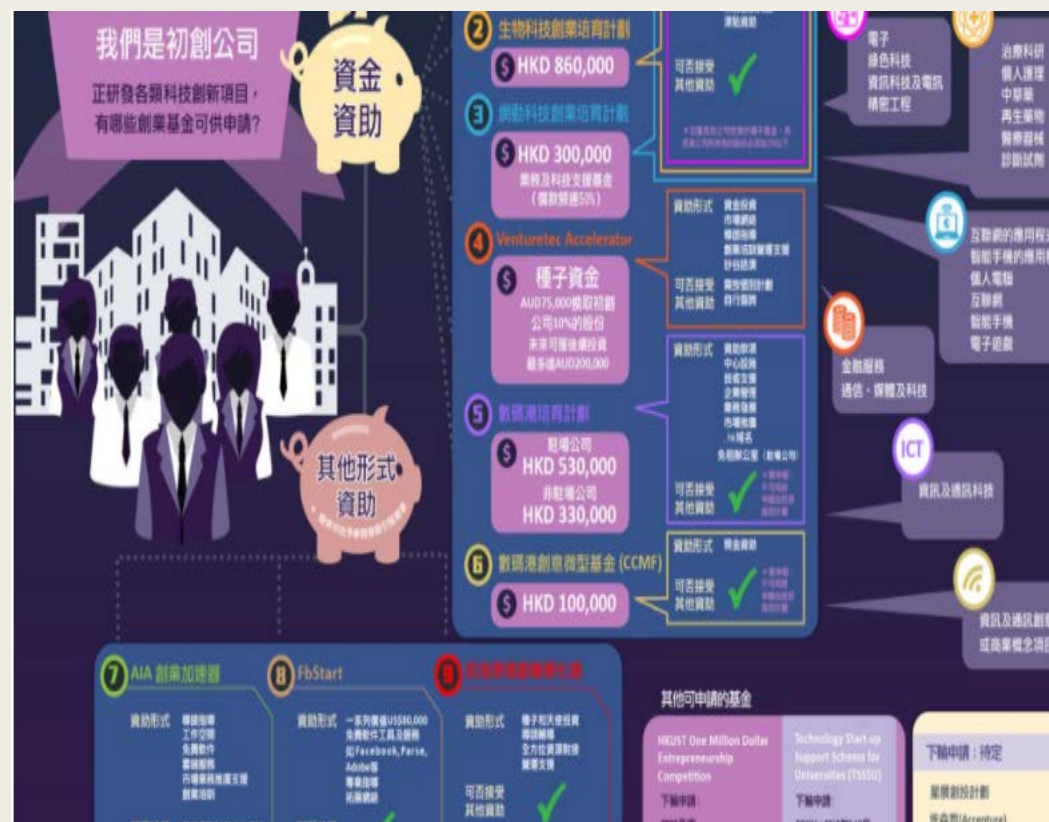
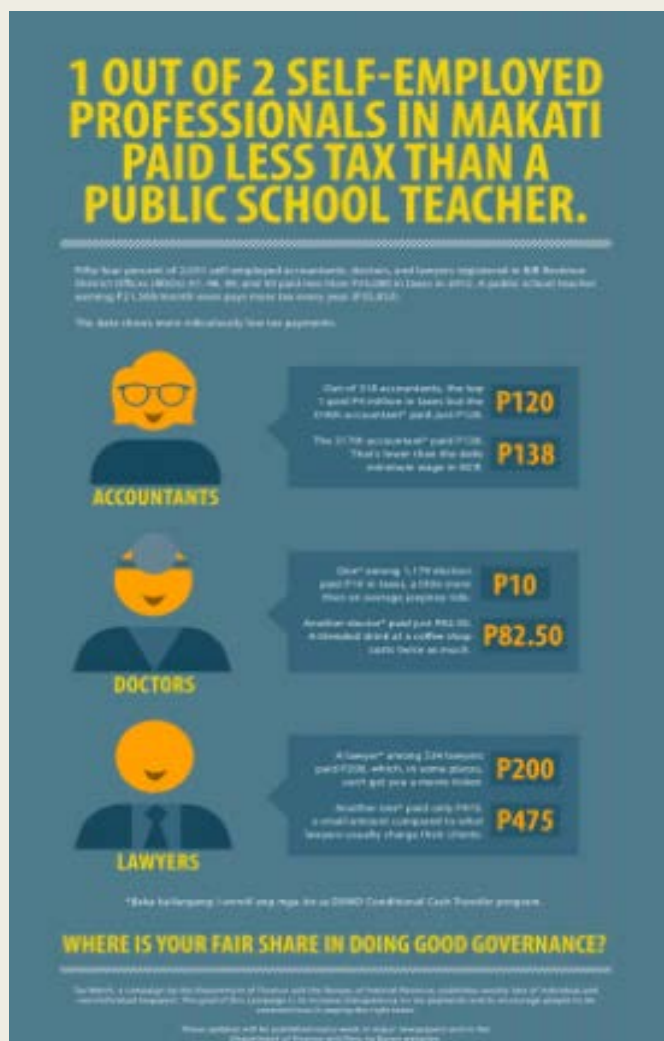
Infographics



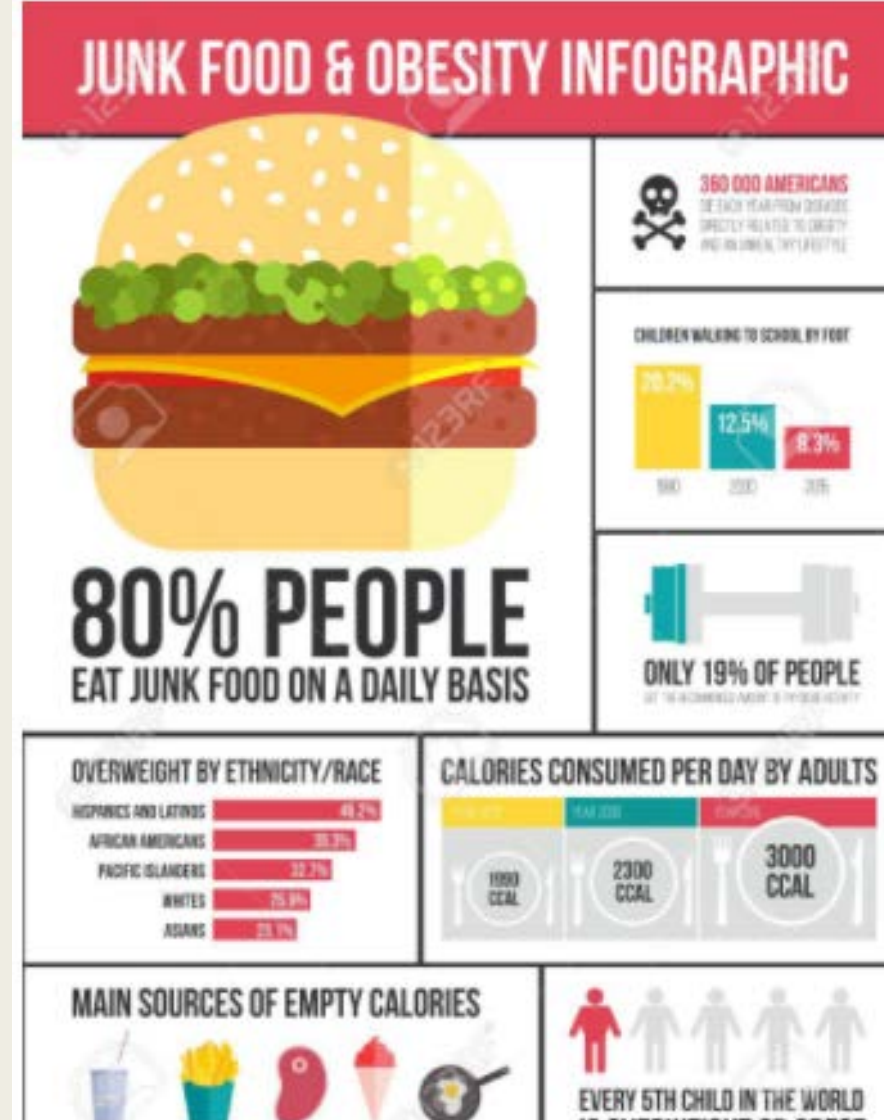
- 將大量的資訊、數據或知識化繁為簡，清楚地以圖表呈現。
- Context-embedded, less cognitively demanding:

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?

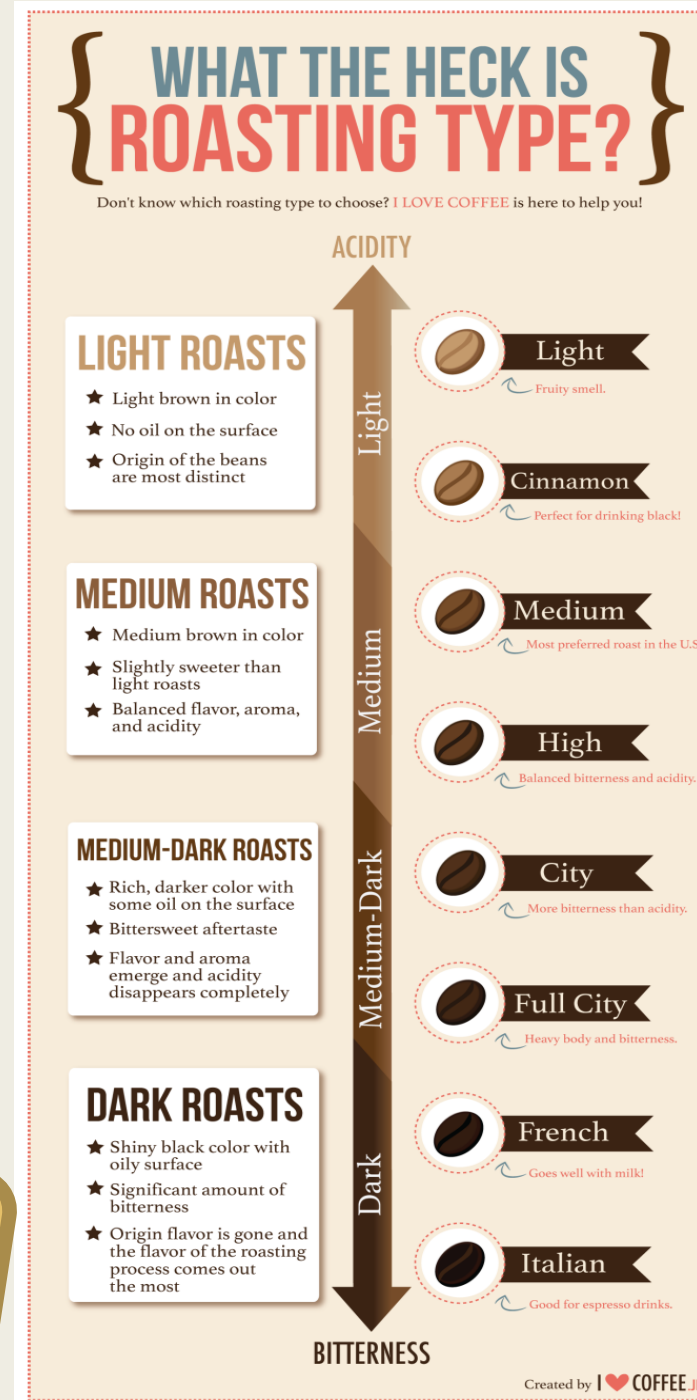




Infographic 設計軟體

- 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 infographic?

- ✓ 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=on2XyAlWh64&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>

Infographic apps: Canva

<https://www.canva.com/>