英文以全英語教學之概念和策略

Teaching English in English (TEIE): Concepts and Strategies

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Agenda (課程表)

- **Background** and **Breaking the Myths**
  (背景和打破神話)
- **English Teaching Materials design elements**
  (英語教材設計要素)
- **Sample curriculum design**
  (課程設計例子)
- **Small group discussion and sharing**
  (小組討論和修改)

Speaker Introduction

<u>Education</u>

National Cheng Kung University, Tainan

Ph.D. in Education: Curriculum and Design

Teaching Experience

1. Early childhood education: 20 years

   5 years in Canada (ECE I), 15 years in Taiwan (EFL, bilingual, integrated learning activities)

2. Primary/secondary education: 22 years

   4 years in Canada (Special Education; EFL), 18 years in Taiwan (EFL and全英語)

3. Higher Education and Teacher Training: 12 years

   12 years in Taiwan (EFL; Innovative Curriculum Design)

服務

偏鄉學校英語活動設計師和導師（志工；每週八節）

學術演講和
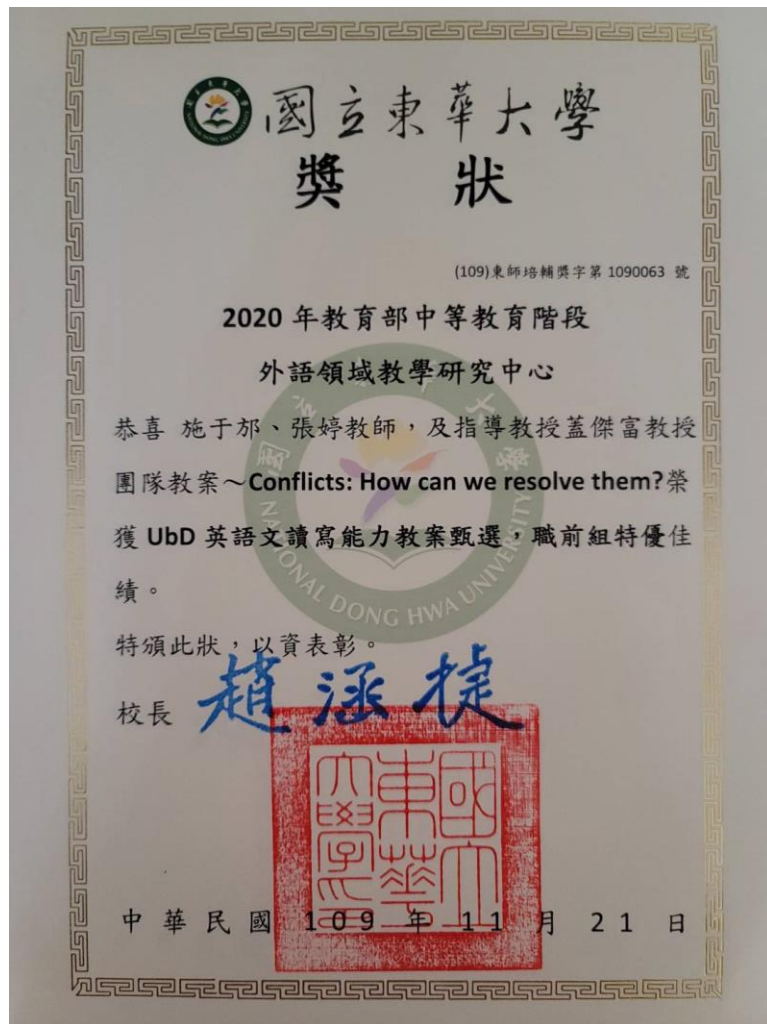在職/職前教師演講

中區縣市政府教師甄
選策略聯盟審題委員

教育部、縣、市計畫
顧問和指導教授

Bilingual volunteer activities
(every week, seven periods, K-6)

In-service teacher training

Junior/Senior High Bilingual Lesson Plan Design

Understanding by Design: lesson plan for English literacy in Junior High

國立東華大學

獎　狀

(109)東師培輔獎字第 1090063 號

2020 年教育部中等教育階段

外語領域教學研究中心

恭喜 施于邡、張婷教師，及指導教授蓋傑富教授

團隊教案～**Conflicts: How can we resolve them?** 榮

獲 **UbD** 英語文讀寫能力教案甄選，職前組特優佳

績。

特頒此狀，以資表彰。

校長 趙涵捷

中華民國 1 0 9 年 1 1 月 2 1 日

Bilingual interdisciplinary summer camps

Textbook Bilingual Content Editor

- 國中藝術，綜合領域的雙語指導老師

Evaluating the immediate and delayed effects of psychological need thwarting of online teaching on Chinese primary and middle school teachers' psychological well-being

I-Hua Chen[1], Xiu-mei Chen[2], Xiao-ling Liao[3], Ke-Yun Zhao[4], Zhi-Hui Wei[5], Chung-Ying Lin[6,7,8]* and Jeffrey Hugh Gamble[9]*

- **Finding**: Negative psychological effects of mandatory online teaching are long-term.

- **Implication**: Teachers need more professional development and community of practice.

Translation and validation of a Chinese version of the Fear of Not Mattering Inventory and related instruments in the context of COVID-19

I-Hua Chen, Ph.D.[1], Gordon L. Flett, Ph.D.[2], Jeffrey Hugh Gamble, Ph.D.[3*]

- **Finding**: Feelings of feeling **defeated or trapped** (involuntary subordination) can lead to **fear of not mattering and burnout**.

- **Implication**: EMI must pay attention to students' affective needs and sense of "mattering" to reduce the potential negative impacts of EMI.

Evaluating a cross-lagged panel model between problematic internet use and psychological distress and cross-level mediation of school administrator support on problematic internet use: The serial mediating role of psychological needs thwarting of online teaching and psychological distress

I-Hua Chen[1†], Hsin-Pao Chen[2†], Jeffrey H. Gamble[3], Xiao ling Liao[4], Xiu-Mei Chen[5], Ya-Ting Yang[6*], Amir H. Pakpour[7], Mark D. Griffiths[8] and Chung-Ying Lin[9,10,11,12*]

- **Finding**: Administrator **support alleviates** psychological need thwarting and distress

- **Implication**: Supportive environments reduce negative impacts on autonomy, competence, and relatedness, leading to less distress.

Teacher burnout and turnover intention in higher education: The mediating role of job satisfaction and the moderating role of proactive personality

Xianyin Li[1], Qun Zhang[1]* and Jeffrey Hugh Gamble[2]*

[1]School of Education, Qufu Normal University, Qufu, China, [2]Department of English, National Changhua University, Changhua, Taiwan

Finding: For teachers, job satisfaction is an important element in softening the effects of burnout. Individuals with higher proactive personality are more resilient.

Implication: Improving teacher's job satisfaction and proactivity should reduce turnover.

Introduction to Teaching English in English

Personal experience: Chinese class

First Thoughts
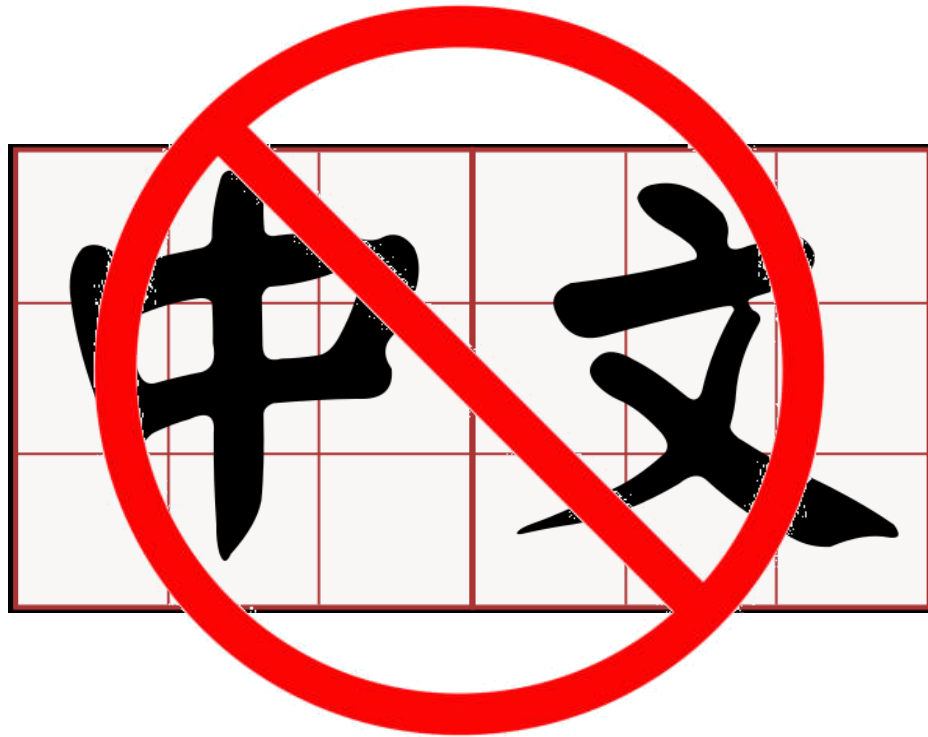
臺南市 105 年度「提升英語教師全英語教學能力培訓課程」實施計畫

壹、依據：
教育局第二官方語言政策計畫指標

貳、目的：全英語教學政策為本市英語教學轉變的一個重要契機，其中包含語言知識、語言技能、文化、學習動機、學習方法等幾大面向，另在語言技能方面，全英語教學實為提升學生真正能夠使用英語的一大關鍵，係教育局與南台科技大學應用英語系合作，規劃相關提升英語教師全英語授課專業知能，期使英語教師都能夠於培訓後，習得並練習全英語授課之技能，運用於實際課堂中，提升學生英語學習之成效。

Whole Language vs. Whole English

I asked an FET for advice

Teacher Paul's suggestions

Use short, easy to understand comic strips.

- Look at them together on the board.
- Next, comics with speech bubbles empty.
- Students add English dialogue. Either with a partner or together (which is fun).
- Junior high students LOVE Manga and anime. I try to find top comics.

Teacher Paul's suggestions

Students' own short story (illustrated)

- Students are given access to Google translate with tablets
- The drawing brings in the low achievers
- Eases them into an English only environment. Almost like they don't know it's happening.
- Depending on their level, I have them explain their comic or even simply show them. I scan/take pics of them all (tell them too beforehand as some will take it more seriously knowing it will be displayed)

Labels in image: sweet potatoes, cabbage, Tomato

1. THE FARMER AND HIS FRIEND

The skinny, white-haired farmer lives in the mountains. Right now, he is in the garden where he grows tomatoes, cabbage and sweet potatoes. The garden is in front of the house, not far from the front door. On the side of the house, he has chickens. Behind the house there are clouds, green mountains and a river down below. The farmer lives with an old dog that follows him everywhere. They are best friends. The dog is pretty big and has one eye. Now, the dog is resting near the farmer. Butterflies are flying all over the farm. The dog and the man live together in the mountains and they love it.

Teacher Paul's suggestions

Interviewing and drawing

- Ask about similarities and differences

- Link to future occupations

Things that are THE SAME

1. We both like eating.

2. I like listen to music, and Cathy like, too.

3. We both like to play cellphone.

4. I like to collect pictures, and Cathy does, too.

Things that are DIFFERENT

1. I like cat, but Cathy doesn't.

2. Cathy is good at studys, but I don't.

3. I good at PE, but Cathy doesn't.

4 I'm not into Chinese but Cathy does.

Jobs	
My friend thinks I would be a good ___photographer___ (job).	I think my friend would be a good ___actor___ (job).
I want to be a/an ___photographer___ (job).	My friend wants to be a/an ___farmer___ (job).

A picture of me in the future

A picture of _____ Cathy in the future

Overcoming Myths

（四）推動中小學部分領域或學科採英語授課(國教署)

1. 持續補助國民中小學試辦**沉浸式英語教學計畫**，鼓勵學校試辦**用英語教授**「藝術與人文」、「綜合活動」、「健康與體育」等領域學科知識。自 106 學年度第 2 學期推動迄今，共計有 124 校次參與試辦。

2. 辦理非英文科老師進行**「全英教學」**增能工作坊。

Notice any issues?

- Are the **materials** bilingual?
- Is the **teacher** bilingual?
- Is the **environment** supportive of more than one language?
- Are the **4C's** (from CLIL) applicable to bilingual teaching?

Where is the second language?
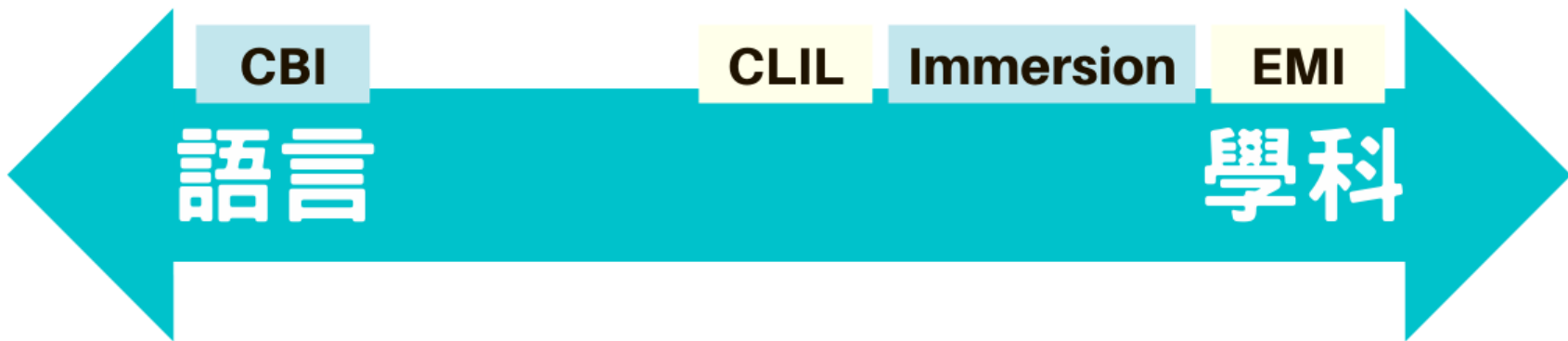
	CBI	CLIL	Immersion	EMI
學習目標	語言	語言+學科	學科	學科
授課教師	語言老師	語言或學科老師	學科老師	學科老師
課堂內容	主題性題材	配合課綱的主題	課綱學科	學科
評量標準	語言	語言+學科	學科	學科

Ikeda, M. (2012). Principles and methodologies of CLIL. In Izumi, Shinichi, Makoto Ikeda, and Yoshinori Watanabe. (Eds.), CLIL (Content and Language Integrated Learning) – New Challenges in Foreign Language, 1–15.

https://lttc-li.tw/clil101_003/
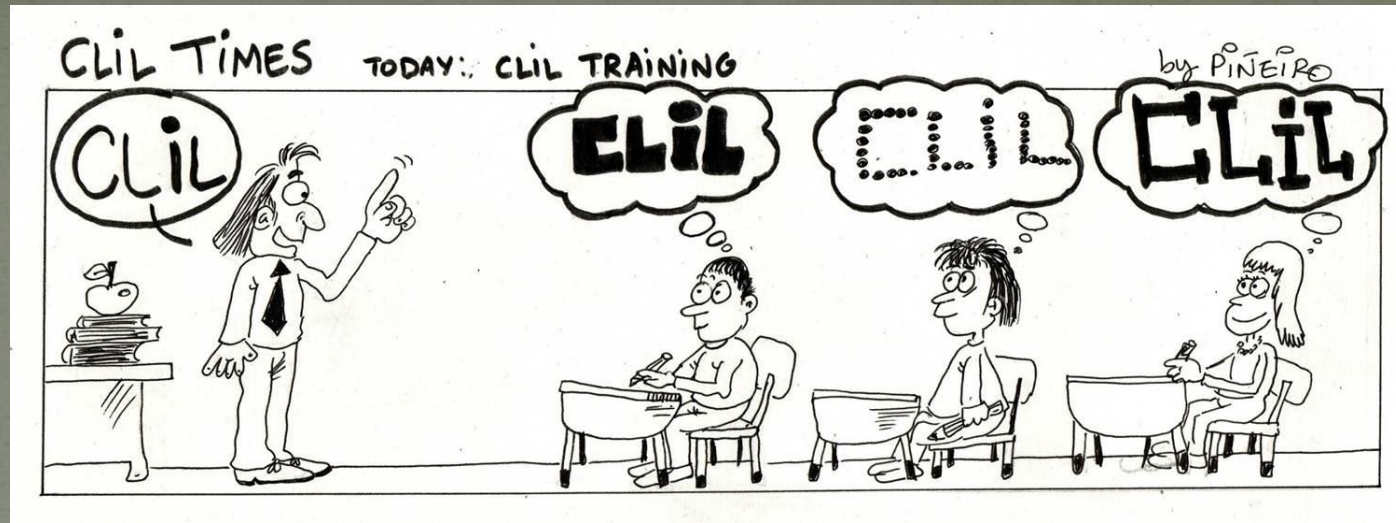
Soft CLIL (Language teaching) ← Objective → Hard CLIL (Content teaching)
Light CLIL (Once in a while) ← Frequency → Heavy CLIL (Regularly)
Partial CLIL (Part of class) ← Proportion → Total CLIL (Whole class)
Bilingual CLIL (Chinese & English) ← Language → Monolingual CLIL (English)

http://jefffong5464.blogspot.com/2020/08/109clil-1090817.html

CLIL contexts The circumstances in which the CLIL approach is used.

monolingual: students in **home country** learning a subject through CLIL. Some students may be non-native speakers (e.g. Slovenia).

bilingual: students learn **30-50+%** of their curricular **subjects** in a **second or foreign** language (e.g. regions of Spain and The Netherlands).

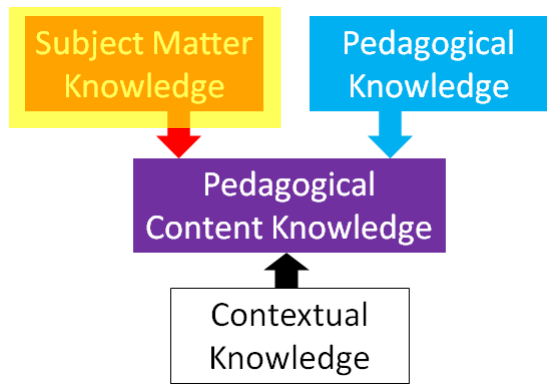**multilingual:** students learn **some curricular subjects in three or more languages** (Basque Country, Cataluña).

CLIL/EMI/CBI ≠ bilingual

Overcoming the Myths

Bilingual Education is not:

- Content and Language-Integrated Learning (CLIL)
- Complete Immersion
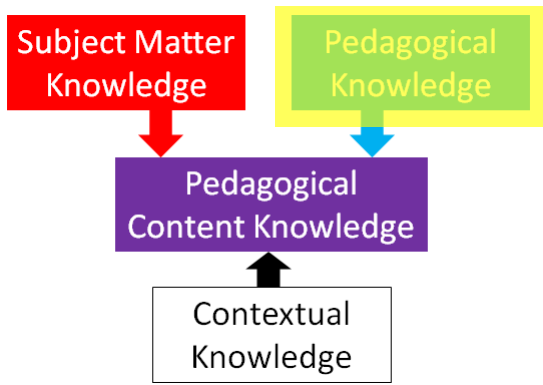- English only teaching
- Taught in "English class"
- Reliant on FETs
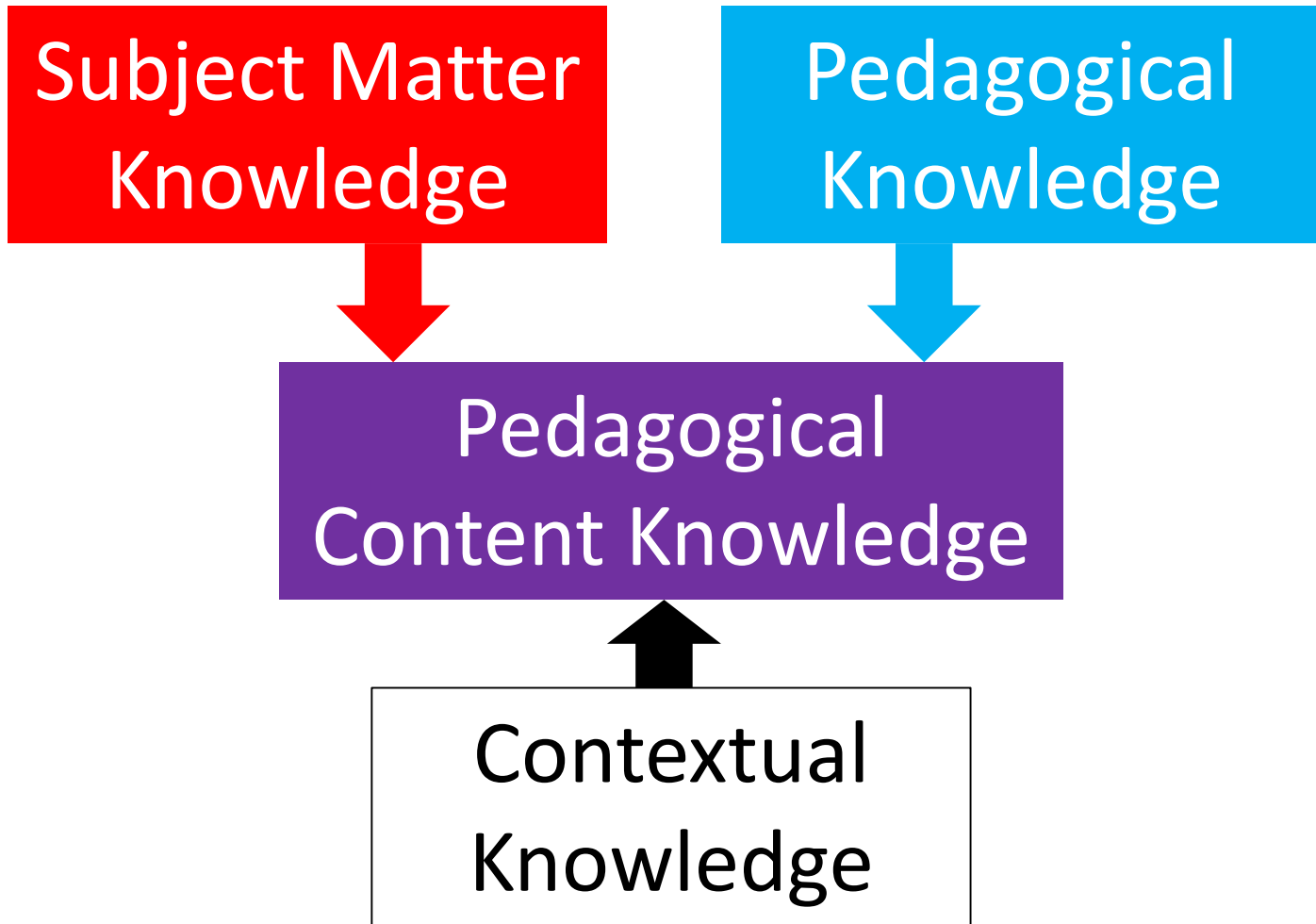
Subject Matter Knowledge
學科知識

- **Conceptual knowledge** ("why" not just "what")
- Subject matter **structure** (L/S/R/W/Integration)
- **Nature** of the discipline (communicative)
- Content-specific **approaches** (constructivist)
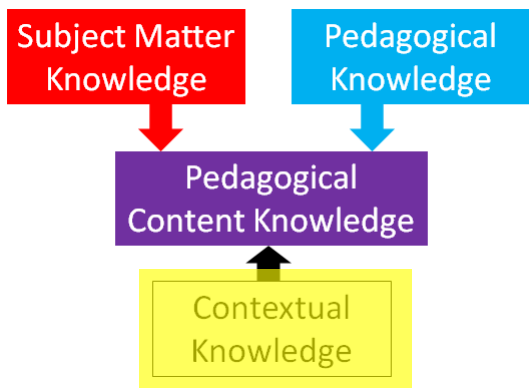- **Curricular** context (guidelines/standards)

Gess-Newsome (1999b)

Pedagogical Knowledge
教學知識

- **General** pedagogical knowledge: instructional strategies, class management, class communication

- **Personal** pedagogical knowledge: personal beliefs, practical experience (what **works for you**)
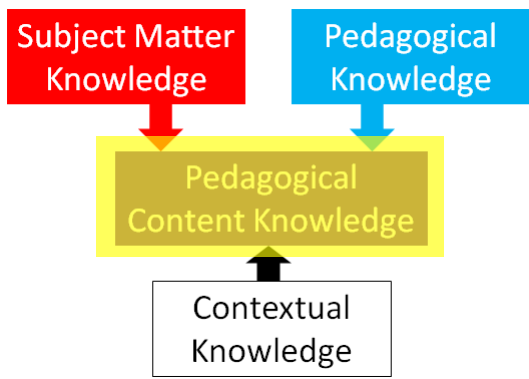
Morine-Dershimer & Kent (1999)

Contextual Knowledge
情境脈絡知識

- **Who?**: Taiwanese students with varying levels of **English proficiency** and content knowledge

- **What?**: Course taught using **TEIE**

- **Where?**: Classroom → School → Tainan → Taiwan

Feldman & Herman (2015).

PCK for TEIE
學科教學知識

Subject Matter Knowledge

Pedagogical Knowledge

Pedagogical Content Knowledge

Contextual Knowledge

What to teach?

How to teach?

How to teach **in English**?

Video 1: Start of the lesson	Creates a meaningful and interesting context that is relevant to learners. Provides the topic, objective, and purpose of the lesson.
Video 2: Creating comprehensible language	Uses different strategies to create comprehensible input, such as slowing down the rate of speech according to the level of the learners; paraphrases; using cognates, visuals, gestures, etc.
Video 3: Facilitating comprehensible interactions	Uses different strategies to provide opportunities for comprehensible output, such as providing phrases for students to negotiate meaning, asking for clarification, checking their comprehension, and confirming their understanding.
Video 4: Giving comprehensible instructions	Uses different strategies to give comprehensible and effective instructions to students, such as using cognates, modeling the instructions, and using instruction checking questions such as *Do you have to write an email or an essay?* (see Mackenzie, 2018).

Barahona, M., Delaporte-Raurich, C., & Ibaceta-Quijanes, X. (2021). "It is impossible to teach English in English": Preservice teachers' struggles to facilitate L2 comprehensibility in English. *TESOL Journal, 12*(2), e578.

Effective TEIE teaching practices

1. Use **fun** and **engaging (參與式)** activities
- Active
- Student-centered (學生為中心)
- Personalized (個人化)
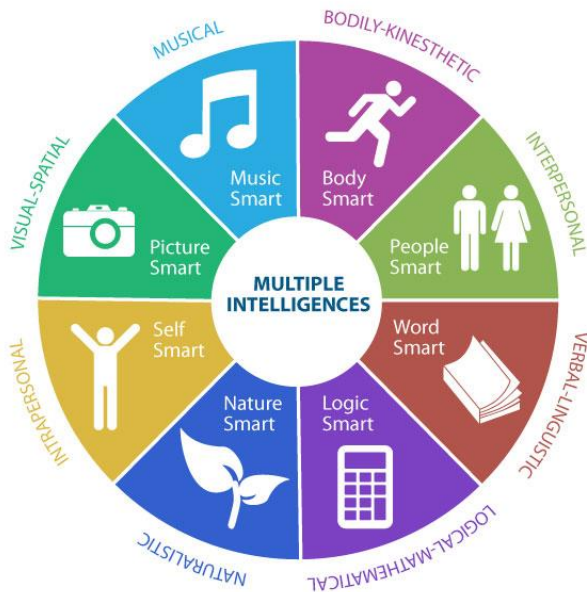- Diverse (多元化)

Effective TEIE teaching practices

2. Engage students in a **variety of interactions (**多元互動**)**

- Teacher-students

- Student-student pairs

- Small groups

- Individualized teacher-student time

Effective TEIE teaching practices

3. Cater to **different learning styles (學習風格) and intelligences (多元智能)**

Effective TEIE teaching practices

4. Make language learning **meaningful (有意義) and relevant (相關)**

- Useful in daily life
- Contextualized (情境化)
- Realia (實物)
- Authentic (真實)scenarios
- Personalization (個別化)

REALIA STRATEGIES

BRINGING REAL LIFE OBJECTS INTO THE CLASSROOM FOR INSTRUCTION

Frank Avella

WHEN TO USE REALIA?

ESL CLASSROOMS

BUT FOREIGN LANGUAGE TEACHERS ALSO USE IT

MOSTLY USED TO TEACH ENGLISH TO ELL STUDENTS

SCIENCE TEACHERS USE REALIA WITH MODELS

THE PROS OF REALIA

STUDENTS GET A MULTI-SENSORY EXPERIENCE

SMELL   TOUCH   HEAR

STUDENTS MAKE LESSON CONNECTIONS TO THE REAL OBJECTS BROUGHT INTO CLASS

THE CONS OF REALIA

YOU HAVE TO BE CREATIVE TO INCORPORATE REALIA INTO YOUR DAILY LESSONS

CAN BE DIFFICULT TO FIND THE OBJECTS NEED FOR THE LESSON

LESSONS

REALIA CAN BE INCLUDED IN A VARIETY OF LESSONS

NEWSPAPER

FOOD

ANIMALS

MANIPULATIVES

PLANTS
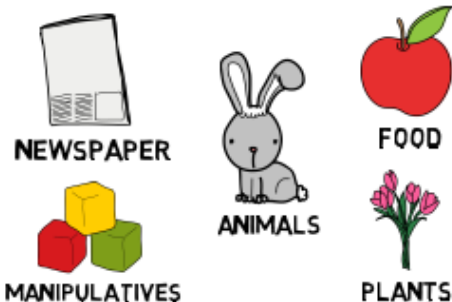
MOSTLY USED TO TEACH CULTURE OR VOCABULARY

GUIDELINES

IF YOU CAN, ALWAYS TRY TO USE A REAL OBJECT

ILLUSTRATION SUBSTITUTE

PHOTO SUBSTITUTE

IF NOT, USE SUBSTITUTES

VIRTUAL REALIA

IT IS OFTEN EASIER TO SHOW A STUDENT AN OBJECT THROUGH A COMPUTER SCREEN

TNT

WHEN LEARNING ABOUT DANGEROUS OBJECTS OR DISSECTIONS, VIRTUAL REALIA IS THE ANSWER

Effective TEIE teaching practices

5. Introduce **culture**

- Let students talk about their own culture

- Big foreign cultures (US, UK)

- Closer cultures (Indonesia, Vietnam, etc.)

- Other Taiwanese cultures/ethnicities

Effective TEIE teaching practices

6. Use a **variety of teaching strategies**

- A toolbox of approaches and methods

- An eclectic teacher (折衷式)

- Comprehensible input (可理解性輸入)

- Scaffolding (鷹架)

- Modelling (模範)

Agenda (課程表)

✗ Background and Breaking the Myths
   (背景和打破神話)

✗ **English Teaching Materials design elements**
     (英語教材設計要素)

✗ Sample curriculum design
        (課程設計例子)

✗ Small group discussion and sharing
        (小組討論和修改)

"It is impossible to teach English in English": Preservice teachers' struggles to facilitate L2 comprehensibility in English

Malba Barahona[1] iD | Catalina Delaporte-Raurich[2] |
Ximena Ibaceta-Quijanes[2]

Transformative Intellectuals
(轉化型知識份子)

- Model **ELF** speaker

(英語作為通用語)

- "Who is an ELF speaker?"

- Overcoming the "Native Speaker Fallacy"

(母語者謬論)

Morgan (2009)

Transformative Intellectuals
(轉化型知識份子)

- Balance Globalization vs. Localization

"lâng-bah kiâm-kiâm"
– Risk Management EMI Professor

Identity Agents

Development of teacher's **identity (認同)** and **agency (能動性)** as an ELF contributes to students' **identity** and **agency** through:

- **Collaborative** and **interactive** learning

- Encouraging **creativity** and **critical thinking**

- Student **empowerment**

Harrell-Levy & Kerpelman (2010)

Key Design concepts

- Based on **K-12 curricular guidelines** (素養導向)
- Visually stimulating/**multimodal** (多模態性)
- **Engaging** and **collaborative** (參與與合作)
- Supported with **L1** (跨語言實踐)???????
- **Active** and hands-on (動手學習)
- **Thematic**/topical (主題式學習)
- **Authentic**/real-life (真實性)
- **Technology-enhanced** (科技增進學習)
- **Recycles language** (語言重複使用)

Based on K-12 curricular guidelines (素養導向)

- Concept of Design (設計理念)
- Core Competencies (核心素養)
- Learning Focus (學習重點)
  - Performance Indicators 學習表現 and Learning Content 學習內容
- Learning Objectives (學習目標)
- Teaching Strategies (教學策略)
- Learning Activities (學習活動)
- Assessment of Learning (評量方式)

Concept of Design (設計理念)

- Matches learning goals 符合**教學目標**
- Considers students' backgrounds **學生背景**
- Provides structure for the unit 單元**架構**
- Follows theories or methods 理論與方法
- Informs appropriate assessment 評量方式
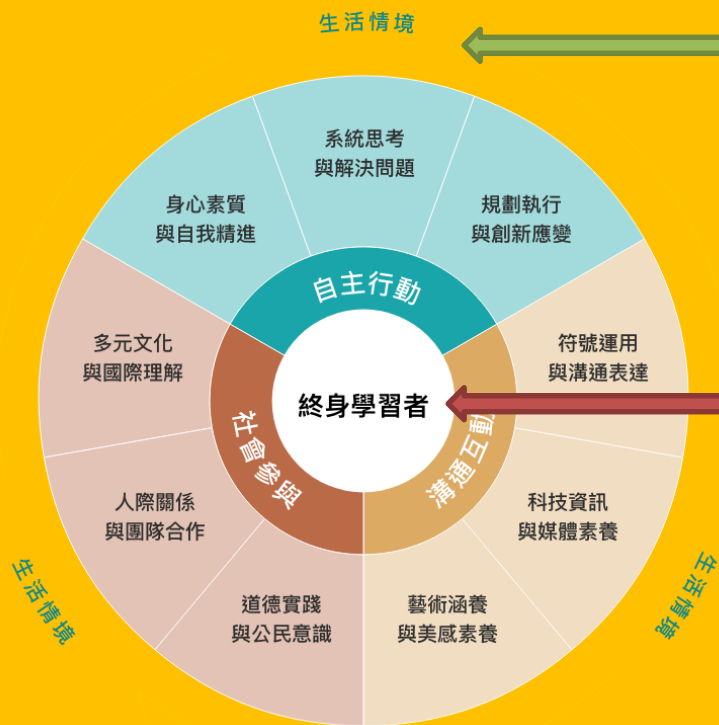
黃嘉莉（105）

Core Competencies (核心素養)

核心素養的內涵（三面九項）

	總綱	A2 系統思考與解決問題 B1 符號運用與溝通表達
核心素養	課綱	**content** → 自-J-A2 能將所習得的科學知識，連結到自己觀察到的自然現象及實驗數據，學習自我或團體探索證據、回應多元觀點，並能對問題、方法、資訊或數據的可信性抱持合理的懷疑態度或進行檢核，提出問題可能的解決方案。 **language** → 英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。

Learning Objectives (學習目標)

language focused

學習目標

1. 能聽懂、讀懂並拼寫本單元字詞。
2. 能運用所學句型介紹同組朋友。 (p. 184-185)
3. 能聽辨多音節字詞的音節，並辨識重音的音節。
4. 能說出 a_e 和 a 的發音，並正確拼讀目標字。

content

language

學習目標

1. 能了解「物質」是什麼。 (p. 206)
2. 能指出物質及水的三態、舉出生活實例及分類。
3. 能以「N_1 is a solid/liquid/gas, and so is N_2.」句型，介紹物質的形態。
4. 能以英語口頭報告虛擬實驗程序所需的物品及形態。
5. 能指出溫度對物質狀態的影響，舉出生活實例及分類。

Learning Activities (學習活動)

Warm-up	
Presentation	• 呈現語言點
Practice	• 練習
Production	• 自由表達
Wrap-up	

Motivate	• 引起動機
Develop	• 發展活動
Integrate	• 綜合活動

Lesson Plan Design Elements
教案設計要素

- Classroom English (教室常用英語)
- Vocabulary (詞彙)
- Sentence Patterns (句型)
- Translanguaging (跨語言實踐)
- Language (of, for, through) learning

Classroom English
教室常用英語

教室常用英語用語1 常用2 常用3 常用4

編號	英文	中文	播放
1	Let's have roll call.	現在來點名.	Play
2	It's time for class.	上課了.	Play
3	Take out your textbook.	拿出你的課本	Play
4	Take out your pen.	拿出你的筆	Play
5	Let's stop here now.	這堂課就上到這裡.	Play
6	Lower your voices!	小聲一點!	Play
7	Everyone take one copy.	每個人拿1份影本.	Play
8	Everyone take one worksheet.	每個人拿1份學習單.	Play

- http://120.116.96.4/englishreading/index.html

Resources for TEIE

COOL ENGLISH
英語線上學習平臺

語言技巧教學之課室用語

For English teachers

國中小常用課室英語

參考手冊

Classroom English for Taiwan's

Elementary & Junior High Schools

課室英語手冊

For all subject teachers

Resources for TEIE

文鼎標楷注音Font.zip

penmanship.zip

EngTRESS.ttc

https://cutt.ly/b0zM6ul

Frequently Used Vocabulary
常用英文

國中生必背 1200 字詞

1. a 一(個)	51. August 八月
2. a few 一些	52. aunt 伯(叔)母
3. a little 一些	53. autumn 秋天
4. a lot 許多	54. away 遠離
5. able 能夠…的	55. baby 嬰兒
6. about 關於	56. back 背後
7. above 在…上方	57. bad 壞的
8. abroad 在國外	58. badminton 羽毛球

1200 words (list)

Sentence Patterns (句型)

附錄四：溝通功能參考表 (p. 44)

Asking about abilities
Asking about ownership
Asking about prices
Asking about the time, the day,
Asking about transportation
Asking for and giving advice

附錄六：國民中學英語文基礎文法句構參考表 (p. 57)

名詞
　可數名詞與不可數名詞
　可數名詞的複數形
　專有名詞

代名詞
　代名詞的單複數形(I, we, you, he, she, it, they
　代名詞的受格(you, him, her, it, us, them 等)

Translanguaging (跨語言實踐)

(p. 124)

跨語言實踐
(TRANSLANGUAGING)

For teacher	For students
1. 以英文呈現教學內容，但老師可用中文說明。	學生可以中文提問、回答問題及進行討論。
2. 在說故事時，可中英文並用。	學生以英文完成紙筆測驗。
3. 課室用語，儘量以英文說明。	若學生以中文回答，老師可將中文翻譯成英文寫在黑板上，並請學生寫下英文翻譯。

Integrating Educational Issues
教育議題融入

議題融入說明	學習主題	性別角色的突破與性別歧視的消除（性 E3） 語言、文字與符號的性別意涵分析（性 E6） 性別權益與公共參與（性 E9）
	實質內涵	性E3 覺察性別角色的刻板印象，了解家庭、學校與職業的分工，不應受性別的限制。 性E6 了解圖像、語言與文字的性別意涵，使用性別平等的語言與文字進行溝通。 性E9 檢視校園中空間與資源分配的性別落差，並提出改善建議。

Visually stimulating/multimodal (多模態性)

https://blog.oup.com/2018/05/translanguaging-code-switching-difference/

父親節快樂

Happy Father's Day
父親節快樂 / 父亲节快乐
fù qīn jié kuài lè

Engaging and collaborative (參與與合作)

Supported with L1 (跨語言實踐)
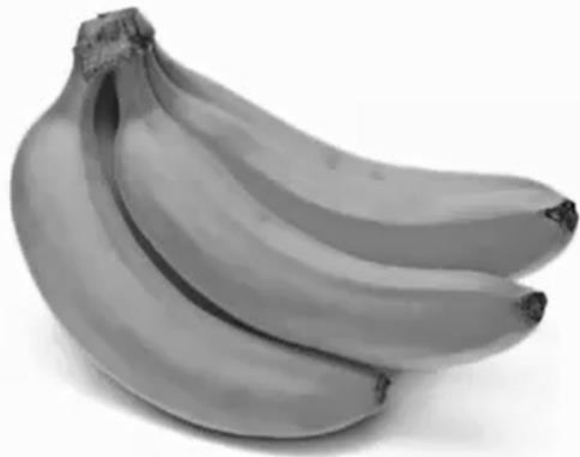
I like carrots, 希望可以吃到你做的 carrots, Thank you。希望你可以來台灣玩.

hello 阿富 teacher 的 father and mother I'm name is vivi I like see 您的青菜 see 起來很好 eat.

阿富 Dad and mom，我想吃您種的 carrot，我也想吃您做的 pickles cucumber，歡迎您來臺灣。

希望有一天可以見面打招呼。
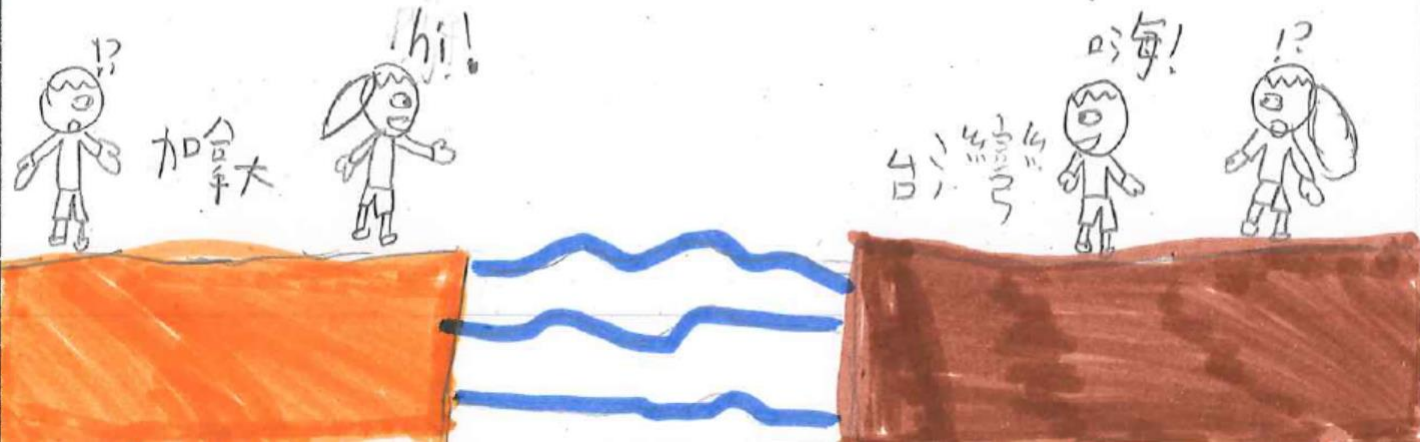
Language of, for, through Learning

- **Language of learning**
  學生所需學習的語言
- **Example**: An art lesson
- **Nouns:** paper, crayon, glue, scissors …
- **Verbs:** color, paint, cut, paste …
- **Adjectives**: red, orange, yellow …
- **Structures**: What color is it? It's _____.

Tsou, W. L., & Kao, S. M. (2018). CLIL 教學資源書：探索學科內容與語言整合教學

Language of, for, through Learning

- **Language for learning**
- 學生須具備的語言
- **Functions:**
  - **Asking about identity:** What is it?
  - **Asking about appearance**: What color is it?
  - **Asking about needs**: Which color do you want?
  - **Asking for instructions/guidance:** How can I _____?
  - **Asking for clarification:** Why do I need to _____ ?
  - **Asking for L2 prompts:** What is _____ in English?

Language of, for, through Learning

- **Language through learning**
在學習過程中**出現的**語言
- **Feedback from classmates and teachers**: Wow! What a cute drawing. Outstanding!
- **Questions asked by others**: Why did you color the sun blue?

Language through learning is mostly unplanned and unexpected!

1. Analyze and prepare your own speech carefully and be prepared to explain (visuals; L1)
2. Take advantage of the unexpected as learning opportunities
3. Embrace students efforts in all languages, if the focus is on content

1. Prepare your own speech carefully

- Authentic language: "doing well"

Flowers are doing well this year

今年的花開得很好。

Flowers are doing well this year

今_{ㄐㄧㄣ}年_{ㄋㄧㄢˊ}的_{ㄉㄜ˙}花_{ㄏㄨㄚ}開_{ㄎㄞ}得_{ㄉㄜ˙}很_{ㄏㄣˇ}好_{ㄏㄠˇ}。

2. Take advantage of the unexpected

- Teaching "poppy" (罌粟花)
- 老師，puppy 就是小狗，不是嗎？

Poppy   罌ㄧㄥ 粟ㄙㄨ 花ㄏㄨㄚ

3. Embrace students efforts
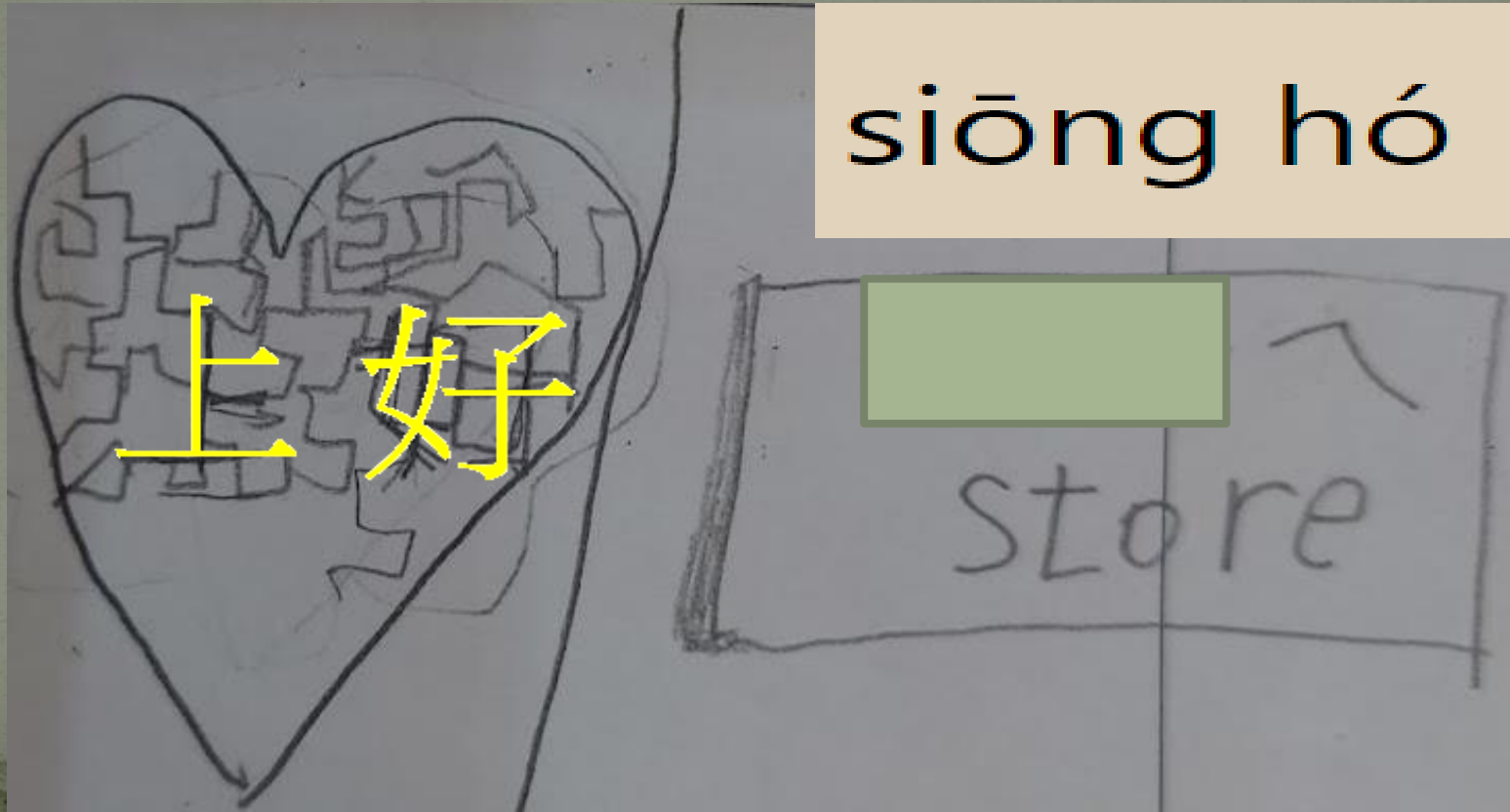
Teacher Talk Mistakes

1. Teachers talk too much.

2. Running Commentary (I am now going to...)

3. Teachers talk when they don't have students' attention

4. Teachers talk too much without pausing!

5. Teachers do not demonstrate /show

6. Teachers speak then translate immediately

7. Teachers use language that is far above the level of their students.

8. Teachers check if students have understood by asking "do you understand? Got it? Etc..

PPT issues: Can students read and listen at the same time?

Active and hands-on (動手學習)
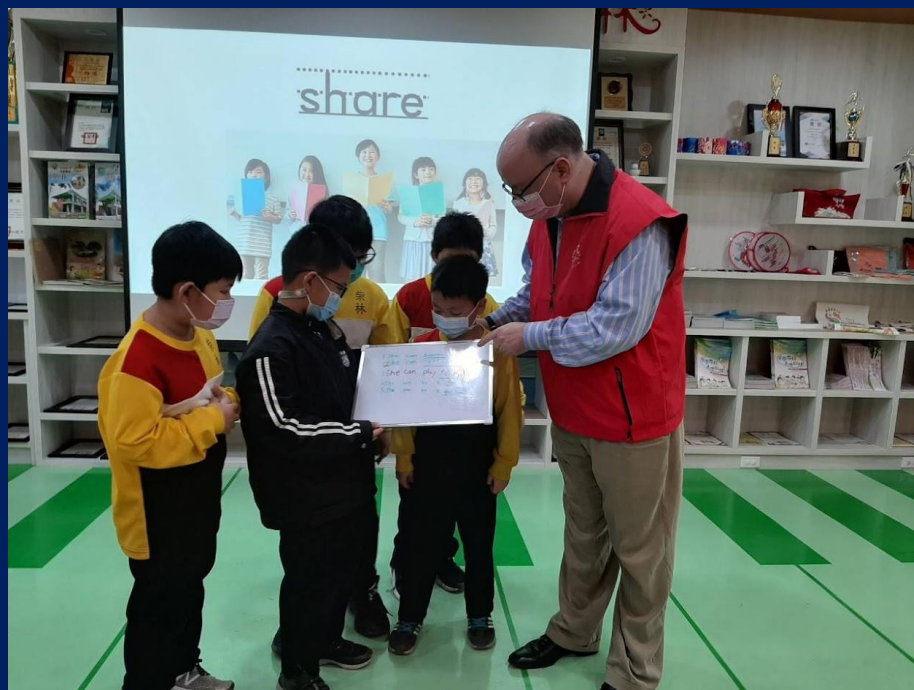
Thematic/topical (主題式學習)

Halloween

Easter

Authentic/real-life (真實性)

Technology-enhanced
(科技增進學習)

(科技增進學習)

Recycles language (語言重複使用)

語言重複使用

Homework review!

作業複習

What do you see?

你看到什麼？

1

認證

Who did you ask?
你問誰？
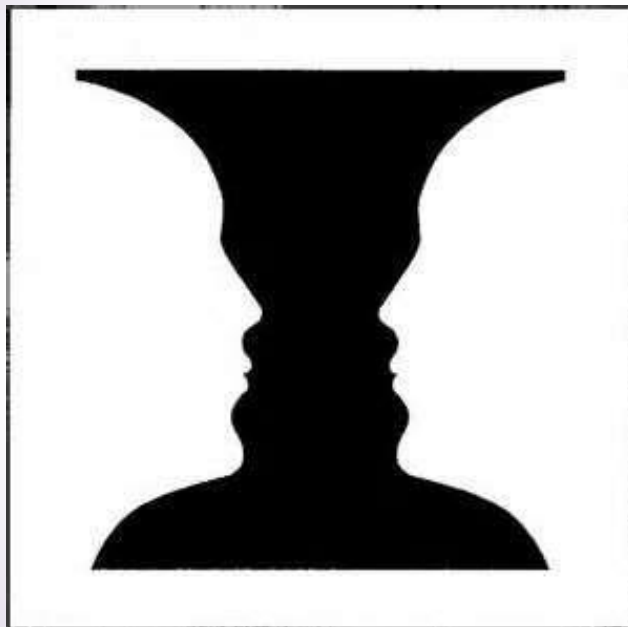
How many animals can you see?

找到圖片中的動物。找到所有的嗎？

14

☐ elephant 大象
☐ donkey 驢
☐ dog 狗
☐ cat 貓
☐ mouse 老鼠

☐ mosquito 蚊子
☐ snake 蛇
☐ crocodile 鱷魚
☐ turtle 烏龜
☐ fish 魚

☐ beaver 海狸
☐ swordfish 箭魚
☐ prawn 蝦
☐ dolphin 海豚
☐ bird (head) 鳥（頭）
☐ hen 母雞

Agenda (課程表)

✗ **Background and Breaking the Myths (背景和打破神話)**

✗ **English Teaching Materials design elements (英語教材設計要素)**

✗ **Sample curriculum design (課程設計例子)**

✗ **Small group discussion and sharing (小組討論和修改)**

Date: 3/8/2022

Context: Clinical teaching (臨床教學): **Full English** Instruction Integrating Educational Issues 教育議題融入全英語教學

Key Design concepts

- Based on K-12 curricular guidelines (素養導向)
- Visually stimulating/multimodal (多模態性)
- Engaging and collaborative (參與與合作)
- Supported with L1 (跨語言實踐)
- Active and hands-on (動手學習)
- Thematic/topical (主題式學習)
- Authentic/real-life (真實性)
- Technology-enhanced (科技增進學習)
- Recycles language (語言重複使用)

Presentation

Present_00246

Practice

Production
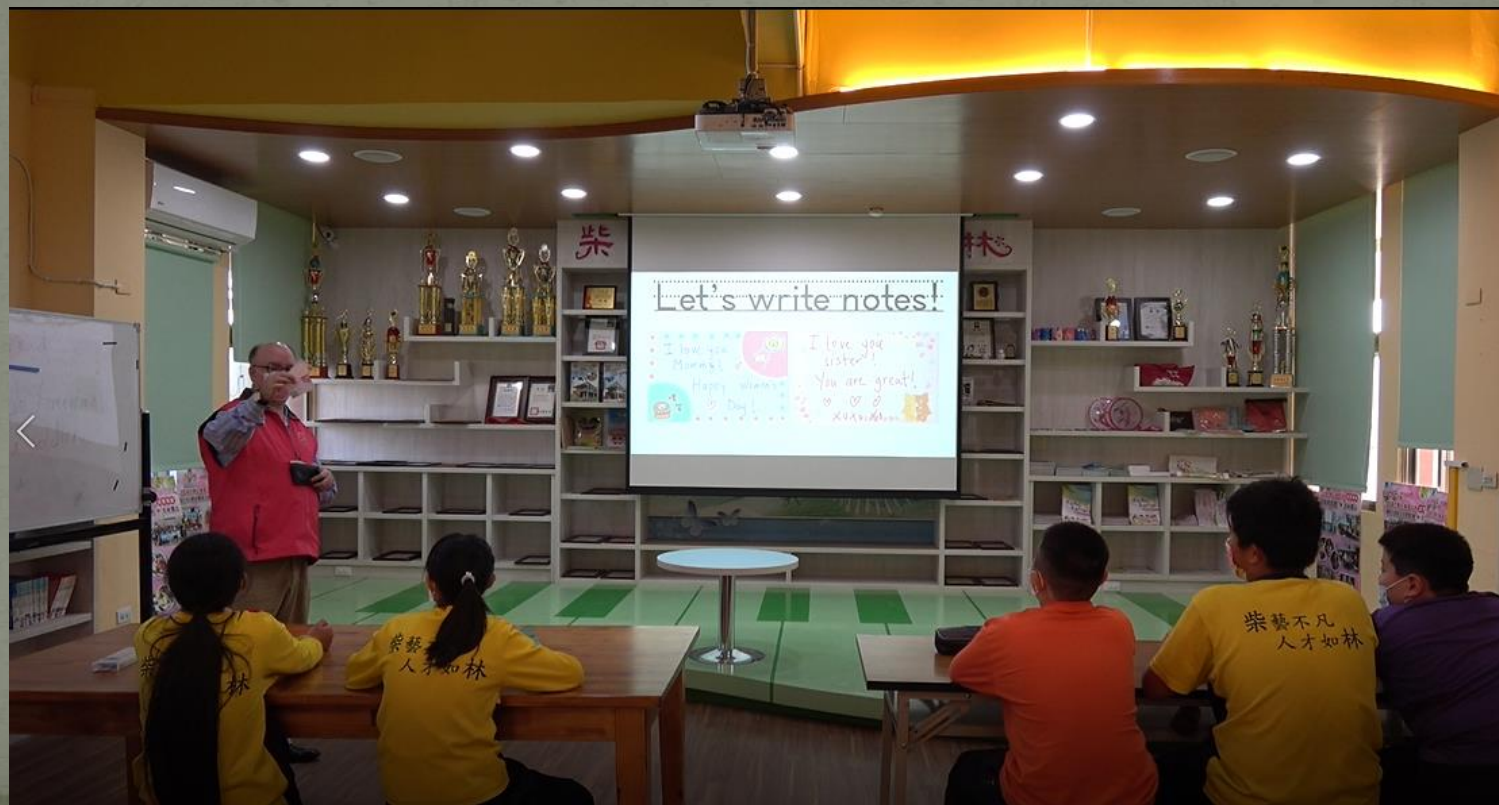
March 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat

What day is today?

Sun	Mon	Tue	Wed	Thu	Fri	Sat
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

March 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Today is Tuesday.

March 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8 ✔	9	10	11	12
13	14	15	16	17	18	19

Today is Tuesday, March 8th, 2022.

Today is special!
Why?

March 8th (3/8) is Women's Day!

This is my sister.

She is a woman.

What can she do?

Trick or Treat!

she

she

She can trick or treat!

She is a girl.

Can she play football?

Yes, she can!

She is a girl.

What can she do?

teacher	builder	driver	artist
worker	farmer	secretary	boss

ping pong
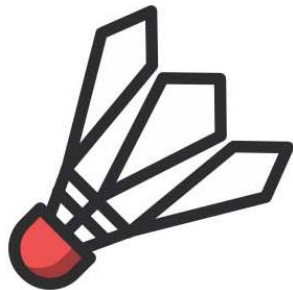
badminton

basketball

bowling

baseball
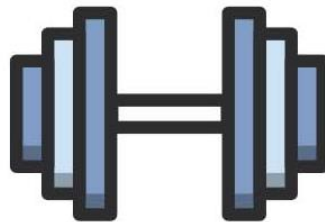
weightlifting

Small group activity
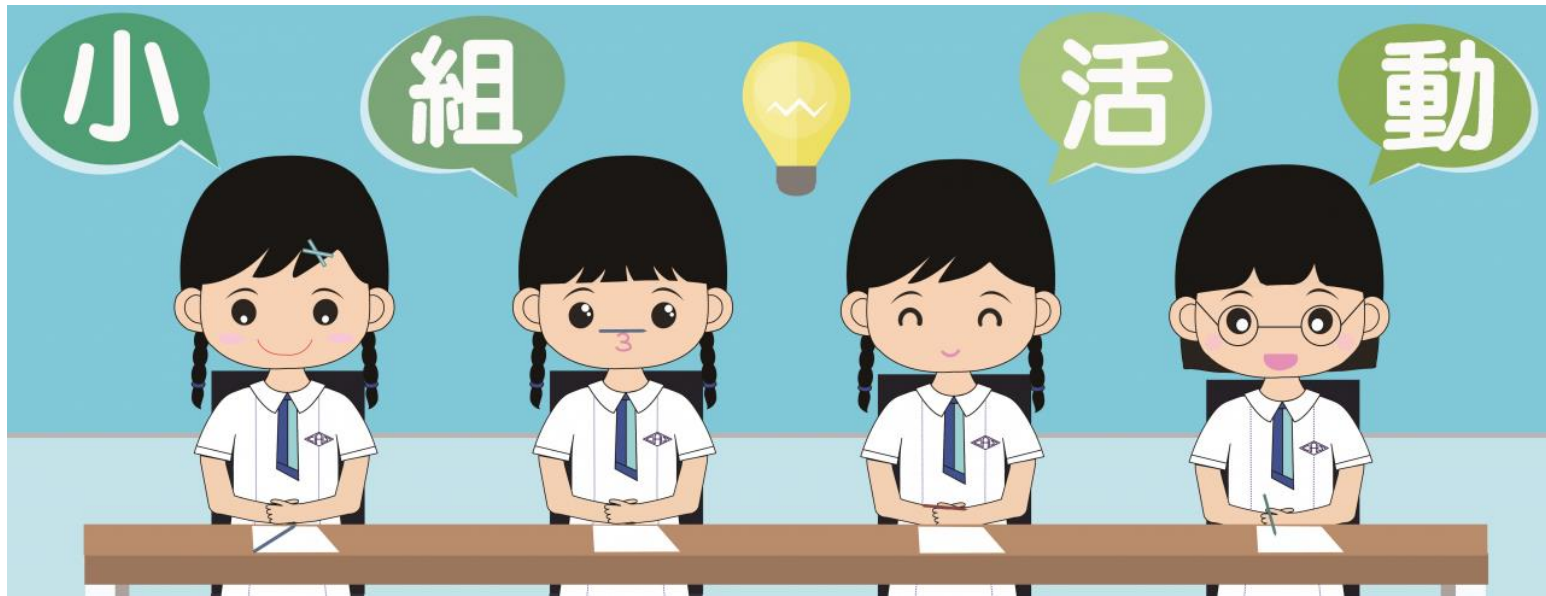
discuss

draw and write
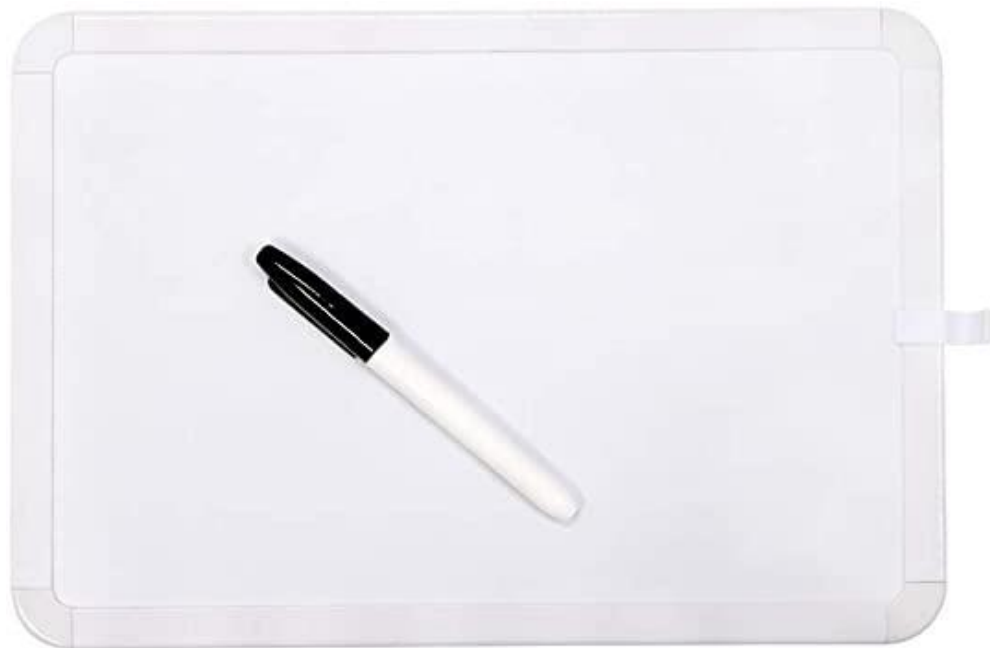
share

share

She is a woman.

I love her!

Who is she?

Who do you love?

Who is she?

Let's write notes!

I love you.
You are great!
Thank you.
You can do anything!
Happy Women's Day.

Give the card to her!

Happy Women's Day!

Everyone is equal

平ㄆㄧㄥˊ等ㄉㄥˇ待ㄉㄞˋ人ㄖㄣˊ

5

教育議題的鏈接：性別平等教育
Links to educational issues: gender equity/equality

性別角色的突破與性別歧視的消除

- 性E3 覺察性別角色的刻板印象，了解家庭、學校與職業的分工，不應受性別的限制。

性別平等教育
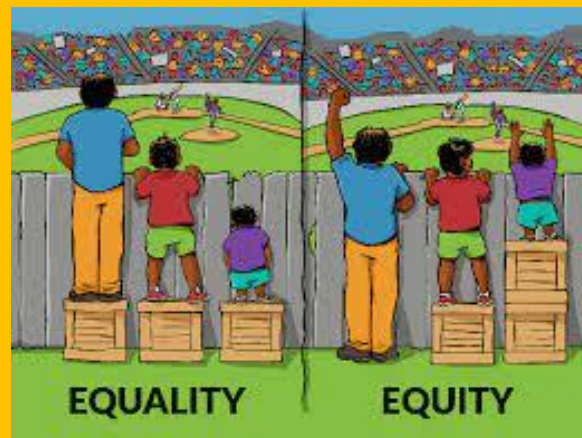
EQUALITY   EQUITY

Key Design concepts

✓ Based on K-12 curricular guidelines
✓ Visually stimulating/multimodal (多模態性)
✓ Engaging and collaborative (group work)
✓ Supported with L1
✓ Active and hands-on (動手學習)
✓ Thematic/topical (主題式學習)
✓ Authentic/real-life (真實性)
✓ Technology-enhanced
✓ Recycles language (語言重複使用)

EXAMPLE 2

Date: 10/31

Context: Hallogreen (yesterday's class)

Let's take care of the environment!
關心環保

Halloween activities

萬聖節活動
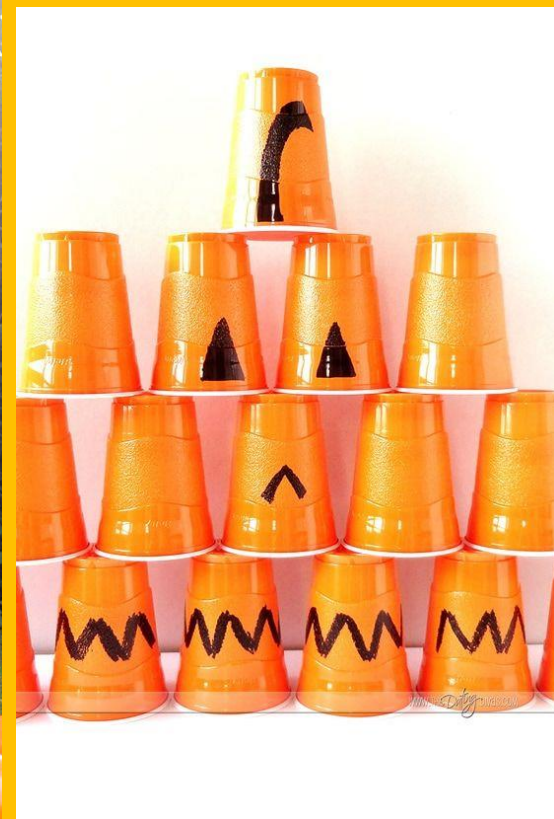
EYEBALL DIG
Halloween Game

不要浪費食物

Spider Races

What can we do?
我們可以做什麼？

Practice Halloween words
練習萬聖節單字

bat　　　broom　cat

candy cauldron ghost

leaf   mummy   owl

pumpkin skeleton spider

vampire   witch   wizard

wand   web   hat

What is it? 它是什麼？

Let's play Baamboozle
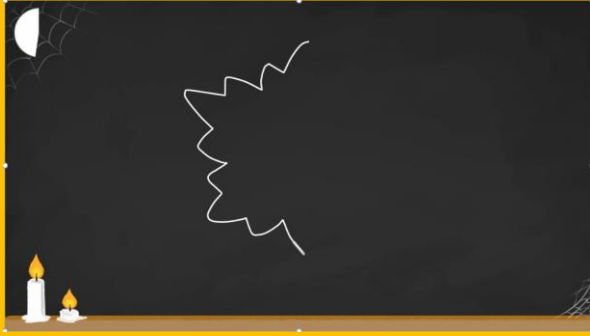
Team 1		Team 2	
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

1

Who is he?

2

Is this a ghost?

3

Look, there's a ...

Memory Game 記憶遊戲

1. Look at the pictures for one minute.

看圖片一分鐘。

1. How many can you remember?

你會記得幾個？
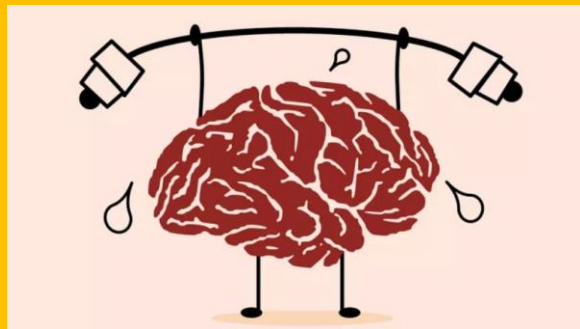
candy	wand	ghost	bat
broom	cat	leaf	mummy

owl	pumpkin	skeleton	spider
vampire	witch	web	hat

1:00

Spot the Differences 指出不同

HALLOWEEN BINGO

Halloween Charades

candy	wand	ghost	bat
broom	cat	leaf	mummy

owl	pumpkin	skeleton	spider
vampire	witch	web	hat

Spot it! Halloween

HAPPY HALLO'GREEN'!

一起過個環保萬聖節吧！

Worksheet

學 ㄒㄩㄝˊ 習 ㄒㄧˊ 單 ㄉㄢ

Today is Halloween! October 31st.

Have an Eco-Friendly Halloween
過個環保萬聖節

認證

Write the word next to each picture.

在每個萬聖節圖片旁邊寫英文單字。

	bat bat		owl owl
	cat cat		broom broom
	pumpkin pumpkin		leaf leaf
	web web		spider spider

教育議題的鏈接：減少浪費
Links to educational issues: reducing waste

永續發展

- 環 E5 覺知人類的生活型態對其他生物與生態系的衝擊。

環境教育

教育議題的鏈接：文化差異
Links to education issues: cultural differences

國家認同

- 國E1 了解我國與世界其他國家的文化特質。

國際素養

- 國E6 具備學習不同文化的意願與能力。

國際教育

Spider
Races

Key Design concepts

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✓ Recycles language (語言重複使用)

Agenda (課程表)

✗ Background and Breaking the Myths (背景和打破神話)

✗ English Teaching Materials design elements (英語教材設計要素)

✗ Sample curriculum design (課程設計例子)

✗ **Small group discussion and sharing (小組討論和修改)**

Discussion, Critique, Revisions

1. Discussion: Which elements of my lesson design criteria <u>are a fit</u> with your students?

2. Critique: Which aspects of the PPT/course design <u>are not suitable</u> for your target audience? Why?

3. Revisions: How can you integrate <u>any</u> ideas/suggestions/examples you saw today into your own lesson plan design?

Groups of five (14 groups) → Try to share one idea