

台南市國中英語輔導團

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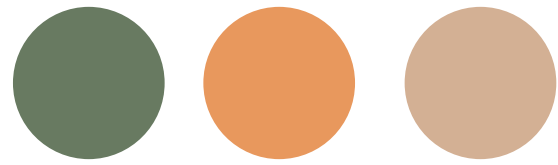
# 英語教材教法理論與實踐

*Workshop*

高郁婷

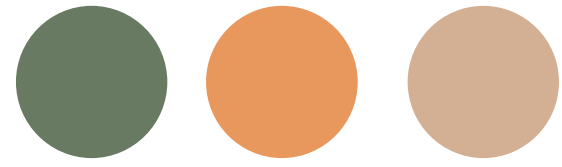
國立成功大學 外國語文學系副教授

[ytkao@gs.ncku.edu.tw](mailto:ytkao@gs.ncku.edu.tw)



在我的課堂中進行全  
英語教學的困難點  
是...

<https://app.sli.do/event/t4XA2aNGVZaxmvjn1vXh4p>



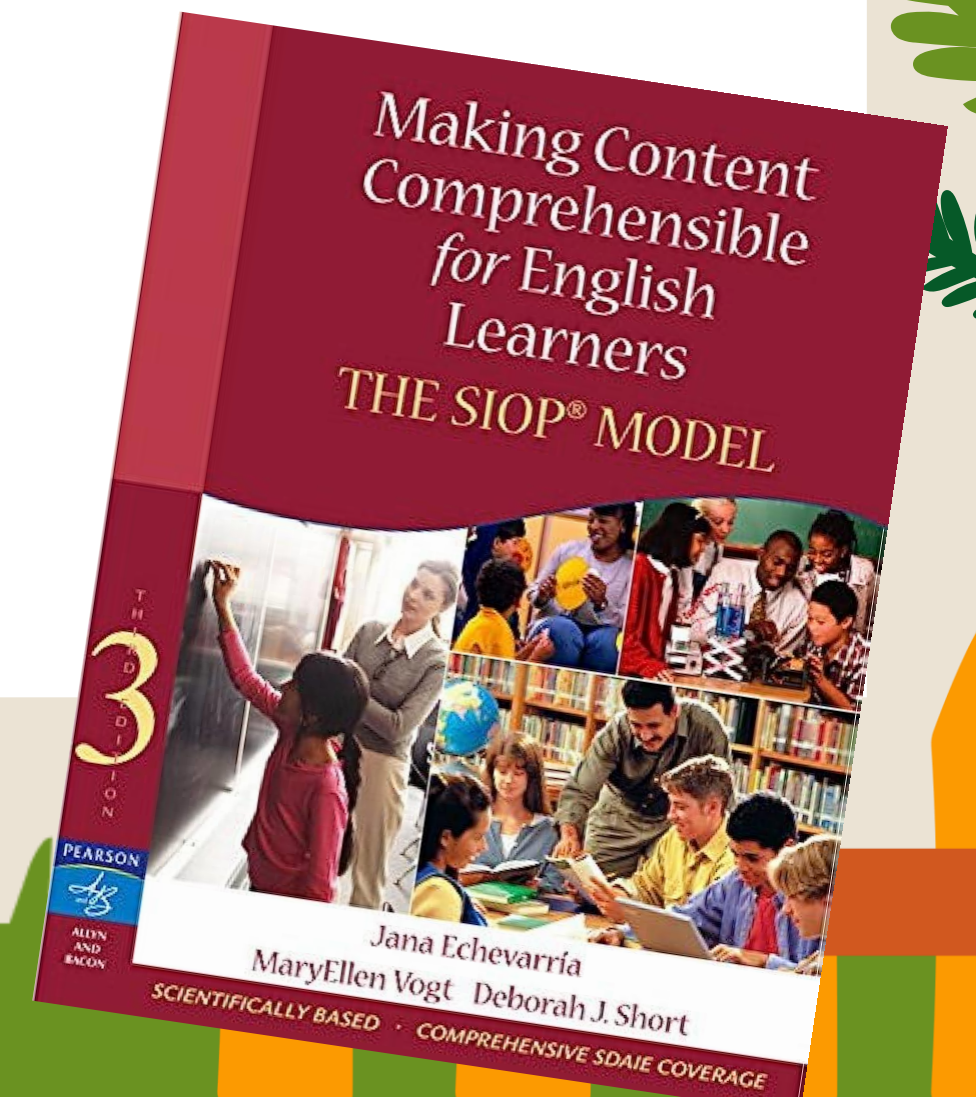
# Agenda

- 🌱 What is SIOP model? ?
- 🌱 8 steps of SIOP model
- 🌱 Lesson design + Planning + Activity sharing
- 🌱 Scenario play + Practice = Act it out
- 🌱 Question, Comments and Feedback

REALLY GREAT SCHOOL

# Sheltered Instruction Observation Protocol

by Yu-Ting Kao @NCKU



# 用SIOP讓 雙語教學變容易

Make Bilingual Instruction  
Easier with  
SIOP

**FEB 15** (Tue.)、**16** (Wed.)  
8:00 - 9:30 PM 共兩場  
ON GOOGLE MEET

由此報名  
SIGN UP  
HERE



主講人：陳彥霖  
美國哥倫比亞大學教育學院  
課程與教學研究所學生  
前私立曙光中英文科教師

專為師培學生 | 美國行之有年 | 課程設計的  
打造的工作坊 | 的教學工具 | 最佳夥伴

庇護式教學模式，是經過  
美國實證研究、廣泛推廣  
的語言教學模式。

由第二語言習得  
學者Stephen Krashen的  
comprehensible input  
(可理解輸入)概念發展而  
來，包含**8個主要部份**、  
**30個教學設計指標**。



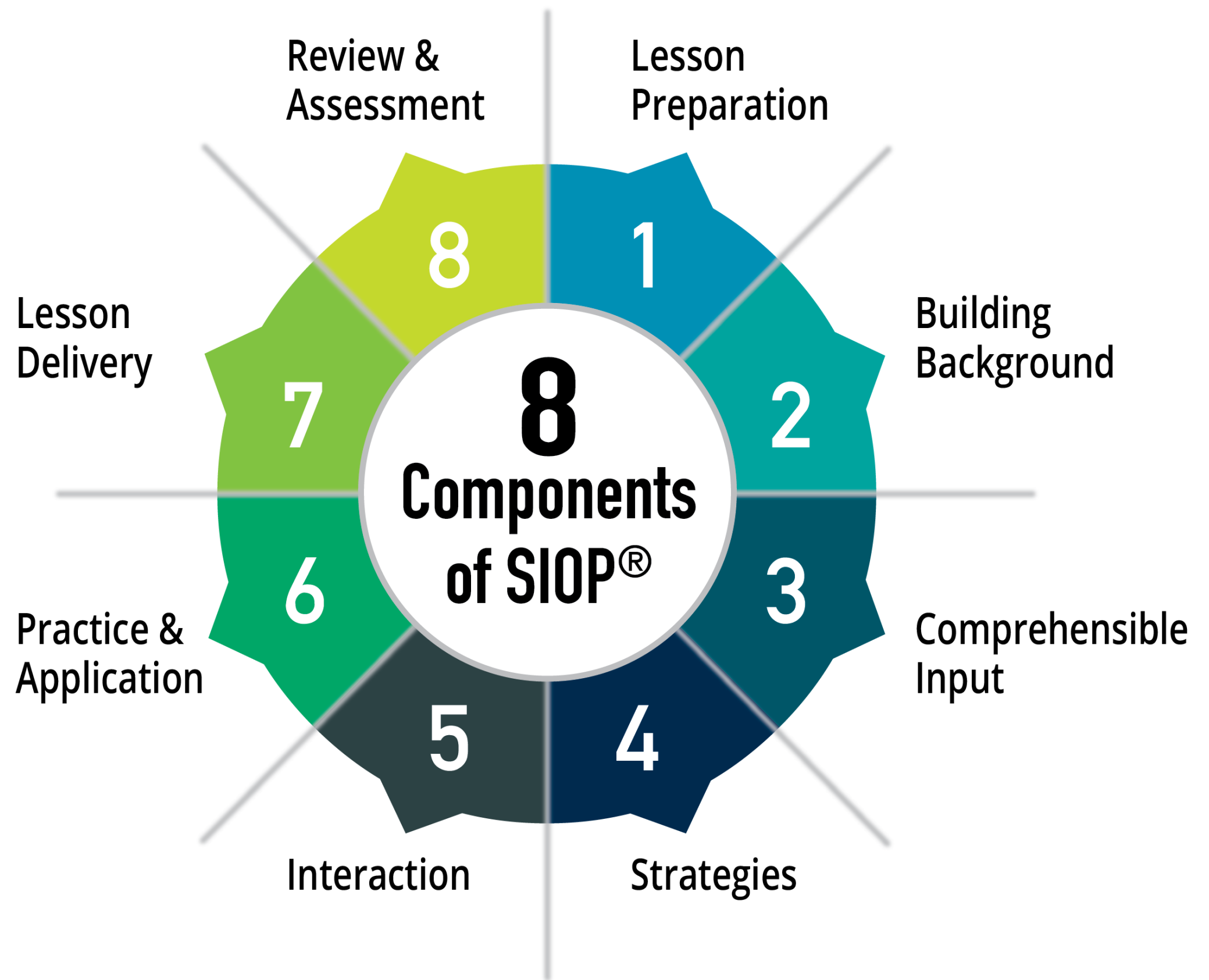
# SIOP MODEL

## Sheltered Method of Instruction





The **SIOP**<sup>®</sup> Model instructional framework centers around 30 effective instructional features organized under 8 components that are proven to bring about statistically significant academic content and language growth.





Hello Teachers!

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Have you seen  
familiar concepts from  
the 8 steps of SIOP?





# 英語教育典範移轉：教學目標的變化



- 主要學科 (Subject)
- 學習者的角色 (Learner)
- 英語語言學知識 (Linguistic competence)
- 強調正確性 (Accuracy)
- 教科書 (Textbook-oriented)
- 學科/能力檢定考試  
(Subject/proficiency test)



- 溝通工具 (Tool)
- 使用者的角色 (User)
- 溝通語用能力 (Communicative competence)
- 強調流暢性 (Fluency)
- 真實性任務 (Authentic tasks)
- 實作評量 (Performance assessment)



英語課堂  
在真實語境中  
奠定以英文來學習新知的技能

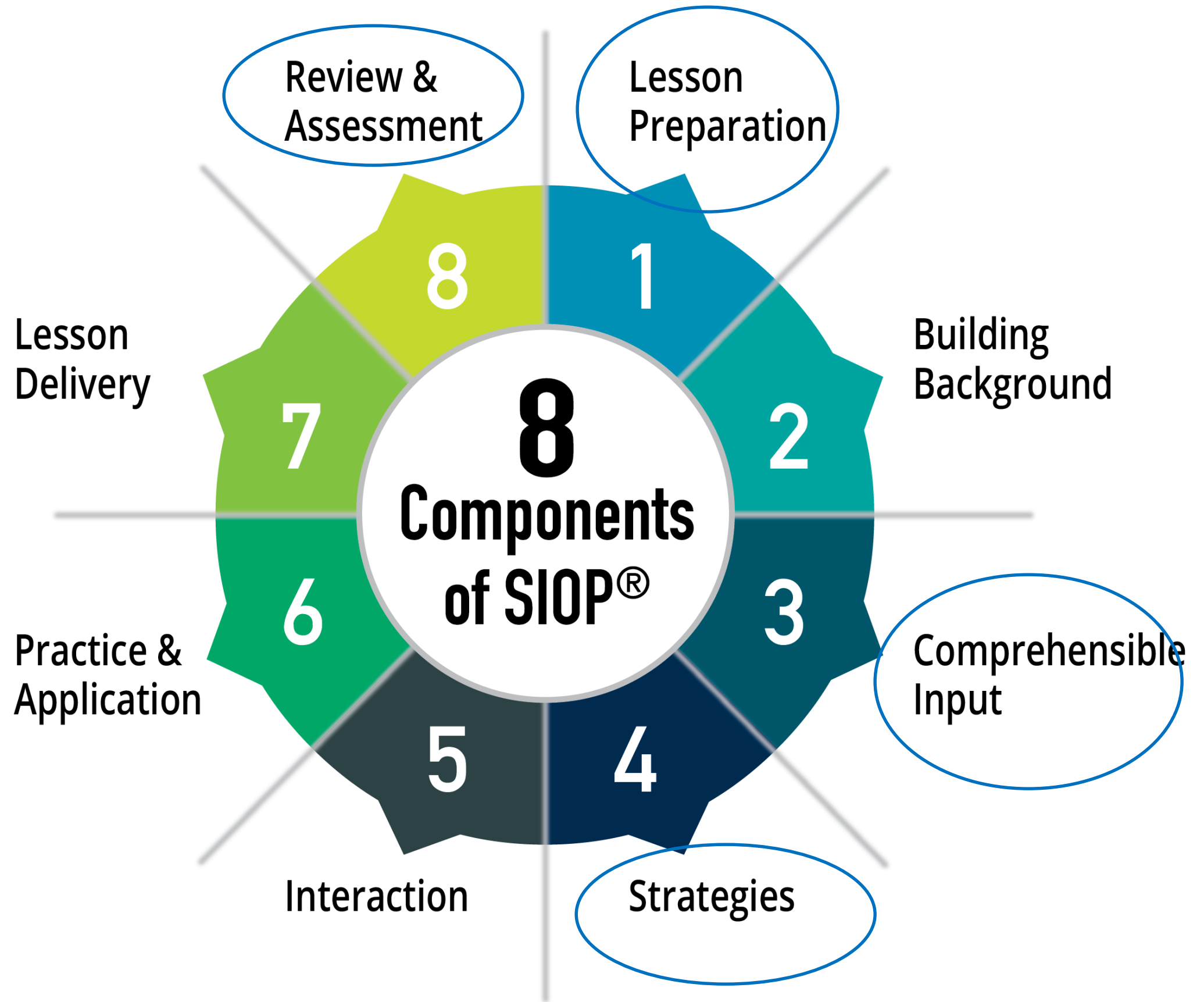


雙語課堂  
以英文課中學得的技能  
(策略、圖表、聽說讀寫能力)  
來學習另一個學科領域





The **SIOP<sup>®</sup> Model** instructional framework centers around 30 effective instructional features organized under 8 components that are proven to bring about statistically significant academic content and language growth.





- Prepare lessons that enable students to **make connections** between their own knowledge and experiences and the new information being taught.
- Well-planned lessons include **content area objectives** as well as **language objectives**
- **Use supplementary materials as scaffoldings**

Step 1: LESSON PREPARATION



# Step 1: LESSON PREPARATION

## 1) Clearly define content and language objectives

- Content objectives describe **what** the students will learn during the lesson
- Language objectives describe **how** the students will learn the content of the lesson. They are based on your students needs. They determine which of the **4 domains of language (listening, speaking, reading, writing)** students will use to accomplish the objectives.

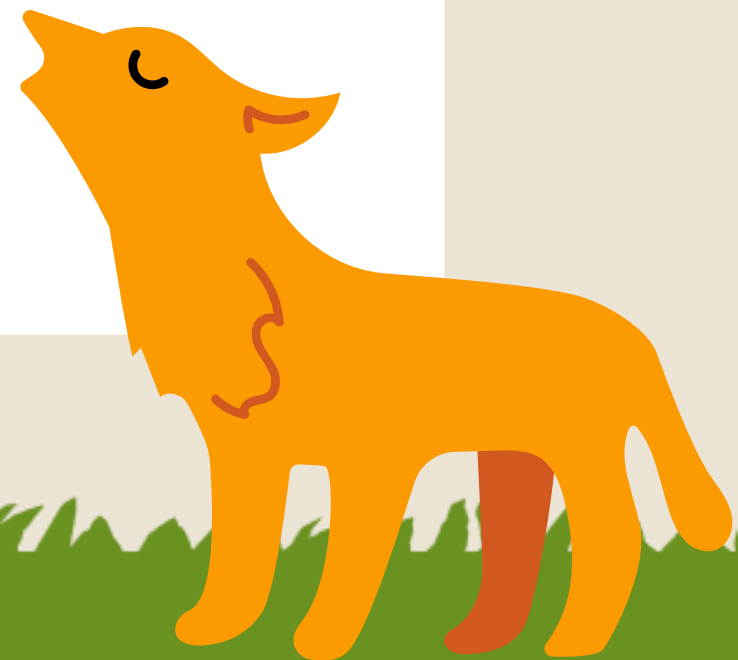
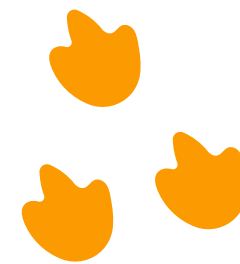
Use objectives as learning opportunities

# Step 1: LESSON PREPARATION



## 2) How to share the objectives with students?

- **Write** on the board- use friendly written language
- preferably in the same space each time, and be limited to one or two per lesson.
- **State orally**
- Language objectives can be specific academic “school words” and they need to be recognizable in the lesson’s delivery.



Use objectives as learning opportunities

# Language Skills Associated with Content Lessons

| Listening           | Speaking                 | Reading                    | Writing                        |
|---------------------|--------------------------|----------------------------|--------------------------------|
| draw a picture      | name                     | preview and predict        | create complete sentences      |
| role play           | discuss                  | find specific information  | summarize                      |
| answer questions    | explain                  | read fluently              | list                           |
| listen and retell   | ask and answer questions | identify main idea         | compare                        |
| follow directions   | summarize                | determine fact vs. opinion | explain                        |
| demonstrate         | evaluate                 | scan                       | create a poem                  |
| distinguish between | clarify                  | identify vocabulary        | write questions and/or answers |
| record              | justify                  | infer                      | diagram                        |

Use objectives as learning opportunities

# Classroom sign\_ Objectives 1

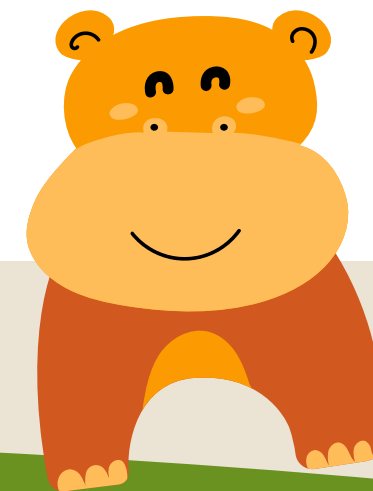
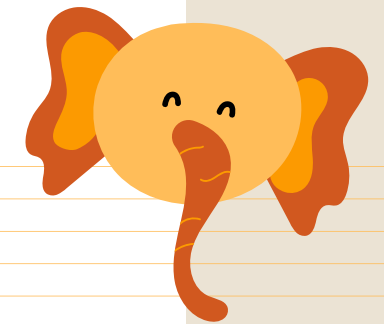




# Our Whole English Teaching Poster

- Brainstorm a English topic that you will be teaching for this/upcoming semester
- Write the content and language objectives
- Think how to share the objectives with students orally and in written

(You can use the sticky notes! )





## Use **supplementary materials** as scaffoldings

1. Worksheet
2. Graphic organizers
3. Hands-on manipulatives
4. Pictures and videos

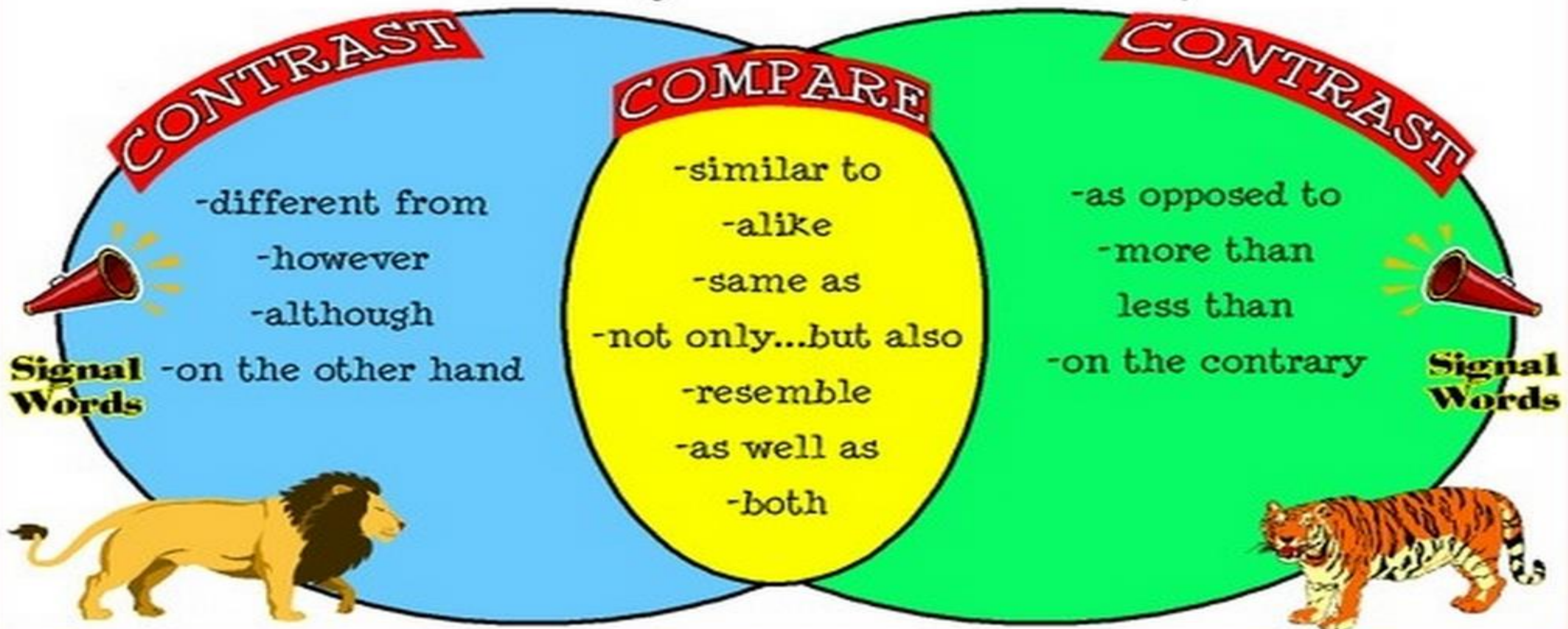
Step 1: LESSON PREPARATION



## Text Structure

# Compare and Contrast

Shows how two or more things are alike and/or how they are different



Name: \_\_\_\_\_

RI.2

I CAN EXPLAIN HOW KEY DETAILS SUPPORT THE

# MAIN IDEA

Title: \_\_\_\_\_

In one or two words, what is the article mostly about?

(a person, place, or thing or idea, process, event or concept)

and what about it?

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and how do you know?

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

Write a 10-word GIST statement below.

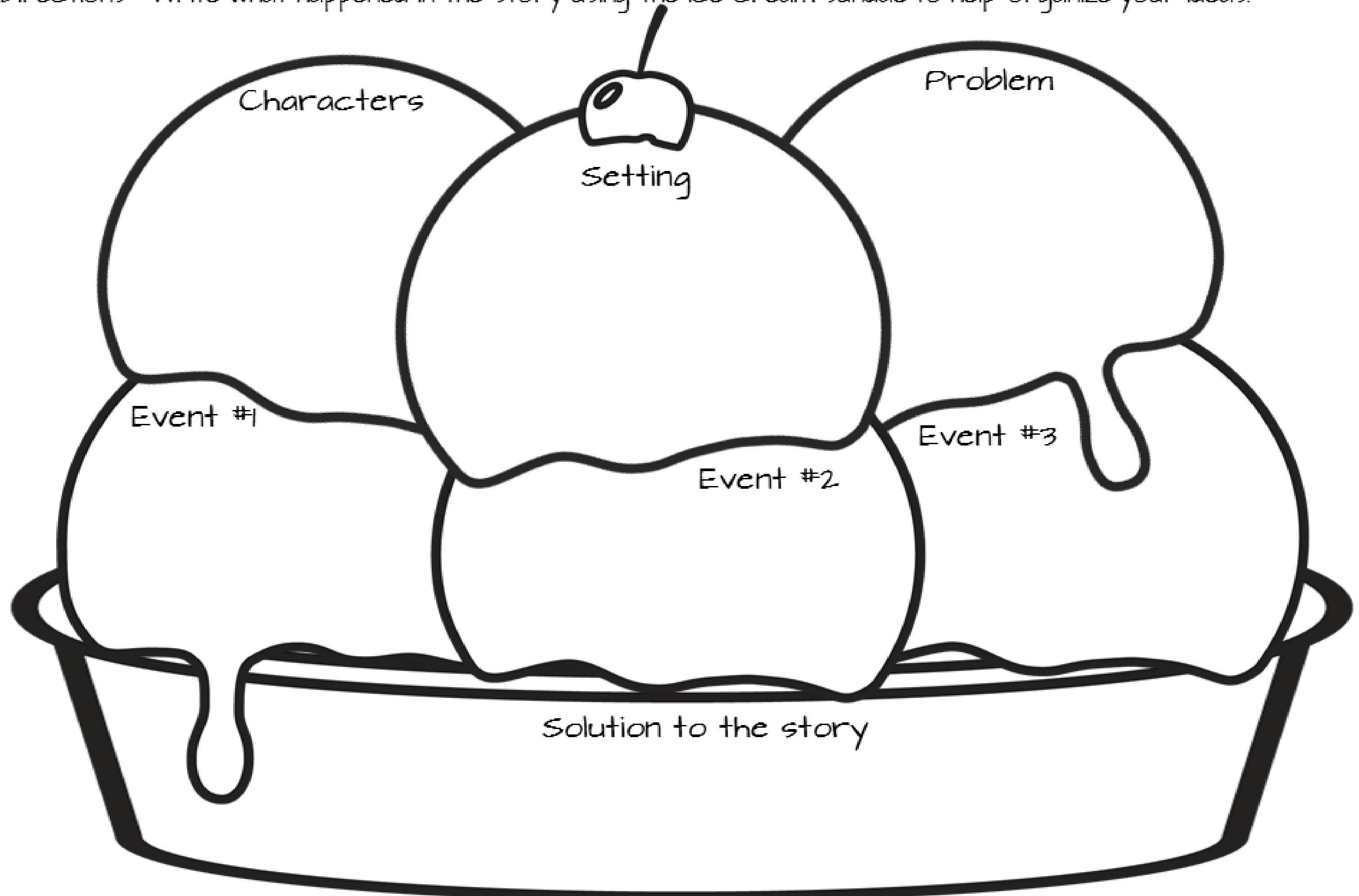
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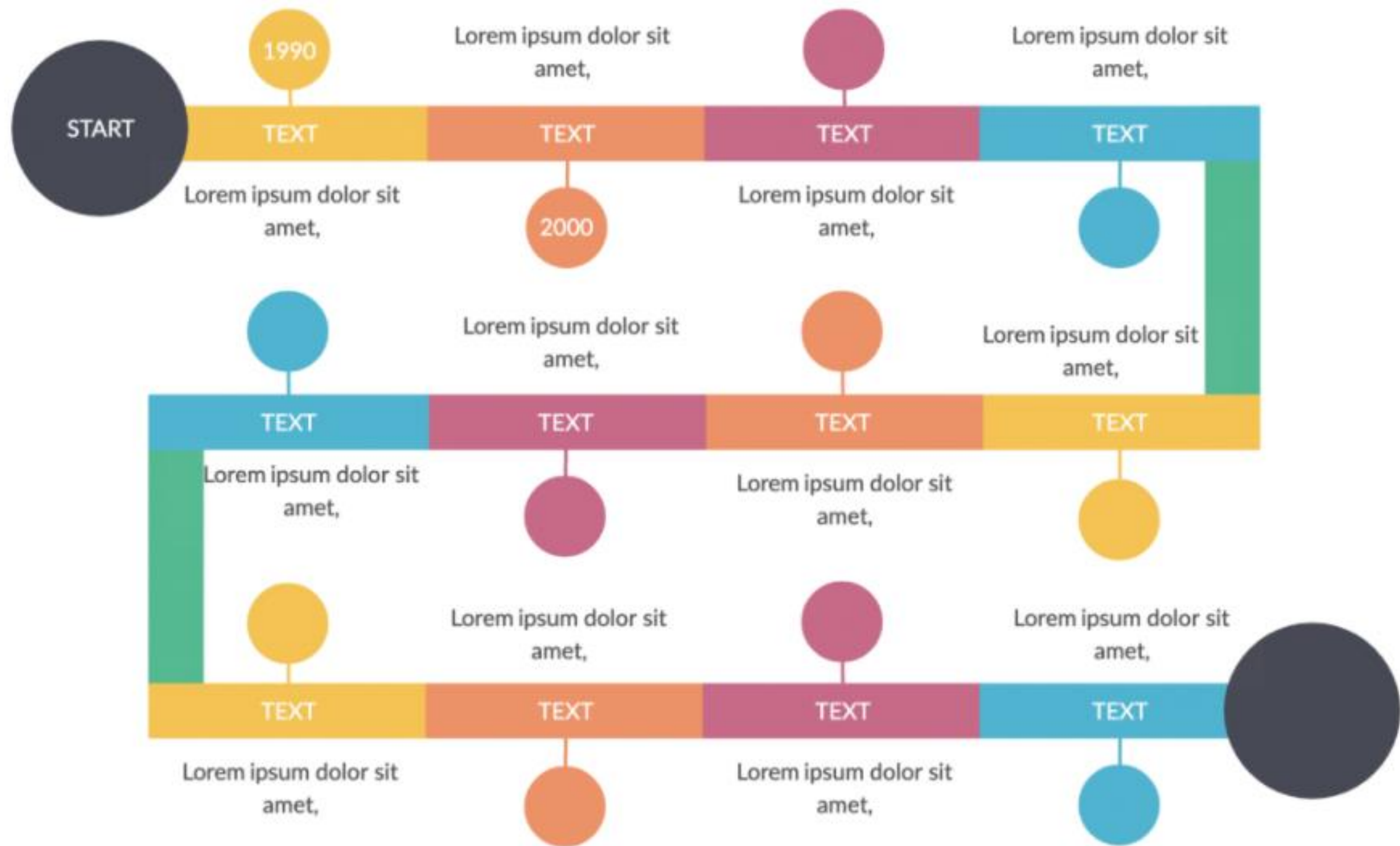
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Identify main ideas vs. supporting details

Name: \_\_\_\_\_

Directions: Write what happened in the story using the ice cream sundae to help organize your ideas.

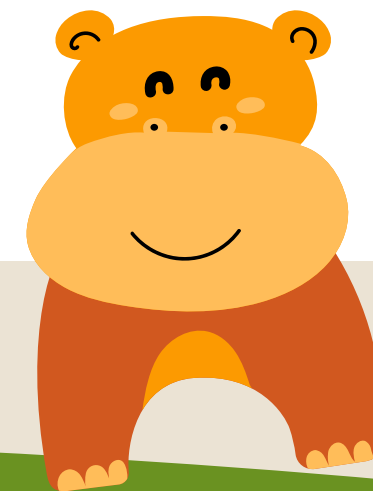
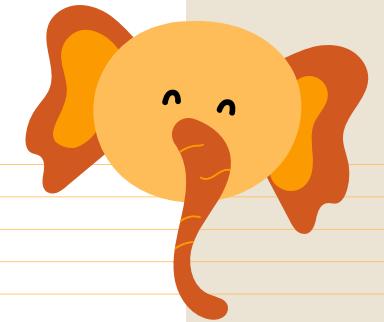




Timeline Diagram Template (Click on the template to edit it online)

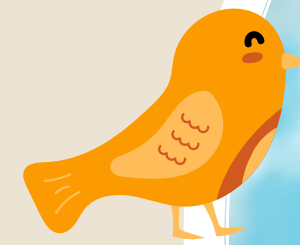
# Our Whole English Teaching Poster

- Choose one graphic organizer for scaffolding
- Think what types of English language can be used
  - For the teacher: introduce, explain
  - For the students: comprehend, practice



# Step 2: BUILDING BACKGROUND

- Emphasize key vocabulary, and present new vocabulary only in context.
- Contextualize Key Vocabulary
  - Review the content—**select key vocabulary terms** that are critical to understanding the concept being taught.
  - Introduce and define terms simply and concretely.
  - **Demonstrate how terms are used in context**, and **explain through the use of synonyms or cognates** to clarify meaning.





# Content Word Wall

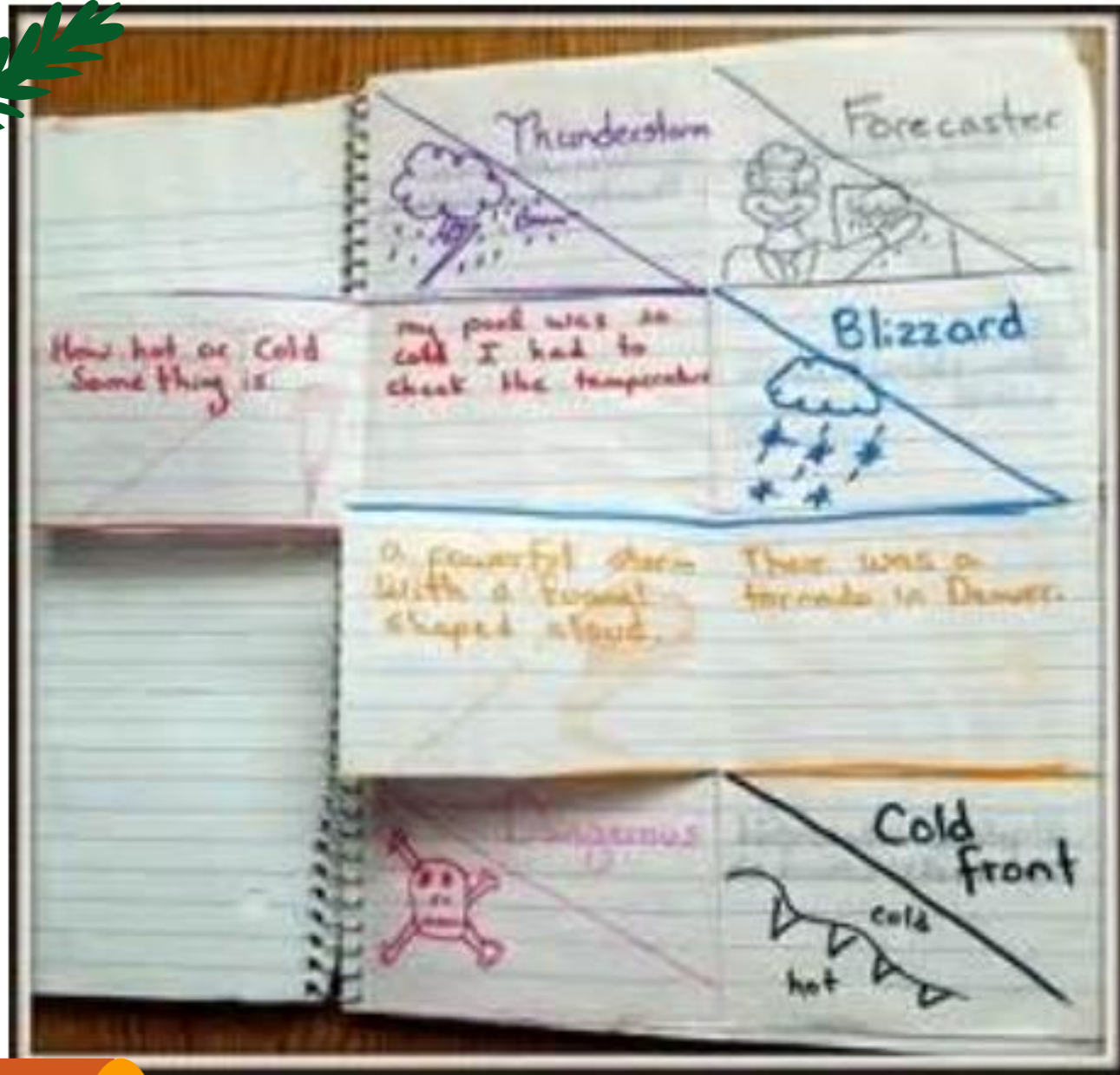


- With student involvement, create a word wall specific for students to refer to as a resource.
- Display alphabetically or by concept.



# Personal dictionaries

**Personal dictionaries** or **glossaries** are created as an individual vocabulary and spelling resource.





## Visitor

# Visitor

## visitor

Word family (noun) visit visitor visitation (verb) visit revisit

From Longman Dictionary of Contemporary English

**vis·it·or** /'vɪzɪtə \$ -ər/ ●●● **S3** **W2** noun [countable] 🔊



someone who comes to visit a place or a person

🔊 Times Square attracts more than 30 million visitors annually.

**visitor to**

🔊 Rina is a frequent visitor to the city.

**visitor from**

🔊 visitors from overseas

▶ see thesaurus at **tourist**



多模態

# Multimodality

Many (modes) such as visual, aural, gestural, spatial, tactile linguistic

Each mode has a different characteristic used for meaning-making, communication and representation of knowledge and ideas.

Write the definition:

Use it in a sentence:

Word

Write a synonym of the word:

Draw a Picture

## Step 3: COMPREHENSION INPUT

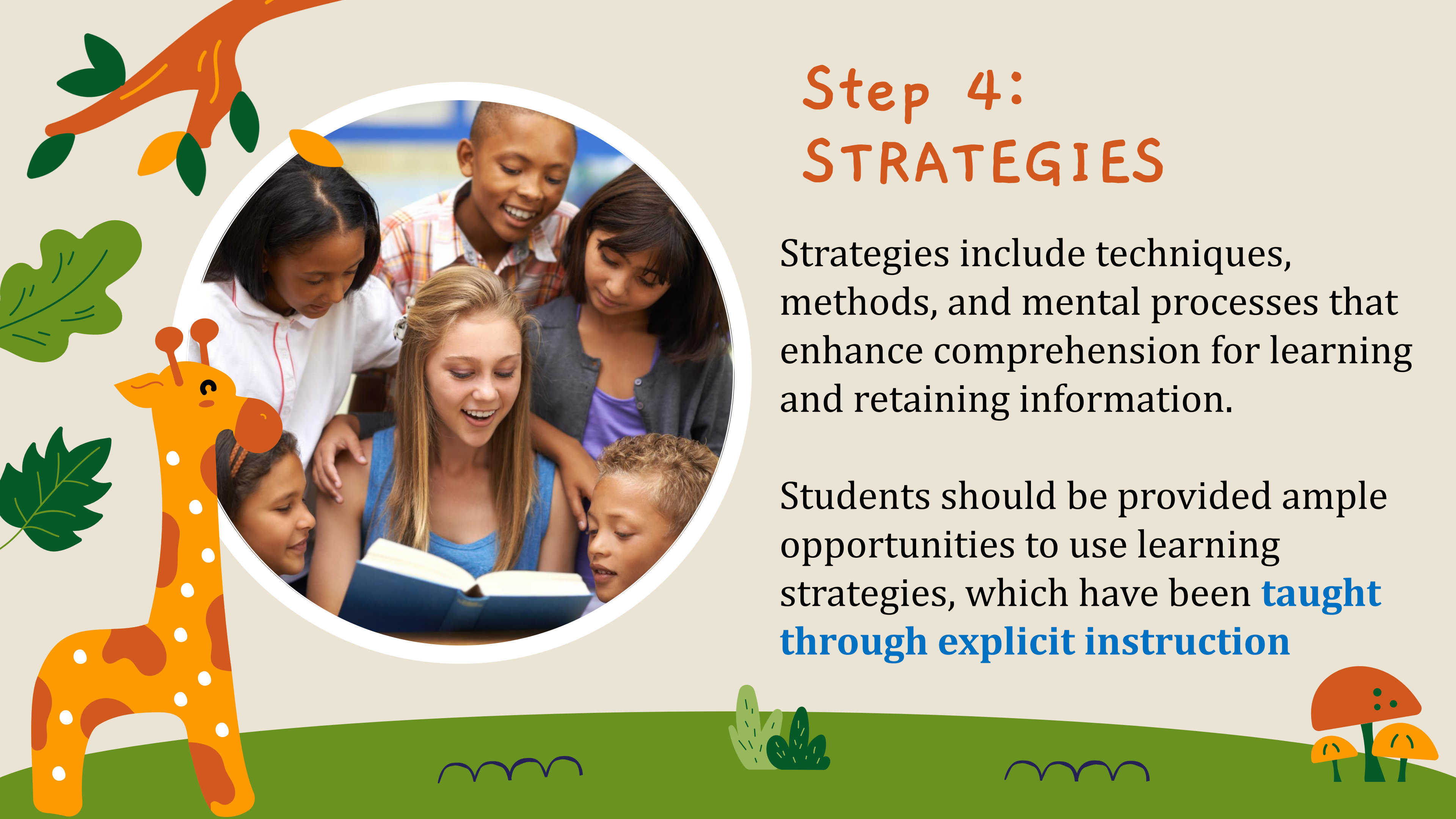
- Teacher should **speak slowly**, enunciate clearly, **repeat more frequently**, and adjust speech as needed.
- use **body language, gestures, and pictures** to accompany spoken words.
- The explanation of a task should be made clear in a **step-by-step manner** using visuals.
- Teachers should use a variety of techniques to make concepts clear, including **paraphrasing and repetition**



## Step 4: STRATEGIES

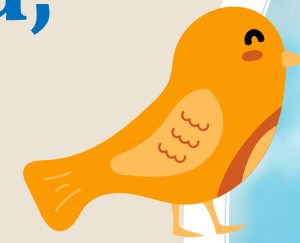
Strategies include techniques, methods, and mental processes that enhance comprehension for learning and retaining information.

Students should be provided ample opportunities to use learning strategies, which have been **taught through explicit instruction**

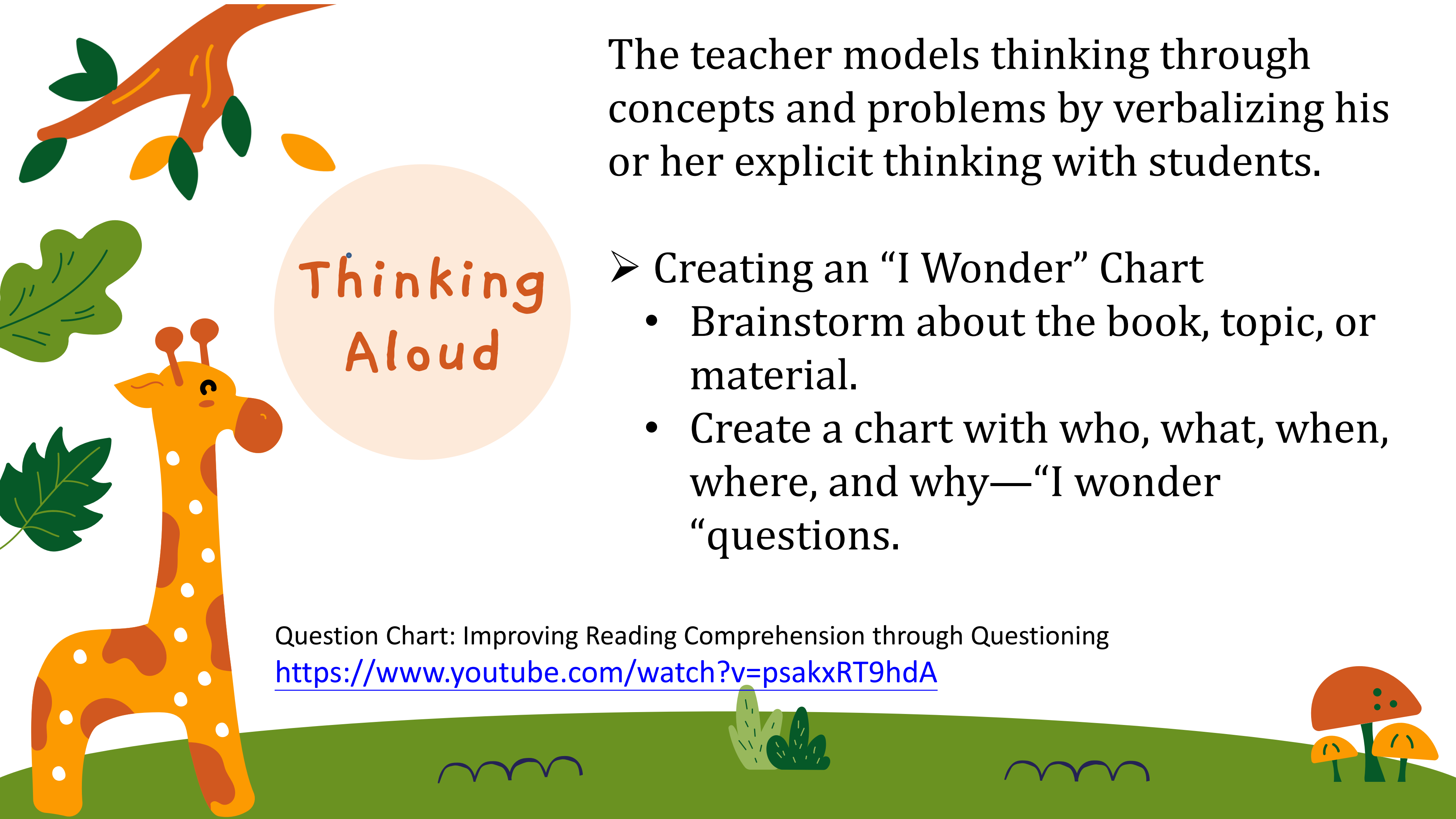


# Step 4: STRATEGIES

Common strategies include **thinking aloud**, **preview and prediction**, **prompting**, **elaboration**, and **questioning** that promotes **higher order thinking** skills.







The teacher models thinking through concepts and problems by verbalizing his or her explicit thinking with students.

➤ Creating an “I Wonder” Chart

- Brainstorm about the book, topic, or material.
- Create a chart with who, what, when, where, and why—“I wonder” questions.

Question Chart: Improving Reading Comprehension through Questioning

<https://www.youtube.com/watch?v=psakxRT9hdA>

# Thinking Aloud

**See**



**What do you  
See?**

**Think**

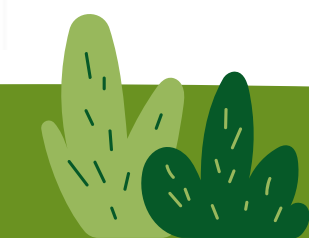


**What do you  
Think is going  
on?**

**Wonder**



**What does it  
make you  
Wonder?**





## Previewing and Predicting

- 1) Students individually preview learning material looking at illustrations, pictures, and bold print. **With a partner, students write three things they think they will learn from the material.**
- 2) Partners share their list with another pair of students and the list could be condensed or expanded.
- 3) Transfer final list to a chart paper.
- 4) Four-person teams share lists with whole group
- 5) Teacher then reads first section of material or text (one page or less) while students follow along.



## Summarizing

- 1) After reading a section of text or other reading material, teacher and students underline or **pick out 10 words or concepts that are most important in understanding the text.**
- 2) Write the 10 words or concepts on chart paper or chalkboard.
- 3) Teacher and students write one to two summary statements, using as many of the listed words or concepts as possible.

Relating Summarizing Statements Back to Predictions and “I Wonder” Chart





## Step 5: INTERACTION

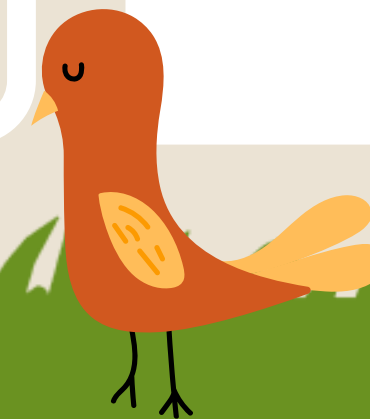
### grouping

- Know your students
- Change frequently

1. Kahoot
2. Jeopardy
3. Taboo words
4. Word Bingo
5. Two Truths and a Lie

### Interactive games

- Apply to any topic
- Easy rules
- Within 5-10 minutes
- Students can come up with full sentences



# Step 6: Application (Group)



Encouraging students to discuss, interact, and work together makes abstract concepts more concrete.

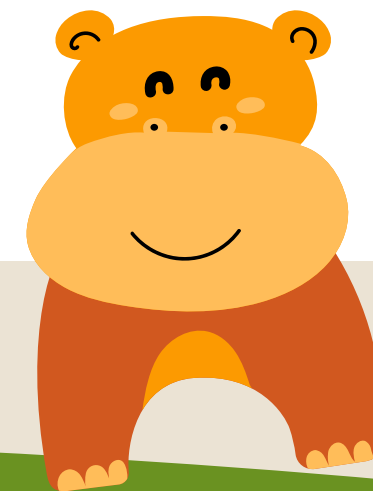
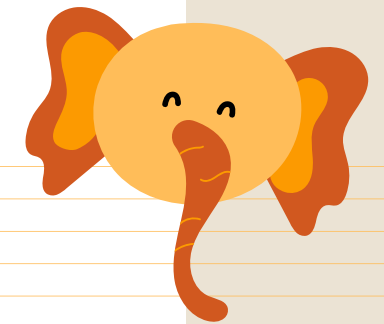


- Explaining own graphic organizers
- Solving problems in cooperative groups
- Engaging in discussion circles
- Partnering students for a project



# Our Whole English Teaching Poster

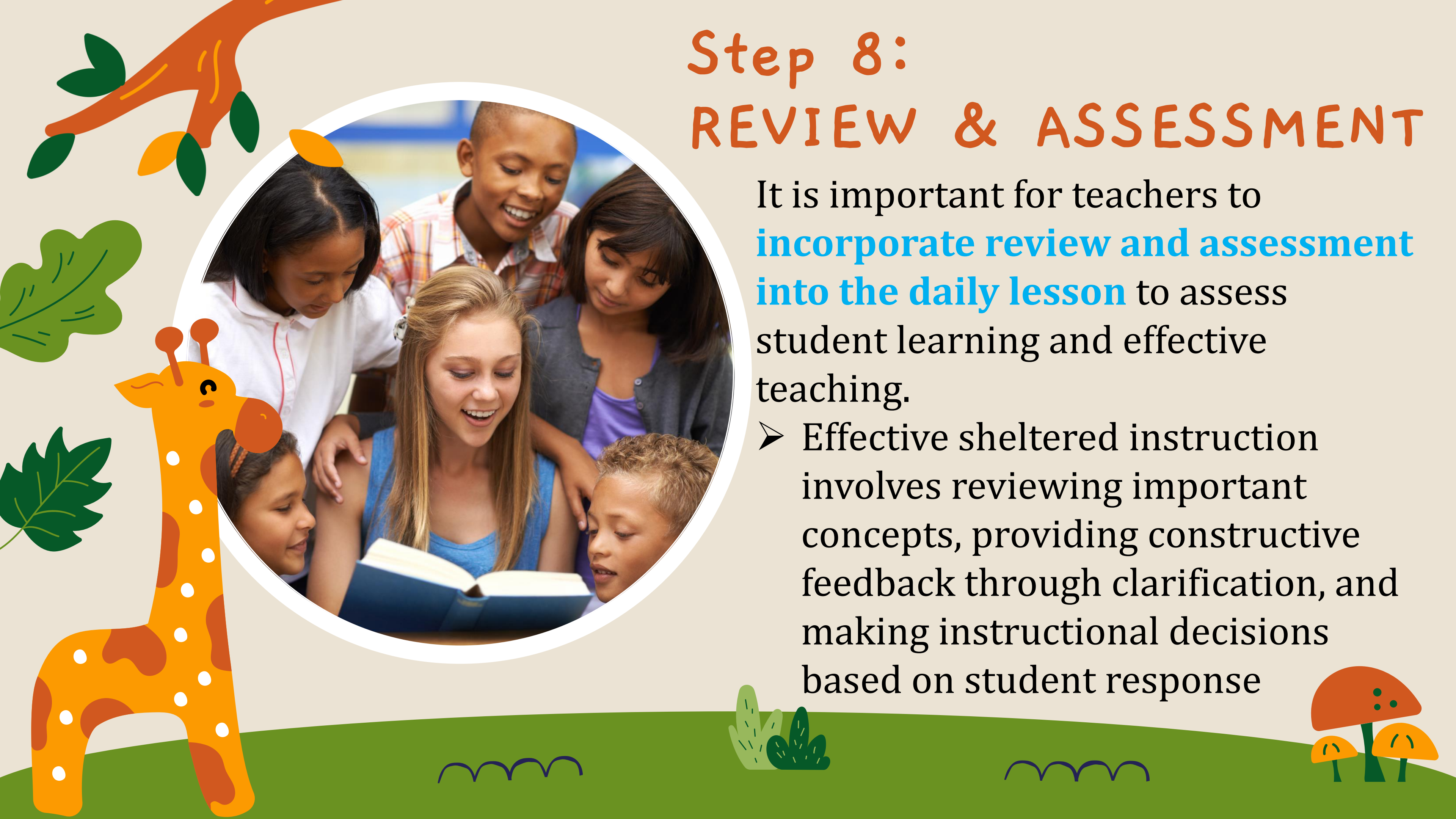
- Make our teaching poster into a teaching reality
- Introduce your lesson
- Demonstrate how you would teach with the graphic organizer and how you would implement the strategy



# Step 8: REVIEW & ASSESSMENT

It is important for teachers to **incorporate review and assessment into the daily lesson** to assess student learning and effective teaching.

- Effective sheltered instruction involves reviewing important concepts, providing constructive feedback through clarification, and making instructional decisions based on student response





## Listening strategy

Find the main idea

Identify the meaning of words

Make inference

### 第三部分：言談理解 (第12-21題)

作答說明：每題均有三個選項，請依據所聽到的對話或短文內容，選出一個最適合的答案，每題播放兩次。

示例題：你會看到

(A) 9:50.      (B) 10:00.      (C) 10:10.

然後你會聽到……(播音)。依據所播放的內容，正確答案應該選B，請將答案卡該題「B」的地方塗黑、塗滿，即：Ⓐ ● Ⓒ

#### 第 12 題

- (A) It is not turned on.
- (B) There is no water inside.
- (C) The man forgot to put coffee beans in.

#### 第 13 題

- (A) Take Bus 703 and walk there.
- (B) Take Bus 941.
- (C) Take a taxi.

# Computer-assisted English assessment

## Reading strategy

Overview  
Question

Detailed  
Question

Inference  
Question

*Tour A, Do Something Interesting*  
**SOUND OF QUEBEC CITY**  
3 days 2 nights NT\$24,800  
1<sup>st</sup> Day: Tour of the Old City  
2<sup>nd</sup> Day: Morning—a drive along the  
St. Lawrence River  
Afternoon—a visit to Laval  
University  
3<sup>rd</sup> Day: Free for shopping

*Tour B, go somewhere warm*  
**EXCITING INDONESIAN HOLIDAY**  
6 days 5 nights NT\$18,600  
1<sup>st</sup> Day: Island tour with a visit to  
Besakih Mother Temple  
in Bali, the biggest one in  
the country.  
2<sup>nd</sup> Day: Denpasar Museum and  
markets  
3<sup>rd</sup> Day: Free for swimming at Bali's  
beaches

*Tour C, do something fun*  
**GREAT HOLLYWOOD DREAM**  
4 days 3 nights NT\$37,900  
1<sup>st</sup> Day: Morning—Visit Universal Studios and see how they make movies  
Afternoon—Visit Rodeo Drive and shops  
2<sup>nd</sup> Day: Morning—Visit Mann's Chinese Theater and look for Handprints of  
the star.  
Afternoon—Free for shopping  
3<sup>rd</sup> Day: Disneyland

### Welcome to Ali Park

*Our vacation trip has:*

- Nice restaurants
- Fine weather
- Beautiful beaches
- Delicious food
- Soft music



**Date:** February 14 ~ February 16

**Food:** Fresh seafood & BBQ

**Activities:** Bicycle-riding, bird-watching, walking  
under the water, and a free spa

**Price:** NT\$6,999 per person

Call Mark at 2288-166-668

☘ Get the 4th person for free if you join our trip  
before February 1.

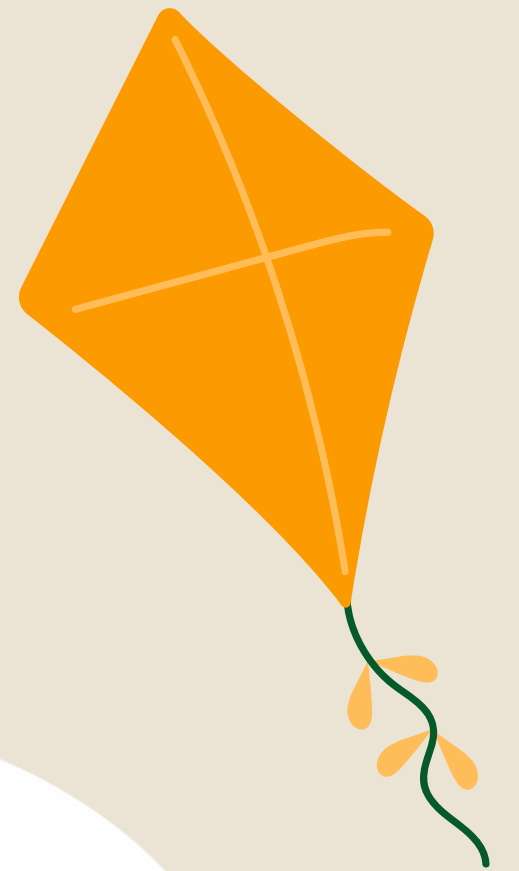
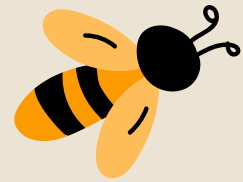
# 不齊頭式的測驗：臺灣動態評量理論與應用學術網站

[首頁](#)[動態評量資料庫](#)[學術好文推薦](#)[教師資源](#)[聯繫我們](#)

## 動態評量資料庫

本資料庫蒐集符合「素養導向」之英文題型，以電腦化動態評量的方式，幫助有興趣之讀者、教師或學生體驗動態評量的提示方式。例如：動態評量的考題設計，在於給予不同層級的提示，協助受試者再次作答，並藉此檢視受試者在回答該題目的潛在能力。舉例來說，當學生答錯時，給予第一層級的提示，例如，框起重要段落，請學生再次閱讀並作答，如學生透過第一層級的提示可答題成功，則代表學生在該題上仍有學習潛在能力，而此潛在能力是不能透過題目本身的「答對」或「答錯」來得知。





THANK YOU  
FOR THE GREAT WORK

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