

# 新北市 107 年度國小英語教師高階研習實施計畫

## —與英國文化協會合作計畫—

107 年 6 月 13 日新北教國字第 1071100946 號函

### 壹、依據：

- 一、新北市 104-107 年度國民小學推動英語教育工作計畫。
- 二、新北市 107 年度國民小學推動英語教育工作計畫 (107 年 3 月 31 日新北教國字第 1070561947 號函)。

### 貳、目的：

- 一、提升本市英語教師教學專業素養。
- 二、增強本市英語教師國際文化交流能力，擴展國際視野。
- 三、提供英語教學互動和領導技巧課程，運用所學與其他教師分享，以達教學相長之效。

參、主辦單位：新北市政府教育局

肆、承辦單位：新北市淡水區新市國民小學

伍、協辦單位：英國文化協會、新北市國教輔導團國小英語領域輔導小組

陸、參加對象：(第一~三點須同時具備)

- 一、本市公立國小之正式編制內現職合格英語教師。
- 二、106 學年度實際擔任英語教學工作，每週英語授課節數至少 8 節以上 (含 8 節)，或授課節數達總授課節數二分之一以上，並將於 107 學年度仍繼續擔任英語教學工作者。(授課節數係指正式英語課程之授課節數)
- 三、具基礎英語聽、說、讀、寫能力，且口語表達能力無礙者。

### 柒、甄選流程：

- 一、以積分審查方式進行甄選，依成績高低順序錄取 30 名，備取若干名。
- 二、若積分相同時，以下列順序優先錄取，若條件仍相同，則由承辦單位抽籤決定。
  - (一) 以未參加過本計畫研習者優先錄取。
  - (二) 取得本市進階研習證書者 (有關本市英語教師研習規劃請見附件二)。
  - (三) 服務於本市偏遠地區學校教師。

(四) 本市核定之 107 學年度雙語實驗課程學校 (含方案一及方案二) 之英語教師。

(五) 具備 CEF 語言能力架構 B2 級以上之相關英檢測驗合格, CEF 架構對照表請見附件三。

三、凡符合報名資格者, 請於 107 年 6 月 27 日 (星期三) 下午 4 時前將報名表 (附件一)、授課證明 (附件四) 及相關證明文件影本 (如敘獎令等) 核章後寄達或送達新市國民小學教務處, 並請於信封上註明「新北市高階研習培訓報名表」字樣。(住址: 新北市淡水區中山北路二段 200 號, 聯絡電話: 26262141 轉 850)。

四、甄選結果於 6 月 29 日 (星期五) 前公告於本市英語輔導團網頁

(<http://tesag.ntpc.edu.tw/web/english/>)、本市英語教學資源中心網頁

(<http://englishcenter.ntpc.edu.tw/>), 及新北市淡水區新市國小首頁

(<http://www.xses.ntpc.edu.tw>)。

五、錄取人員統一由承辦單位以薦派方式於教師研習系統報名, 倘有錄取人員放棄, 由備取人員依序遞補。

**捌、上課地點:** 淡江大學臺北校園 D301 教室 (臺北市大安區金華街 199 巷 5 號; 捷運東門站、中正紀念堂站附近)。

**玖、課程進行方式及內容:**

一、課程重點: 以英語教學能力及專業發展能力為主, 強調聽、說、讀、寫的教學技巧。

二、師資: 由英國文化協會聘請資深之專業師訓講師, 採全英語方式授課。

三、培訓時間: 暑期 7 天, 每天 6 小時 (7/16~7/20、7/23~7/24); 週六共 7 天, 每天 6 小時 (9/1、9/15、9/29、10/13、10/27、11/10、11/24)。

四、課程規劃: 如附件五。

**拾、研習證明:** 全程參與者核發研習時數 84 小時, 並頒發高階研習證書。

**拾壹、注意事項:**

一、高階研習證書請妥善保管, 可做為將來參加國際短期教育訓練加分之依據。

二、錄取者需全程參與研習課程, 不得無故缺席, 否則需賠償研習公費每小時 500 元整。若屬公假者請提出相關證明。

三、通過培訓之學員，由新北市政府及英國文化協會共同具名授予證書，並核發研習時數 84 小時。

四、未交作業或請假超過 6 小時以上者將不授予證書，僅核發研習時數。

五、參與教師於培訓期間需配合完成下列 2 項主要活動：

(一) 透過討論和實作，設計及分享教學活動。

(二) 完成教案設計及研習日誌，瞭解主要教學概念。

六、獲得證書者，有下列義務：

(一) 107 學年度應留任本市擔任英語教學工作每週 8 節以上，或授課節數達總授課節數二分之一以上，否則應賠償教育局補助之公費 1 萬元整。

(二) 優先受邀為各項英語教學經驗分享或教學觀摩之教師。

七、研習時間若為例假日，受薦派之參與人員得於該次研習完成後，6 個月內自行調整課務補休。

八、本研習為全公費補助，參加人員不得要求交通費、膳食費等其他補助。

**拾貳、經費來源：**由本市教育局 107 年度推動英語教育工作計畫-教學輔導組-子計畫四項下相關預算支應。

**拾參、預期效益：**

一、透過理論研討與實作練習，強化教師教學能力。

二、系統規劃教師進修模式，有效提升教學專業知能。

三、參與教師能運用所學於自己教學設計中，並隨時反思修正。

**拾肆、獎勵：**承辦有功人員依新北市政府所屬各級學校及幼兒園辦理教師敘獎處理原則附表第 2 項第 2 款規定辦理敘獎，工作人員嘉獎 1 次以 4 人為限，含主辦人 1 人嘉獎 2 次。

**拾伍、本計畫奉核後實施，修正時亦同。**

附件一：

## 新北市 107 年度國小英語教師高階研習培訓報名表

|   |   |  |                     |                |    |    |  |
|---|---|--|---------------------|----------------|----|----|--|
| 基本資料  | 姓名  | 中文：<br>英文：   | 性別                  |                |    |    |  |
|   | 是否參加過本市與英國文化協會辦理之高階研習？ <span style="float: right;"><input type="checkbox"/>是 <input type="checkbox"/>否</span> |  |                     |                |    |    |  |
|   | 護照英文姓名<br>(證書印製用)   |  |                     |                |    |    |  |
|   | 出生日期  | 民國    年    月    日  | 目前教授年級              |                |    |    |  |
|   | 服務學校  | (    ) 區(    ) 國民小學  |                     | 職稱             |    |    |  |
|   |   | 是否為偏遠學校： <input type="checkbox"/> 是 <input type="checkbox"/> 否 |                     |                |    |    |  |
| 聯絡<br>地址  | (公)<br>(宅)<br>(電子信箱)  | 聯絡<br>電話   | (O)<br>(H)<br>行動電話： |                |    |    |  |
| 甄選積分  | 項    目  |  | 檢附<br>證件            | 加分             | 自評 | 複審 |  |
|   | 本市公立國小之正式編制內現職合格英語教師。   |  | 必備打✓                |                |    |    |  |
|   | CEF語言能力參考指標(B2-vantage)級以上之相關英檢測驗合格,或教育部88年國小英語教師英語能力檢核通過。(對照表請參照附件三)   |  | 測驗合格證書              | 10分            |    |    |  |
|   | 通過本市英語講師培訓者。  |  | 講師證書                | 10分            |    |    |  |
|   | 通過本市進階培訓者。  |  | 培訓合格證書              | 5分             |    |    |  |
|   | 通過本市初階培訓者。  |  | 培訓合格證書              | 5分             |    |    |  |
|   | 實際擔任本市英語教學年資(每週8節課以上,或佔總教學節數一半以上),年資採計至107年7月31日止。  |  | 服務暨授課證明(附件四)        | 每學期1分          |    |    |  |
|   | 擔任本市國小英語輔導團團員(含專輔),年資採計至106學年度。   |  | 團員聘書                | 每學期2分          |    |    |  |
|   | 自102學年度起,指導或參加本市各項英語文比賽。  |  | 敘獎令                 | 嘉獎1次0.5分       |    |    |  |
|   | 自102學年度起,協助本市辦理各項英語文相關活動。   |  | 敘獎令                 | 嘉獎1次0.5分       |    |    |  |
|   | 總積分   |  |                     |                |    |    |  |
|   |   |  | 初審核章<br>(申請者之學校人事)  | 複審核章<br>(承辦單位) |    |    |  |
|   |   |  |                     |                |    |    |  |
| 備註：請檢附各相關證明文件正本供服務學校審核，影本（須請申請者之學校人事主任加蓋「核予正本相符」章及其職章）連同報名表一起寄至本市新市國小。（未附證明或未蓋與正本相符章，該項積分不予計算。） |   |  |                     |                |    |    |  |
| 申請人簽名：_____   |   |  |                     |                |    |    |  |
| 審核<br>記錄  | 初審人員簽章（申請人之學校）  |  | 複審人員簽章（承辦單位）        |                |    |    |  |
|   | 教務主任  | 校長   | 評審一                 | 評審二            |    |    |  |

附件二：

### 新北市英語教師進修研習規劃表

103年6月12日修訂

| 階段                | 參加對象  | 課程名稱                                | 研習時數  |
|-------------------|---|-------------------------------------|-------|
| 基礎研習<br>(共 30 小時) | 1.新進教師(含正式及代理代課)<br>2.導師轉任英語教師<br>3.未曾參加正音訓練之英語教師                   | 新北市英語教學政策                           | 1 小時  |
|                   |   | 班級經營與管理                             | 2 小時  |
|                   |   | 課程設計與教案撰寫                           | 3 小時  |
|                   |   | 低年級課程綱要及教材教法                        | 2 小時  |
|                   |   | 中年級課程綱要及教材教法                        | 2 小時  |
|                   |   | 高年級課程綱要及教材教法                        | 2 小時  |
|                   |   | 口語訓練<br>(包含發音及語調、口語表達、語用及文化,各 6 小時) | 18 小時 |
| 初階研習<br>(共 18 小時) | 1.正式英語教師<br>2.代理代課英語教師  | 字母與字母拼讀法(Phonics)教學                 | 3 小時  |
|                   |   | 聽說教學與評量                             | 3 小時  |
|                   |   | 繪本教學                                | 3 小時  |
|                   |   | 歌謠韻文教學                              | 3 小時  |
|                   |   | 讀者劇場(RT)教學                          | 3 小時  |
|                   |   | 能力指標轉換教學活動                          | 3 小時  |
| 進階研習<br>(共 12 小時) | 1.取得初階研習證書之正式英語教師<br>2.取得初階研習證書之代理代課英語教師                            | 教具製作                                | 3 小時  |
|                   |   | 句法教學                                | 3 小時  |
|                   |   | 閱讀教學與評量                             | 3 小時  |
|                   |   | 寫作教學與評量                             | 3 小時  |
| 高階研習              | 取得進階研習證書之正式英語教師優先錄取   | 與「英國文化協會」合作辦理                       | 84 小時 |
| 國際短期教育訓練<br>(2 週) | 1.取得初階、進階及高階三項研習證書之正式英語教師。<br>2.其餘加分條件依教育局當年度公告之實施計畫為準,並以積分高低順序錄取之。 | 美國/英國等英語為母語之國家學習參訪                  | 2 週   |

附件三：

## 國民小學教師加註英語專長符合相當於 CEF 語言參考架構 B2 級之各項英語檢定考試標準參照表

Common European Framework of Reference for Languages: Learning, teaching, assessment (簡稱 CEF) B2 級以上英語相關考試檢定及格證書

(104.05 修正)

| 考試名稱                           | 符合相當於 CEF 語言參考架構 B2 級以上英語檢定                                  | 考試項目 | 備 註  |
|--------------------------------|--|------|--|
| 全民英檢(GEPT)                     | 中高級複試通過  | 聽說讀寫 | 可則下列任一方式報考：<br>◎ 兩階段考：「聽讀」成績通過後，考「說寫」。<br>◎ 一日考：「聽讀說寫」合併一天考完。<br>➤ 資料參考：LTTC 財團法人語言訓練測驗中心。 |
| 外語能力測驗 (FLPT)                  | 筆試 (含聽力、用法、字彙與閱讀) 195<br>口說 S-2+<br>寫作 B                     | 聽說讀寫 | ◎ 英語測驗分筆試 (含聽力、用法、字彙與閱讀)、口試、寫作測驗。受理單項或多項合併報考。<br>➤ 資料參考：LTTC 財團法人語言訓練測驗中心。                 |
| 托福 iBT 測驗 (網路型態) (TOEFL iBT)   | 聽力 21；閱讀 22<br>口說 23；寫作 21                                   | 聽說讀寫 | ◎ 無分項考試。<br>◎ 成績須符合各分項標準。<br>➤ 資料參考：ETS 臺灣區代表忠欣股份有限公司。                                     |
| 雅思 (IELTS)                     | 6.0  | 聽說讀寫 | ◎ 無分項考試。<br>➤ 資料參考：英國劍橋大學語言測評考試院。  |
| 劍橋五級國際英語認證 (Cambridge English) | Cambridge English : First 舊稱 (FCE)                           | 聽說讀寫 | ◎ 無分項考試。<br>➤ 資料參考：英國劍橋大學語言測評考試院。  |
| 劍橋博思職場英語檢測 (BULATS)            | The Association of Language Testers in Europe (ALTE) Level 3 | 聽說讀寫 | ◎ 聽、說、讀、寫可分項單考。<br>➤ 資料參考：英國劍橋大學語言測評考試院。   |
| PTE 學術英語考試 (PTE-A)             | 聽力 59；閱讀 59<br>口說 59；寫作 59                                   | 聽說讀寫 | ◎ 無分項考試。<br>◎ 成績須符合各分項標準。<br>➤ 資料參考：台灣培生教育出版股份有限公司。  |
| 安格國際英檢測驗 (Anglia)              | Advanced level 中高級測驗須獲得 PASS 或 MERIT 或 DISTINCTION 的成績       | 聽說讀寫 | ◎ 「聽讀寫」合併考；「口說」為選考，不能單獨報考口說。<br>◎ 成績須符合 PASS 或以上成績。<br>➤ 資料參考：英國安格國際英檢。                    |
| 多益英語測驗 (TOEIC)                 | 聽力 400；閱讀 385  | 聽讀   | ◎ 「聽、讀」合併考。<br>◎ 成績須符合各分項標準。   |

|   |                   |     |  |
|---|-------------------|-----|--|
|   |                   |     | <ul style="list-style-type: none"> <li>◎ 多益英語測驗自 2008 年全面改制後已無新制或傳統之分。</li> <li>➤ 資料參考：ETS 臺灣區代表忠欣股份有限公司 102 年 1 月 24 日忠益 102 字第 132 號函修正。</li> </ul>  |
| 多益口說與寫作測驗(TOEIC Speaking and Writing Tests) | 口說 160；寫作 150     | 說寫  | <ul style="list-style-type: none"> <li>◎ 「說、寫」合併考；可單考「口說」。</li> <li>◎ 成績須符合各分項標準。</li> <li>➤ 資料參考：ETS 臺灣區代表忠欣股份有限公司 102 年 1 月 24 日忠益 102 字第 132 號函修正。</li> </ul>   |
| 傳統多益英語測驗(TOEIC)                             | 750               | 聽讀  | <ul style="list-style-type: none"> <li>◎ 傳統多益成績採認標準採總分制。</li> <li>◎ 此項考試自 98 年 8 月 31 日起停考，故成績依行政院 95 年 4 月 4 日院授人力字第 0950061619 號函之參照標準。</li> <li>➤ 資料參考：ETS 臺灣區代表忠欣股份有限公司。</li> </ul>  |
| 托福 ITP 測驗(TOEFL ITP)                        | 543               | 聽讀  | <ul style="list-style-type: none"> <li>◎ 分數含聽力、文法結構及閱讀，成績採認標準採總分制；無寫作及口說考試。</li> <li>◎ 對照成績自 100 年 11 月起更新，100 年 11 月前對照成績為 527。</li> <li>➤ 資料參考：ETS 臺灣區代表忠欣股份有限公司 102 年 1 月 24 日忠益 102 字第 132 號函修正。</li> </ul>                      |
| 托福 CBT 測驗(TOEFL CBT)                        | 197               | 聽讀寫 | <ul style="list-style-type: none"> <li>◎ 無口說考試。</li> <li>◎ 此項考試自 95 年 9 月 30 日起停辦，故成績依行政院 95 年 4 月 4 日院授人力字第 0950061619 號函之參照標準。</li> <li>➤ 資料參考：ETS 臺灣區代表忠欣股份有限公司。</li> </ul>   |
| 托福 PBT 測驗(TOEFL PBT)                        | 聽力&閱讀 527<br>寫作 4 | 聽讀寫 | <ul style="list-style-type: none"> <li>◎ 無口說考試；寫作考試成績依其能力描述之評分表，寫作 4 分約等同於 CEF 之 B2 級成績。</li> <li>◎ 部份區域已停考。臺灣地區於 90 年停考。</li> <li>◎ 此項考試成績依行政院 95 年 4 月 4 日院授人力字第 0950061619 號函之參照標準。</li> <li>➤ 資料參考：ETS 臺灣區代表忠欣股份有限公司。</li> </ul> |

備註：

- 1.教育部於 100 年 2 月 21 日以臺中（二）字第 1000022382C 號令發布「國民小學教師加註英語專長專門課程科目及學分對照表實施要點」，作為各師資培育之大學規劃加註英語專長專門課程之參據。
- 2.各師資培育之大學審核符合相當於 CEF 語言參考架構 B2 級以上英語考試檢定及格證書，得由學校自行訂定參照表，無年限之限制，惟須包含聽、說、讀、寫 4 項檢測，如有缺漏仍須補足該項成績，始得申請辦理國民小學教師加註英語專長證書。
- 3.通過教育部 88 年度所辦國小教師英語能力檢核測驗者（須檢附國小英語師資培訓「英語教學能力班」學分證明書影本）及通過財團法人語言訓練中心 93 年度所辦國民小學教師英語能力檢核考試者（須檢附財團法人語言訓練中心證明函影本），視同符合相當於 CEF 語言參考架構 B2 級以上英語考試檢定及格。
- 4.以年資辦理國民小學教師加註英語專長證書者，以本參照表為採認依據，不在本參照表之測驗成績，國立臺中教育大學審核作業小組（以下簡稱本小組）不予採認。擬申請為本參照表之英語檢定考試流程為：由各師資培育大學（以下簡稱各大學）推薦 3 至 5 位審查委員，形成專業審查人才資料庫，每次聘 5 位專業審查委員，進行匿名審查，再邀請已提報及已核定加註英語專長專門課程之各大學英語相關學系所教授代表（非職員）參加會議討論，經三分之二以上出席，且三分之二以上（含）投票通過，方可列入本參照表，作為本小組審核依據。其他未核定或提報加註英語專長專門課程之師培大學可列席會議，但不參與表決。
- 5.本小組每年 3 月調查一次已核定加註英語專長專門課程之各大學校內採認之英語檢測考試情形，上開大學倘三分之二（含）以上已採認某項英語檢測工具，亦得列於本參照表中。



附件四：

## 新北市○○區○○國民小學服務證明暨 英語授課證明

茲證明○○○為現職正式合格英語教師，自民國○○年○○月開始於本校服務，並於 106 學年度實際擔任英語教師一職，每週英語授課節數至少八節以上(含八節)或授課節數達總授課節數二分之一以上，並於 107 學年度仍繼續擔任英語教學工作。

符合本次研習培訓計畫之英語教學年資共計○年。

教學組長：

教務主任：

人事主任：

校長：

附件五：高階研習課程表（含暑假期間及週六場次）

| Session Title  | Breakdown  |
|--|--|
| <p><b>Session 1: Breaking the ice and developing rapport</b></p>   | <ul style="list-style-type: none"> <li>• Using ice-breakers to build rapport and atmosphere</li> <li>• Using ice-breakers to help develop cooperative and collaborative skills</li> <li>• Keeping it communicative: learning by doing</li> <li>• Discussing course approaches</li> <li>• Reflections: The course participants will share their previous teaching and learning experiencing, and what kind of environment they believe is most likely to lead to effective second language learning.</li> <li>• Introduction to the reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul> |
| <p><b>Session 2: CORE SKILLS: Developing understanding of the different aspects of Classroom Language</b></p>                        | <ul style="list-style-type: none"> <li>• Developing understanding of how classroom language can aid language acquisition</li> <li>• Identifying and teaching classroom language in context, and in a fun, engaging and motivating way to our young learners</li> <li>• Promoting the use of transactional / interactional classroom language in the young learner classroom</li> <li>• Functional language: Getting our students to provide the language of instruction in the communicative YL classroom</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul>               |
| <p><b>Session 3: CORE SKILLS: Effective methods and approaches in the elementary school second language learning environment</b></p> | <ul style="list-style-type: none"> <li>• What do you know about child language learning? - quick quiz</li> <li>• A review of second language learning theories, methods and approaches</li> <li>• What do the researchers think? How can we</li> </ul>   |

|   |  |
|---|--|
|   | <p>use the views of prominent researchers to improve the effectiveness of the second language learning environment?</p> <ul style="list-style-type: none"> <li>• Developing understanding of the main differences between language learning and language acquisition</li> <li>• Using motherese to aid our second language learners</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul>   |
| <p><b>Session 4: CORE SKILLS:<br/>Task Based Learning 1</b></p>                           | <ul style="list-style-type: none"> <li>• To develop your understanding of Task Based Approaches that are likely to increase the effectiveness of second language learning.</li> <li>• To develop your understanding of the role of pre-tasks, main tasks and post tasks</li> <li>• To exploit a low level kids reader using a broadly task based approach</li> <li>• To take part in a Task Based lesson suitable for children.</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul>   |
| <p><b>Session 5: CORE SKILLS:<br/>Task Based Learning 2: From task type to lesson</b></p> | <ul style="list-style-type: none"> <li>• To review task based approaches.</li> <li>• To develop your understanding of the role of different task types when it comes to increasing the effectiveness of the young learner second language classroom</li> <li>• From task type to lesson: Starting with a task type and developing it into a fun, engaging, motivating and coherent task based lesson</li> <li>• To present your task based lesson to the rest of the team</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul> |
|   |  |

|   |  |
|---|--|
| <p><b>Session 6: Differentiation in the Mixed Ability Classroom</b></p> | <ul style="list-style-type: none"> <li>• To develop your understanding of the role of differentiation in the young learner classroom.</li> <li>• To develop your understanding of differentiation according to ability.</li> <li>• To develop your understanding of differentiation according to learning styles.</li> <li>• To develop your understanding of differentiation in relation to task outcomes and the levels of support you can provide to your young learners.</li> <li>• To develop your understanding of how to differentiate your own activities / tasks and outcomes.</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul> |
| <p><b>Session 7: Mixed Ability and Learning Styles</b></p>              | <ul style="list-style-type: none"> <li>• To develop your understanding of learning styles and differentiation</li> <li>• To raise awareness and review multiple intelligence theory</li> <li>• To reflect on how activities appeal to different multiple intelligences.</li> <li>• To develop your ability to differentiate in terms of learning styles in relation to goals, expected outcomes, and levels of support.</li> <li>• To discuss how to teach to the learning styles of a diverse group – no student left behind!</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul>  |
| <p><b>Session 8: Classroom Management</b></p>                           | <ul style="list-style-type: none"> <li>• To use mini-whiteboards as a classroom management tool</li> <li>• To develop our understanding of classroom management</li> <li>• To develop our understanding of classroom interaction patterns</li> <li>• To improve our classroom organisation</li> </ul>  |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• To improve discipline and our classroom control in the young learner classroom</li> <li>• To understand how time-management can impact the effectiveness of our young learner classes</li> <li>• To discuss how to build a good rapport and atmosphere with our young learners</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul>  |
| <p><b>Session 9: Pair and Group Work</b></p>        | <ul style="list-style-type: none"> <li>• Adapting materials so as to promote pair and group work in the young learner classroom</li> <li>• Learning and modelling how to set up pair work and group work effectively in the communicative young learner classroom</li> <li>• Discussing the role of the teacher – What is effective modelling in the communicative classroom?</li> <li>• ‘Over to you’ - designing a range of pair or group activities that match the learning requirements of your students</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul> |
| <p><b>Session 10: Songs, Rhymes, and Chants</b></p> | <ul style="list-style-type: none"> <li>• Using songs, rhymes, and chants to develop motivational levels, musical intelligences and natural speech</li> <li>• Exploiting rhymes, chants and games that match with your curricula requirements</li> <li>• ‘Over to you’ - Exploiting songs in an effective manner that matches the learning requirements of your students</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul>  |
| <p><b>Session 11: Content Language</b></p>          | <ul style="list-style-type: none"> <li>• What are the aims and rationale of CLIL</li> </ul>   |

|   |   |
|---|---|
| <p><b>Integrated Learning</b><br/>– The four C’s</p>  | <p>based classes?</p> <ul style="list-style-type: none"> <li>• The core principles underpinning CLIL</li> <li>• Developing understanding of the key differences between CLIL based teaching and EFL</li> <li>• Reflections: What can you apply into your language classes?</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul>   |
| <p><b>Session 12: Content Language Integrated Learning: Countries, Travel and Geography</b></p> | <ul style="list-style-type: none"> <li>• Using a broadly task based approach to effectively teach CLIL based lessons to YLS.</li> <li>• Improving our YL’s understanding of the world</li> <li>• Improving engagement and motivational levels in the YL CLIL classroom through the dissemination of real world knowledge</li> <li>• Using multi-media resources to enhance CLIL based teaching</li> <li>• Generating and enhancing the CLIL related classroom contributions of our young learners using a range of activities including cootie catchers, memory games and board games.</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul> |
| <p><b>Session 13: Story Telling and Drama</b></p>   | <ul style="list-style-type: none"> <li>• To develop understanding of the rationale for promoting reading in the YL classroom.</li> <li>• To investigate how using stories in the YL classroom requires an integrated approach toward teaching and learning.</li> <li>• To understand, use and design different reader based activities in the YL classroom.</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul>  |
|   |   |

|  |   |
|--|---|
| <p><b>Session 14: Creating Your Own Lesson</b></p>   | <ul style="list-style-type: none"> <li>• Reviewing the key elements studied in previous teacher training sessions</li> <li>• Developing your understanding of the role of classroom language in the young learner classroom</li> <li>• Developing your understanding of classroom management in the young learner classroom</li> <li>• Developing your understanding of the role of differentiation in the young learner classroom</li> <li>• Developing your understanding of the role of task based learning in the young learner classroom</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul>  |
| <p style="text-align: center;"><b><u>After completion of the intensive part of the teacher training course, the course participants will type up their reflective diaries before submitting this as their course homework.</u></b></p> <p style="text-align: center;">暑期研習結束後，學員應於指定日期內繳交研習日誌一份，撰寫方式將於開課時說明。</p> |   |
| <p><b>Session 15: Presenting your lesson plan</b></p>  | <ul style="list-style-type: none"> <li>• Developing understanding of the model lesson plan</li> <li>• Developing understanding of the whole class peer presentations</li> <li>• Peer presentations should include the rationale for the lesson plans, for example, what was done, what went well and what could be done differently to meet the needs of a mixed ability classroom.</li> <li>• Peer presentations should last 1 hour and should include descriptions, demonstrations and the facilitation of open class discussions</li> <li>• After the lesson plans have been presented, the rest of the course participants will provide feedback using the praise sandwich</li> <li>• The presenters can use this feedback to make</li> </ul> |

|  |   |
|--|---|
|  | appropriate modifications to their lesson plans   |
| <b>Session 16: Interactive Story Telling</b>   | <ul style="list-style-type: none"> <li>• Telling stories in a fun, motivating and engaging way</li> <li>• Improving interactivity when storytelling</li> <li>• Taking an integrated approach towards storytelling in the classroom</li> <li>• Using storytelling to enhance a range of core skills in the YL classroom</li> <li>• Generating and enhancing the classroom contributions of our young learners when storytelling</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul>   |
| <b>Session 17: Presenting your lesson plan</b> | <ul style="list-style-type: none"> <li>• Developing understanding of the model lesson plan</li> <li>• Developing understanding of the whole class peer presentations</li> <li>• Peer presentations should include the rationale for the lesson plans, for example, what was done, what went well and what could be done differently to meet the needs of a mixed ability classroom.</li> <li>• Peer presentations should last 1 hour and should include descriptions, demonstrations and the facilitation of open class discussions</li> <li>• After the lesson plans have been presented, the rest of the course participants will provide feedback using the praise sandwich</li> <li>• The presenters can use this feedback to make appropriate modifications to their lesson plans</li> </ul> |
| <b>Session 18: Listening and Speaking</b>      | <ul style="list-style-type: none"> <li>• Promoting speaking and listening in a fun and engaging manner in the YL classroom</li> <li>• Effective strategies for developing a range of</li> </ul>   |



|  |   |
|--|---|
|  | <p>listening and speaking abilities</p> <ul style="list-style-type: none"> <li>• Resource share - finding and using the best listening and speaking resources</li> <li>• ‘Over to you’ – adapting materials so as to focus on the development of listening and speaking skills in the young learner classroom</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul>  |
| <p><b>Session 19: Presenting your lesson plan</b></p>                            | <ul style="list-style-type: none"> <li>• Developing understanding of the model lesson plan</li> <li>• Developing understanding of the whole class peer presentations</li> <li>• Peer presentations should include the rationale for the lesson plans, for example, what was done, what went well and what could be done differently to meet the needs of a mixed ability classroom.</li> <li>• Peer presentations should last 1 hour and should include descriptions, demonstrations and the facilitation of open class discussions</li> <li>• After the lesson plans have been presented, the rest of the course participants will provide feedback using the praise sandwich</li> <li>• The presenters can use this feedback to make appropriate modifications to their lesson plans</li> </ul> |
| <p><b>Session 20: Vocabulary and Grammar Development: A Lexical Approach</b></p> | <ul style="list-style-type: none"> <li>• Developing understanding of and analysing the specific vocabulary and grammar related needs of YLs at different developmental stages</li> <li>• Applying knowledge of relevant theories of language acquisition such as noticing, retrieval and generative use to a task based lesson</li> <li>• Experimenting with a selection of activities appropriate to different teaching and learning styles</li> <li>• Reflective diary: Teachers will add relevant</li> </ul>   |

|   |   |
|---|---|
|   | <p>action points to their reflective diaries</p>  |
| <p><b>Session 21: Presenting your lesson plan</b></p>                       | <ul style="list-style-type: none"> <li>• Developing understanding of the model lesson plan</li> <li>• Developing understanding of the whole class peer presentations</li> <li>• Peer presentations should include the rationale for the lesson plans, for example, what was done, what went well and what could be done differently to meet the needs of a mixed ability classroom.</li> <li>• Peer presentations should last 1 hour and should include descriptions, demonstrations and the facilitation of open class discussions</li> <li>• After the lesson plans have been presented, the rest of the course participants will provide feedback using the praise sandwich</li> <li>• The presenters can use this feedback to make appropriate modifications to their lesson plans</li> </ul> |
| <p><b>Session 22: Reading and Developing Understanding of the World</b></p> | <ul style="list-style-type: none"> <li>• Improving understanding of the world through the medium of storytelling</li> <li>• Improving engagement and motivational levels in the YL classroom through the dissemination of real world knowledge</li> <li>• Using multi-media resources to enhance development of understanding of the world</li> <li>• Using competitive activities to develop motivational levels while developing understanding of the world</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul>  |
| <p><b>Session 23: Presenting your lesson plan</b></p>                       | <ul style="list-style-type: none"> <li>• Developing understanding of the model lesson plan</li> </ul>   |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Developing understanding of the whole class peer presentations</li> <li>• Peer presentations should include the rationale for the lesson plans, for example, what was done, what went well and what could be done differently to meet the needs of a mixed ability classroom.</li> <li>• Peer presentations should last 1 hour and should include descriptions, demonstrations and the facilitation of open class discussions</li> <li>• After the lesson plans have been presented, the rest of the course participants will provide feedback using the praise sandwich</li> <li>• The presenters can use this feedback to make appropriate modifications to their lesson plans</li> </ul> |
| <p><b>Session 24: Writing</b></p>                     | <ul style="list-style-type: none"> <li>• Developing writing activities that meet the needs of differentiated groups of learners</li> <li>• Taking an integrated approach toward developing writing skills in the young learner classroom.</li> <li>• Incorporating aspects of creative play into writing tasks</li> <li>• Demonstrating writing based activities which incorporate different learning and teaching styles</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul>   |
| <p><b>Session 25: Presenting your lesson plan</b></p> | <ul style="list-style-type: none"> <li>• Developing understanding of the model lesson plan</li> <li>• Developing understanding of the whole class peer presentations</li> <li>• Peer presentations should include the rationale for the lesson plans, for example, what was done, what went well and what could be done differently to meet the needs of a mixed</li> </ul>  |

|   |   |
|---|---|
|   | <p>ability classroom.</p> <ul style="list-style-type: none"> <li>• Peer presentations should last 1 hour and should include descriptions, demonstrations and the facilitation of open class discussions</li> <li>• After the lesson plans have been presented, the rest of the course participants will provide feedback using the praise sandwich</li> <li>• The presenters can use this feedback to make appropriate modifications to their lesson plans</li> </ul>   |
| <p><b>Session 26: Mixed Ability: Testing and Learner Training</b></p> | <ul style="list-style-type: none"> <li>• Developing a variety of approaches toward testing in the young learner classroom</li> <li>• Re-doing the spelling test</li> <li>• Using interactive tests</li> <li>• Gamifying the testing process</li> <li>• Developing understanding of the role of different question types while testing comprehension</li> <li>• Reflecting on how to push our students to think beyond texts / transcripts</li> <li>• Discussing testing approaches in your own specific contexts</li> <li>• Reflective diary: Teachers will add relevant action points to their reflective diaries</li> </ul> |
| <p><b>Session 27: Presenting your lesson plan</b></p>                 | <ul style="list-style-type: none"> <li>• Developing understanding of the model lesson plan</li> <li>• Developing understanding of the whole class peer presentations</li> <li>• Peer presentations should include the rationale for the lesson plans, for example, what was done, what went well and what could be done differently to meet the needs of a mixed ability classroom.</li> <li>• Peer presentations should last 1 hour and should include descriptions, demonstrations and the facilitation of open class discussions</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• After the lesson plans have been presented, the rest of the course participants will provide feedback using the praise sandwich</li> <li>• The presenters can use this feedback to make appropriate modifications to their lesson plans</li> </ul>   |
| <p><b>Session 28: Developing a range of strategies to promote effective project work in the elementary school environment</b></p>  | <ul style="list-style-type: none"> <li>• Using visuals to scaffold teaching of junior high school projects</li> <li>• Using matching activities to scaffold teaching of a reading text</li> <li>• Using ranking activities to develop understanding of a reading text</li> <li>• Using internet based mini-projects to develop text level understanding</li> <li>• Using vocabulary activities to review key items and to introduce new concepts</li> <li>• Focusing on the role of projects and different project types</li> </ul> |
| <p><b><u>After the final workshop the course participants will submit their completed lesson plans.</u></b></p> <p><b>研習結束後，學員應於指定日期內繳交教學演示之教案一份。</b></p> <p><b><u>On completion of the course the course participants with full attendance will have earned credits for the input session part of the internationally recognized Trinity / BC TYLEC course.</u></b></p> |   |