【運作計畫】英資中心

**高雄市政府教育局111學年度辦理第一學期**

**【推動中外師雙語教學教師增能與會話課程】輔導計畫**

**Bilingual Education Consultation & Dialogue Class Program**

1. **依據**
2. 「前瞻基礎建設─人才培育促進就業建設2030雙語政策計畫(110至113年)」暨「教育部國民及學前教育署補助國民中小學推動英語教學實施要點」辦理。
3. 教育部國民及學前教育署110年10月7日臺教國署國字第1100129901號函110學年度「雙語國家政策—口說英語展能樂學計畫」辦理。
4. 教育部國民及學前教育署補助國民中小學推動英語教學實施要點。
5. **目標**
6. 建立教育部國教署擴大引進外籍英語教學人員計畫TFETP(Taiwan Foreign English Teacher Program)及ETF(English Teaching Fellow Scholarship Program)外籍英語教學人員（以下簡稱外師）、引進部分工時外籍教學助理計畫English Language Teaching Assistant（簡稱ELTA）外籍教學助理及雙語相關計畫外師與協同中師交流的管道。並提供本市外籍教師與協同教師課程諮詢與專業發展的平台。
7. 規畫雙語課程諮詢與會話課程，激發教師發展多元的課程教學活動並增進英語口說技巧，進而提升教師雙語教學知能，促進教師專業成長。
8. 推動以英語文為媒介的學習課程，營造口說英語教學氛圍，應用英語於真實生活情境。
9. **辦理單位**
10. 指導單位：教育部國民及學前教育署
11. 主辦單位：高雄市政府教育局
12. 承辦單位：高雄市英語教學資源中心(位於鳳山區曹公國小)
13. **研習訊息：**本計畫依據中師(LET)、外師(FET)之需求，開設二類帶狀研習課程-會話課程Dialogue Class與雙語教學諮詢課程Bilingual Education Consultation Class，課程資訊如下：

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Bilingual Education Consultation** | | | | | | | |
| **No.** | **國中 Junior High School** | | | **國小 Elementary School** | | | |
| **會議室連結Meeting Room Link-** <https://meet.google.com/tuo-pycb-bcq> | | | | | | |
| **Instructor: Daniel Juckes** | | | | | | |
| **日期**  **Date**  **Tues. 13:50~16:00** | **Topic** | **Course Number** | | **日期**  **Date**  **Wed. 13:50~16:00** | **Topic** | **Course Number** |
| **1** | 09/27 | Introductions & The Bilingual Class; Health | 3527329 | | 09/28 | Introductions & The Bilingual Class; Health | 3527364 |
| **2** | N/A |  | 10/12 | Cultural differences & teaching strategies; PE |
| **3** | 10/25 | Cultural differences & teaching strategies; PE | 10/26 | Lesson plans & adapting material; Visual Arts |
| **4** | 11/08 | Lesson plans & adapting material; Visual Arts | 11/09 | Pedagogical strategies; Music |
| **5** | 11/22 | Pedagogical strategies; Music | 3527357 | | N/A |  | 3527369 |
| **6** | 12/06 | Assessment & design; Life skills | 12/07 | Assessment & design; Life skills |
| **7** | 12/20 | The Digital CLIL Classroom; Home Economics | 12/21 | The Digital CLIL Classroom; Home Economics |
| **8** | 01/03 | Sorting & Reflecting; Scouts | 01/04 | Sorting & Reflecting; Scouts |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Dialogue Class** | | | | | | |
| **No.** | **國中 Junior High School** | | | **國小 Elementary School** | | |
| **會議室連結Meeting Room Link-** <https://meet.google.com/tuo-pycb-bcq> | | | **會議室連結Meeting Room Link-**  <https://meet.google.com/sxv-cgnm-smk> | | |
| **Instructor: Daniel Juckes** | | | **Instructor: Amanda Dube** | | |
| **日期Date**  **Tues. 13:50~16:00** | **主題**  **Topic** | **課程代碼**  **Course Number** | **日期Date**  **Wed. 13:50~16:00** | **主題**  **Topic** | **課程代碼**  **Course Number** |
| **1** | 09/20 | Experiences | 3527345 | 09/21 | Greetings, ABCs, & Classroom English | 3527379 |
| **2** | 10/04 | Likes & Dislikes | 10/05 | Emotions, weather,  interests & hobbies, countries |
| **3** | 10/18 | Films, TV and books | 10/19 | Age, numbers, ABCs, Classroom English, festivals |
| **4** | 11/01 | Art & Photography | 3527413 | N/A |  | 3527436 |
| **5** | 11/15 | Travel | 11/16 | Common classroom items, ABCs, Classroom English |
| **6** | N/A |  | 11/23 | Fruits, animals, recreational activities |
| **7** | 12/13 | The Future | 3527428 | 12/14 | Colours, ABCs, festivals, Classroom English | 3527444 |
| **8** | 12/27 | How to… | 12/28 | Food, body parts, daily routines |
| **9** | 01/10 | New Year’s | 01/11 | Emotions, festivals, Classroom English |

1. **參與對象：**
2. 國中小雙語教學諮詢課程(Bilingual Education Consultation)：本市國中小外籍教師、外籍教學助理皆可報名參加，每班預計招收50人，錄取優先順序如下：
3. 參加教育部國教署部分領域雙語計畫及其他相關計畫之中外師。
4. 參加本市相關雙語計畫之中外師。
5. 對雙語教育有興趣之中外師。
6. 國中小會話課程(Dialogue Class)：本市國中小教師(含代理、兼代課、實習教師)皆可報名參加，每班預計招收50人，錄取優先順序如下：
7. 參加教育部國教署部分領域課程雙語教學計畫以及ETF(美籍英語教學人員獎學金計畫)協同教師。
8. 參加引進部分工時外籍教學助理計劃(ELTA)的協同中師。
9. 對英語會話課程有興趣之中師。
10. **報名方式：**採用線上報名。
11. 國中小雙語教學諮詢課程(Bilingual Education Consultation)：
12. 中師(LET)：請於開課前3天至教育部全國教師在職進修資訊網報名<https://www1.inservice.edu.tw/>。
13. 外師(FET)：Please register online three days before the class starts.

Junior High School: <https://forms.gle/adjyp82KpiwbU5zH8>

Elementary School: <https://forms.gle/BWqsb86GZcRNzEkM7>

1. 國中小會話課程：請於開課前3天至教育部全國教師在職進修資訊網報名<https://www1.inservice.edu.tw/>。
2. 若有相關報名問題，請洽承辦人胡助理或吳老師07-7104916。
3. **課程內容規畫：**請見附件一～四。
4. **研習時數：**請各校惠予參與教師與協辦學校工作人員公假出席(課務自理)，完成研習後各場次覈實核予2小時研習時數。
5. **線上諮詢Q&A服務(Online Consultation)：**
6. 雙語計畫英資中心國中小諮詢LET&FET-LINE群組，歡迎老師加入。

|  |  |
| --- | --- |
| **LET中師** | **FET外師** |

1. 為了協助外師日常生活、教學即時回饋及協同中師相關疑難輔導，本中心提供諮詢時段，線上會議室連結與相關資訊如下：

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time/Date** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Participants** | FET/Elementary | LET/Junior High | FET/Junior High | LET/Elementary |
| **8:10~10:00**  **10/04~10/07**  **11/01~11/04**  **12/06~12/09**  **01/03~01/06** | **Elementary School-Foreign Teachers’ Consultation Time (Daniel)** | **國中-**  **中師諮詢時間** | **Junior High School-Foreign Teachers’ Consultation Time (Daniel)** | **國小-**  **中師諮詢時間** |

1. FET Consultation Time- [**https://meet.google.com/tuo-pycb-bcq**](https://meet.google.com/tuo-pycb-bcq)
2. LET Consultation Time - <https://meet.google.com/ffg-etam-bwh>
3. 注意事項：
4. 若有相關諮詢問題，可於線上諮詢前填寫表單，以利通則問題彙整。表單連結如下：<https://forms.gle/6qAdbttmZDcbDgHq9>
5. 諮詢時間或日期若有調整，將公告於本中心網站。

If the time or date is adjusted, the notice will be published on Kaohsiung English Teaching Resource Center Website. <https://english.tgp.kh.edu.tw/>

1. 線上諮詢Q&A時間不屬研習課程，無研習時數核予。

Online consultation is not part of the Bilingual Education Consultation course. Therefore, time spent in online consultation will not be considered as part of Bilingual Consultation attendance.

1. **研習經費：**由高雄市英語教學資源中心111學年度運作經費項下支應。
2. **預期效益**
3. 增進本市國中小雙語教師專業知能與提供支持系統。
4. 提升本市國中小教師英語口語表達能力與以英語授課知能與技巧。
5. 提供本市中外師教學諮詢與外師在臺生活輔導。
6. **獎勵Reward：**
7. 活動結束後，承辦本研習工作人員依「高雄市立各級學校及幼兒園教職員工獎懲標準補充規定」辦理敘獎。
8. 中外師定期參與課程，並繳交相關成果者並簽署授權同意書者（參閱附件五），將擇優敘獎或給予獎勵。相關說明如下：
9. 授權同意書以一人一份為原則。若該教案或者教學影片為協同教學，兩位協同教師可以簽署於同一份授權書即可。
10. 中外師參與雙語教學諮詢課程(Bilingual Education Consultation)達5次以上並於課堂中參與表現良好者，本局將頒發參與證明書以茲證明。Teachers are expected to attend & participate regularly. If LETs or FETs join the Bilingual Education Consultation more than 5 times and get engaged in the workshop well, they will get a certificate of participation from Kaohsiung Education Bureau as reference.
11. 中師參與英語會話課程(Dialogue Class)達6次以上並於課堂中參與表現良好者，頒發參與證明書以茲證明。
12. 國中小雙語教學諮詢課程(Bilingual Education Consultation)：中外師課程結束後，結合課程內容與實際教學現場，繳交雙語教案一份(格式不拘、至少兩節課)或15～20分鐘的雙語教學影片(可編輯過或一鏡到底)，評選為優良者，將贈予教學資源用書並給予敘獎，以資鼓勵。

Teachers are encouraged to record a 15-20-minute segment of their class to show how they deliver material or submit a bilingual education lesson plan for at least 2 periods (any formats accepted). If the one is graded as outstanding, teaching resource books will be awarded for excellence.

1. 國中小會話課程(Dialogue Class)：中師課程結束後，結合課程內容與實際教學現場，繳交15～20分鐘的課堂教學影片(可編輯過或一鏡到底)，評選為優良者，將贈予教學資源用書並給予敘獎，以資鼓勵。
2. **本計畫經教育局核准後實施，修正時亦同。**

**Syllabus of Elementary School Teachers’ Dialogue Classes 國小英語會話課**

附件一Appendix 1

| Main objectives | Expectations & rewards | Location and times |
| --- | --- | --- |
| * To aid elementary school teachers of English by providing them with oral practice relevant to the material they are teaching in schools. * To provide methods that optimally deliver grammar and other aspects of language structure which can prove challenging. | * Teachers are expected to attend & participate regularly. * Teachers are encouraged to record a 15-20-minute segment of their class to show how they deliver material. * Teaching resource books will be awarded for excellence. | KETRC [Online]  Fortnightly on Wednesdays at  13:50-16:00 |

| Week | Date | Grade | Topic | Dialogue and features of language | Methods of teaching grammar |
| --- | --- | --- | --- | --- | --- |
| 1 | 22/09/21 | 1-3 | Greetings  Alphabet & numbers  Classroom language | * Self-introduction * Asking for another person’s name * Learning how to greet at a particular point in time (morning, afternoon, evening) | Introduce yourself  Ways to say hello  ABCs |
| 2 | 22/10/05 | 4-6 | Emotions, Weather  Interests and hobbies  Countries | * Talking about where we’re from * Describing the weather * Talking about how we feel (happy, sad etc.) | Dialogue  Using emotive language  Adjectives, Nouns |
| 3 | 22/10/19 | 1-3 | Age, Numbers, Alphabet  Classroom language  Festivals (Halloween) | * Asking and answering questions about age * Counting from 1-10 * Halloween celebration vocabulary and activities | Roman numerals - ABCs |
| 4 | 22/11/16 | 1-3 | Common classroom items  Alphabet  Classroom language | * Naming classroom objects (ruler, pencil, eraser etc.) | Ask and answer the names of common classroom items - ABCs |
| 5 | 22/11/23 | 4-6 | Fruits  Animals  Recreational activities | * Asking what others do in their spare time * Asking how many items one can see * Asking for the names of objects | Pronouns (identifying objects) - Singular & Plural nouns - Interrogative - Nouns |
| 6 | 22/12/14 | 1-3 | Colours  Alphabet  Festivals (Christmas) Classroom language | * What is your favourite colour? * What colour is this? * Christmas-related phrases and words | Ask and answer the colour of the item - ABCs |
| 7 | 23/12/28 | 4-6 | Food  Body Parts  Daily Routines | * Asking what time others do a specific activity (what time do you have breakfast?) * Asking others what they want | Prepositional/gerund/verbal phrases - Nouns |
| 8 | 23/01/11 | 1-3 | Emotions Classroom language Festivals (Chinese New Year) | * Asking how others feel * Chinese New Year – related phrases & words | Prepositions of time/place  Using emotive language (expressing feelings) |

**Syllabus of Junior High School Teachers’ Dialogue Classes國中英語會話課**

附件二Appendix 2

| **Main objectives** | | | | Expectations & rewards | | Location and times |
| --- | --- | --- | --- | --- | --- | --- |
| * To aid high school teachers of English by providing them with oral practice relevant to the material they are teaching in schools. * To provide methods that optimally deliver grammar and other aspects of language structure which can prove challenging. | | | | * Teachers are expected to attend & participate regularly. * Teachers are encouraged to record a 15-20 minute segment of their class to show how they deliver material. * Teaching Resource books will be awarded for excellence. | | KETRC [Online]  Fortnightly on Tuesdays  13:50-16:00 |
| Week | Date | Topic | Dialogue and features of language | | Methods of teaching grammar | |
| 1 | 22/09/20 | Experiences | * Self introduction * Discussing your summer vacation * Past experiences | | - Introductory phrases with focus on Be verb  - Past simple (regular -ed; irregular)  - Present perfect tense (have/has + p.p.v) | |
| 2 | 22/10/04 | Likes & dislikes | * Giving reasons * Discussing your favourite things * Compare and contrast | | - Demonstratives (this/that/those)  - Phrasal verbs (put + up/down/away)  - Conjunctions (because/so) | |
| 3 | 22/10/18 | Films, TV and books | * Giving directions * Discussing our favourite movies * Oral storytelling | | - Locative adverbs (where…)  - Subordinating conjunctions (before, after, when)  - Signposting (first, then, after that, later) | |
| 4 | 22/11/01 | Art & photography | * Describing a picture in depth * Circumlocution & new words * Pros and Cons of…. | | - Adverbs (there is/are)  - Infinitives and gerunds (love + to eat/eating)  - Relative pronouns (who, where | |
| 5 | 22/11/15 | Travel | Review of Lessons 3 & 4  Previous material covered in lessons 3 & 4 | | - All of the above | |
| 6 | 22/12/13 | The Future | * Making predictions about the future * Requests, commands and instructions * Sequencing events | | - Future tense (will/would)  - Take/spend + v  - Sequence markers (first, second, third) | |
| 7 | 22/12/27 | How to… | * Discussing what activities we are doing in our life * Linking ideas together * Describing a process | | - Present continuous (v+ing)  - Relative pronouns (which, that, who, where)  - Preposition by + transport | |
| 8 | 23/01/10 | New Year’s | Review of Lessons 5 & 6  Previous material covered in lessons 3 & 4 | | - All of the above | |

**Syllabus of Elementary Bilingual Consultation Classes 國小雙語教學諮詢課程**

附件三Appendix 3

| Main objectives | | | | Expectations & rewards | | Location and times | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| * To provide a structured framework of how to deliver bilingual lessons. * To resolve any issues that may occur in a bilingual class. * To improve the quality of teaching in a bilingual environment. | | | | * Teachers are expected to attend & participate regularly. * Teachers encouraged to submit at least one lesson plan per term or a 15-20 minute class recording for grading. | | KETRC [Online]  Fortnightly on  Wednesdays  13:50-16:00 | |
| Week | Date | Topic | Main focus | | Learning outcomes | |
| 1 | 22/09/28 | Introducing The Bilingual Class  Preparing to co-teach  Subject in focus: Health | Answer the questions: what is a CLIL bilingual class? How do I co-teach in a FET-LET partnership?  Open discussion | | * How to implement CLIL correctly * Awareness of desired English usage in a bilingual class | |
| 2 | 22/10/12 | Cultural differences & co-teaching strategies  Subject in focus: PE | Compare Taiwanese and Western classroom etiquette  Develop effective communication strategies between co-teachers | | * Develop sensitivity to different norms * Identify & solve communication challenges * Improve co-teaching understanding | |
| 3 | 22/10/26 | Lesson planning & adapting  material  Subject in focus: Visual Arts | Use collaborate lesson planning which follow the English guidelines provided by the MOE  Choosing and adapting material for the students’ level | | * Effective lesson planning between teachers * Gather new resources & ideas for teaching   - Find ways to adapt for all students | |
| 4 | 22/11/09 | Pedagogical strategies in class  Subject in focus: Music | How to incorporate effective strategies that can promote speaking, listening, reading and writing | | * Consider which methodology to use * Subject-related activities | |
| 5 | 22/12/07 | Assessment & Design  Subject in focus: Life Skills | Compare the pros and cons of varying assessments  Designing and using assessments to measure learning | | * Reach a consensus on what is an optimal assessment tool in CLIL * How to design & implement an assessment | |
| 6 | 22/12/21 | The Digital CLIL Classroom  Subject in focus:  Home Economics | Ways to set up an effective CLIL class online  Explore practices for online teaching, blended learning and accessing digital resources for your class. | | * How to set up online or blended classes * Learn more about utilising the digital space * Address challenges and resolves issues | |
| 7 | 23/01/04 | Sorting & Reflecting  Subject in focus:  Scouts | Assess the challenges and successes you’ve encountered this semester and see how to improve for next semester. | | * Reflect on the semester and make a plan on how to anticipate potential issues and optimise your students’ learning. | |

**Syllabus of Junior High Bilingual Consultation Classes 國中雙語教學諮詢課程**

附件四Appendix 4

| Main objectives | | | | Expectations & rewards | | Location and times | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| * To provide a structured framework of how to deliver bilingual lessons. * To resolve any issues that may occur in a bilingual class. * To improve the quality of teaching in a bilingual environment. | | | | * Teachers are expected to attend & participate regularly. * Teachers encouraged to submit at least one lesson plan per term or a 15-20 minute class recording for grading. | | KETRC [Online]  Fortnightly on  Wednesdays  13:50-16:00 | |
| Week | Date | Topic | Main focus | | Learning outcomes | |
| 1 | 22/09/27 | Introducing The Bilingual Class  Preparing to co-teach  Subject in focus: Health | Answer the questions: what is a CLIL bilingual class? How do I co-teach in a FET-LET partnership? | | * How to implement CLIL correctly * Awareness of desired English usage in a bilingual class | |
| 2 | 22/10/25 | Cultural differences & co-teaching strategies  Subject in focus: PE | Compare Taiwanese and Western classroom etiquette  Develop effective communication strategies between co-teachers | | * Develop sensitivity to different norms * Identify & solve communication challenges * Improve co-teaching understanding | |
| 3 | 22/11/08 | Lesson planning & adapting  material  Subject in focus: Visual Arts | Use collaborate lesson planning which follow the English guidelines provided by the MOE  Choosing and adapting material for the students’ level | | * Effective lesson planning between teachers * Gather new resources & ideas for teaching   - Find ways to adapt for all students | |
| 4 | 22/11/22 | Pedagogical strategies in class  Subject in focus: Music | How to incorporate effective strategies that can promote speaking, listening, reading and writing | | * Consider which methodology to use * Subject-related activities | |
| 5 | 22/12/06 | Assessment & Design  Subject in focus: Life Skills | Compare the pros and cons of varying assessments  Designing and using assessments to measure learning | | * Reach a consensus on what is an optimal assessment tool in CLIL * How to design & implement an assessment | |
| 6 | 22/12/20 | The Digital CLIL Classroom  Subject in focus:  Home Economics | Setting up a CLIL class online  Explore practices for online teaching, blended learning and accessing digital resources for your class. | | * How to set up online or blended classes * Learn more about utilising the digital space * Address challenges and resolves issues | |
| 7 | 23/01/03 | Sorting & Reflecting  Subject in focus:  Scouts | Assess the challenges and successes you’ve encountered this semester and see how you could you improve for next semester. | | * Reflect on the semester and make a plan on how to anticipate potential issues and optimise your students’ learning. | |

**高雄市政府教育局111學年度第一學期**

附件五Appendix 5

**【推動中外師雙語教學教師增能與會話課程】**

**著作權授權同意書**

**Bilingual Education Consultation & Dialogue Class Program**

**COPYRIGHT AUTHORIZATION**

1. 立授權同意書人（甲方）：

＿＿＿＿區(District)＿＿＿＿國小(School)＿＿＿＿＿＿(Name)

1. 被授權人（乙方）：高雄市政府教育局
2. 授權標的：甲方參加高雄市政府教育局111學年度【推動中外師雙語教學教師增能與會話課程】□**教案文本**□**教學影像**之著作及智慧財產權。
3. 授權利用內容：甲方同意無償授權乙方及經乙方授權之人（單位），得不限時間、地點及方式，自由運用於政策推廣或教育等非營利活動使用。甲方應擔保對本授權標的有著作財產權，或獲得原著作權人授權，且亦擔保原著作權人不得對乙方及經乙方授權之人（單位）行使著作財產權。
4. 本授權同意書為非專屬授權，甲方簽署後對所「授權標的」仍擁有著作財產權。甲方應保證「授權標的」之內容並無不法侵害他人之權利、著作財產權及違反其他法律規定之情事，如有違反，應自負其責，並賠償乙方因此所受之損害及損失。於未來發生任何異議時，概由甲方負責，與乙方無涉；若「授權標的」之任何內容為二人以上之共同著作，甲方擔保已通知其他共同著作人關於本授權同意書之所有條款，並經各共同著作人全體同意授權代為簽署授權同意書。

立授權同意書人（甲方）

姓名（簽名Signature）：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

服務單位（School）：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

身分證字號（ID Number）：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

聯絡電話（Mobile Number）：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

中 華 民 國 年 月 日