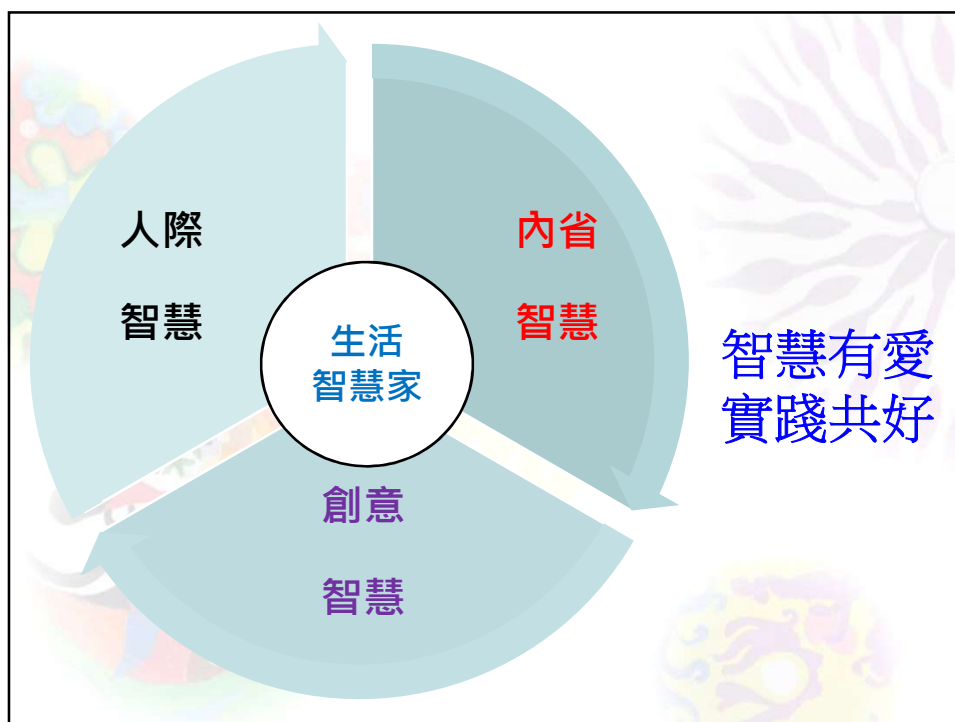


❖ 雙語教學暨彈性課程 ❖

實踐國中
莊信賢

❖ 分享大綱 ❖

1. 探性課程架構脈絡
2. 未來雙語教學課程主軸
3. 盤點目前資源
4. 實施狀況與課程規劃
5. 擬定雙語教學重點



雙語教學就是真正的_____



雙語教學必須思考「_____?」

完整定義雙語，老師才有方向

臺灣雙語三大走向

何謂螺旋式課程

何謂Ss talk

雙語教學常見問題

只在**drill**的地方用英文，是雙語教學嗎？

學科老師用中文解釋學科一部分，
英文老師翻譯說明的內容，是雙語教學嗎？

一堂雙語課中文和英文的比例如何拿捏？

怎麼解決學科上專有名詞的障礙？
學生能不能用中文回答？

老師的英文講錯到底有沒有關係？

四步驟協助各科老師做雙語

1. 課程去翻譯化。
2. 增能具體化。
3. 教學策略強化。
4. 教學模板化。





Example:
Can we give clocks on people's birthday?



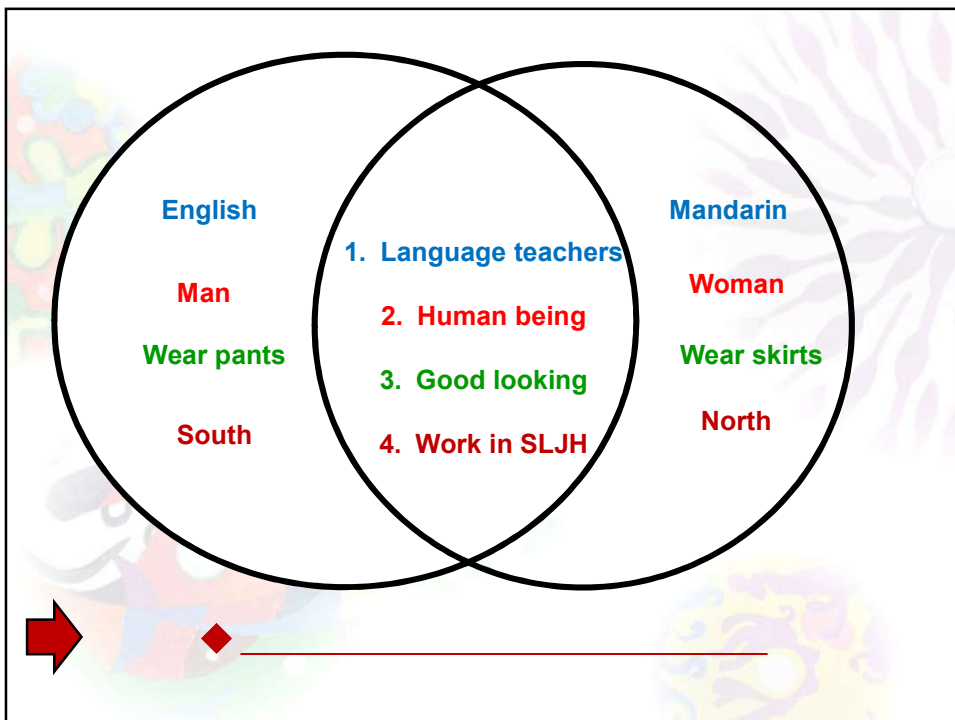
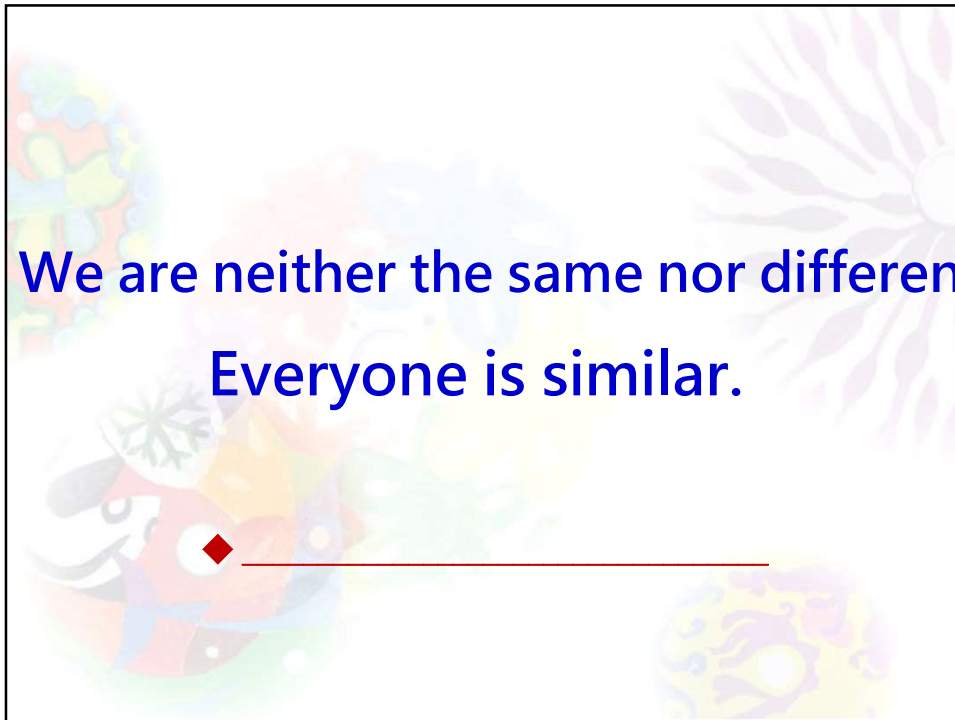
→ It is because of culture difference.

Example:
What did we eat on our birthday before?



→ It is because of culture difference.

We are neither the same nor different
Everyone is similar.



The image contains a Venn diagram and two text cards. The Venn diagram has two overlapping circles. The left circle is labeled ' fortune telling' and lists 'In USA' and 'In Restaurant'. The right circle is labeled ' fortune telling' and lists 'In Taiwan' and 'In Temple'. The intersection of the two circles is labeled ' fortune culture'. Above the diagram is the Chinese characters '命理' (Mingli).

The top card is titled 'Different' and contains the text: **...because...**
They are different because they come from different countries.

The bottom card is titled 'The same' and contains the text: **Because....,**
Because they both tell us fortune, they are the same what is one.

Below the Venn diagram is a red diamond symbol and a horizontal red line.

Q & A
報告完畢