

花蓮縣推動雙語教學 計畫說明會

2024.03.26

113學年度

報告人：花蓮縣英語教學資源中心
中籍顧問陳巧齡



簽到表單

Bilingual
two languages
learn together

概述

現況及理念

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- 02 推動學校現況
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- 06 雙語師資
- 07 雙語量能

支持輔導系統

- 08 引進外師建置英語口說環境
- 09 113學年度雙語教學實施計劃的推行
- 10 教師支持系統、辦理雙語研習、雙語工作坊
- 11 建立雙語教師社群
- 12 辦理輔導座談、公開課及入校觀議課
- 13 辦理英語日活動、推動英語營隊及競賽
- 14 北昌國小邱莉雯老師分享雙語教學設計

2030雙語政策發展藍圖 (107年12月10日行政院)


計畫緣由

願景：以2030為目標打造台灣成為雙語國家

- 提升國家競爭力：提供人民優質工作機會，提升台灣經濟發展。
- 厚植國人英語力：全面強化國人運用英語聽、說、讀、寫的軟實力。

策略：推動高中以下運用英語進行多領域學習

- 落實中小學英語課採全英語授課。
- 推動中小學部分領域或學科採英語授課。



雙語教學推動 現況及理念

Schools Association

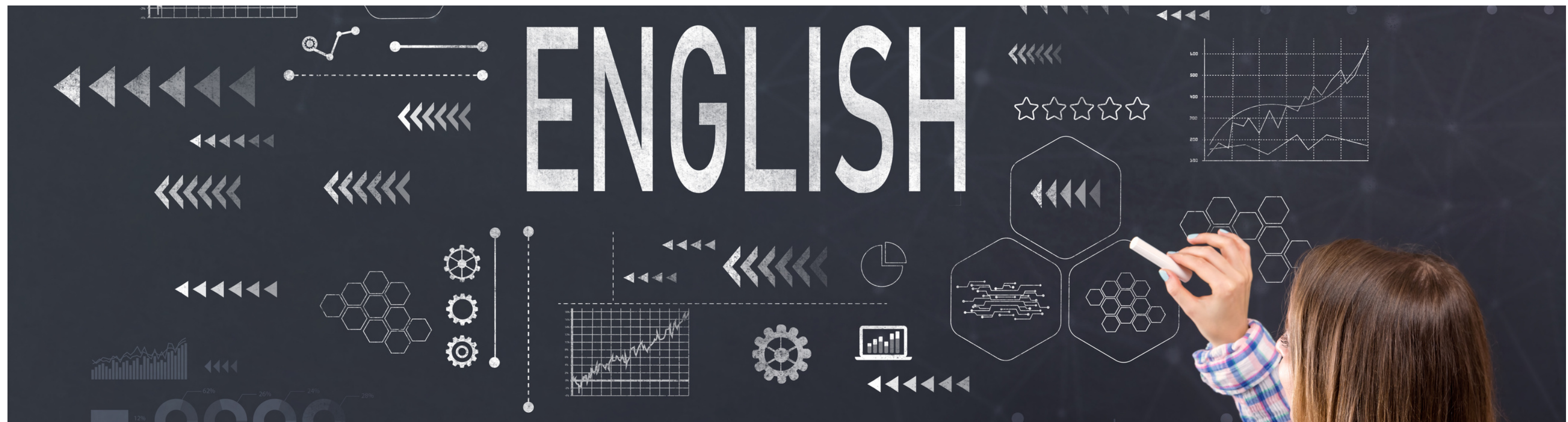
推動學校(112學年度現況)

(一) 國教署部分領域課程雙語教學實施計畫：13 校

(二) 本縣雙語教學試辦計畫： 國中小49校

申請計畫推動雙語教學共計57所

(三) 本縣英語說話課計畫：國小45 校

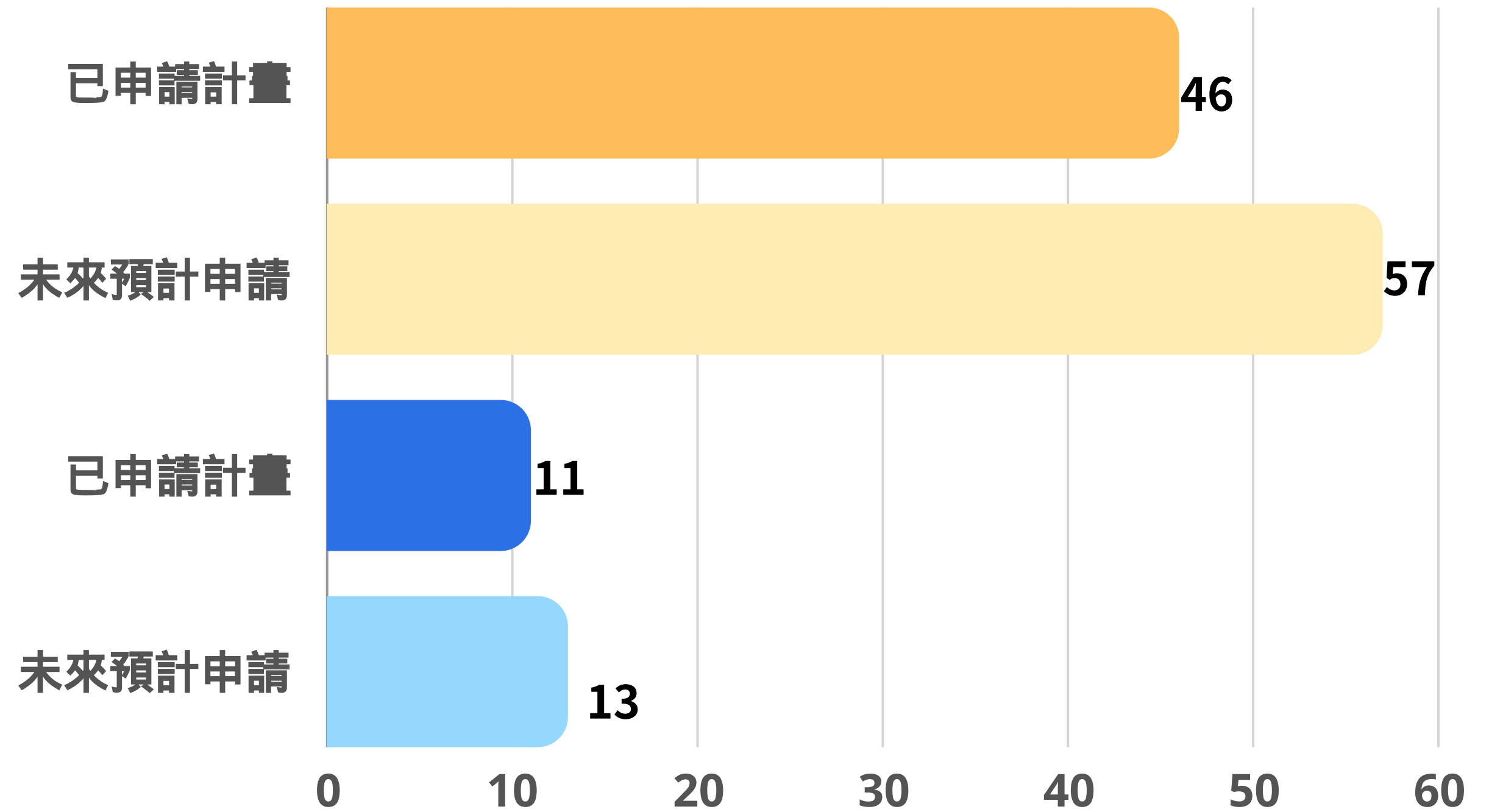


Schools Association

推動學校

國小總數103間

國中總數24間



花蓮縣推動雙語學校累計數量統計

Vision And Mission

雙語教學面向

課室英語使用

鼓勵初執行雙語教學教師，
以熟用課室英語來引導學生
學習為主

學科知識概念

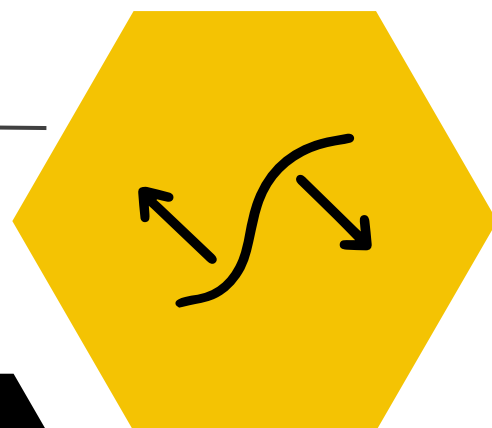
教師與學生於課室使用英
語自然流暢後，將英語作
為學習學科知識概念的語
言工具

Strategy

推動雙語模式

FLEXIBILITY

雙語教育推動需有彈性



TIME

給予推動雙語教育充分之時間，切勿躁進



ENVIRONMENT

雙語推動必須以環境建置為主



ENGAGING STAKEHOLDERS

雙語需要所有人的投入



沃土
(FERTILE)
模式

參考：林子斌教授

ROLE MODELING

學校內「角色典範」效應



INSTRUCTIONAL STRATEGIES

課室教學之原則

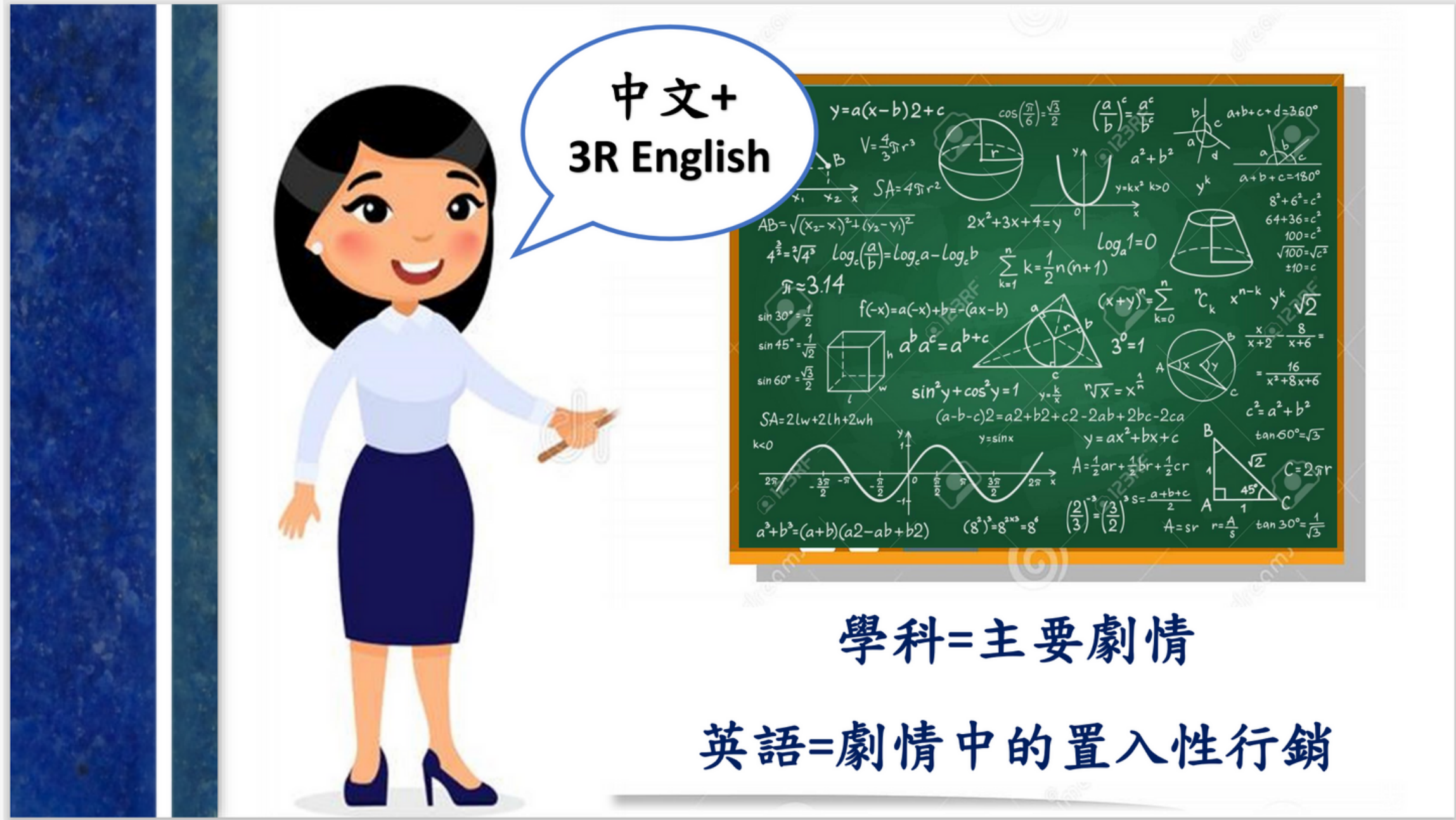


LEARNING NEEDS ANALYSIS AND DIFFERENTIATED INSTRUCTION

雙語教學時對學生學習之關照



推動雙語原則：中文+英文3R原則



中文+
3R English

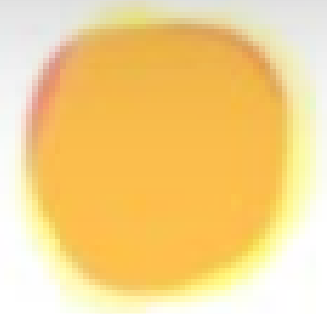
學科=主要劇情
英語=劇情中的置入性行銷

參考：施子美教授



Färglära för nybörjare - primärfärger, mättnad och värde

5 sekunder  Share



100% L: om
FÄRGLÄRA




FÖR NYBÖRJARE

Primärfärger, mättnad och värde



Primär

Watch on  YouTube



請問看完後你的感覺是甚麼呢？

如果上美術課這麼吃力
會澆熄學生學習興趣！

1 多模態應用於雙語教學

2 透過鷹架就能懂得英文



色相環

學學科內容時
順便學點
實用英文
(容易使用/用得到)

Mix

Mix yellow and blue
and become green.

三原色
Yellow
Blue
Red

飽和度

Deeper / Lighter

Make it...

Make it deeper.

3R原則



REDUCE

化繁為簡

Less is more.
Focus on your goal.



REUSE

重複使用

Use more than once,
in more than one place.



RECYCLE

拆解後再利用

Take part for new use.

學生比較可能跟得上哪24個字？

I'm going to give you 3 minutes to read the text, and then 1 minute to write the title. Your three minutes start now.

(24 words)

3 minutes : read
1 minute : the title
Go ! (8 words)

3 minutes : read
1 minute : the title
Go ! (8 words)

3 minutes : read
1 minute : the title
Go ! (8 words)

態度 Attitude

(英文 = 生活的一部份)

>

程度 Ability/Aptitude

(英文 = 累積專業術語/文法)



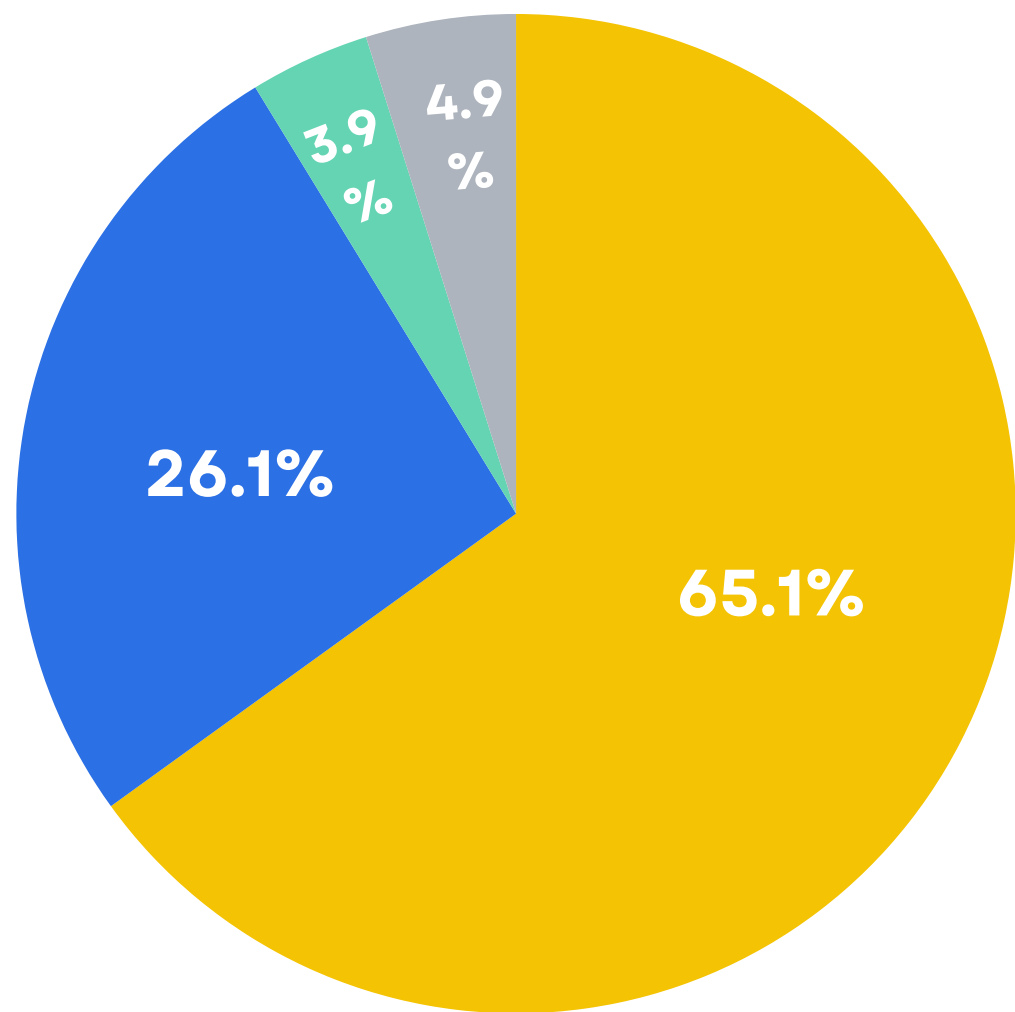
Teacher Resources

雙語師資

送訓雙語教師增能學分班：
109學年度迄今已送訓90位



112年花蓮縣英語師資量能



花蓮縣國小總數共103所

67

英語
正式教師

27

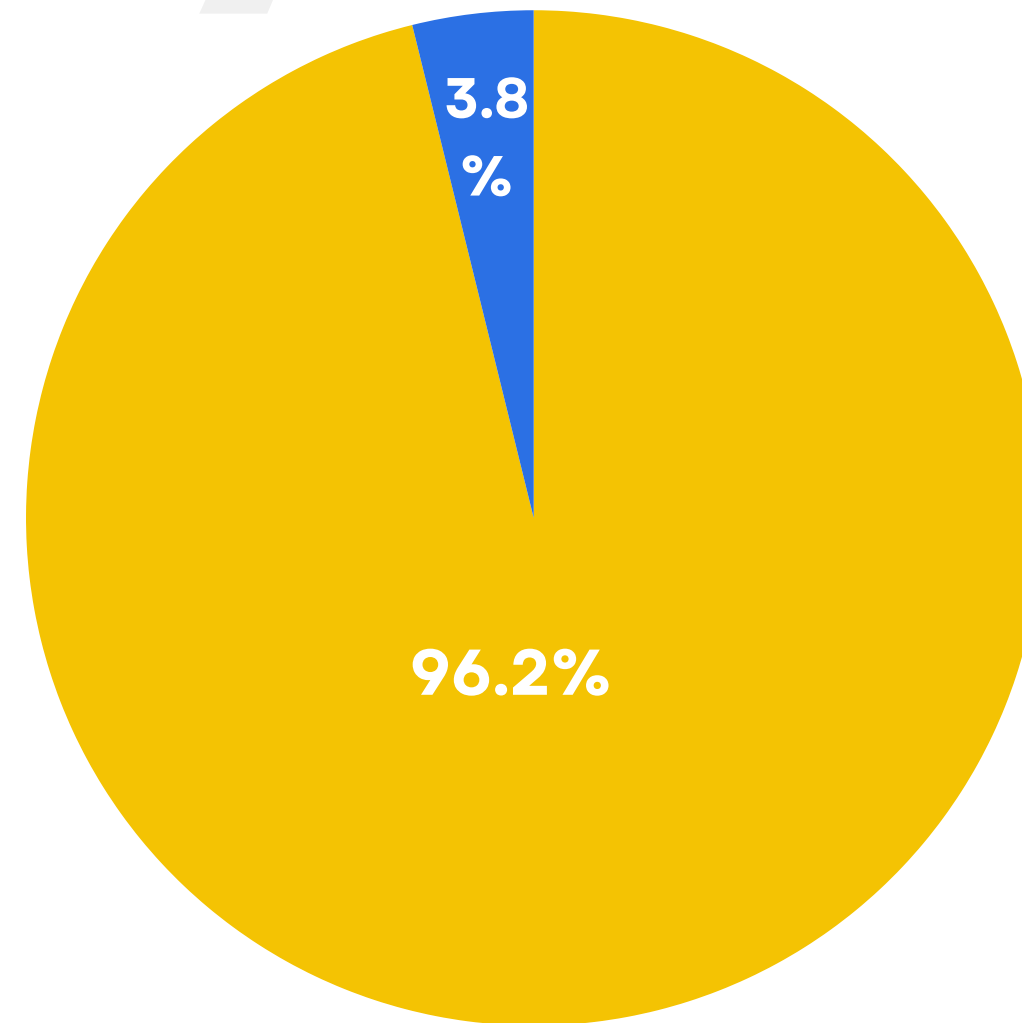
聘用英語
代理教師

4

聘用英語
代課教師

5

皆無



花蓮縣國中總數共26所

25

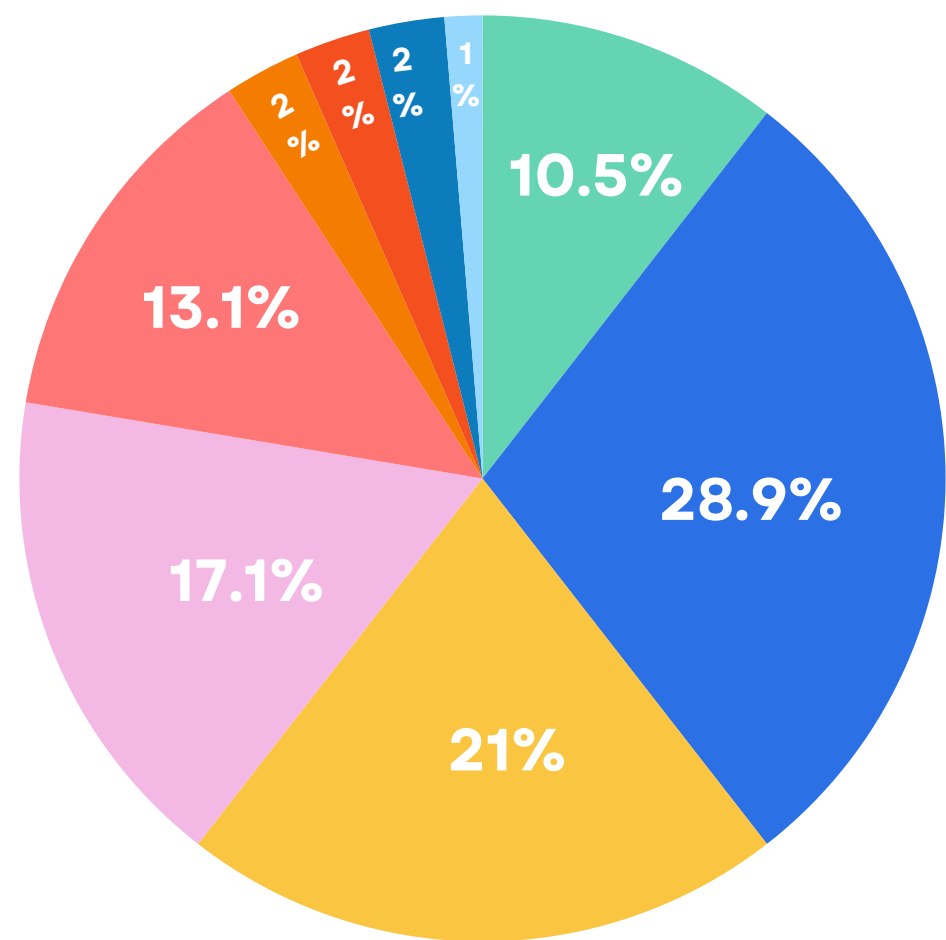
英語
正式教師

1

聘用英語
代理教師

花蓮縣國小雙語課程領域分布圖

(數目/所)

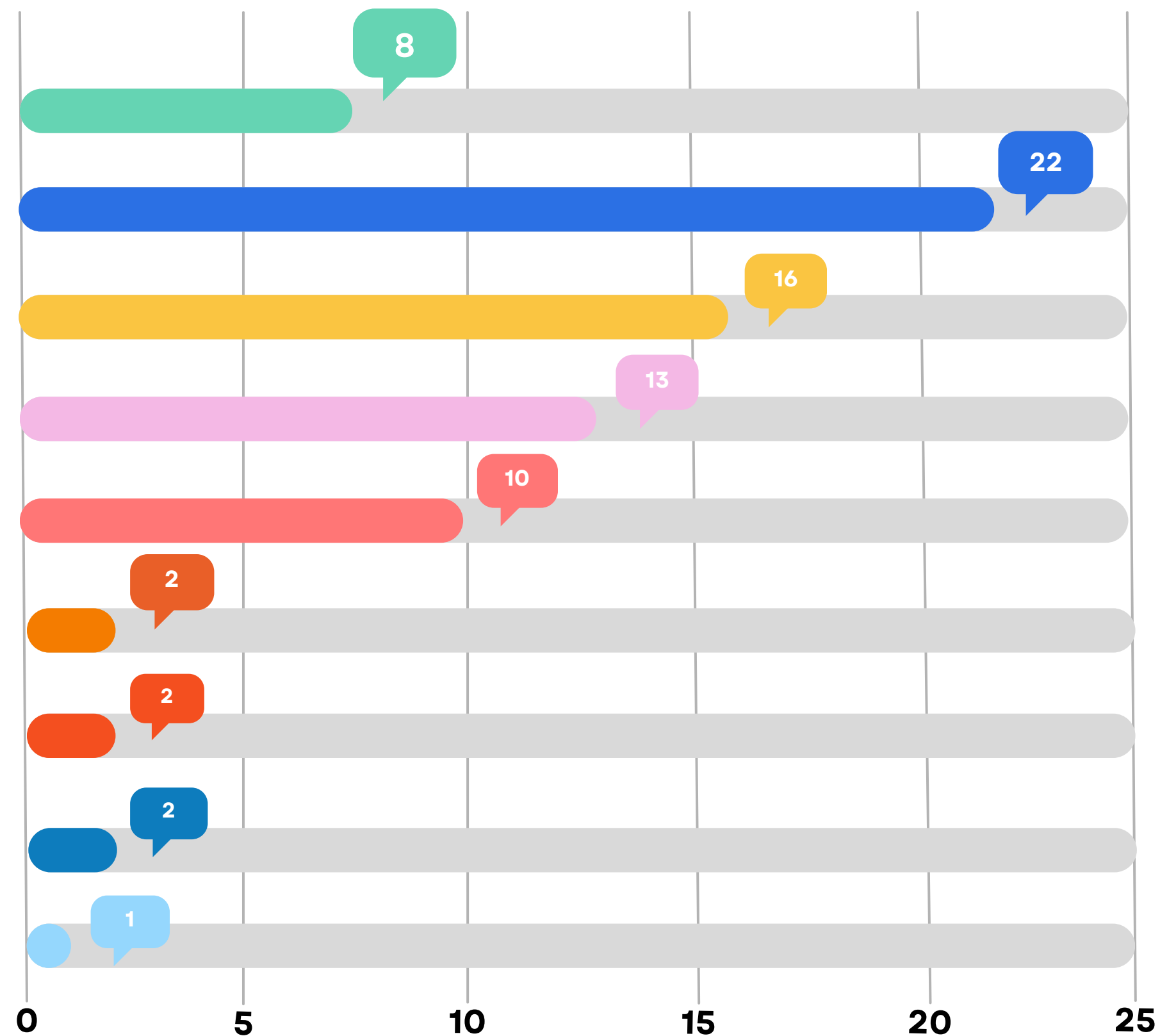


花蓮縣國小

已執行之各領域雙語課程佔比

(百分比：領域課程/雙語課程總數)

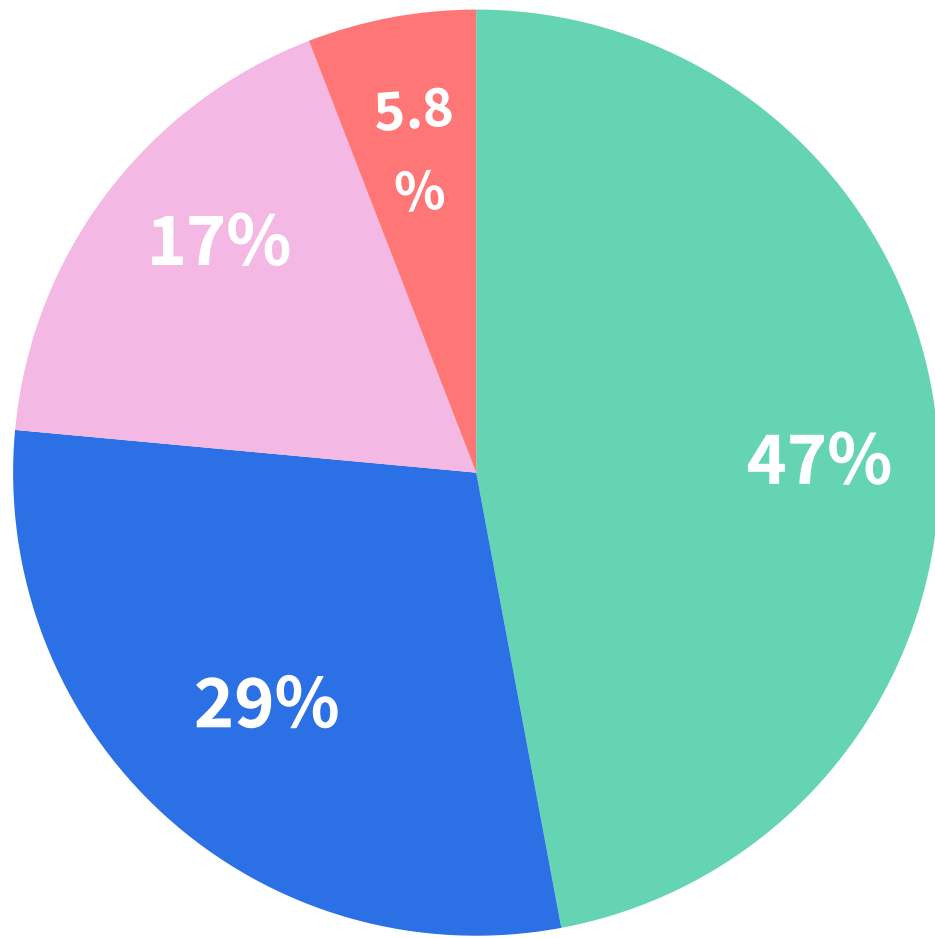
- 藝術與人文
- 健康與體育
- 生活
- 綜合
- 彈性課程
- 數學
- 國文
- 自然
- 資訊



Domain Distribution Chart

花蓮縣國中雙語課程領域分布圖

(數目/所)

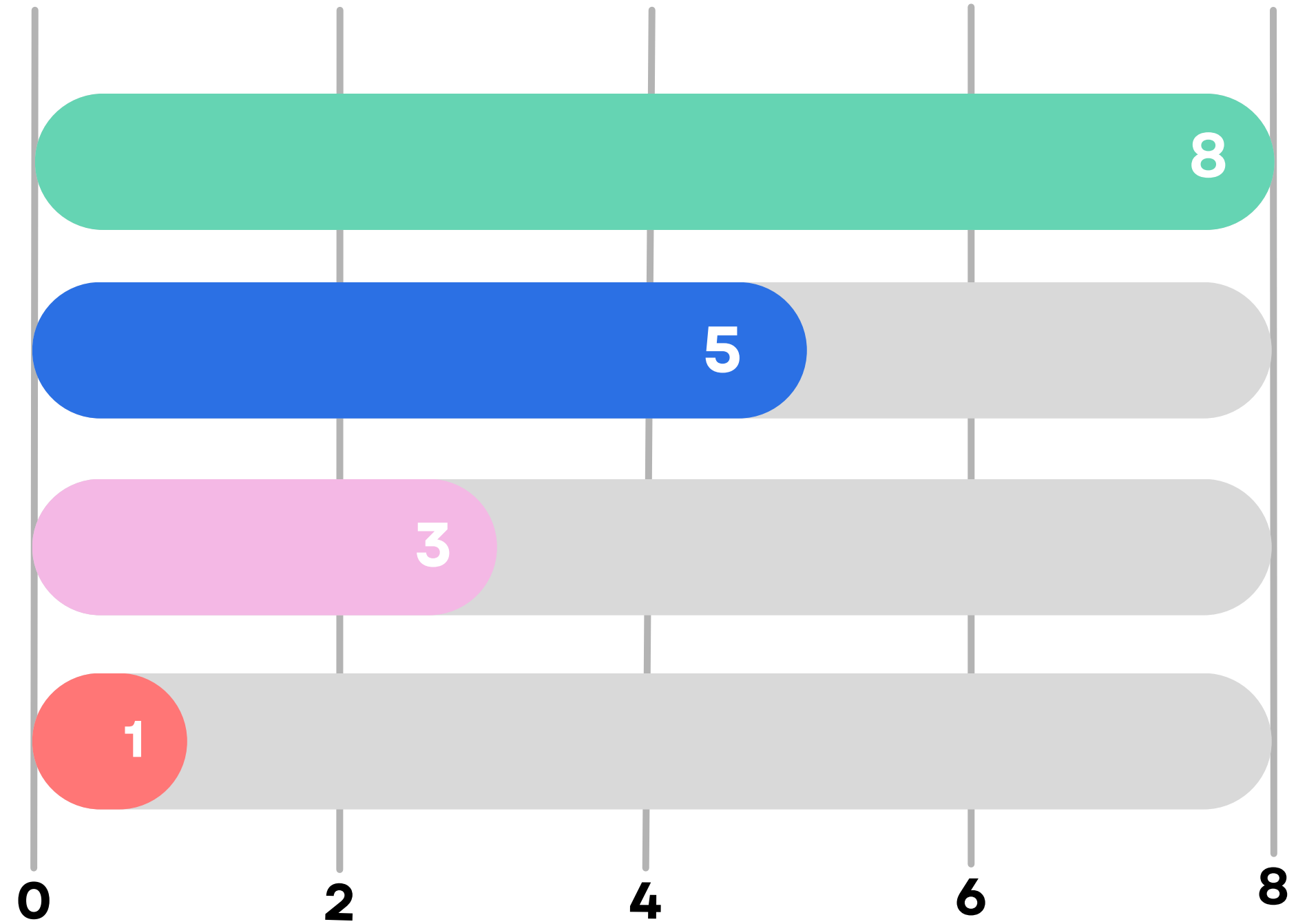



花蓮縣國中

已執行之各領域雙語課程佔比

(百分比：領域課程/雙語課程總數)

- 藝術與人文
- 健康與體育
- 綜合
- 彈性

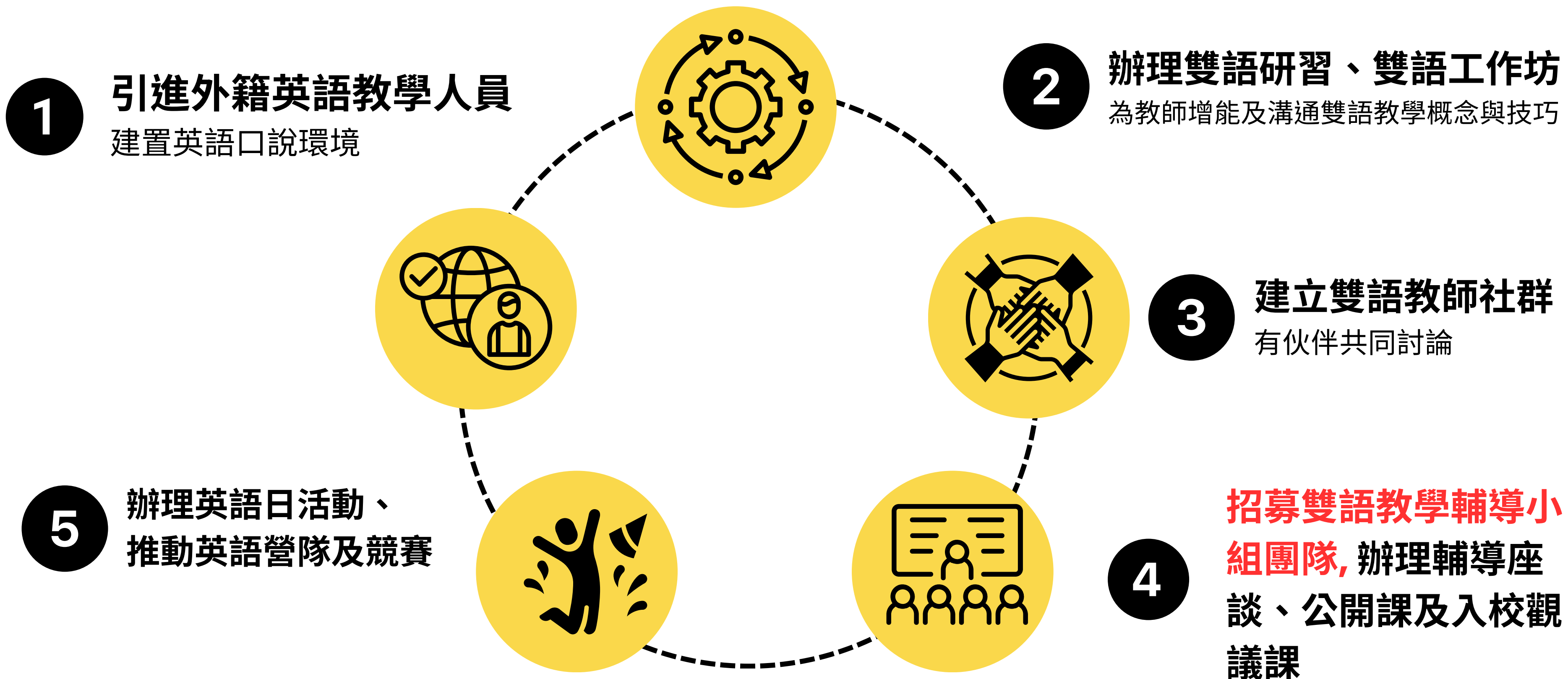




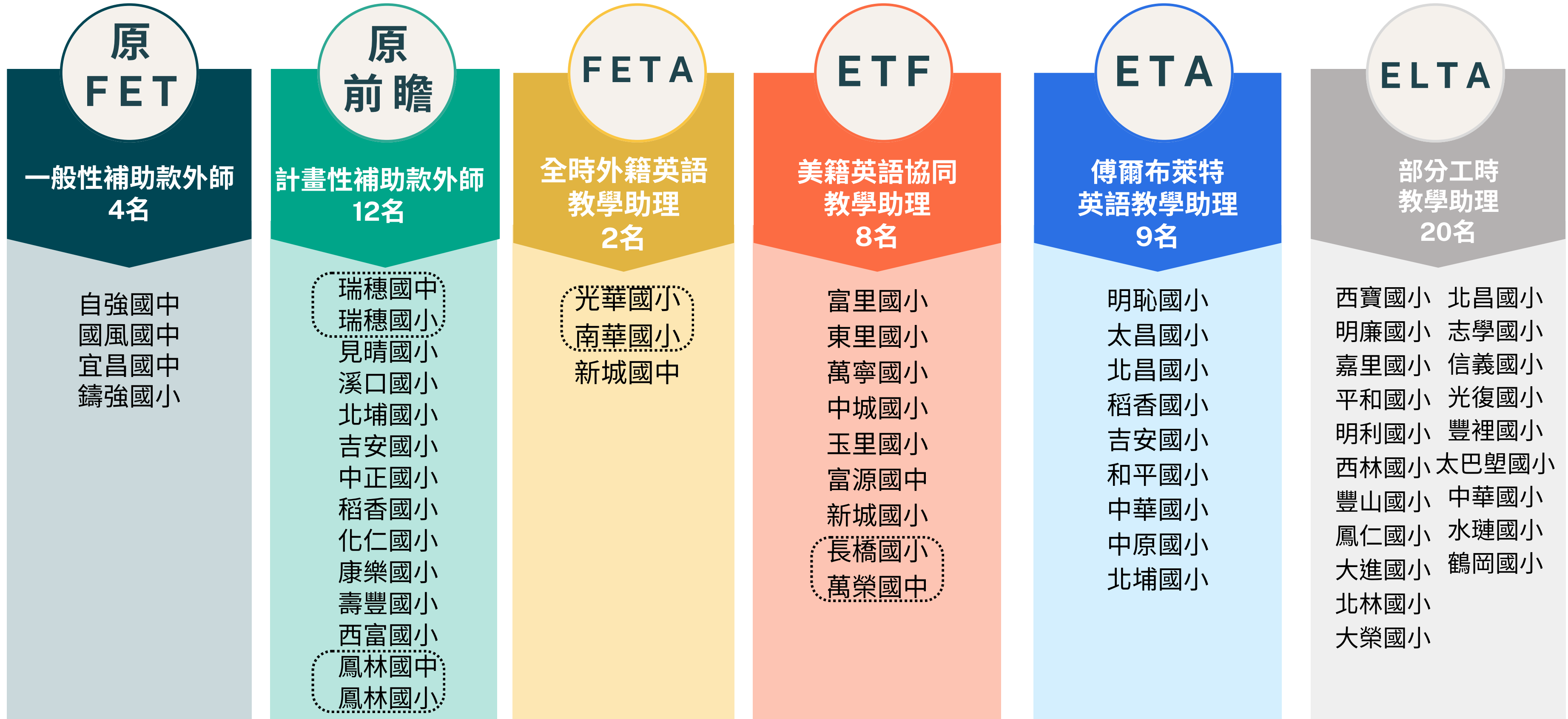
雙語教學推動 支持輔導系統

Support System

支持輔導系統



112學年度學校申請外籍教學人員現況 (55名)



113學年度提案申請引進外籍教學人員現況 (64名)

原
FET

一般性補助款外師
4名

自強國中
國風國中
宜昌國中
鑄強國小

原
前瞻

計畫性補助款外師
14名

瑞穗國中
瑞穗國小

見晴國小
溪口國小
北埔國小
吉安國小
中正國小
稻香國小
化仁國小
康樂國小
壽豐國小
西富國小

鳳林國中
鳳林國小

明義國小
國風國中

換
新
增

FETA

全時外籍英語
教學助理
6名

忠孝國小 **新**
明義國小 **增**
大進國小
鑄強國小 **增**
光復國中 **新**
吳江國小 **新**
東里國中

ETF

美籍英語協同
教學助理
8名

富里國小
東里國小
萬寧國小
中城國小
玉里國小
富源國中
新城國小
長橋國小
萬榮國中

ETA

傅爾布莱特
英語教學助理
9名

明恥國小
太昌國小
北昌國小
稻香國小
吉安國小
和平國小
中華國小
中原國小
北埔國小

ELTA

部分工時
教學助理
23名

西寶國小 平和國小
中華國小 西林國小
鶴岡國小 大興國小 **新**
明廉國小 佳民國小 **新**
明利國小 中正國小 **新**
信義國小 秀林國小 **新**
光復國小 宜昌國小 **新**
豐山國小 太昌國小 **新**
北昌國小 美崙國中 **新**
大榮國小
嘉里國小
志學國小
北林國小
太巴塢國小

Foreign Teachers Duty

引進外籍英語教學人員建置英語口說環境



外師與英語文教師(中師)
協同教授英語



加入英語文教師專業社群，
共同備課、議課、觀課



提供學生多元英語學習
情境之規劃

- 建置英語口說環境及活動
- 連結在地化及國外學習資源



多元方式營造學生處於
沉浸式英語之環境

- 社團活動
- 球隊運動
- 陪伴閱讀
- 英語演講培訓
- 話劇練習
- 戶外課程互動
- (如參訪花蓮漁港、池南森林遊樂區)
- 烘焙家政經驗交流
- 舉辦營隊活動



Training Program

外籍教學人員培訓計畫

辦理外師增能研習

- 112學年度第一學期每月 1 次
- 另外增加教學分享和科技平台使用各 1 次
- **本學期共辦理 7 次**
- 時間為每週三下午1:30-4:30
- **邀請熟悉中外師協同教學之大學教授或現場英文教師蒞臨指導**
- 精進課程教學設計與教學實務
- 第二學期持續規劃中

開發外師教學資源

- 中外籍顧問設計「英語融入國際教育彈性課程」教案（國小三年級至國中）
- 以優化外師教學的課程資源

辦理外師(FET or FETA)實地訪視

- **一月份(1/9、1/10)已辦理 2 場**
- 下學期預計辦理16場。



Integrating English into International Education Curriculum

	Unit 1	Unit2	Unit3	Unit4	Unit5	Unit6	Unit7	Unit8
Topic 1 Demonstrating national values	Food and Dishes of Hualien and Taiwan	Traditional Indigenous and Hakka Attire	Geography and Landmarks of Hualien	Interesting Facts of Hualien And Taiwan	Exploring Hualien County's Agriculture and Lifestyle	The Local Festival of Hualien and Taiwan	Arts and Crafts of Hualien and Taiwan	Things to Do in Hualien
Topic 2 Respecting diverse cultures with international understanding	The Different Tribes of Taiwan	Transportation Etiquettes	Taiwanese Animals	What Makes Each Asian Countries Unique?	Popular Sports around the World	Famous Dishes of Asian Countries	Differences between East and West Culture	Difference between Eastern And Western Education
Topic 3 Strengthening international mobility	The Culture Taboos of Taiwan and Other Countries	Essential "To-Do's" Before You Travel Abroad	The Introduction of Table Manners and Dress Etiquette	Travel Expressions and Phrases We All Need to Know	The Contribution of Taiwan Industry	The Famous Companies in The World	The Common Exotic Cuisines	The Fantastic Festivals of the World
Topic 4 Fulfilling the responsibilities of a global citizen	Poverty, Welfare Problems and Social Exclusion	Ways To Reduce Food Waste & Empower Smallholder Farmers	How to Keep Healthy & The Global Medical Systems	Learn from Outstanding People with Disability	The Comparation of The Diverse Political Systems in The World	Environmental Impact of Renewable Energy	Climate Change & Reduce Our Carbon Footprint	The Importance of Self-Awareness for Career Success

Lesson Plan

Worksheet 1

Worksheet 2

Subject	Alternative Curriculum 【International Education】	Lesson Designer	Sara Chen
Grade	Junior High School	Classes	
Topic	Food And Dishes of Hualien and Taiwan		
Design Basis			
Essential Learning Focuses	Learner Performance	<ul style="list-style-type: none"> 2-IV-5 Can express one's needs, intentions and feelings in simple English. 4-IV-3 Can make English sentences with accurate writing mechanics. 5-IV-2 Can demonstrate a firm grasp of vocabulary and sentence patterns of junior school level, and use them properly in everyday communication. 6-IV-6 Actively seeks out English-learning resources on the Internet or other extracurricular platforms and shares them with the teacher and classmates. 7-IV-3 Utilizes verbal and non-verbal strategies, such as a request for repetition, hand gestures, facial expressions, etc. to enhance effectiveness of communication. 8-IV-1 Can introduce Taiwan's festivals, traditions and customs in simple English. 	Content of Core Competencies
	Learning Content	<ul style="list-style-type: none"> Ac-IV-3 Common everyday expressions. Ac-IV-5 Simple articles of various genre and subject matters. B-IV-4 Expressing one's needs, willingness, and feelings. C-IV-1 Major festivals, traditions and Customs. 	
Integrative Issues	Learning Subject	International Education -Demonstrating National Values	
	Substantial Content	J3- Execute the actions to demonstrate identification with the core values of our nation.	
Connection with Other Subjects	None		
Teaching Materials	Self-edited teaching materials		
Teaching Aids	The following		
Learning Goals			
<ul style="list-style-type: none"> Students can say the name of Hualien and Taiwanese famous food and dishes. Students can describe the appearance or the ingredients of the food and dishes. 			

Name: _____ Class: _____

Topic 1 : Food And Dishes of Hualien



Bamboo Rice Abai



Hualien Rice



Millet Wine



Fried Egg Scallion Cake



Taro & Yam Pastry



Makaoy



Rakoto



Mochi



Stone Hot Pot



Pickled Skinless Chillies

➡ Please match the pictures with the given names.

TOPIC 1 : FOOD AND DISHES OF TAIWAN

SEARCH FOR 10 TAIWANESE FOOD WORDS. MATCH THEM TO THE DEFINITIONS BELOW.

A. braised pork rice

B. oyster omelet

C. tofu pudding

D. Taiwanese meat ball

E. stinky tofu

F. beef noodles

G. soup dumpling

H. pineapple pastry

I. bubble milk tea

J. savory rice pudding

```

i r t n u s m e s p l d d h i r c m e
s u t p o e b e m m i o u a k o x t u
y z u f c i r j p f x m e j j u w i z
p i l t s t k k x c p r f e p d o d o
a o u m n o t t u e f g z e i b l d u
e y i b e e f n o o d l e s n p r q n
c i y e v w a l o l k r f x d e o o k
e c i r k r o p d e s i a r b l q a c
y r t s a p e l p p a e n i p f q b d
s s e n s l u h i s u p e s i o m b f
n a u y b u b b l e m i l k t e a b e
y t e l e m o r e t s y o r i e s y d
s a v o r y r i c e p u d d i n g c e
t a i w a n e s e m e a t b a l l t e
y y e e i s t i n k y t o f u l o z h
g n i l p m u d p u o s y q z i e p a
r g n i d d u p u f o t n l i o e e v
l a p o n u u p a e m m s a c d e z e
                    
```

1. The drink's signature feature is the chewy tapioca balls.
2. It often served with additional ingredients such as red beans, peanuts, tanguan, and ginger juice could be added to the syrup for warmth.
3. It features a golden, flaky biscuit part that melts in the mouth.
4. It originated from southern Taiwan around the year 1950. During this time, many veterans from mainland China settled in Taiwan and brought their rich culinary experiences and flavors.
5. Despite its foul odor, it is one of Taiwan's classic national snacks.
6. It looks like jelly stuffed with a pork-based filling.
7. It is a Taiwanese rice snack made from rice flour mixed with boiling water, and then steamed in bowls, placed in a pot. When it cools down, drizzle soy sauce over it.
8. Its main characteristic lies in pouring well-seasoned braising sauce and pork over steamed rice.
9. It is cooked in a large, round and flat pan. First, fry oysters, bok choy in oil and then pour thick soup which is made from sweet potato flour on top, and add eggs.
10. It is a delicate type of steamed dumpling known for its thin skin, rich filling, and flavorful broth.


Topic 1: Food and Dishes of Hualien and Taiwan

Slides 1-42

• Students can express their feelings when they tasted these food and dishes before.

• Students can think more famous Hualien and Taiwanese food and dishes.

• Students can share these food and dishes to foreigners if they travel abroad.

Teaching Procedures											
Teaching Activities	Time	Assessment or Resources									
<p>[Warm up]</p> <ol style="list-style-type: none"> Tell students that they will be divided them into two parts for implement station teaching and explain the process. Co-teaching with station teaching strategy (homogeneous, heterogeneous or random grouping) <p>[Main Activity]</p> <p>Two teachers illustrate the foods or dishes of Hualien and Taiwan for each group for 20 minutes.</p> <table border="1" style="width: 100%;"> <tr> <th>Group1</th> <th>First 15 minutes</th> <th>15 minutes later</th> </tr> <tr> <td></td> <td> <p>Non-native teacher</p> <ol style="list-style-type: none"> Show students 10 flashcards of Hualien food or dishes. (ex. Mochi, Taro & yam pastry, RaKoTo, Fried egg scallion cake, Hualien rice, Pickled skinless chillies, Bamboo rice Abai, Stone hot pot, Makaoy, Millet wine) Ask them some questions of the food and encourage them to answer it. </td> <td> <p>Foreign teacher</p> <ol style="list-style-type: none"> Show students 10 flashcards of Taiwanese food or dishes. (ex. Beef noodles, Xiao Long Bao, Pineapple cake, Stinky tofu, Oyster omelet, Tofu pudding, Taiwanese meat ball, Braised pork over rice, Bubble tea, Savory rice pudding) Ask them some questions of the food and encourage them to answer it. </td> </tr> <tr> <td></td> <td> <p>Foreign teacher</p> <p>Introduce Taiwanese food and dishes.</p> </td> <td> <p>Non-native teacher</p> <p>Introduce Hualien food and dishes.</p> </td> </tr> </table>	Group1	First 15 minutes	15 minutes later		<p>Non-native teacher</p> <ol style="list-style-type: none"> Show students 10 flashcards of Hualien food or dishes. (ex. Mochi, Taro & yam pastry, RaKoTo, Fried egg scallion cake, Hualien rice, Pickled skinless chillies, Bamboo rice Abai, Stone hot pot, Makaoy, Millet wine) Ask them some questions of the food and encourage them to answer it. 	<p>Foreign teacher</p> <ol style="list-style-type: none"> Show students 10 flashcards of Taiwanese food or dishes. (ex. Beef noodles, Xiao Long Bao, Pineapple cake, Stinky tofu, Oyster omelet, Tofu pudding, Taiwanese meat ball, Braised pork over rice, Bubble tea, Savory rice pudding) Ask them some questions of the food and encourage them to answer it. 		<p>Foreign teacher</p> <p>Introduce Taiwanese food and dishes.</p>	<p>Non-native teacher</p> <p>Introduce Hualien food and dishes.</p>	2	draw straws/ lottery system
Group1	First 15 minutes	15 minutes later									
	<p>Non-native teacher</p> <ol style="list-style-type: none"> Show students 10 flashcards of Hualien food or dishes. (ex. Mochi, Taro & yam pastry, RaKoTo, Fried egg scallion cake, Hualien rice, Pickled skinless chillies, Bamboo rice Abai, Stone hot pot, Makaoy, Millet wine) Ask them some questions of the food and encourage them to answer it. 	<p>Foreign teacher</p> <ol style="list-style-type: none"> Show students 10 flashcards of Taiwanese food or dishes. (ex. Beef noodles, Xiao Long Bao, Pineapple cake, Stinky tofu, Oyster omelet, Tofu pudding, Taiwanese meat ball, Braised pork over rice, Bubble tea, Savory rice pudding) Ask them some questions of the food and encourage them to answer it. 									
	<p>Foreign teacher</p> <p>Introduce Taiwanese food and dishes.</p>	<p>Non-native teacher</p> <p>Introduce Hualien food and dishes.</p>									
<p>Ask all of the students to complete the worksheet of Hualien and Taiwanese Food and dishes or use Kahoo for evaluation.</p> <p>[Wrap up]</p> <p>Ask all of the students to share some questions.</p> <ol style="list-style-type: none"> Which food or dish is your favorite? Why? Can you take some other examples of Hualien and Taiwanese famous food or dishes? Two teachers share theirs as well. <p>Teaching Products : The relevant teaching reference materials are available on the QR code.</p> 	30	Flashcard/ ppt									
	10	Some prizes for students answering positively									
	3	Designed worksheet/ iPad or cellphone									

Name: _____ Grade: _____ Date: _____

Topic 1 : Food And Dishes of Hualien


How much do you know about food and dishes of Hualien? Read and choose the correct options and find out! 😊

- What are Dulun and Tzen-mochi made of?
 - Millet and glutinous rice
 - Wheat and barley
 - Corn and oats
- Why was the store that is famous for taro and yam pastry named Ebisu?
 - After the owner's last name
 - After the Japanese god of business and fortune
 - After a famous Japanese chef
- What does the crunchy bread "Rakoto" look like?
 - A USB flash drive
 - A cassette tape
 - A record
- What is the difference between the dough of fried egg scallion cake and general scallion cake?
 - The dough of fried egg scallion cake is deep-fried, while the general scallion cake is pan-fried.
 - The dough of general scallion cake is deep-fried, while the fried egg scallion cake is pan-fried.
- Why is Hualien rice famous?
 - Due to industrial pollution
 - Because of clean water producing sweet and chewy rice
 - It is the largest rice field in the world.
- How are pickled skinless chillies made?
 - Boiling and stewing
 - Deep-frying, chilling, peeling, and deseeding
 - Baking and broiling
- Who do indigenous people eat Abai to commemorate?
 - Qu Yuan.
 - The harvest festival.
 - The heavens, the earth, and their ancestors.
- How are the stones heated before being put into the cooker in stone hot pot?
 - By throwing them into the fire
 - By soaking them in water
 - By freezing them
- What flavors does "Makaoy" have?
 - Orange, mint, basil, and sweetness
 - Grapefruit, rosemary, thyme, and saltiness
 - Lemon, lemongrass, ginger, and spiciness
- When is millet wine usually consumed?
 - Only during meals
 - Only during celebrations
 - On various occasions such as celebrations, festivals, and social gatherings

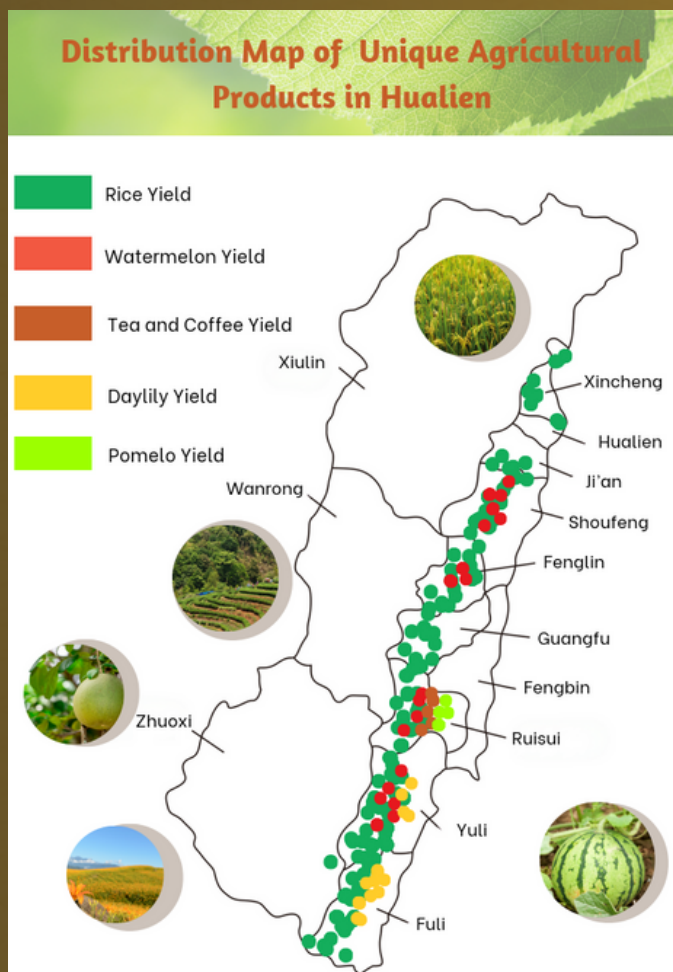


Lesson Plan

Subject	Alternative Curriculum 【International Education】	Lesson Designer	Sara Chen
Grade	Junior High School	Classes	All
Topic	Exploring Hualien County's Agriculture and Lifestyle		
Essential Learning Focuses	Learner Performance	Content of Core Competencies	38
	Learning Content		
Integrative Issues	Learning Subject Substantial Content	International Education - Demonstrating National Values	4 worksheets and 2 videos
Connection with Other Subjects	None		
Teaching Materials	Self-edited teaching materials		
Teaching Aids	The following		
Learning Goals			
<ul style="list-style-type: none"> Students can understand the main agriculture and crops in Hualien. Students can understand how farmers grow rice and the life of rice. Students can understand the indigenous peoples' lifestyle, including the origin, the ritual meaning and the method of hunting and fishing. Students can respect lifestyles of different cultures. 			
Teaching Procedures			
Teaching Activities	Time	Assessment or Resources	
【Warm up】 Ask students several questions about agriculture and lifestyle in Hualien. 1. Do you know any kinds of agriculture productions in Hualien?	5		

2. Which agriculture productions do you often consume in your daily life?	38	4 worksheets and 2 videos
3. Do you know any relatives or friends who grow these crops? Have you ever heard about their cultivation experiences?		
4. Do you have hunting or fishing experience with indigenous people?		
【Main Activity】		
1. Introduce the passage of "Part 1 Main Agriculture in Hualien" with "Distribution Map of Unique Agricultural Products in Hualien". Then, ask students to answer the reading comprehension questions.	2	
2. Play video "從穀粒到米粒的故事 The Story from Grains to Rice" (https://youtu.be/7MsG1a4e1Fs) to let students understand how farmers grow rice and the sequence of growth stages for rice. Then, ask students to complete the worksheet "Part 2 The Life of Rice" after the teacher illustrates it.		
3. Play video "Hunting and fishing of the Amis" (https://youtu.be/uNcNmE8Pud) to let students get the brief idea of hunting and fishing lifestyle of indigenous people. Then, introduce the passage of "Part 3 Indigenous Peoples' Lifestyle" and ask students to complete the worksheet about vocabulary test.		
【Wrap up】		
Ask students to interview any relatives or friends who have grown crops or have hunting or fishing experience about the most interesting and the most challenging aspects respectively. Next class, we will invite some volunteers to share their content of interviews with us.		
Teaching Products : The relevant teaching reference materials are available on the QR code.		
		

Worksheet 1 & 3



Worksheet 2

Class: _____ Name: _____


Exploring Hualien County's Agriculture and Lifestyle

Part 1. Main Agriculture in Hualien

Hualien County is located in the eastern part of Taiwan with mountain areas for 72.8%, hillsides for 16.3%, and plains only for 10.9% of its land. The cultivated land area is 44,413 hectares, accounting for 9.6% of the total area in Hualien. The agricultural population is 93,344, representing 26% of the total population (355,383 people). From these proportions, it shows that Hualien is a major agricultural county.

Rice is the largest crop in terms of cultivation area in Hualien. Yuli and Fuli areas are located in south of the Tropic of Cancer with high-yield rice production areas. Besides, there are four other important agricultural productions in Hualien.

- Watermelon: Although watermelon in Hualien covers only 9.7% of the total area in Taiwan, its production per hectare exceeds the average in Taiwan. It mainly distributed in Shoufeng, Fenglin, Ruisui, and Yuli.
- Tea and coffee: Ruisui is known as the "birthplace of honey-scented black tea," using the large-leaf oolong tea variety. The tea leaves get a unique floral and honey aroma after being fed on by tea green leafhoppers. On the Wuhe Terrace in Ruisui lies a village called "Kalala" which is the birthplace of Taiwan's earliest commercial coffee planting.
- Daylily: Hualien is the main production area of daylilies in Taiwan, accounting for over 70% of the total daylily yield in Taiwan. The main production areas are Chike Mountain in Yuli and Sixty Rock Mountain in Fuli.
- Pomelo: Ruisui has over 600 hectares of pomelo orchards, occupying about one-eighth of Taiwan's total area. The quality of the Hegang pomelo is excellent, with soft and juicy flesh, sweet taste, and great flavor, making it a rising agricultural product in Hualien.




Worksheet 4

EXPLORING HUALIEN COUNTY'S AGRICULTURE AND LIFESTYLE

Part 3 Indigenous Peoples' Lifestyle

The Origin and Meaning of Indigenous Peoples' Lifestyle

In Taiwan, indigenous peoples have been living in the mountains, forests, and rivers with wild animals for centuries. When people in Taiwan had not carried out agriculture and animal husbandry, they got food through gathering, hunting, and fishing. Although their traditional way of life has become less common in modern time, it remains a heritage for life culture in Taiwan. Especially for Taiwan's indigenous peoples, hunting, fishing, and rituals are connected deeply which also forms their lifestyle. Before indigenous peoples enter the mountains, a ritual is necessary. The purpose is to communicate intentions to the mountain deities and ancestral spirits, seeking their blessings.




Indigenous Peoples' Lifestyle and Its Ecological Wisdom

Besides, the indigenous peoples' sustainable use of natural resources is regarded as an ecological wisdom. Indigenous peoples follow the hunting knowledge and taboos from their ancestors. It not only avoids endangering the survival of animals but also helps regulate the population of animals in the mountains and forests. Most important of all, it promotes the sustainability of animal resources.

Hunting vs. Trap

Traps need to be placed on animal paths, and the type of trap is determined based on different signs, such as tracks, food pieces, and excrement to identify the species of the animal.



Topic 5 : Exploring Hualien County's Agriculture and Lifestyle

EXPLORING HUALIEN COUNTY'S AGRICULTURE AND LIFESTYLE

Part 2 : The Life of Rice

Fill in the blanks with the correct answer!

- Soaking seeds before planting can help start their germination process.
- After using seed planting machine to sow seeds in the soil, keep seeds warm and germinate them quickly.
- The rice will grow to 13-15 cm in 20-25 days on seedling tray, being curled up to transplant to the paddy field.
- 10-20 days after planting, the roots of the seedlings will grow new stems, this is "tillering".
- At this time, the ears of rice will emerge. After a few days, the green ears of rice will bloom with small flowers. 35-40 days after heading, the full rice ears will hang down. Just wait for the harvest.
- After the tillering stage, young ears will grow inside the stem, growing lowly. It is called the booting stage.

● Tillering Stage ● Booting Stage
● Germinate ● Heading and Maturity Stage
● Sow Seeds ● Seedling Stage

Class: _____ Name: _____

Reading Comprehension Questions

Read the passage about "Main Agriculture in Hualien" and choose the BEST answer for each question.

- Which crop has the largest cultivation area in Hualien?
A. Rice B. Watermelon C. Daylily D. Pomelo
- What percentage of the total agricultural population in Hualien is the rice production area?
A. 26% B. 9.7% C. 10.9% D. 72.8%
- Which area in Hualien is known as the "birthplace of honey-scented black tea"?
A. Shoufeng B. Fenglin C. Ruisui D. Yuli
- How do the tea leaves in Ruisui get a unique aroma?
A. Being exposed to sunlight
B. Being fed on by tea green leafhoppers
C. Soaking in water
D. Sprayed with perfume
- Where is the village "Kalala" which is the birthplace of Taiwan's earliest commercial coffee planting located?
A. Wuhe Terrace B. Chike Mountain
C. Sixty Rock Mountain D. Fenglin
- Where is the main production area of daylilies in Hualien?
A. Fenglin B. Ruisui C. Fuli D. Shoufeng
- What is the main agricultural product in Hualien that is described as having soft and juicy flesh, sweet taste, and great flavor?
A. Rice B. Pomelo C. Tea D. Watermelon


- Stone-Press Trap for capturing small animals**
To catch small animals like squirrels and birds, a stone-press trap can be used. This simple trap is made using stones, branches, ropes, and wires. Large branches are used to support the stones, and small branches are set up to create a mechanism. Bait is placed inside. When the small animal accidentally triggers the mechanism, the stones immediately press down, trapping the animal in the trap.
- Bunun's Foot Snare Trap for capturing larger animals**
To catch larger animals such as wild boars, Formosan Muntjac, and goats, hunters use a "foot snare trap" with vines, wooden stakes that are inserted into the ground to create a fixed steel cable. Hunters use flexible small tree branches nearby with one end of the rope tied to the top of the tree branch and the other end formed into a loop. After fixing it with vines, the trap site is camouflaged with branches and leaves. When the animal steps on it, its foot gets caught in the loop and it will fall into the trap.

Fishing vs. Fishing Methods

Indigenous people living near streams often consider fishing a vital skill for survival, and everyone can engage in it by using various methods such as fishing rods, nets, or submersion in water. One common fishing method among different tribes involves temporarily blocking one of Y-shape water flow to capture fish.

Palagao Diversion Technique:

This fishing method is adopted during periods of lower water flow, typically in autumn or winter (best between November and February). The approach involves selecting a point where the stream forks, blocking the smaller end with grass and sand to redirect the stream. When the blocked river bed dries up, fishermen can catch fish directly from the exposed river bed. The fish caught by this method are always fresh and delicious. Generally speaking, friends and family are invited to join in to prevent being unable to carry too much catch.



Syllabus of FET's Continued Professional Development & Teacher Training (2023 the second semester)

FET 外籍教師增能研習

Main Objectives			Location and times
1. To provide FETs with the useful material and resources needed to be successful in the classroom. 2. To offer FETs the opportunity to share their teaching experience and give potential solutions for issues or problems that have been encountered. 3. To enhance FETs knowledge and skills in order to benefit students' English learning.			Location: Tzu Chiang Elementary School Time: The first Wednesday of every month
No.	Date	Topic	Expectation
1	3/13 (三) 13:20~16:50	2024 TFETP Professional Development Conference of MOE	1. To bolster FET's teaching ability by presenting essential knowledge and skills. 2. Aid FETs to enhance their teaching practices by providing advanced courses through case studies, encouraging collaborative discussions, and assisting in building social networks. 3. Please log in to the TFETP website(https://tfetp.epa.ntnu.edu.tw/en/tfetp/web/home)on the day of the seminar and click on the course link to participate.
2	4/24(三) 13:30~16:30	An unofficial Crash Course on CLIL ◆ Speaker: Alexan Dr. A	1. To understand how Content and Language Integrated Learning (CLIL) concepts are incorporated into the classroom. 2. After reviewing the concepts of CLIL, Alexan will present the application of translanguaging and multimodality teaching modes in CLIL curriculum.
3	5/8 (三) 13:30~16:30	【Outdoor activity】 Kayaking in NDHU	1. Kayaking is one of the outdoor courses at NDHU. The course will be held at the lake on campus. Prepare a spare set of clothes in case you get wet. 2. Pay attention to personal sun protection and hydration. 3. You can take the train, alight at Jhihsyue train station around 13:30 for pickup to the campus.
4	6/5 (三) 13:30-16:30	FET Teaching Experiences Sharing and Outdoor teaching experience sharing ◆ Speaker: Keven & Jerry Dong	1. Sharing teaching experiences and discussion. 2. Part 1 will be an FET teaching experience, shared by Keven. 3. The second part will be an outdoor teaching experience shared by Jerry Dong (a prospective principal of Hualien).



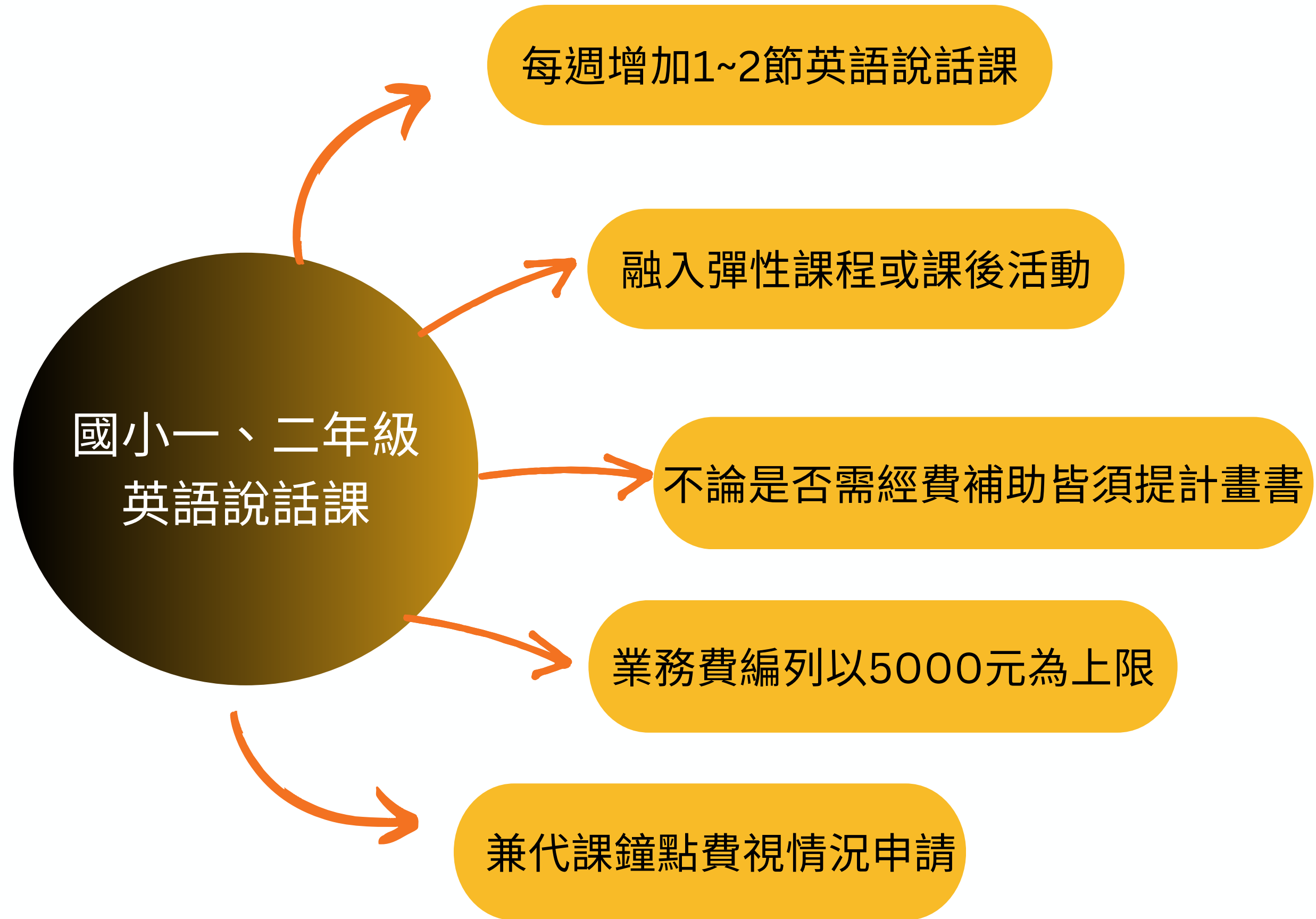
花蓮縣 1 1 3 學年度國民中小學雙語教學實施計畫

一、說明

- 預計 1 1 3 學年度**所有國民中、小學全面推行雙語教學**
- 推動以**中師為主,非會考科目為主,不影響升學考試為主**
- 國小的推動應完善師資以利推動,校內無英語專長教師應補足列入教師甄選開缺
- 全縣國中小學,每校至少要有一位具英語教學專長的正式師資
- 全縣國中小學校聘用之正式英語教師,請以**擔任專任教師為主**,不宜兼任行政或導師等工作而減授課,將因減授課而失本縣近年教甄進用英語教師補足學校英語授課之目的,影響了學校英語文教學的量能。
- 國小課程規劃,應從**低年級的英語說話課**開始培養學生英文能力,以順利銜接中年級英語課程。
- 提報計畫時間自即日起至113年5月17日(星期五)止,並請於截止日前將計畫寄(送)本府,計畫電子檔請傳送至電子信箱:tsenyuanke@gmail.com,經本府審查後核定。

字母拼讀法 (Phonics)

國小階段以字母拼讀法來協助學生認識字母與發音之間的對應關係為原則，應善用字母拼讀規則練習看字讀音與聽音拼字，儘量從學過的單字歸納字母與發音的對應關係。學生面臨不熟悉的字詞而又無法靠字母拼讀規則協助發音時，可運用資訊載具讀出字音。音標也是一種可以運用的學習工具之一，若有學習需求，宜在國民中學教育階段才開始引導學生運用。



Padlet

Padlet 就像屏幕上的紙。從一個空白頁開始，然後在上面放上你喜歡的任何東西。學生使用平板可以上傳視頻、錄製採訪、自拍、撰寫自己的文字或上傳一些文件，適合平板互動教學。

Wordwall

網站包含多種趣味教學工具，透過網站中的各種模版，可以讓課堂活動更有趣，藉此引起學習動機，也能針對不同的課堂概念做深入的複習。

Edpuzzle

Ezpuzzle是一款方便老師製作互動式教學影片的平台，老師可編輯Edpuzzle內建影片庫的影片素材，也可搜尋Youtube, TED Talks等其他平台的影片。剪輯影片長度、加入互動題目，協助學生掌握影片的重點。

Kahoot

一個kahoot就是一次測驗，可自行設計數量不等的題目，主要功用是測驗和答題。出題人只需要在特定的位置輸入特定的內容，例如問題、答案、參與人數、作答時間、以及圖片和影片，就能在幾分鐘內創建一個多人可答題的互動遊戲。

教學資源 Part 1

Quizizz

Quizizz把Quizzes和學習單轉化成自訂進度的遊戲。有各個科目的quizzes，而且即時反饋不用改卷，完全免費。

Cool English

Cool English平臺，是教育部全力支持、最優質且完全免費的英語線上學習平臺，從小學到高中課程通通有，多元豐富的內容讓學生培養全方位的英語能力。

SMART Lumio

SMART Lumio混合式互動教學平臺將電子白板、線上便利貼、投票功能、互動遊戲模組等一網打盡，免安裝軟體，透過網頁瀏覽器就能進行跨載具、跨場域的教學活動，執行同步或非同步的學習模式，並整合Google帳號，雲端教室可直接開啟Lumio線上教材。

VoiceTube

使用者可以在看影片學英文時，搭配中英文字幕快速了解意思，再透過單句重複、查詢字典等專業功能深入了解內容，可用來建立英文習慣的好夥伴。

Quizlet

適合用於背單字、一再複習特定知識的數位工具，有網頁版和 App。老師可以用 Quizlet 建立班級，用來製作給學生複習的學習集（一套數位單字卡），或是在課堂上帶學生進行互動遊戲。

Lyrics training

這個網站會幫你把你喜歡的歌曲MV歌詞適量的挖空，讓你可以邊聽歌邊練習聽力，非常實用。

ESL KidStuff

這個網站是由美國ESL的老師，針對完全0基礎的外國孩子，所設計的英語主題教學資源彙整網站，包含了大量免費的英語教材和活動。

Storyline Online

Storyline Online是一個免費的繪本故事書朗讀網站，由SAG-AFTRA Foundation這個非營利組織經營，希望可以透過聽故事增加孩童的識字率。

教學資源 Part 2

Twinkl USA

Twinkl擁有超過700,000種教材，涵蓋各個學科，所有的教材都是由專業教師編寫，適用於學齡前兒童、幼兒園、小學和高中學生，內容囊括教學計劃、美術勞作、教科書、或數字教材等。

Randall's ESL Listening Lab

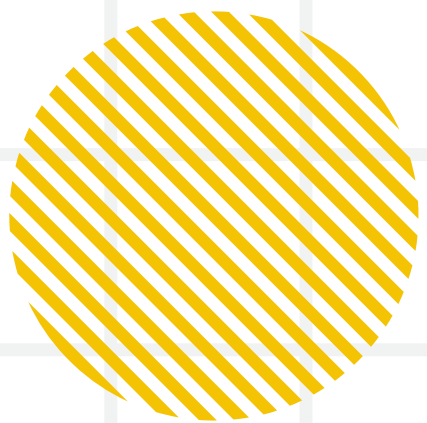
Randall是一位在美國的英文老師，他長年經營這個網站，免費提供各種生活對話的音檔與題目。音檔還有照程度/主題分級，也都附有逐字稿可以供對照，使用起來相當方便。

BBC Learning English for Kids

英國廣播公司BBC製作專門的英語學習頻道BBC Learning English，日常更新英文教學影片，針對不同年齡的讀者需求，提供各式教學資源。

Starfall

由美國非營利組織 Starfall Education Foundation 建立的網站。平台上的資源幾乎全數免費，包括認識26個英文字母、發音、拼音、短文閱讀、互動故事和歌曲等等，另外還包括數學、藝術及音樂類等眾多主題，都有相關英文學習資源。



【常用課室英語參考手冊】



🔍 師大雙語教學研究中心

(<https://www.emi.eng.ntnu.edu.tw/blank-3>)

🔍 7esl

(<https://7esl.com/classroom-english-teachers/>)



花蓮縣 1 1 3 學年度國民中小學雙語教學實施計畫

二、計畫目的

1. 增進學生英語力, 適應國際社會

- 營造雙語及多語學習情境, 以提升其英語聽、說的能力。
- 重視英語的功能性, 使其成為獲取新知的工具。
- 透過英語學習探索他國文化, 進行跨文化反思, 提升社會參與並培養國際觀。

2. 學科內容與語言整合教學, 使學生能以多語進行溝通, 進行學科的學習

●●●
執行期程: 1年, 自113.8月~114.7月



3. 教師進修增能, 提升雙語教學成效

- 提升本縣國中、小教師運用英語進行領域學習課程之教學能力。
- 引導本縣國中、小教師發展以英語進行領域學習課程設計與教學活動。

花蓮縣 1 1 3 學年度國民中小學雙語教學實施計畫

三、計畫內容

01 執行要點:

- 採用**英語**進行**部分領域課程**雙語教學。
- 每週雙語授課年級與節數依照學校人力、資源進行規劃。
- 為達到**學科教師單獨進行雙語教學**,成立學科教師與英語教師共同備課社群。

02 辦理範圍(領域):

- 藝術
- 健康與體育
- 綜合活動
- 科技
- 生活課程等....領域

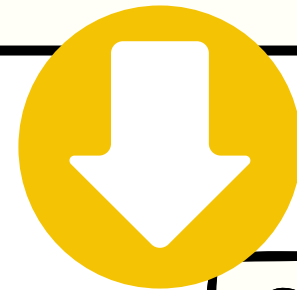


花蓮縣 1 1 3 學年度國民中小學雙語教學實施計畫

四、辦理原則

1. 課程設計

- 以領域學習課程的教學為主,使用雙語進行領域學習課程教學。
- 共同備課:以領域學習課程教師為主,以英語教師為輔,共同備課。學科教學教案先產出,再討論如何以英文表達、授課。



2. 課程執行方式

- 部分領域學科教師單獨進行雙語教學:領域學習課程教師本身具相當之英語程度,單獨進行雙語教學。
- 英語教師跨領域教學:英語教師本身具備其他領域學習課程專長,以英語進行其他領域課程教學

花蓮縣 1 1 3 學年度國民中小學雙語教學實施計畫

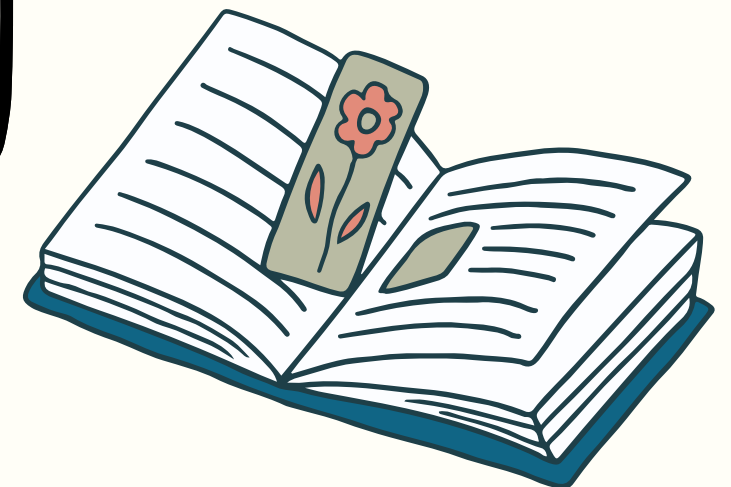
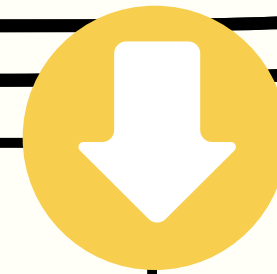


● 3. 教學規劃原則

- 授課前應掌握各班級學生英語文能力,並據以設計合宜之教學內容及語
- 教學內容應以各領域科目核心素養(知識、能力與態度)為主,並符課程網要所定學習重點。
- 用學生聽得懂的英語文,教授學生各該領域/科目重要知識,計畫**未要求全英語教學,亦未規定英語文之使用比率** ;建議**核心概念以國語文說明**,避免因語言差異影響學習;至指導語、延伸活動等,則依學生語言程度,採英語文或國語文/英語文雙語方式進行;俟學生建立英語學習習慣,再適度提高課堂英語文使用比率。
- 教師運用英語文教授領域/科目知識時,英語文用法正確及完整,避免同一句子同時夾雜國語文/英語文,以建立學生正確的英語溝通句型。
- 課程中不得強制要求學生全程使用英語及進行英語能力評量。

4. 其他

- 定期舉辦校內課程研討會議,進行滾動式修正。
- 配合本府輔導小組辦理相關支持輔導活動,如參與研習、入校訪談、課程分享會、入校觀議課等。



花蓮縣 1 1 3 學年度國民中小學雙語教學實施計畫

五、教師支持系統

- 教師研習：**英語教學資源中心辦理**雙語研習與共備工作坊，協助提升教師雙語教學知能與雙語教學課程設計能力。
- 跨校社群：**英語教學資源中心辦理**雙語教學跨校社群，協助學校教師進行雙語教學共備觀議課。
- 教師英語增能：**英語教學資源中心辦理**教師英語增能研習課程，協助教師提升英語溝通表達能力。
- 協作諮詢：**英語教學資源中心提供**學校進行雙語教學相關諮詢與資源提供扶助。



六、預期效益

- 提升本縣學子英語溝通表達能力。
- 培育國中、小各領域雙語種子教師。

七、考評獎勵

- 本府辦理入校訪談、雙語課程分享會、辦理入校觀議課及舉辦公開授課等,以了解學校雙語教學進行概況與實效
- 將執行成果彙整後併於「英語文教育執行成效評鑑」送府彙整,進行整體評鑑。
- 本府對辦理成效卓越之學校、有功人員,依照公立高級中等以下學校教師成績考核辦法、公立高級中等以下學校校長成績考核辦法,辦理敘獎事宜。(每校3名為限)

八、經費

- 計畫經費以提供雙語授課教師教學所需之教材教具費經費為主,經費補助項目僅以教材教具及雜支等項經費。
- 本府依學校普通班總班數規模補助經費。

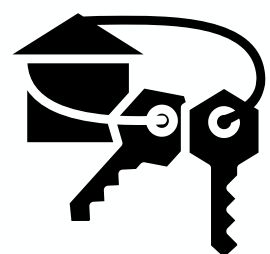
- ① 普通班總班級數在10班以下(含10班)學校,補助2萬元:
- ② 普通班總班級數在11-20班(含20班)學校,補助4萬元:
- ③ 普通班總班級數在21-40班(含40班)學校,補助6萬元:
- ④ 普通班總班級數在41班以上學校,補助8萬元



不論是否需申請
補助經費都須提
計畫書



- 成果報告:114年6月30日前,自學校實施雙語教學課程之教案中選送一份教案送本府備查。



- 另教育部國民及學前教育署(下稱國教署)推動之「補助國民中小學部分領域課程語教學實施計畫」與本計畫屬性相同,若學校已申請國教署推動之補助國民中小學部分領域課程雙語教學實施計畫,以**不重覆**申請本縣之語教學實施計畫。



雙語研習、工作坊

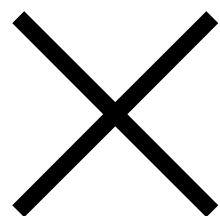
日期	主題	講師	時間
112/10/11	雙語的「語」言使用	東華大學 嚴愛群教授	13:30-16:30
112/10/13	雙語的「語」言使用	東華大學 嚴愛群教授	13:30-16:30
113/3/08	雙語教學設計 備課或課程教案設計	長安國中 程峻老師	13:30-16:30
113/3/20	一步一腳印的雙語教學： 理念與實做	Dr. A 施子美講師	09:00-16:00
113/5/15	雙語教學實務分享	懷生國小 葉余欣老師	14:00-16:30

Community

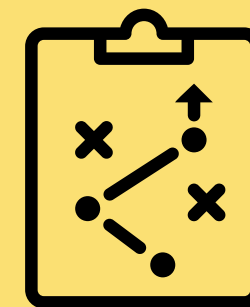
雙語教師社群

同儕雙語教學設計備課，能有伙伴共同討論

雙語社群領導人



五領域雙語教學社群



- 邀請縣內優秀雙語教學實務教師成立社群
- 每月定期聚會討論領導增能與陪伴
- 共備討論
- 社群進行觀議課

- 藝術領域
- 健康與體育領域
- 生活領域
- 綜合活動領域
- 科技領域

雙語教師共備社群

歡迎您的加入



花蓮縣雙語共備Line社群

花蓮縣英語教學資源中心開設Line社群，此共備社群提供花蓮縣各領域教師一同討論、共備及分享，歡迎各校施行雙語教學之教師一起加入共備。有伙伴一起行~~雙語教學路上不孤單。

花蓮縣雙語共備-健體領域



花蓮縣雙語共備-藝術領域



花蓮縣雙語共備-綜合領域



花蓮縣雙語共備-科技領域



花蓮縣雙語共備-生活課程



花蓮縣英語教學資源中心

Hualien English Teaching Resource Center

Open Classes & Counseling Sessions

辦理輔導座談、公開課及入校觀議課

了解學校辦理成效

01

辦理入校訪談

- 112-1 完成 4 場入校訪談
- 了解11所新辦學校雙語準備情形

02

公開課

112-1 完成6場雙語公開課

03

入校觀議課

第二學期預計辦理30場觀議課



雙語入校訪談及公開課

1 吉安國中留啟民校長於吉安國中為雙語入校訪談開場

2 鳳林國小英文科教師王偉全於瑞穗國小雙語課程分享會分享鳳林國小雙語計畫

3 水源國小韓睿老師雙語體育公開課

4 北昌國小邱莉雯老師雙語健康公開課

1



2



3



4





辦理英語日活動、 推動英語營隊及競賽

Diverse Activities





辦理英語日活動

5月24日
預計邀請29所國小
動態展、靜態展
闖關活動

碰撞中西文化火花(文化尊重)

地球永續發展(SDGs議題)

英語唱跳表演
雙語教學分享
外師教學分享

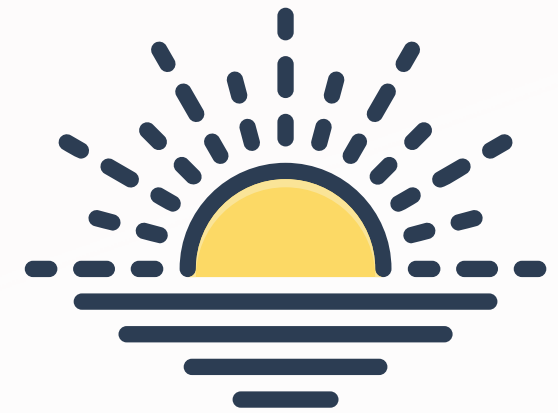


英語營隊

與東華大學合作
預計於6月第一周於
東華大學舉辦

師培生、外籍學生
洄瀾學院語言中心學生

一天半至兩天
破冰遊戲
主題單字教學
分組遊戲
闖關活動



晨光英語樂

(第二學期)
東華大學英美系
與周邊學校媒合
每周一至兩天晨光時間
大學生進入校園帶領學生
進行英語多元練習

單字競猜
英聽訓練
英語運動
繪本導讀



雙語教學設計

英資中心 雙語教學團隊

主講者：北昌國小邱莉雯老師



行政端方向

- 建置雙語公佈欄、雙語教學網頁
- 錄製雙語校園廣播(三語廣播:英文、中文、族語)
- 校內組織雙語教學社群，安排週三 教師雙語備課時間(學科教師與英師)
- 邀請英師群組共同設定本校之課室英語內容提供校內老師使用--可運用雙語經費印製手冊、海報



教學端方向

- 教師收集使用屬於自己的**雙語教學指導語**---打招呼、點名

- 教師確認新學期**雙語學科關鍵字詞**---

可參考使用台北市**自編CLIL雙語教材**

<https://sites.google.com/view/tp-clil>

- 與英師進行**雙語備課**，尋找適合學生的學習媒材

- 教學簡報或學習單中設定**學科雙語內容**，提供學生使用，為學生搭建語言的鷹架



學校雙語教學範例——教學簡報部分雙語呈現

When I feel unhappy...

當我不開心時，我會....
(請想想你是如何抒發自己的情緒?)

- 1
- 2
- 3

Team Work
小組討論時間

修復情緒再出發

YouTube Wordwall

有情緒是很正常的，但我們可以用更好的方法和同學溝通。

有那些方法呢?

我先緩和情緒，再跟你說我生氣的原因。

假如您是我，您會怎麼做?

先讓我深呼吸十次再說。

喊「暫停」

告訴家人或師長




深呼吸

- Hey! Stop!
- Talk to your teacher or parents.
- Take a deep breath!

雙語教學範例——學科學習單部分內容雙語呈現

蹲踞式起跑動作檢核表

班級：五愛 座號： 操作者姓名： 檢核人姓名：

發令口令	各就位 On your mark	預備 Set	起跑 Go
動作型態			
選手操作	<input type="checkbox"/> 右腳左腳接右腳	<input type="checkbox"/> 臀部抬起比肩高	
動作檢核	<input type="checkbox"/> 右腳尖點地、劃一條線、蹲下。 <input type="checkbox"/> 兩個小山丘、放在白線後	<input type="checkbox"/> 後腳彎膝 <input type="checkbox"/> 肩膀對齊白線	

1. 跑步速度 = 步頻 X 步幅，體驗過後我發現最適合自己跑步速度的是()步頻()步幅

花蓮縣北昌國小六年級自然與生活科技活動單～資源利用與代價

資源的定義：可以被人類利用的物質。..... 班級：..... 姓名：.....

資源名稱	人類使用狀況(用來做什麼?)寫兩項	過度使用所需要付出的代價	歸類
陽光 sunshine			
水 water			
風力 wind			
動物 animal			
植物 plant			
石油 oil			
煤 coal			
天然氣 natural gas			

資源分類：可再生打 O；不可再生打 X

雙語教學的期待~

- 對英語有信心的老師，可以從**課室英語內容**出發!
- 對英語比較擔心的老師，可以從**學科關鍵字詞**出發

操作2-3年後

- 老師們使用**課室英語內容**指導學生學習，學生在課堂上學習**雙語學科關鍵字詞**，並能完成老師所出的**雙語學習單作業!**



謝謝聆聽

Thank You

回饋表單

