CLIL Basic Outline　CLIL 初階班課程內容（一班上限 30 名）

地點:下營區東興國小

日期			8/3	8/4	8/5
星期			星期四	星期五	星期六
上	第一節	09:30 | 11:00	• Using a broadly task based approach to effectively teach CLIL based lessons to YLS. • Improving our YL's understanding of the world 運用任務導向教學法提升 CLIL 課程之有效性；CLIL 教材示範及討論	• To develop your understanding of the role of differentiation in the CLIL based classroom. • Differentiating varied activities, tasks and task types 了解如何應用差異化教學法於 CLIL 教學；討論如何透過教學活動及任務進行差異化教學	• To develop a variety of approaches toward testing in the CLIL based classroom • To re-do the spelling test • To use interactive tests • To gamify the testing process 討論 CLIL 教學可運用的各種評量方法；討論拼字測驗及互動式的評量技巧
午	第二節	11:10 | 12: 40	• Improving engagement and motivational levels in the YL CLIL classroom through the dissemination of real world knowledge • Using multi-media resources to enhance CLIL based teaching • Generating and enhancing the CLIL related classroom contributions of our young learners 透過適當教材提升學生學習動機；運用多媒體資源提升 CLIL 教學效力；討論如何提升學生於課堂之參與度	• Using differentiated question types in the CLIL based classroom • Writing your own differentiated questions 運用不同的問題形態於 CLIL 教學；設計差異化的題型	• To develop understanding of the role of different question types while testing comprehension • To reflect on how to push our students to think beyond texts / transcripts • To discuss testing approaches in your own specific contexts 討論如何運用不同題型來測試理解力；反思如何讓學生的學習內容擴大至教科書以外
12: 40-13:30			午餐 Lunch		
下	第三節	13:30 | 15:00	• What are the aims and rationale of CLIL based classes? • The core principles underpinning CLIL 探討 CLIL 教學的目標與核心原則	• Developing understanding of functional classroom language • Developing functional classroom language use in the CLIL environment 提升對 functional classroom language 的了解，探討如何運用 functional classroom language 於 CLIL 教學	• Developing cognitive skills across the curriculum • Developing understanding of Cummins' framework 探討如何培養學生的認知能力；討論 Cummins' framework
午	第四節	15:10 | 16: 40	• Developing understanding of the key differences between CLIL based teaching and EFL • Reflections 討論 CLIL 教學與英語教學的主要差異；反思 CLIL 教學的應用與挑戰	• Teaching CLIL based classroom language effectively • Reflections 如何提升 CLIL 課室英語教學的有效性；反思 CLIL 課室英語教學的應用與挑戰	• Analysing the cognitive challenge in various CLIL based lessons • Reflections 分析各種 CLIL 課程的認知挑戰；反思日後 CLIL 之教學設計

CLIL Basic Outline　CLIL 初階班課程內容（一班上限 30 名）

地點:東區勝利國小

日期			8/7	8/8	8/9
星期			星期一	星期二	星期三
上	第一節	09:30 | 11:00	• Using a broadly task based approach to effectively teach CLIL based lessons to YLS. • Improving our YL's understanding of the world 運用任務導向教學法提升 CLIL 課程之有效性；CLIL 教材示範及討論	• To develop your understanding of the role of differentiation in the CLIL based classroom. • Differentiating varied activities, tasks and task types 了解如何應用差異化教學法於 CLIL 教學；討論如何透過教學活動及任務進行差異化教學	• To develop a variety of approaches toward testing in the CLIL based classroom • To re-do the spelling test • To use interactive tests • To gamify the testing process 討論 CLIL 教學可運用的各種評量方法；討論拼字測驗及互動式的評量技巧
午	第二節	11:10 | 12: 40	• Improving engagement and motivational levels in the YL CLIL classroom through the dissemination of real world knowledge • Using multi-media resources to enhance CLIL based teaching • Generating and enhancing the CLIL related classroom contributions of our young learners 透過適當教材提升學生學習動機；運用多媒體資源提升 CLIL 教學效力；討論如何提升學生於課堂之參與度	• Using differentiated question types in the CLIL based classroom • Writing your own differentiated questions 運用不同的問題形態於 CLIL 教學；設計差異化的題型	• To develop understanding of the role of different question types while testing comprehension • To reflect on how to push our students to think beyond texts / transcripts • To discuss testing approaches in your own specific contexts 討論如何運用不同題型來測試理解力；反思如何讓學生的學習內容擴大至教科書以外
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下	第三節	13:30 | 15:00	• What are the aims and rationale of CLIL based classes? • The core principles underpinning CLIL 探討 CLIL 教學的目標與核心原則	• Developing understanding of functional classroom language • Developing functional classroom language use in the CLIL environment 提升對 functional classroom language 的了解，探討如何運用 functional classroom language 於 CLIL 教學	• Developing cognitive skills across the curriculum • Developing understanding of Cummins' framework 探討如何培養學生的認知能力；討論 Cummins' framework
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CLIL Advanced Outline　CLIL 進階班課程內容（一班上限 30 名）

地點:安平區西門國小

日期			8/10	8/11	8/12
星期			星期四	星期五	星期六
上	第一節	09:30 ― 11:00	Travel / Geography / Global and Classroom Culture 以旅遊/地理/全球文化示範教材 • To engage the course participants • To use visuals to activate background schemata in the CLIL based classroom. • To use a discovery approach toward learning in the CLIL based classroom. • To use mini whiteboards to increase participation and engagement levels in the CLIL based classroom. • To gamify the learning process so as to increase motivational levels in the CLIL based classroom. 討論如何運用視覺工具、探索方式、迷你白板及競賽設計提升 CLIL 課程學生學習動機	Multi-media / Classroom Surveys and Learner Centredness 多媒體/課堂調查/以學習者為中心之教學法 • To use memory games to introduce new vocabulary in the CLIL based classroom. • To use multimedia to stimulate interest, engagement and motivational levels in the CLIL based classroom. 如何運用記憶遊戲來介紹CLIL課程的字彙；以多媒體來吸引學生興趣	Dealing with Mixed Abilities in the Language and CLIL Based Classroom / No Students Left Behind 語言學習與 CLIL 課程之差異化教學 • To develop your understanding of the role of differentiation in the young learner language and CLIL based classrooms. • To develop your understanding of differentiation according to ability and learning styles • To develop your understanding of differentiation in relation to task outcomes and the levels of support you can provide to your young learners. 討論在語言學習及CLIL教學上，如何依據學生能力與學習方式將教學活動/任務予以差異化
午	第二節	11:10 ― 12: 40	Discussion and Critical Thinking Skills / Local and Global Culture / Utilising Varied Question Types 批判性思考技巧/本地及全球文化/不同的問題類型 • To promote discussion and critical thinking skills in the CLIL classroom. • To develop understanding of the concept of social justice in a global environment. • To increase participation levels in the discussion based young learner classroom by utilising visuals and activities such as back to the board and running dictations. 以全球文化/社會正義為範例，討論如何運用視覺工具及活動任務提升學生於CLIL課堂的參與程度	• To use classroom surveys to stimulate oral production in the CLIL based classroom. • To use survey monkey to generate our own CLIL based surveys. 運用課堂調查活動來增加學生於CLIL課堂的口說機會；設計CLIL的調查教材	Evaluating and Adapting Projects / Promoting Communication with Parents through Interactive Projects / Role of Assessment 評量及改編專案 /如何透過互動式的專案與家長溝通 / 評量的角色 • To identify the learning purposes, benefits and challenges of various YL projects. • To evaluate and adapt various projects to our classroom CLIL based needs • To promote communication with parents through the use of interactive projects. • To discuss how to evaluate YL's project work. 探討如何評估及設計適合學生的 CLIL 專案；如何透過互動式的專案與家長溝通，以及如何評量學生的專案作品

12: 40-13:30			午餐 Lunch		
下	第三節	13:30 | 15:00	Language Acquisition and its Relationship to the CLIL Based Classroom 語言學習與 CLIL 教學的關係 This session will help us to develop more awareness and understanding of… • Language learning theories • How young learners learn • The similarities and differences between L1 and L2 acquisition processes and learning conditions 探討語言學習理論、母語與外語學習條件之差別	Developing Reading and Critical Thinking Skills / Reading and Note-taking / Presentations Leading into Project Work 培養閱讀及思考技巧/筆記及簡報/專案能力 • To use an interactive team based quiz to preview and to promote reading around the topic in the CLIL based classroom. • To use a quiz to generate interest in the topic to be studied. 示範如何運用小組問答競賽來預習有關CLIL教學主題，並提升學習興趣	Create Your Own CLIL Based Lesson Plan 設計您的 CLIL 教案 • To review and to put into practice the key elements studied in previous CLIL based workshops. • To develop your own CLIL based lesson plan. 複習並練習運用本工作坊所探討之 CLIL 教學技巧，完成您的 CLIL 教案
午	第四節	15:10 | 16: 40	• Why CLIL based approaches can be effective in the classroom Initial thoughts: Why should we be interested in the views of researchers? 討論CLIL教學法之有效性及研究學者之觀點	• To use reading and note-taking in the CLIL based classroom. • To encourage the course participants to use their notes to deliver mini-presentations. • To use question forms that encourage our students to think beyond the texts being studied, thereby helping them to develop their critical thinking skills. 探討如何在 CLIL 課堂運用閱讀及筆記並提供簡報；如何運用問題來培養學生思考能力	• To present your lesson plan to the rest of the course participants. • To provide constructive feedback on the lesson plans of other course participants. 向所有學員介紹您的教案，並就其他學員的教案提供正面的回饋

CLIL Advanced Outline　CLIL 進階班課程內容（一班上限 30 名）

地點:東區崇明國小

日期			8/10	8/11	8/12
星期			星期四	星期五	星期六
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