

國立東華大學教學卓越中心
108-1 三創教學課程期末報告書

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單位：英美系

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**國立東華大學-三創教學課程
108-1 期末成果確認表**

課程/學程名稱：英語教學議題探討		
授課教師：王蘭菁		
服務單位：英美系/助理教授		
班級人數：10		
勾選	繳交項目	說明內容
<input type="checkbox"/>	本確認表	請確實填報，以俾利核對
<input type="checkbox"/>	執行成果總報告表-電子檔 (Word)	字型：標楷體 (中文)；Times New Roman (英文) 行距：單行間距 字體大小：12 號字
<input type="checkbox"/>	活動記錄表	當期程全部活動紀錄，如講座、參訪、期末成發展等
<input type="checkbox"/>	本年度活動照片 (原檔)	精選 8-20 張即可 (請將檔案控制在 20 MB 以內)

- 繳交期末成果報告時，請確認繳交項目是否齊全
- 本年度所有受補助課程/學程之成果報告，將上述資料匯集成冊(封面、目錄、內容、附件)，做為本期成果報告書
- 若有相關疑問，請與承辦人郭心怡助理聯繫
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三創教學合作社-執行成果總報告

單一課程

一、課程內容特色

外語學習(尤其是英語的教與學)一直受到國人關注，也是台灣與國際接軌的重要管道。近年來，英語學習成效雙峰化的趨勢，日趨明顯，各年齡層的教學現況，也日益複雜多元，時常成為社會新聞的熱門議題。

本課程的教學目標是，善用東部地區特有的人文環境，結合英美系所英語教學專業，帶領學生主動參與及體驗，探索特定議題及偏鄉教學現況、進而思辨及提出解決問題的策略，培養學生對在地社區的人文關懷及實務經驗。

因此，本課程帶領修課學生綜觀英語文教學熱門議題，透過論文研讀、課堂簡要講授以及實地觀察參訪討論等互動學習模式，探索台灣英語學習及花蓮在地英語文教學現況。本課程啟動了以實證研究精神為基礎的社群學習模式，透過團隊合作及小組分享等專題式互動學習，讓學生瞭解重大議題相關價值及核心理念，同時也培養學生具備核心議題的專業素養、思辨能力及對於在地問題的關切。

二、特殊創意/活動規劃

歷年來，選修本課程的學生，多數為有志於或有興趣於英語教學專業。這些學生來源很多樣化，有英語本科學生、選讀英語系應用學程的外系學生、國際學生、來自大陸交換學生、英語教學碩士班學生等等。

本課程運用了教學卓越中心推廣的三創概念及精神，充分利用學生多元特色，增添學習社群的豐富性。尤其是，依照本課程之各項議題的特色需求，運用 TBL 創新教學模式及多元教學模式，將生硬的學術專業議題，微翻轉化為親身參與，蒐集一手資料的及體驗學習歷程。

三、教學策略/教學方法

摒棄課堂講述傳統教學模式，改採運用 TBL(team-based learning)及其他多元模式進行教學，著重學生參與及體驗精神，蒐集各議題之一手資料及思辨討論彙整，達到微翻轉 Flipped classroom 的學習歷程。

英語文教學議題及實務，包羅萬象，本課程無法專精探討各方面向，應該思考如何擴展學生的視野及思辨能力，了解議題的各種面相及文化特性。因此本課程內容，包括台灣當前英語教學領域六大重點：學前英語學習熱潮、中小學英語教學、課外英語補習、通識英語、學術英語、跨文化溝通等專項。

各項議題的執行方式，主要有：相關教材研讀、實地參訪學習、專家座談、分析討論及心得分享等面向。各議題之相關研讀教材，放於本校課程網頁，供學生參考及複習。本學期的課程執行進度，為配合校外教學機構實際情況，經接洽安排之後，略有調整，課程安排說明及週數如下：

		Topics	Note
W1	0913	National holiday / No class	中秋節放假 (不上課)
W2	0920	課程簡介/ 當前關注議題 Course outline and evaluation Common assumptions of ESL/EFL education	Personal concerns 討論及分組
W3	0927	Issues on University Students' English and their Stories 大學通識英語/學術英語/跨文化溝通應用 研讀相關論文資料 擬定訪談大綱	

W4	1004	Interviewing ndhu students and analyzing collected data 訪談東華大學生 練習綜合分析及分組報告	東華校園
W5	1011	國慶日彈性放假 (不上課) No Class (National holiday long weekend)	
W6	1018	Discussion and Pair-up Work Presentation PPT Presentation 1 - Group 大學生英語學習訪談報告及討論	
W7	1025	Elementary and Secondary School English Education 中小學英語教學現況	Watching video clips and discussion 研讀新聞報導資料
W8	1101	Discussion on Homework – Reading and notes/reflection about current Taiwan news 中小學英語現況 news 及討論	
W9	1108	Field-trip Learning 1 – elementary school 參訪及座談/ 心得分享及分析報告 We meet at noon (sharp) to take the train 莒光號火車 Transportation fare \$36+36=\$72 志學站 12:12 /12:51 pm and 萬榮站 18:00/18:30 pm	偏鄉中小學 Field trip report 1 校外參訪學習之旅 萬榮國小
W10	1115	Pre-school English Fever 學前英語學習熱潮/研讀中師外師教學資料 研擬觀察及訪談大綱	
W11	1122	Field-trip Learning 2 – preschool center/ kindergarten 觀察及訪談相關人員 分組討論及分享心得	花蓮地區 Field trip report 2 貓頭鷹幼兒園
W12	1129	Invited Speech – topic: CLIL 專家學者演講或座談	聽講心得 Summary and reflection (extra points)
W13	1206	English Cram School, Tutoring Service, & Studying Abroad 課外英語補習班/ 成人、出國留學 蒐集分析網路相關資料 參訪或分組討論報告	Field trip 3 地球村美日韓語
W14	1213	Business on English Program and Digital/ Online Resources 英語教學相關產業 線上英語課程及數位科技趨勢	論壇互動 Forum on the e-learning system
W15	1220	Course Wrap-up and celebration 學期總報告及分享 Presentation 3 – Course Learning	Ppt + text 學習總結省思 Individual & Group
W16	1227	No Class 提前上課 (課間休息時間累積, 折抵一週上課) (break-time accumulation for one week class time)	10*15=150 >> 50*3=150
W17	0103	No Class 提前上課 (訪談東華大學生) (Pair-up interviews and discussion on group work)	W4 and W5 For interviews with students on campus
W18	0110	No Class 提前上課 (師生預約指導, 練習資料分析) (Teacher-Student conference and group work)	W9, W10, and W13 For the overtime of 3 field trips

本課程之教學活動及搭配作業 (劃底線部分), 茲舉「通識英語、學術英語、跨文化溝通應用」等議題為例, 說明如下:

課前準備: 閱讀相關論文、上傳重點劃記

第一週次: T B L 模式檢測及小組討論、訪談大綱及問題擬定、

第二、三週次: 訪談應對之模擬、分組進行校園訪談、資料整理及分析

第四週次：課堂指導綜合分析、小組練習撰寫報告及思考問題解決策略

第五週次：小組討論及思考問題解決策略、研讀相關論文

第六週次：製作專項議題報告海報、發表分享

四、課程/學程相關產業分析

學習英語(外語)是國際教育的必然趨勢，也是國際競爭力產業的重要一環。本課程引導學生探討目前熱門的英語教學議題，帶領學生參訪及體驗各層級的英語科的教與學的花東在地現況，也邀請專家學者演講，讓學生們了解到世界各地針對英語教學趨勢，所發展出來的新型教學模式，有助於修課學生充分準備自己，因應未來英語教學專業需求，建立職涯優勢。

五、整體活動執行成果效益

本課程採用 TBL、Flipped classroom、其他多元模式等等進行教學創新，透過課程活動之實踐，協助學生深度理解及辨思台灣目前的英語教學熱門議題，又有參訪座談及專題海報製作之實地經驗，大力提高了學生的學習動機、培養學生多元化的視野，進而統合所學知識，深化專項主題的學習成效，達到學用合一效果。

六、多元評量尺規

20% 議題相關論文研讀(TBL 模式配分)

20% 議題訪談彙整分析報告(小組) 20% 座談討論表現(個人)

20% 參訪觀察省思報告(個人) 20% 學期學習總報告(個人)

七、學生整體意見與回饋 (整體活動滿意度、文字意見回饋等)

教學卓越中心的期中回饋意見調查：

- 量化意見

意見回饋分析表

課程名稱：6 英語教學議題探討

題項	普通		同意		非常同意	
	次數	%	次數	%	次數	%
(一)課程綱要方面 (NI=4.2083)						
1.教學大綱內容明確。	0	0	4	66.7	2	33.3
2.教學主題符合課程目標。	0	0	4	66.7	2	33.3
3.教學進度安排適切。	1	16.7	3	50.0	2	33.3
4.教材難易與份量適切。	2	33.3	2	33.3	2	33.3
(二)教學策略方面 (NI=4.3000)						
1.考慮學生先備知識。	1	16.7	3	50.0	2	33.3
2.能注意學生學習情形。	0	0	3	50.0	3	50.0
3.能與學生生活經驗連結。	0	0	4	66.7	2	33.3
4.能引起學生學習動機。	1	16.7	3	50.0	2	33.3
5.根據學生學習狀況調整課程。	1	16.7	2	33.3	3	50.0

(三)教材準備方面 (M=4.3333)						
1.教師熟悉授課內容。	0	0	4	66.7	2	33.3
2.教學充份準備。	0	0	4	66.7	2	33.3
3.教材與時更新。	0	0	4	66.7	2	33.3
(四)師生互動方面 (M=4.3750)						
1.教師與學生互動佳。	0	0	3	50.0	3	50.0
2.接納學生意見。	0	0	4	66.7	2	33.3
3.有耐心回應學生問題。	0	0	4	66.7	2	33.3
4.尊重不同性別、性傾向之學生。	0	0	4	66.7	2	33.3
題項	普通		同意		非常同意	
	次數	%	次數	%	次數	%
(五)評量方法方面 (M=4.2917)						
1.教師清楚說明評量方式。	0	0	4	66.7	2	33.3
2.評量內容能反映學生學習情形。	1	16.7	3	50.0	2	33.3
3.評量標準一致。	0	0	4	66.7	2	33.3
4.作業或報告給予回饋。	0	0	4	66.7	2	33.3

● 質性意見：

- 題目八、從開學上課至今，我對於這門課最喜歡的有哪些？請簡單說明
- 題目九、請簡單扼要說明對於這門課，如果老師能再做那些調整，我覺得更有助於我的學習（包含教學內容、方法、評量方式等方面）
- 題目十、老師在課堂上或學習評量上是否讓你覺得有性別或性傾向之差別待遇？

255.	八：課堂氛圍很輕鬆。因為這門課人數比較少，但是大家都可以很積極地參與進課堂與討論。這樣子我可以學到很多新的觀點。 九：因為對這一類課程不太了解，因此目前認為跟著老師的教學進度走還不錯。 至於評量方式，希望老師可以各個方面都考慮到。
	十：完全沒有。
256.	八：可以跟外籍生有很多的交流 九：討論的份量有點太多，可以再稍微減少一些，負擔才不會那麼重 十：沒有
257.	八：喜歡上課沒功課的方式。 九：無 十：沒
258.	八：和外籍生互相討論議題， 可以提供不同的觀點 並且吸收，是相當不錯的經驗 九：NO. 十：NO
259.	八：老師與學生頻繁互動 九：還好 十：無
260.	八：暢所欲言的課堂環境，老師會根據不同學生狀況因材施教，同時可以照顧每一位同學。 九：無需調整，我覺得對我已經很有幫助。 十：沒有

● (完全不懂中文的)國際學生的意見：

【選擇題(1~7)】 【非選擇題(8~10)】

8.從開學上課至今，我對於這門課最喜歡的有哪些？請簡單說明

What I like about course is the teaching method implemented. Every season in the class we are encouraged to have critical thinking and discussion. So, every student has each time to deliver their opinion regarding the the topic of the lesson. that is really good and helping my comprehension in understanding this course.

我十分喜歡老師安排的校外參訪。我認為十分實用。課堂講授和實地考察參訪並重讓我對這門課十分滿意。

I like the way of the teacher explains several education issues contextually based on the current situation in Taiwan(sometimes in China, Indonesia, and Malaysia). The teacher really cares and always makes sure all of the material/discussion is well-understood by the students. She always ask our mood before beginning the classroom-activity.

9.請簡單扼要說明對於這門課，如果老師能再做哪些調整，我覺得更有助於我的學習（包含教學內容、方法、評量方式...等方面）

The teacher gives me a lot of chances to improve my ability in this course. She always shares about the latest news and new information related to the topic of the course.

The adjustment about making sure every information she said is well-understood by the students. Sometimes she also ask the other's help to translate all of the information to me. Having field-trip and interview also good method to learn more and know more about Education Issues in Taiwan.

10.老師在課堂上或學習評量上是否讓你覺得有性別或性傾向之差別待遇?

The teacher is so kind and friendly. Although I am Indonesia as international student, she treats me well. She always helps and takes care everything I do. It's really awaring for me.

沒有。老師對我們一視同仁。

She is so fair. Never assess someone by gender or even the country where we come from.

學生於各項作業中提到的意見與回饋(舉例)

- From this class, now I know little bit more about the education system in Taiwan start pre-school, elementary school, cram school, and university. It is an honour for me to have this important data that I can bring and share in Indonesia. What I got here is real as what I see and observe. Sometimes we can know from news, article or other information, but it is not the same as what you have by experiencing and observing by you yourselves. I do really thanks for this unforgettable experience, moment, and knowledge. (Andri Jamaul Rifiyani (W10802402))
- After the whole semester, I really feel it is a meaningful course. I got many new knowledge for education. And have wonderful memories with everyone. Although we have many discussions and presentations to do. I still enjoyed the moment we have. It is really my pleasure to join this class and meet everyone! (Doris)
- The field trips were totally the most impressive activity in this course. The planning was always arranged well by the teacher. In the same hand, the students also take part in arranging the best activity that should be done during the field trip learning. This field trips is recommended and can be applied for another courses (if it is needed) because the students can get a lot of advantages for their learning practically. In this session, the professor offered handout which has several questions on it to be discussed together after the observation. There are several points that will be shared about field trip activity in Wanrong Elementary School, Pre-School, and GVO in Hualien. (PUTRI SANIATUL IKLIMA (W10802401))
- 在第一堂課時，還記得老師曾問過我們各自修這門課的理由，我很坦白說了，因為為了修滿應用學程的學分，當時的我很懵懂，不知道這門課能帶給我多大改變跟經驗上的學習。而隨著課程的進行，我才發現這堂課好有趣，可以不斷的分析各種與我們息息相關的議題，雖然在系上也是不斷分析各種文本，但在這分析的是更有趣的議題，而且會期待自己提出來的論點被打槍被糾正，尤其是和各個國家的同學一起參與討論，不同的觀念一起碰撞，真的很新鮮也很特別，在這彷彿我們誰的答案都沒有一定的解答，有時爭論或討論出來的也未必是答案，這會使自己更想去探索這個議題更多，而在這學期也體驗了小組街訪的活動，這記憶還深深停在腦海裡，當時的我們有多緊張又害怕，害怕開口找受訪者或者被拒絕，而這過程也讓小組間的大家更了解彼此，也變得更勇於表達個自的想法，也超謝謝那些受訪者，每個人都很親切也很熱於幫助我們。然後還有不得不提的就是我們的戶外參訪啦，國小讓我看到學習不因地區或資源多寡而侷限，學習英文或任何事物完全取決於有心，在他們身上我看見無盡的熱情，無窮的求知慾，可能是我比較感性吧，有時翻到與他們一起說話的照片，還是會很感動很懷念。而幼稚園的部份，則是讓我感到驚艷，少數小朋友的高程度英文能力，深深的讓我佩服，深刻記得有一個孩童問了外師 "what is memory"，聽到當下真的下了一大跳，而當時參訪時，看著都是小小的小孩，我記得我問自己一個問題，我到底怎麼長到那麼大，當下覺得時間真的好快，一點也不會等人。而最後參訪了地球村，

第一次走進成人補習班，小班的教學也顛覆以往我對補習班大班教學的觀念，而這種小班教學也讓當下觀察的我羨慕著，因為學習時若有問題就能立即提出，不需要害羞或等別人，可以勇於表達跟老師溝通。總之，這學期參與這門課，對我是一個很棒的緣分，可以跟大家一起討論一起上課，真的很珍惜，雖然大家看不到，謝謝你們，給我這麼棒的一學期。(410602044 英美三劉育誠)

- I always have a great interest in early childhood education and early childhood development. I was a kindergarten teacher for 6 months before I came to Taiwan to pursue my degree. I'm glad to be a part of this class, I've learned a lot of professional teaching skills and current challenges in teaching and learning English in this semester. Thank you Professor Wang for your efforts in planning and taking us to three wonderful field trips. I've never attended a class like ours which only has 9 students. Due to the small number, it will be much easier for us in planning field trips, throwing a party etc. (Carmen)

My reflection (中文：我的意見) Angel410602034

After taking this course, I learned many things . I learned the concept of Contents and Language Integrated Learning. I learned that people will have good language ability if people learn language late. I understood that Giraffe English is an English center instead of cram school. I learned that Giraffe English is American system. Classmates and other classmates have good relationship. I feel a little sad in the last class.

(英美三 Angel)

- Like I said in the presentation, before I came to this class I didn't really know what to expect because I wasn't all that interested in becoming a teacher or picking up any sort of teaching profession. The main reason that I picked this course is because I really needed the credits in order to graduate, but after taking up this course and participating in group discussions and activities, and then watching how the real teachers teach in our field trips, I feel like I really learned a lot about teachers and how they handle teaching, especially about teaching a second languages which is what this course is mainly about. I think it is also very interesting to learn about what others think on this matter and watch them react and give opinions on the matters we face during this course. ...What had impressed me the most in our class is every time when professor throws a topic to us, our class will immediately full of conversations and discussions, unlike other classes which will only full with endless reports and exams. It's really good for us to have a chance to express our ideas and sharing our thoughts with our classmates because some of us are international students. We can learn a lot from different cultures and the most important thing is the English learning environment. That's why I like this class very much. (Carmen Chong)
- **Significant Changes:** Firstly, I would like to say a thousand thanks to prof. Wang as the lecturer in the class of core issues in EFL education, and I do really appreciate her effort to help me and all students to understand the education issues that happened in Taiwan. Prof. Wang has already given us a lot of experience, knowledge, basic of observation, and issues that can be compared around the world and also provided the students opportunities to deliver the responses related to every lesson that we all discuss in the inside and outside the classroom. That is really amazing teaching and learning process. Beside we, all students, know some information about EFL education in Taiwan the students also can share how the way to respond and catch the main issues and what is actually happening. (Andri Jamaul Rifiyani (W10802402))
- **Upgrading my knowledge:** From the bottom of my heart, I would like to say thank you a thousand to Mrs. WANG for letting me be the part of this course and always giving me chance to share my experiences and thoughts during a semester. This course extremely helps me a lot to continue my next semester in my university in Indonesia because this course is the only one course that focus on English teaching. I always try to give my best contribution in every discussion and receive lot of knowledges as much as possible from you, my amazing professor. Every material that the professor shared to us is important and valuable. The way the professor leads the discussion in every meeting really inspires me to do my best in every meeting. From this course I know the current issues in EFL education (from interview and news), the teaching strategies for English young learners (from field trip 1 and 2), and also, I know a little bit about business for English learning (from field trip 3). Those materials and activities really upgrade my knowledge about education. By the topic discussion given in

every meeting also helps me so much to stimulate my brain to think critically.... Learning in NDHU and taking this course will be the most impressive thing that I have done in 2019. I hope I can look for more information about education in Indonesia so I can talk more about it and share to my friend in the classroom. (PUTRI SANIATUL IKLIMA (W10802401))

- In the courses, we have learned many issues of education. Through a variety of teaching ways what we mentioned. I found that the best way to teach student is not just care about how to make them get a good grade. The more significant point is to find the most suitable teaching method for them. Have the interesting, funny and plentiful contents are also good for students. And teacher need to change his or her methods according to the student's age, learning background and even new concepts with generation change etc. (Doris)
- **For the Invited Speech:** I had also learned a lot from the invited speech. I remember our guest speaker professor Liu said: "Actually if you're in this class, that means your English is good. You can communicate with others in English, attend a conference and express your ideas in English. You are perfect in English, but not perfect in building up your confidence." I love what he said. I watched a Ted video during this early semester and the speaker was an English teacher from Penang, Malaysia. I remember she said: "English today is not an art to be mastered, it's just a tool to use to get a result and that tool belongs to you. People take the attitude they developed about English in school, and they bring it into their adult life and into their work."

八、 檢討與建議

- **感謝教學卓越中心的經費補助，得以運用在地資源，深刻學習及體驗議題內涵：**這門課程「英語教學議題探討」乃是教學理論結合時事的專業學習課程，如果沒有教卓中心的經費，充其量盡其能，師生們只能在課堂上，針對時事案例做討論分析，猶如象牙塔內的學術探討。本次得到經費補助，師生們除了課堂講授討論分析之外，得以針對重要議題及興趣主題，在各級學習機構(大學校園、萬榮國小、貓頭鷹幼兒園、地球村美日韓語)進行實地參訪學習，並應用個人專長，協助及參與社區教學活動，使師生們的教學更實用更有意義。
- **本次活動的執行困難及問題：**本課程安排的校外教學活動有三次之多，學習活動內容盛大，牽涉的配合人員很多，相關聯繫及課程準備繁雜，變化很多，需要教師本人建立很多彈性替代機會及方案，而如此作法，人之常情之下，需要帶些像樣的禮物去向主事者表達謝意，以利安排順利。由於禮物在本計畫案中是無法報帳的，所以教師本人只好自掏腰包，著實破費不少。
- **對教學過程有何改善或精進之處，調整課程或教學目標：**獲得經費補助，讓本課程能跳脫傳統學習方式，從原來的紙上談兵，改善成為深刻學習體驗，讓學生們都覺得本課程十分實用，確實達到本課程的教學目標。現今學生們也偏向喜歡此種學習方式，因此，激發教師本人積極思考如何調整教學目標。

九、 與本課程相關成果報導、競賽獲獎或研討會發表

- 與課程相關成果發表相關報導或者競賽獲獎事蹟，作為教育部深耕計畫亮點成效，以利爭取經費。

運用三創課程投稿相關研討會發表

- 本次課程的論文投稿 (目前投稿中，結果尚未公布)
- 之前受補助的三創計畫案之論文發表(106-2的補助案，國際禮儀/通識課程)：謝謝教卓中心鼓勵 **Lan-Ching Wang**, "Team-Based Learning in General Education English: Elements of Success," *The 28th International Symposium and Book Fair on English Teaching*, Taipei, Taiwan, November 9-10, 2019.

十、活動精彩剪影 (校外教學及專家演講活動舉例)

萬榮鄉萬榮國小(偏鄉、原住民) 中小學英語教學現況

The students were so active and enthusiast. It was shown because the students raised their hands up to answer all of the teacher's questions. The teacher always encourages the students' focus by asking them several questions and providing topic to be discussed. Discussions were commonly offered by the teacher to gain the students' interaction, both teacher-students or student-student interaction.



學前英語學習熱潮/貓頭鷹幼兒園(吉安鄉私立)



Teacher, what is memory?
Do you remember the mickey mouse we watched yesterday? That's memory.

I like our second field trip very much because I had a chance to deal with children. The teaching method of the American teachers is the thing that impressed me the most during this trip. It was a whole new experience to me. I still remember when Eve(one of the American teachers)taught the children about what emotion is, an Indian boy raised his hand and asked : “ teacher, what is memory?” and the American teacher answered : “ Do you remember the mickey mouse we watched yesterday? Well, that is memory.” I never knew how to answer a question like that when I was a kindergarten teacher in Malaysia but after this field trip, I knew it. These American teachers encouraged children to talk and they listened carefully to what they wanted to say. The children felt respected. The American teachers proved to us that a new equality between adults and children was possible. I still remember one of the American teachers asked her students : “ What is sadness? Is it okay if you feel sad? You must remember, it’s okay if you feel sad.” Well, I would say she did not only teach English, but more than that. She taught them something about mental health issues and she taught the children to embrace their own feelings.

Later we went to another classroom after the class. The American-Mexican teacher Ivette turned the classroom into a maze and she asked her students to lead her through the maze with her eyes covered. It was a very inspiring and effective way to teach the children about directions and different ways to guide foreigners. So, I had learned something new and useful from these American teachers. (Carmen Chong)

地球村美日韓語

This is the third session of field trip in this semester. As usual, the professor will always arrange the discussion that was provided in e-Learning and invited one of the instructors from GVO cram school. The students observed a cram school where the students there only study with the special purpose such as speaking, TOEFL, TOEIC, IELTS and many more. Even though the time was limited to observe the full-time teaching-learning activity and a few students come to the class, every group in this course had already enough data to be reported and shared in e-Learning forum. We can observe two classes with different purpose of teaching. What makes the students interested and appreciate is the interaction between the teacher (Mr. Tsai) and his student in the classroom was really fun like friend which makes the entire learning atmosphere delightful. The way that the teachers used is that the teachers always try to communicate with the students as much as possible. From that situation, it can be concluded that the teacher has good quality in teaching English for specific purpose. (Putri)



Invited Speech: CLIL 專家學者演講或座談 劉慶剛教授(國立台北大學名譽教授)

CLIL，全稱是 Content and Language Integrated Learning，CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.簡單說，CLIL 就是將學科內容和外語學習相結合，用外語教授科學、地理、歷史、藝術等內容，從而促進語言和學科內容的雙重學習。



In the same reason, this course also letting me know the trend of CLIL in Taiwan through invited speech that was explained by Prof. Liu. This issue forced me to look more information about CLIL in China which has applied by some schools. (Rita Na)

My learning and reflection on the CLIL speech 馬來西亞一直在使用 CLIL 教學法在小學和中學教導科學和數學，所以通過本次的 CLIL 演講，我更了解了 CLIL 背後的模式，教學方式和動機，甚至在進行世界各國 CLIL 教育的比較時，對於世界各國的 CLIL 教育又了更多的認識和了解。我十分喜歡教授的演講，他點出了幾個重點，分別為：1)As long as my students understand Physics, it doesn't matter if I'm teaching English or not. 2)Your willingness to sacrifice yourself. 3) Identify who has the knowledge but language block. 4) Play with the language, don't push them. 5)Perfect in English, not perfect in building up your confidence.

的確，我在聽一位英國的 Ted 演說家時有抓到一句很重要的話，“English today is not an art to be mastered, it's just a tool to use to get a result and that tool belongs to you. People take the attitude they developed about English in school, and they bring it into their adult life and into their work.”所以我認為老師說的很對，現在的確很多人對於英文沒有一種它只是一種溝通工具的認知，所以才會在講英文的時候充滿壓力，而這個在 CLIL 教學上是最要不得的。學生不應該因為語文而窄化了自己的知識技能，語言只是工具，不是一種需要被精通到無可挑剔的藝術。另外，在 CLIL 教學上，學生只需要了解那個方面的專業知識，而英文只是一種教學媒介和工具，並不是像語文一樣因為文法錯誤而需要扣分的。教授的演說真的給了我很多啟發。(Carmen Chong 410501059 Department of Chinese language and literature)

One important and interesting thing again happened in this learning classroom is that inviting speech that was conducted by Prof. Wang, and she invited Mr. Liu as the keynote speaker. I learn a lot, and that is actually something new for me, hopefully, I can apply that kind of system in my country, Indonesia. Firstly, a couple questions coming to my mind, Why is CLIL supposed to be implied in many schools in nowadays? Will it also become a new teaching method that most of teachers should use in the schools? To answer those questions, Mr. Liu said that CLIL might have to be implemented in nowadays schools since Taiwan will implement English as an official language by 2030. It is the reason why CLIL is supposed to be used in many schools, and it becomes a common issue in this recent year, in order to support the program of the government and help the local teachers and students. In the same purpose, CLIL has an own purpose which it tries to increase the language use ability of teachers and students which is integrated in teaching material or subject such as Math, Science, Social etc. It means that English as the tool to deliver the lesson to the students. (Andri)

Before starting the reflection, I would like to say that my thousand thanks belong to Mrs. WANG. Thank you for inviting Mr. Liu to be the speaker and arranging the agenda well. I learn a lot on that day, and hopefully I can apply this system in the future for Indonesia. There will be some points that I am going to share about CLIL, my point of view about it, and also this issue in Indonesia. (Putri)

團隊學習(舉例)



Team work

1. There are three groups which has three members for each team.

2. This situation was always effective that was done in every meeting which can help them to do deep discussion and look for best solution to solve the problems.

AMAZING Team

- Putri
- Rita
- Shirley

PROBLEM SOLVING?

- Always mention some points or opinion as much as possible and then sort it one by one and share it to the forum discussion.
- This strategy we did to avoid unfairness during the teamwork, so every member should give their opinion and then we sort it by having deep discussion to make the answer more effective.



Team Work

CREATIVE TEAM

- Captain Oscar
- Carmen
- Andri

What do I have in Creative Team?

- I have two great interpreters.
- Share brilliant Idea
- Great Team Work