

口說教學策略與活動設計

■ 111.07.04 台中市教師研習

■ 林淑媛 • Chere Lin

林淑媛的世界 <http://cherelin.cc> / 林淑媛的小窩 <http://www.chere.idv.tw>

Review—聽力教學策略

■ Paivio 「雙碼理論」

1. 人類的圖像系統比語文系統有較好的處理能力。
2. 透過這兩種系統同時呈現一個觀念，會比只利用其中一種呈現方式來得好。
3. 語文及圖像系統間藉由互相參照產生連結，能強化認知，有效地增強記憶（1985）。

■ Listening + Speaking

1. read (Aloud)
2. listen and repeat
3. ask (listen) and respond
4. running dictation
5. shadowing

Foreign Language Learning & Anxiety

▶ TED Talk | Marianna Pascal:

[Learning a language? Speak it like you're playing a video game](#)

1. Try to focus on information from the other person, not focus on myself.
2. English is as a tool to use, not an art to master.
3. Judge students less on correctness, more on clarity.

■ Speaking Anxiety in ESL/EFL Classrooms:

📖 Ansari, M. S. (2015). [Speaking anxiety in ESL/EFL classrooms: A holistic approach and practical study](#). *International Journal of Education Investigation*, 2(4), 38-46.

1. Speaking anxiety in ESL/EFL classrooms
 - limited vocabulary
 - inaccurate grammar
 - lack of fluency
 - imperfect pronunciation
 - lack of active listening
 - fear of speaking in public
 - fear of expressing certain views
 - diminishing confidence
 - dominance of hesitation
 - lack of group skills
 - fear of making mistakes
 - lack of exposure and practicing platforms

2. Reduce students' speaking anxiety

- Teachers' awareness about their harmful manners towards learners.
- Activities are centered on students' interests and be appropriate for their proficiency levels.
- Activities are conducted in cooperation with peers.
- To provide students with positive reinforcement, such as positive comments.
- To encourage, praise, provide feedback, and have a private talk with them outside the class.
- To stimulate silent students to use maximum English while interacting with classmates.

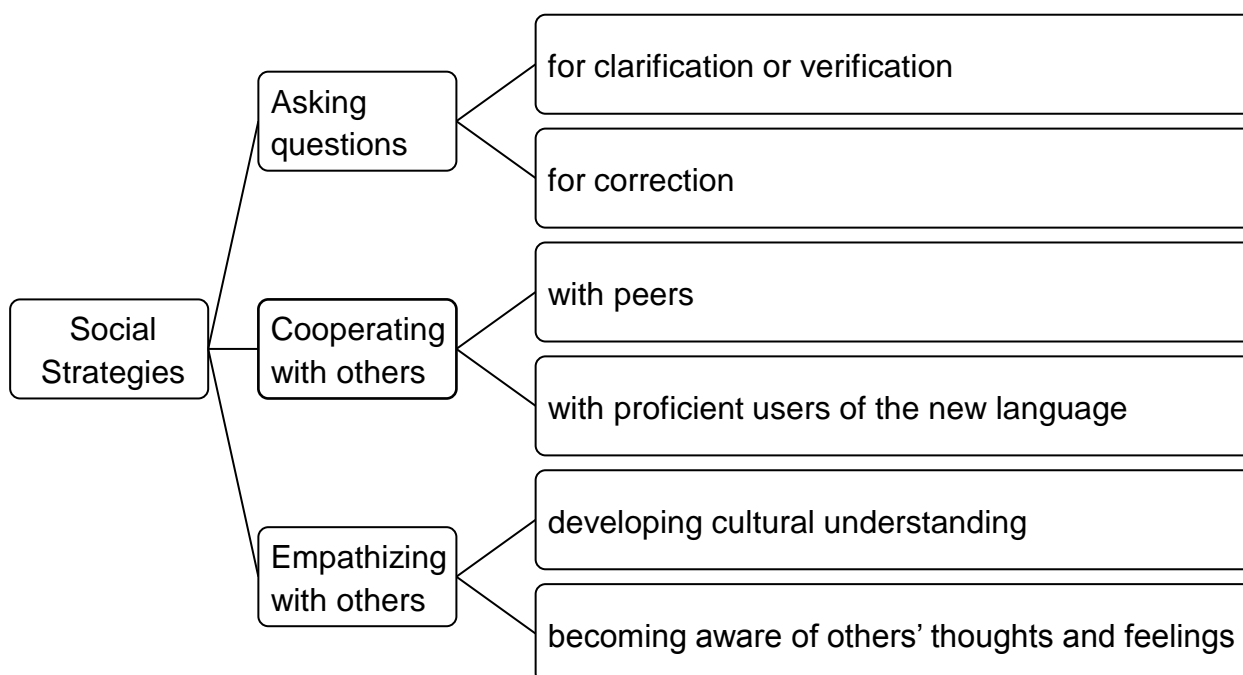
口說教學內容

■ 英語口說能力與評量指標 — 請參閱 108 課綱[英語領綱](#)

■ 口說能力發展層次



■ Rebecca Oxford: language learning strategies → social strategies



■ 口說教學的原則

1. 外語學習的首位: context
2. 口語教學與聽力教學互相依存
3. 流暢性 / 正確性? fluency VS. accuracy

■ 口說練習三階層


1. 機械式的練習 (mechanical drills)--基礎練習
 - Focus on accuracy rather than fluency.
 - Improve students' pronunciation.
 - Provide practice on difficult sounds and imitate intonation.
 - Practice chunks of the language in a safe environment for the students.
 - Memorize common language patterns.
2. 有意義的練習 (meaningful exercise)--言談功能
 - 字 → 詞組 → 句子 → 段落
 - 學習者掌握詞句的意思，正確表達語意
 - 盡量配合圖表或圖片進行練習
3. 溝通式的練習 (communicative)--社會互動與禮儀
 - 模擬語言使用的情境
 - 讓學習者運用語言完成某項工作任務，充分體現語言的溝通能力


■ 口說教學內容

1. 機械式的練習 (mechanical drills)--基礎練習
 - 發音練習
 - 句型結構的反覆練習達到正確與熟悉
 - 師生 / 生生 互動練習
 -  [6 Types of Drills](#)
 -  [Participles](#): 教學簡報、練習題—[林淑媛的小窩](#) → 教學逍遙遊 → 教學設計
 -  [七年級上學期第一次段考口試](#)—[林淑媛的小窩](#) → 教學逍遙遊 → 試題分享
2. 有意義的練習 (meaningful exercise)--言談功能
 - 人際互動 talk as interaction → relationship building
 - 交涉討論 talk as transaction → information exchange
 - 表演示範 talk as performance
 -  [Family Tree](#)—[林淑媛的小窩](#) → 教學逍遙遊 → 試題分享
 -  [Who Is The Richest?](#)—教學流程、教學簡報、小組計分表、遊戲鈔票、購物清單、分組參考表—[林淑媛的小窩](#) → 教學逍遙遊 → 教學設計
 -  [one-minute monologue](#)
 -  [706, 708, 715 簡報綱要](#)—[林淑媛的世界](#) : 簡報大綱、簡報範例


3. 溝通式的練習 (communicative)--社會互動與禮儀

- verbal
- non-verbal
- interaction
- manners
- culture

 國際社群組織— eg. [iEARN](#), [iEARN Taiwan](#)

 國際教育輔導團

口說教學活動設計

 [林淑媛的小窩](#) → 教學逍遙遊 → 教學設計 → 表演藝術課程設計

- [Role Play](#)
- Broadcasting Show / Radio Drama 廣播劇
- Reader Theater 讀者劇場— e.g. [Buddy & Duke](#)

 [林淑媛的世界](#)

- [Choosing a Hotel](#)
- 專題導向式學習 (project-based learning, PBL) : 《[離家出走](#) • [壯遊世界](#)》