



多元素養 融入英語繪本教學

Teaching the core competencies with English picture books

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Yilan
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Who Am I?

Teacher/Professor

Mother

Wife

English learner

Picture Book

Lover

- 2018-20 Fulbright Senior Scholar in Taiwan, currently works as TEFL advisor to 127 ETAs
- Formerly Assistant Professor in Teacher Education at Texas A&M University - Central Texas
- 9 years higher education – teacher education, reading courses, reading and writing integration, ESL
- 9 years teaching in public elementary schools in CA and TX
- 6 years summer teacher training & children's camps in China (Suzhou and Shandong)

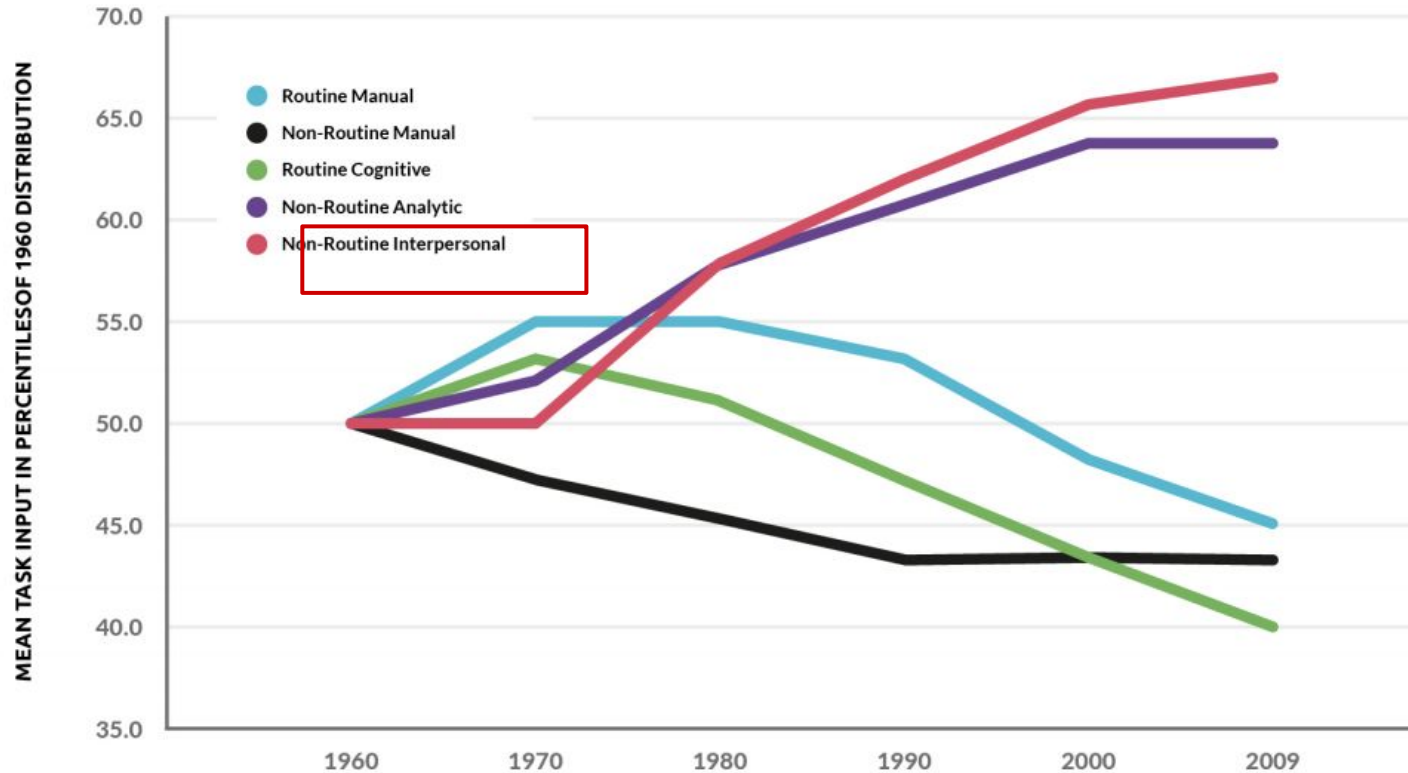
A teacher metaphor...

Sage on the
Stage

or

Guide on the
Side

Figure 1. Changing prevalence of types of tasks required for work over time



“This figure shows how the task composition performed by US workers changed between 1960 and 2009. As computer technologies have displaced routine tasks, they have also created new employment opportunities for workers with non-routine cognitive skills, such as creativity, and social and emotional skills.”

Source: Autor and Price (2013) in Bialik and Fadel (2018); OECD Future of Education and Skills in 2030

Top 10 Core Work-Related Skills

In 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgement and Decision Making
9. Active Listening
10. Creativity

In 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgement and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

Top 7 Skills for Employment in 2030

1. Mental Elasticity and Complex Problem Solving
2. Critical Thinking
3. Creativity
4. Intercultural Competence, Communication
5. STEM Skills (Science, Technology, Engineering, Mathematics)
6. SMAC (Social, Mobile, Analytics, Cloud)
7. Interdisciplinary Knowledge for Creative Solutions to Future Problems

What does it mean for education?

65% of pre-school students will work in jobs that do not exist today

Ref:

1. Niall Dunne, "How Technology Will Change the Future of Work," World Economic Forum, February 24, 2016, <https://www.weforum.org/agenda/2016/02/the-future-of-work/>.

2. United States Department of Labor: [Futurework - Trends and Challenges for Work in the 21st Century](#)

What does it mean for education?

70% of employees have not mastered the skills they need to do their jobs today, and 80% do not have the skills needed for their current and future roles.

Ref: Mary Baker, "Gartner Says Only 20 Percent of Employees Have the Skills Needed for Both Their Current Role and Their Future Career," Business Wire, September 6, 2018, <https://www.businesswire.com/news/home/20180906005082/en/>.

Main takeaways...

Teachers must embrace technology,

BUT...

technology is not everything

- College degree is still “extremely important”
 - shows drive to start and finish something, tenacity to overcome challenges

Main takeaways...

- Life-long learning a MUST!!
- Students need foundation skills that can be built upon....
- Soft skills and...

Ref:

Steve Dorman and Kelli Brown, "The Liberal Arts: Preparing the Workforce of the Future."
https://www.aacu.org/liberaleducation/2018/fall/dorman_brown

And these skills....

- Critical thinking
- Creative thinking
- Analytical skills and problem-solving skills
- Teamwork and leadership
- Emotional intelligence (intercultural competence)
- Social influence / civic engagement

Ref:

- Anthony P. Carnevale and Nicole Smith, "Workplace Basics: The Skills Employees Need and Employers Want," *Human Resource Development International* 16, no. 5 (2013): 491–501, <https://doi.org/10.1080/13678868.2013.821267>;
- Hart Research Associates, *Fulfilling the American Dream: Liberal Education and the Future of Work* (Washington, DC: Association of American Colleges and Universities, 2018), <https://www.aacu.org/research/2018-future-of-work>.
- World Economic Forum – Future of Jobs 2018 http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf

The English teaching curriculum

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Autonomous Action ...

ability to think systematically, inferentially, and critically to analyze and problem-solve, and to carry out action plans and reflect on their effectiveness and consequences



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Civic Engagement

To act morally, develop sense of social responsibility and citizenship, take initiative in environmental consciousness, social participation, interpersonal relationships, embracing diversity, team work, and service...

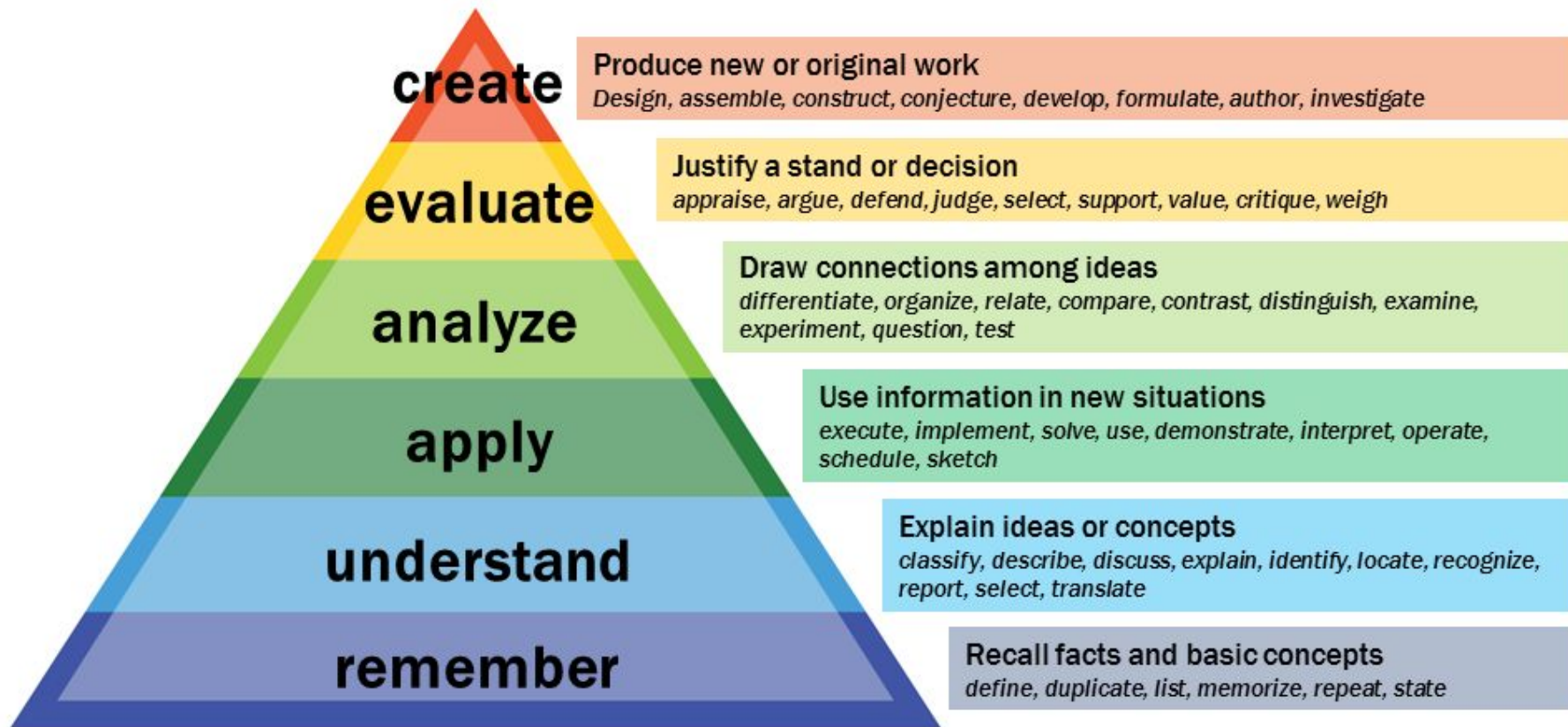
Types of Questions - Bloom's Taxonomy

Level	Questions
Remember	When, where, how many, list, tell, identify (factual answers)
Understand	Give an example of...? What would happen if...? This represents.... Can you illustrate....?
Apply	Predict what would happen if...? How would you explain...? Who do you think...?

Types of Questions - Bloom's Taxonomy

Level	Questions
Analyze	What can you conclude from...? What does the author believe...? How is ____ similar to ____? What are some of the problems...?
Evaluate	What might be a better solution to the problem? What do you think about...? How would you have handled...? What are the consequences of...?
Create	How would you deal with...? Propose an alternate to the event that...? How would you rewrite the event

Bloom's Taxonomy



How do I use picture books?

How	Teacher Role	Student Role	Benefits
Read Aloud	Read with expression	Listen and enjoy	Develop listening skills Model fluent reading Acquisition of vocabulary Acquisition of story structure
Interactive reading	Read and interact with students	Participate in reading parts, action parts, and discussion	Same as above AND Oral language development Deeper understanding of text

How are picture books used?

How	Teacher Role	Student Role	Benefits
Reading lesson	Skillful and detailed planning	Listen, understand, worksheets	Comprehension Learning extension
Connect to writing	Careful planning	Listening, speaking, reading, and writing	Comprehension Develop writing skills



Benefits of Read Aloud

- Develop listening skills
- Expose children to sounds and rhythm of English
- Model fluent reading
- Help make connections
- Connect to characters in the story
- Connect to other texts
- Connect to bigger themes
- Understand story elements
- Foster imagination

More on Read Alouds



- Read often
- 5 minutes a day
- Focus on enjoyment
- Choose books with good pictures
- Try not to translate
- Repeat reading

An example - The 3 Little Pigs

Remember: What did the first little pig use to build his house? Do you know what wolves eat in real life?

Understand: Can you tell me the story of the three little pigs?

Apply: What would happen if all the pigs used bricks to build their houses? What would happen to the wolf?

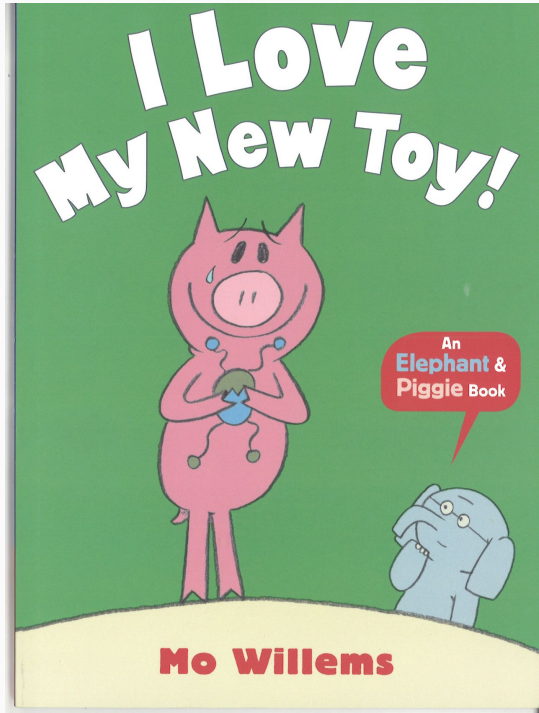
Analyze: Why do wolves eat pigs? Based on what you know about wolves, would you classify them as carnivores or herbivores?

Evaluate: Do you think it is wrong for the wolf to eat pigs? Why?

Create: Create a house that will not break.

<https://cdn.vanderbilt.edu/vu-wp0/wp-content/uploads/sites/59/2010/06/12092513/BloomsTaxonomy-mary-forehand.pdf>

An example



Remember: What did Piggie’s toy look like?

Understand: Summarize the story “I Love My New Toy”

Apply: What would Elephant do next time with a toy?

Analyze: How would you react if your toy is broken?
How is that similar or different from Piggie’s reaction.

Evaluate: Do you think Piggie over-reacted? Why?

Create: Create a new toy that Elephant can practice throwing with.

An example - your story

Remember:

Understand:

Apply:

Analyze:

Evaluate:

Create:

The ABC Model for teaching Critical Thinking

Anticipate

Lesson Introduction

- Relate to students' prior knowledge
- Set purpose for reading
- Provide context

Building knowledge

Lesson Activity/ Discussion

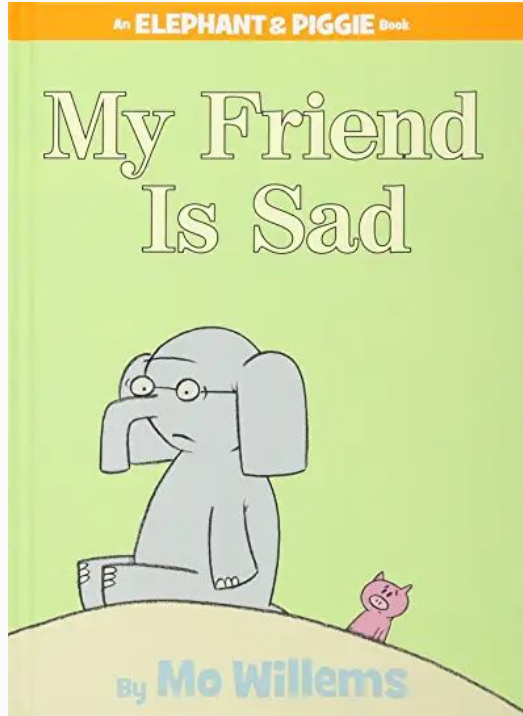
- verify predictions
- Revise predictions
- Monitor thinking
- Make personal connections

Consolidating

Lesson Reflection

- Students summarize and interpret main ideas
- Share opinions
- Make personal responses
- Assess learning

Lesson Example



What competency did this picture book address?

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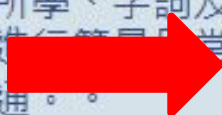
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Debrief...

Strat./ technique	What is it?	Why use it?
Turn and Talk	<ul style="list-style-type: none">● A quick technique that encourages thinking and sharing● Similar to Think-Pair-Share	<ul style="list-style-type: none">● Opens space for sharing● Allows students to express their opinions● Paves the way for longer discussions● Encourages exchange of ideas● Develops critical thinking
Thumbs up, thumbs down	<ul style="list-style-type: none">● A quick way to gather students' thoughts● Quick informal assessment	<ul style="list-style-type: none">● Allows students to express their opinions● Paves way for verbal expressions● Develops critical thinking
Teacher Think-Aloud	A technique to make thinking visible, before, during, and after reading	<ul style="list-style-type: none">● Models how students can monitor their thinking● Slows down reading to improve comprehension● Practice looking for and interpreting context clues

Break Time

15:00



Open-ended question examples

What do you see?

What don't you see?

What do you think will happen?

What is happening?

How do you know?

What clues do you have?

What do you think Piggie should do?

Questioning Techniques

Closed-ended

- yes/no answers
- correct answer(s)
- no interpretation
- recall
- low-level

Open-ended

- No correct/wrong answers
- Requires thinking and interpretation

Your Turn!

With a partner:

- Select a picture book
- Decide on teaching focus (which competency?)
- Decide on pause points and questions
- Write a simple lesson plan following the ABC model
- Do a demo lesson, or part of a lesson

trouble-shoot...

...when only the same students answer

...when students do not participate

...too many questions