

Big Question: How do you make kids realize the value of learning English? How do you provide them with a framework/viewpoint of why English might be valuable?

- Providing an interesting learning environment is a way to do this
 - Let them pick it up naturally (optimal input hypothesis) and in an interesting context
 - Think about doing your own self-intro in a story-listening format
- This is a motivational question
 - Provide Value: Maybe one day sts will have an opportunity to be exposed to authentic English in the wild and will realize that they've learned a lot; this is an automatic value adder to English
- How do you provide 能力的培養 without simply doing mechanical drilling?
 - Or if you do use mechanical drilling, make sure that it is in service of a later authentic use opportunity
- Encourage self-reflection by teachers
 - Come back to the things you can control: your instruction

12-Year Curriculum Guidelines

- Student Centered
 - Shouldn't focus on the book; instruction needs to be tailored to meet students' needs
 - Interaction is the focus; not on knowledge acquisition, it's focused on ability to use and apply the knowledge (upper levels of Bloom)
- Education should be holistic
 - Standards are not mutually exclusive

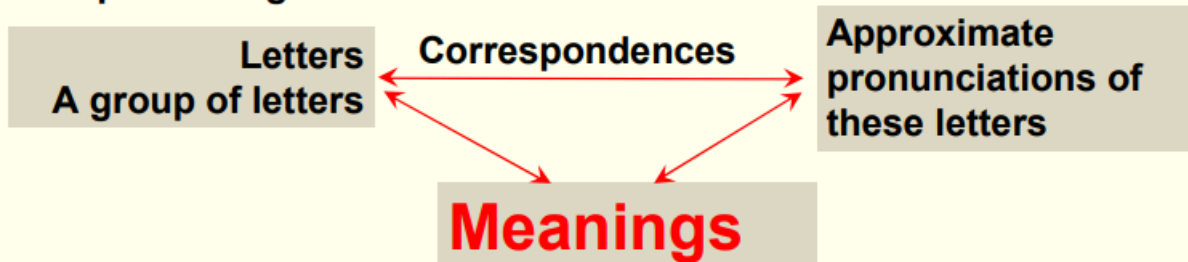
- o Assessment should be based on holistic principles, not grammar
- 敢講不等於亂講, but sometimes 亂講等於敢講
 - o Allow students to make mistakes, encourage holistic output and reading ability
 - o Focus on what students know and the mistakes they make and go from there

Phonics Instruction

- Limited impact on ability to acquire language for ELLs; not a big helper of reading comprehension (Adams, 1994)
- For non-native speakers with low to no proficiency. The instructional priority should be to develop the children's proficiency in spoken English. (Snow, 1998)
 - o The postponement of formal reading instruction (phonics) is appropriate until an adequate level of proficiency in spoken English has been achieved.
- What works is high frequency of repetition in an interesting context

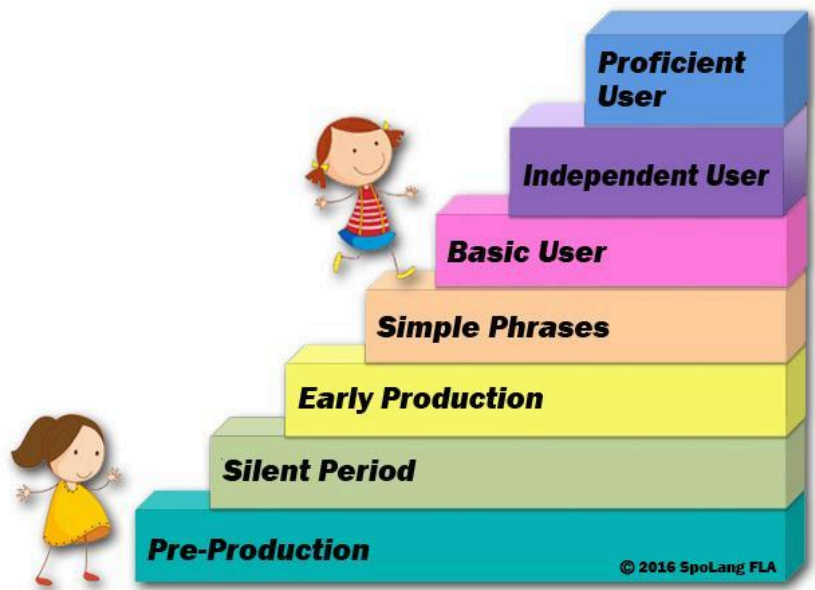
The role of phonics

...the instructional priority should be to develop the children's proficiency in spoken English. Although print materials may be used to develop **understanding of English speech sounds**, vocabulary, and syntax, **the postponement of formal reading instruction is appropriate until an adequate level of proficiency in spoken English has been achieved.**



Language Acquisition

- New words have been shown to take on average 6 months to internalize for young native speakers
- Don't ask your students to reproduce language before they are ready



SBASA

- Rubric-Based Assessment & Performance Level Descriptors

Oral Assessment

- Base everything on English Subject Domain Guidelines p.53-54
- See pic for development of speaking ability: when

口語能力評量的原則

局部語言知識及基本口語表達能力



口語溝通能力及語言深層的應用素養

1. Imitative (模仿式的)
2. Intensive (集中式的)
3. Responsive (回應式的)
4. Interactive (互動式的)
5. Extensive (全面性的)

you design oral assessments, think about what you are testing and where it falls on the oral ability chart

- Being able to speak and the fluency of this speech is the most important factor. We shouldn't be worried about relatively small mistakes when communication is the goal.

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Book Resources:

Hughes, A. (2001). Testing for Language Teachers (2nd Ed.)
Cambridge, UK.

Brown, D. & Abeywickrama, P. (2019). Language Assessment:
Principles and Classroom Practices (3rdEd.) Pearson.

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