

雙語數位教學範例教案



語言別：

英語

教案名稱：The Day of the Dead

教育議題：國際教育、多元文化教育

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111—112年教育部雙語數位學伴營運中心計畫



111-112 年教育部雙語數位學伴營運中心計畫 雙語數位教學範例教案

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1. Lesson plan

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主題/單元名稱	The Day of the Dead	
語言別	英語文雙語	
年級別	國中三年級	
教案節數	共 4 節，40 分鐘	
設計理念	to promote Ss' learner autonomy with the aid of online language learning resources, e.g., Adaptive Learning Platform, Oxford Learners' Dictionaries, etc., helping Ss develop the linguistic competence, especially the form, meaning/use and phonology of <i>passive voice</i> , in contextualized text which facilitates Ss' comprehension towards the culture and custom of the Day of the Dead, with the technique of <i>dictogloss</i> , during the process of which, Ss' real-life connections can be made, with a view to achieving the practice and action of CLIL 4C – content, culture, cognition and communication	
核心素養	總 綱	C3 多元文化與國際理解。
	領 綱	英-J-C3 具備基本的世界觀，能以簡易英語介紹國內外主要節慶習俗及風土民情，並加以比較、尊重、接納。 藝-J-C3 理解在地及全球 藝術與文化的多元與差異。
議題	學習主題	國際教育、多元文化教育
	實質內涵	國 J4 尊重與欣賞世界不同文化的價值。 多 J5 了解及尊重不同文化的習俗與禁忌。
學習重點	學習內容	英/學習階段四/C 文化與習俗：C-IV-3 文化習俗的瞭解及尊重。 藝/學習階段四/視覺藝術鑑賞/視 A-IV-2 傳統藝術、當代藝術、視覺文化。
	學習表現	英 8-IV-4 能了解、尊重不同之文化習俗。 藝 2-IV-1 能體驗藝術作品，並接受多元的觀點。
學生先備知識	Ss should have been familiar with the form of <i>past participle</i> so that when they are taught the form, meaning/use and phonology of <i>passive voice</i> , they are not impeded from learning due to the lack of prior knowledge. On the other hand,	

	with an eye to being better able to make comprehension towards the issue-based lessons, Ss should have been aware of some basic practice of the major festivals and customs abroad which is the focus in the preceding learning stage of cultural understanding, advocated by the Ministry of Education Republic of China (Taiwan).
學習目標	By the end of the completion of the lessons, Ss will be better able to understand the distinctive cultures and customs of other countries, i.e., the Day of the Dead, which can also benefit their personal growth in terms of becoming the youth whose cognitive development is fostered, attributing to being better able to accept the perspectives globally.
教學設備/資源	<ul style="list-style-type: none"> • Self-made Google Slides (Appendices C-F) https://docs.google.com/presentation/d/1eZmKd3T1s8cgR6uC21Lt4wdzKfO6FZmdY_eo0XvBlvM/edit?usp=sharing • Self-designed Checklist on Google Forms https://forms.gle/jXhQ3UiUDQV5DqSi8 • Self-designed Questionnaire on Google Forms https://forms.gle/Kau4X9SbUzaWJoqg8 • Oxford Learner's Dictionaries: https://www.oxfordlearnersdictionaries.com • The text of <i>Introduction of the Day of the Dead</i> (Appendix A), adapted from https://kids.britannica.com/kids/article/Day-of-the-Dead/471355 (Accessed on June 18th, 2022) • The controlled practice (Appendix B), adapted from https://symbolsage.com/the-sugar-skull-meaning/ (Accessed on June 18th, 2022) • Adaptive Learning Platform (因材網) <ul style="list-style-type: none"> ○ https://adl.edu.tw/modules_new.php?op=modload&name=assignMission&file=ks_viewskill_new&ind=8-IV-01-09-03&mid=16921#video (8-IV-01-09-03 Tomb Sweeping Day I) ○ https://adl.edu.tw/modules_new.php?op=modload&name=assignMission&file=ks_viewskill_new&ind=8-IV-02-09-03&mid=16922#video (8-IV-02-09-03 Day of the Dead) ○ https://adl.edu.tw/modules_new.php?op=modload&name=assignMission&file=ks_viewskill_new&ind=3-IV-06-09-06&mid=28528#video (3-IV-06-09-06 Passive Voice) • Visual aids: <ul style="list-style-type: none"> ○ https://www.thetealmango.com/culture/the-day-of-the-dead-facts/ ○ https://lovepik.com/image-361220244/day-of-dead-love-day-of-the-dead-background.html ○ https://www.taiwannews.com.tw/en/news/3395718 ○ https://ucarecdn.com/8d6cc892-2e0c-471c-bfb6-cc62149806ba/ • <i>Coco Official Final Trailer</i>: https://www.youtube.com/watch?v=Rvr68u6k5sI • <i>Coco - Official US Trailer</i>:

	<p>https://www.youtube.com/watch?v=xlnPHQ3TLX8</p> <ul style="list-style-type: none"> • AutoDraw: https://www.autodraw.com
<p>教學活動設計</p>	
<p>節次規劃說明</p>	<ol style="list-style-type: none"> 1. to contextualize the target language of <i>passive voice</i> and activate Ss' content schemata of the Day of the Dead with the technique of elicitation 2. to raise Ss' learner autonomy by assigning student roles to Ss, asking them to work collaboratively to reconstruct the text of <i>Introduction of the Day of the Dead</i> (Appendix A) in which the target language of <i>passive voice</i> is used 3. to help Ss learn the target language of <i>passive voice</i> inductively and deductively, during the process of which, the reconstruction of the text of <i>Introduction of the Day of the Dead</i> (Appendix A) can be refined to help Ss' memory retention of not only the language system of <i>passive voice</i> but also the features of the culture and custom of the Day of the Dead 4. to assess Ss' linguistic competence and performance of <i>passive voice</i> and to facilitate Ss' comprehension along with experience towards the culture and custom of the Day of the Dead by requiring Ss to create their own artwork of sugar skull, which is the most advanced level of Bloom's Taxonomy

1.1 Lesson 1

第一節		
教學活動內容及實施方式 Procedure Detail	時間 Interaction & Timing	目標與評量 Stage Aim
T greets every student and makes sure that Ss know they are all welcomed; at the same time, T observes if any Ss have problems on their microphones or any other devices.	T ↔ C (Teacher working with the whole class) 1-3 minutes	to build rapport and help Ss get ready for the lesson by greeting Ss enthusiastically and helping them handle any technical problems if there are any
T asks the concept checking questions (CCQs) regarding the text of the <i>Introduction of the Day of the Dead</i> (Appendix A). T explains to Ss that they are expected to work collaboratively so that everyone can contribute to the progress of learning, raising learners' autonomy.	T ↔ C (Teacher working with the whole class) 1-2 minutes	to ensure that Ss know what they are expected to do in each stage of learning grammar in the lesson with the technique of <i>dictogloss</i> and emphasize the significance of collaborative learning which can lower Ss' affective filter and Ss may be more willing to contribute themselves to the discussion despite the face-saving culture and politeness strategies used commonly in Taiwan
T presents some lexical items on sticky notes and asks Ss to discuss the meaning/use and pronunciation of them – <i>celebrate</i> , <i>accept</i> , <i>take place</i> and <i>compare</i> . Ss are provided with Oxford Learner's Dictionaries so that Ss are able to look up the words when their discussions are impeded. Potential CCQ: Everyone, how do you pronounce the first phrase? Potential CCQ: What is the meaning of the word?	T ↔ C (Teacher working with the whole class) 8-10 minutes	to pre-teach the meaning/use and pronunciation of the lexical items, i.e., <i>celebrate</i> , <i>accept</i> , <i>take place</i> , and <i>compare</i> , by giving Ss some assessment; simultaneously, Ss' learner autonomy can be raised by guiding them to use online resources, e.g., Oxford Learner's Dictionaries.

<p>Potential CCQ: How does the online dictionary explain the word?</p> <p>Potential CCQ: Could you please use your own word to introduce the phrase?</p> <p>(If Ss have difficulties in pronouncing any lexical items, some drills should be done, which <i>backchaining</i> is recommended.)</p>		
<p>T places Ss into pairs/teams with the table in which specifies what student roles they are assigned, i.e., a secretary is in charge of sharing the screen and noting down the discussions they have had; a presenter is prepared to share the discussion orally later in class.</p> <p>T assigns a role to each student in pairs or in groups and makes sure Ss all know what to do.</p> <p>T asks Ss instruction checking questions (ICQs) to ensure Ss all know what they are expected to do.</p> <p>Potential ICQ: How many people are there in a team?</p> <p>Potential ICQ: Student A, Student B and Student C, what role are you in pairs?</p> <p>Potential ICQ: Who should share the screen?</p> <p>Potential ICQ: In addition to sharing the screen, what else should Secretaries do?</p> <p>T presents the visual aids.</p>	<p>T ↔ C (Teacher working with the whole class)</p> <p>SS, SS, SS (Students working in pairs/groups, depending on the number of Ss in class)</p> <p>8-10 minutes</p>	<p>to activate Ss' content schemata of what they will be hearing in the text of <i>Introduction of the Day of the Dead</i> (Appendix A) by placing them into breakout rooms to make predictions with the use of the lexical items along with the visual aids provided; to raise Ss awareness of the possible use of <i>passive voice</i> when introducing cultures and customs</p>

<p>T asks Ss to work in pairs/groups to discuss what they think the text they will be hearing in the next stage may be about.</p> <p><u>Differentiated instruction:</u> To provide some extra practice to Ss who complete the task earlier, T claims the lexical items on the sticky notes are all used in the text of <i>Introduction of the Day of the Dead</i> (Appendix A) and asks Ss to create the text of <i>Day of the Dead</i> with them verbally – <i>celebrate, accept, take place, and compare.</i></p> <p>Potential ICQ: What are the words I’m referring to?</p> <p>Before opening breakout rooms, T reconfirms Ss all know which slide they are assigned to work on by asking Ss some ICQs.</p> <p>Potential ICQ: Which slide do Student A, Student B and Student C work on?</p> <p>Potential ICQ: Who works on slide X?</p> <p>T sets the timer and opens breakout rooms.</p> <p>T enters breakout rooms, monitors, and only provides assistance when Ss are hindered from continuing the discussion.</p>		
<p>T closes breakout rooms and enters the main room.</p> <p>T invites Presenters from each team to share their discussion. During the sharing of the discussion, T can first check Ss’ affective perspective of the foreign culture and custom. Additionally, the checklist, in which some</p>	<p>T ↔ C (Teacher working with the whole class)</p> <p>SS ↔ SS</p>	<p>to help Ss to be more receptive to the listening in the next stage by asking them to share what they anticipate to hear in the text of <i>Introduction of the Day of the Dead</i> (Appendix A) after the discussion in pairs/groups and to raise Ss’ awareness of using the listening sub-skill of <i>listening for gist</i></p>

<p>features of the Day of the Dead, e.g., portraits of the deceased, bread, candles, marigolds, sugar skulls, etc., can be used to record how much understanding Ss have already had.</p> <p>The link of the checklist: https://forms.gle/jXhQ3UiUDQV5DqSi8</p> <p>Afterwards, T shares with Ss that they are expected to listen to T reading <i>Introduction of the Day of the Dead</i> (Appendix A) twice.</p> <p>For the first time of listening to <i>Introduction of the Day of the Dead</i> (Appendix A), Ss only need to get the main idea of it.</p> <p>T shares two illustrations (Nuttall, 1996:16-17) and asks Ss to discuss the implication of them.</p> <p>Potential CCQ: In order to get the big picture, who does a better job, the eagle viewing everything or the man paying attention to every detail?</p> <p>Potential ICQ: In other words, for the first time of hearing, do you take notes?</p>	<p>(Students from each group interacting with each other)</p> <p>3-5 minutes</p>	
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<p>T reads the text of <i>Introduction of the Day of the Dead</i> (Appendix A) and asks Ss to listen for the main idea of the text.</p> <p>Having read the text, T proposes some CCQs regarding the text of <i>Introduction of the Day of the Dead</i> (Appendix A).</p> <p>Potential CCQ: What festival was the text about?</p> <p>Potential CCQ: In what countries do people celebrate the Day of the Dead?</p>	<p>T ↔ C (Teacher working with the whole class)</p> <p>S, S, S (Students working on their own)</p> <p>3-5 minutes</p>	<p>to provide Ss with an opportunity to practice the listening sub-skill of <i>listening for gist</i> and to expose Ss receptively to the theme of the Day of the Dead as well as the target language of the use of <i>passive voice</i>, i.e., the main aim of the lesson in the context with the aid of <i>dictogloss</i> technique, which requires students to learn collaboratively</p>
<p>Before the class is dismissed, T asks Ss another CCQ to make sure if they have the basic idea of what the main feature of Day of the Dead is.</p> <p>Potential CCQ: Can you think of any festival celebrated in Taiwan that is similar to the Day of the Dead?</p> <p>After Ss trying to answer the CCQ above, T plays the video from Adaptive Learning Platform, i.e., https://adl.edu.tw/modules_new.php?op=modload&name=assignMission&file=ks_viewskill_new&ind=8-IV-01-09-03&mid=16921#video to reinforce Ss' learning, providing Ss with an opportunity to compare the cultures and customs throughout the world.</p>	<p>T ↔ C (Teacher working with the whole class)</p> <p>S, S, S (Students working on their own)</p> <p>3-5 minutes</p>	<p>to consolidate the Ss' learning by offering them a chance to contemplate upon the concept of death from different perspectives so that the Ss' memory retention in learning can be increased</p>

1.2 Lesson 2

第二節		
教學活動內容及實施方式 Procedure Detail	時間 Interaction & Timing	目標與評量 Stage Aim
T greets every student and makes sure that Ss know they are all welcomed; at the same time, T observes if any Ss have problems on their microphones or any other devices.	T ↔ C (Teacher working with the whole class) 1-3 minutes	to build rapport and help Ss get ready for the lesson by greeting Ss enthusiastically and helping them handle any technical problems if there are any
T asks Ss some CCQs regarding the main idea of the text of <i>Introduction of the Day of the Dead</i> (Appendix A) which was read in the previous lesson. In addition, T reminds Ss what they have learned.	T ↔ C (Teacher working with the whole class) 3-5 minutes	to activate Ss' content schemata regarding the theme of the lesson – the understanding of the culture and custom of the Day of the Dead
After Ss answer the CCQs, some extended questions can be proposed by T to help Ss be better able to take notes that serve as memory cues or triggers in the following stage when Ss are required to reconstruct the text. Potential CCQ: What are the keywords you remember hearing about the Day of the Dead? T recycles the words Ss have shared that serve as memory cues or triggers to elicit Ss' knowledge of the fact that the content words carry much information in discourse. T reminds Ss that the notes taken by them should be memory cues. <i>Flexible Stage:</i>	T ↔ C (Teacher working with the whole class) S, S, S (Students working on their own) 5-7 minutes	to raise Ss' awareness of the effectiveness of taking notes of content words which can not only carry contextual clues but also trigger Ss' memory at a later stage of reconstruction by providing Ss with a second opportunity to listen to the dictation of the text of <i>Introduction of the Day of the Dead</i> (Appendix A), in which the <i>passive voice</i> is contextualized

<p><u>Depending on Ss' learning condition,</u> T shows Ss the notes taken by the students from another class to help Ss remember the technique of taking notes efficiently to help them piece together the text in the later reconstruction stage.</p> <p>Potential CCQ: Both of my students jotted down 5 words from hearing the text of <i>Introduction of the Day of the Dead</i> (Appendix A), whose notes do you think is the better example to remember the information?</p> <p>Potential ICQ: Later, do you jot down every single word you hear?</p> <p>T makes sure Ss all have a piece of paper and a pen to help them jot their notes down.</p> <p>Potential ICQ: Do you all have a pen and a piece of paper to take notes?</p> <p>T reads the text of <i>Introduction of the Day of the Dead</i> (Appendix A) for the second time and expects Ss to take notes during the dictation.</p> <p>When T finishes reading the text of <i>Introduction of the Day of the Dead</i> (Appendix A) for the second time, T asks Ss an ICQ.</p> <p>Potential ICQ: Did you all take notes while listening?</p>		
<p>T presents the table which records what Ss are expected to do, including the slides to work on, the student roles assigned to each student</p>	<p>T ↔ C (Teacher working with</p>	<p>to encourage collaborative learning which helps Ss to have a sense of active involvement in learning by giving Ss roles to concentrate on the</p>

<p>in each team, and the goals of the reconstruction stage.</p> <p>T proposes some ICQs as well as CCQs to not only engage Ss but also clarify the instructions.</p> <p>Potential ICQ: Who facilitates the discussion to make sure the task is done within the time limit?</p> <p>Potential ICQ: Student A, what is the first bullet point asking you to do?</p> <p>Potential ICQ: Student C, in order to make it clear when you are typing, what are you advised to do as a “Scribe”?</p> <p>Potential CCQ: Should Managers dominate the discussion?</p> <p>Potential CCQ: Who should make contributions in the discussion?</p> <p>T reminds Ss the goals are (Wajnryb, 1990:9; Anderson & McCutcheon, 2019:127):</p> <ul style="list-style-type: none"> • to create a similar text, as close as possible to the original in terms of the <u>information</u> included • to produce a sound English text. <p>Potential CCQ: Are you aim at maintaining the information or being a copy machine?</p> <p>Potential ICQ: Student D, Student E and Student F, which slide do you work on?</p> <p>Potential ICQ: Student A, Student B and</p>	<p>the whole class)</p> <p>SS, SS, SS (Students working in groups)</p> <p>3-5 minutes</p>	<p>stage of <i>Reconstruction</i> in <i>dictogloss</i>, eliciting Ss to think about the use/meaning and form of <i>passive voice</i></p>
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Student C, how about yours?		
<p>T places Ss into two teams in breakout rooms.</p> <p>T sets timers, opens breakout rooms, and enters breakout rooms.</p> <p>T monitors the activity but not to provide any actual language input because the aim of the process is to develop Ss' grammatical competence in using the language.</p> <p>T varies teacher roles where necessary.</p> <p>Being a facilitator, for instance, can help Ss to notice the minor peripheral errors which hinder Ss from paying attention to the analysis of <i>passive voice</i> in the <i>Analysis and Correction Stage</i>.</p> <p>Being a motivator, for instance, can prevent Ss from being demotivated, especially when it is Ss' first time to learn grammar with the technique of <i>dictogloss</i>.</p> <p>Being a diagnostician, for instance, can spot and analyze Ss' mistakes which can all be great information in the <i>Analysis and Correction Stage</i> when T should help Ss to improve their accuracy by pointing out Ss' interlanguage and clarify it, preventing fossilization taking place.</p> <p>Possible questions T should reflect on are as follows:</p> <ul style="list-style-type: none"> • Are the mistakes errors or slips? 	<p>T ↔ G (Teacher working with groups)</p> <p>SS, SS, SS (Students working in groups)</p> <p>10-12 minutes</p>	<p>to develop Ss' grammatical competence in using <i>passive voice</i> so that Ss' awareness of the gap between their current language performance and the target one can be raised during the process of the reconstruction of a semantic unit of language, helping develop Ss' writing sub-skill of <i>editing</i> as well</p>

<ul style="list-style-type: none"> • Is the mistake caused by negative transfer of the first language? • Is it a developmental error, which Ss are unconsciously experimenting with the language they have learned but not yet mastered? • Do Ss apply a rule too widely so that it causes the result of overgeneralization? <p>Although the ideal teacher role in this stage is to be a monitor, T should be flexible to vary teacher roles according to Ss' level, needs, cultural background, current learning status, etc.</p> <p>T goes between different groups and offers clarification when needed.</p> <p>T closes breakout rooms and enters main classroom.</p>		
<p>T compliments Ss on the hard work they have made in the discussion.</p> <p>T plays a video on Adaptive Learning Platform, i.e., https://adl.edu.tw/modules_new.php?op=modload&name=assignMission&file=ks_viewskill_new&ind=8-IV-02-09-03&mid=16922#video, to further introduce the essence of the Day of the Dead.</p> <p>After watching the videos, Ss are required to work in teams to share their current opinions and new findings of the Day of the Dead based on the reconstructed version of the text of <i>Introduction of the Day of the Dead</i></p>	<p>T ↔ C (Teacher working with the whole class)</p> <p>SS, SS, SS (Students working in groups)</p> <p>5-8 minutes</p>	<p>to enrich Ss' understanding of the Day of the Dead by showing them a video on Adaptive Learning Platform which can also provide Ss with an opportunity to review the lesson at the end of the lesson and even after class</p>

<p>(Appendix A) and the content of the video on Adaptive Learning Platform. During the process, Ss are given an opportunity to reflect upon not only their cognitive development but also the development of their affective skills.</p>		
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1.3 Lesson 3

第三節		
教學活動內容及實施方式 Procedure Detail	時間 Interaction & Timing	目標與評量 Stage Aim
T greets every student and makes sure that Ss know they are all welcomed; at the same time, T observes if any Ss have problems on their microphones or any other devices.	T ↔ C (Teacher working with the whole class) 1-3 minutes	to build rapport and help Ss get ready for the lesson by greeting Ss enthusiastically and helping them handle any technical problems if there are any
T places Ss into 2 teams as they were arranged in the previous lesson and asks them to review their reconstructed version of the text of <i>Introduction of the Day of the Dead</i> (Appendix A).	T ↔ C (Teacher working with the whole class) SS, SS, SS (Students working in groups) 3-5 minutes	to activate Ss' content schemata and help Ss be prepared for the lesson by asking them to review their self-made reconstruction of the text of <i>Introduction of the Day of the Dead</i> (Appendix A), written by Ss in the previous lesson
Having checked Ss remember what they have learned in the preceding lessons, T shows Ss the trailer of the Pixar movie, <i>Coco</i> , i.e., https://www.youtube.com/watch?v=Rvr68u6k5sI After playing the trailer of the movie, <i>Coco</i> , T asks Ss to have a discussion about their prediction to the cultures and customs of the Day of the Dead based on the trailer. T nudges Ss to discuss the atmosphere of celebrating the Day of the Dead, which some	T ↔ C (Teacher working with the whole class) SS, SS, SS (Students working in groups) 3-5 minutes	to engage Ss by showing them some visual aids of the Day of the Dead

<p>Ss may find it surprising when they know that the atmosphere of celebrating the dead on the Day of the Dead is positive.</p> <p>T proposes some CCQs to facilitate Ss to understand the culture and custom of the Day of the Dead so that they will be better able to accept how people remember the deceased differently.</p> <p>Potential CCQ: What atmosphere is it when the Day of the Dead is celebrated in Mexican?</p> <p>Potential CCQ: Are fireworks set off when celebrating the Day of the Dead?</p> <p>Potential CCQ: What is used to remember the deceased?</p> <p>Potential CCQ: What flower is used to represent the Day of the Dead?</p> <p>Potential CCQ: What is lit on the Day of the Dead?</p> <p>Potential CCQ: What colors are used on skulls?</p> <p>Potential CCQ: What are hung on the wall?</p>		
<p>T presents the two versions (one from Team 1 and the other from Team 2) of the reconstructed text of <i>Introduction of the Day of the Dead</i> (Appendix A) to Ss.</p> <p>T should also manage to make the presentation clear for Ss to be able to compare and contrast the two versions of their reconstructed texts, written in the previous lesson.</p>	<p>T ↔ G (Teacher working with groups)</p> <p>G ↔ G (Group working with group)</p>	<p>to vary students' role and encourage collaborative learning to formulate a reconstructed text that is grammatically sound and textually cohesive in the context of the <i>Introduction of the Day of the Dead</i> (Appendix A) with the use of <i>passive voice</i></p>

<p>T announces that Ss have to compare and contrast the two versions of the reconstruction and combine the two texts to formulate the final version of the sound English text,</p> <p>T makes sure to assign Ss different students' role to each student so that they can all collaborate to complete the task.</p> <p>Potential ICQ: Who is the “Scribe” this time?</p> <p>Potential ICQ: Who is the Manager?</p> <p>Potential ICQ: Student A, when the discussion is stuck, what should you do?</p> <p>Potential ICQ: Who are the Secretaries?</p> <p>Potential ICQ: How many Secretaries do we have?</p> <p>T shows Ss the checklist of the final check of the text for grammar, logical sense and textual cohesion, on the slide.</p> <p>T explains what it means by “the text for grammar”, “the logical sense” and “the textual cohesion” by proposing some ICQs and CCQs.</p> <p>Potential ICQ: Student E, what perspective of the text do you need to remind everyone to leave some time for the final check of the text.</p> <p>Potential ICQ: Student F, what perspective do you remind everyone to check?</p>	<p>SS, SS, SS (Students working with each other)</p> <p>8-12 minutes</p>	
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<p>Potential ICQ: Who reminds everyone to check the text for textual cohesion?</p> <p>Potential CCQ: Guys, any ideas for the words related to the theme of the Day of the Dead?</p> <p>Potential ICQ: Student D, Student E and Student F, which slide can you find this checklist?</p> <p>T asks the “Scribe” to share the screen.</p> <p>T sets time for the collaboration of the final reconstruction.</p> <p>T asks the Manager to start leading the collaboration.</p> <p>T monitors the activity and varies teacher roles where necessary; simultaneously, T should have keen eye for students’ emergent needs and decide the foci of teaching in the following stage accordingly.</p>		
<p>T presents the original text and asks Ss to compare and contrast the similarities and differences between the final reconstructed text and the original one.</p> <p>Potential CCQ: Do you think you managed to meet the goal of including the information in your reconstruction?</p> <p>Potential CCQ: Is there any missing information?</p> <p>T elicits the use of <i>passive voice</i>.</p>	<p>T ↔ C (Teacher working with the whole class)</p> <p>T ↔ G (Teacher working with groups)</p> <p>SS, SS, SS (Students working in groups)</p>	<p>to facilitate Ss to analyze the meaning/use, form and phonology of <i>passive voice</i>, so Ss get a chance to learn the grammar inductively</p>

<p>Potential CCQ: What grammar is used to show interest in the person or object that experiences an event rather than the person or object that performs the action?</p> <p>T asks Ss to read the text of their reconstructed version and change the color of <i>passive voice</i> red which is of great importance because the technique of textual enhancement of input (Doughty & William, 1998) can encourage noticing.</p> <p>T makes sure Ss know that they should start the discussion based on the given text of the original version of the text of <i>Introduction of the Day of the Dead</i> (Appendix A).</p> <p>T sets the time for discussion and opens breakout rooms.</p> <p>T enters breakout rooms and monitors.</p> <p>T monitors the activity and varies teacher roles where necessary.</p> <p>T clarifies Ss understanding of the form, meaning/use, and phonology of <i>passive voice</i>.</p>	<p>S, S, S (Students working on their own)</p> <p>8-10 minutes</p>	
<p>T closes breakout rooms and goes back to the main room.</p> <p>T presents the video on Adaptive Learning Platform, i.e., https://adl.edu.tw/modules_new.php?op=modload&name=assignMission&file=ks_viewskill_new&ind=3-IV-06-09-06&mid=28528#video, to teach Ss <i>passive voice</i> deductively, summarizing the lesson.</p>	<p>T ↔ C (Teacher working with the whole class)</p> <p>S, S, S (Students working on their own)</p>	<p>to make clarification of <i>passive voice</i> with deductive approach of teaching grammar which can consolidate Ss' learning and Ss know where to refer to when reflecting upon their learning</p>

	3-5 minutes	
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1.4 Lesson 4

第四節		
教學活動內容及實施方式 Procedure Detail	時間 Interaction & Timing	目標與評量 Stage Aim
T greets every student and makes sure that Ss know they are all welcomed; at the same time, T observes if any Ss have problems on their microphones or any other devices.	T ↔ C (Teacher working with the whole class) 1-3 minutes	to build rapport and help Ss get ready for the lesson by greeting Ss enthusiastically and helping them handle any technical problems if there are any
<p>Before T plays the trailer – <i>Coco - Official US Trailer</i>, i.e., https://www.youtube.com/watch?v=xlnPHQ3TLX8, T should let Ss know that they are required to take some notes about the theme of the Day of the Dead.</p> <p>T encourages Ss to share what they have learned from watching the trailer or to share what they have remembered about the Day of the Dead.</p> <p>Having provided Ss with a chance to work collaboratively which maximizes every student's learning opportunity, T asks some CCQs to help Ss review the features of the culture and custom as well as the form, meaning/use, and phonology of <i>passive voice</i>.</p> <p>Potential CCQ: Is the world of the dead frequently visited by a living person?</p> <p>Potential CCQ: What is used to connect the world of the dead and the world of the living life?</p>	<p>T ↔ C (Teacher working with the whole class) SS, SS, SS (Students working with each other) 8-10 minutes</p>	<p>to engage Ss with the presentation of the trailer – <i>Coco - Official US Trailer</i> – so that Ss' mind frames of learning can be maximized and Ss can be more receptive to the practice in the following stages after reviewing the features of the culture and custom as well as the form, meaning/use, and phonology of <i>passive voice</i>, taught in the preceding lessons</p>

Potential CCQ: What is used to remember the dead?		
<p>T introduces the symbol of the Sugar Skull used on the Day of the Dead to Ss.</p> <p>T assigns Ss to work on their own to fill in the blanks of <i>passive voice</i>, extracted from the website introducing the meaning and importance of the Sugar Skull, i.e., https://symbolsage.com/the-sugar-skull-meaning/</p> <p>T assesses Ss' linguistic competence based on the answers Ss have given.</p> <p><i>Flexible Stage:</i> <i>Additionally, T sends Ss the link of self-made Google Forms (Likert Scale) based on the 5 levels of affective domain – receiving, responding, valuing, organization and characterization, which includes questions to assess how much Ss have accepted the cultures and customs of the Day of the Dead.</i></p> <p><i>Having answered the questionnaire, Ss are more prepared to apply their understanding and acceptance towards the culture and custom of the Day of the Dead to the creation of their own Sugar Skull.</i></p> <p><i>The link of the questionnaire:</i> https://forms.gle/Kau4X9SbUzaWJogg8</p>	<p>T ↔ C (Teacher working with the whole class)</p> <p>S, S, S (Students working on their own)</p> <p>8-10 minutes</p>	<p>to contextualize the target language of <i>passive voice</i> and to provide Ss with controlled practice, boosting Ss' confidence in producing the target language in the following freer practice</p>
T shows Ss some visual aids of Sugar Skull used on the Day of the Dead.	T ↔ C (Teacher working with the whole class)	to provide Ss with freer practice by asking Ss to design their own Sugar Skull which is the symbol of the Day of the Dead, using <i>passive voice</i> to explain the colors used on their

<p>T engage Ss by asking them the questions, e.g., <i>What color is used on your Sugar Skull?</i>, <i>Why is it used on your Sugar Skull?</i>, etc.</p> <p>By answering the questions, Ss can not only practice using the sentence pattern of <i>passive voice</i> but their attention can also be attracted to the design of the sugar skull which is the symbol of the Day of the Dead.</p> <p><u>Differentiated Instruction:</u></p> <p>For those who are stronger learners, the website, i.e., https://symbolsage.com/the-sugar-skull-meaning/, can be provided so that Ss can learn more about the symbol of other features used on the Sugar Skull, e.g., different eye-shapes, tattoos, etc.</p> <p>T shows Ss how to use the website of <i>AutoDraw</i>, i.e., https://www.autodraw.com, to design their own sugar skulls.</p> <p>For those who may not have confidence in designing their own sugar skulls, T can highlight the function of “AutoDraw” on the website, which Ss can draw a prototype and then the artificial intelligence can suggest some paintings based on what Ss have already drawn.</p> <p>T gives Ss the link of the website, https://www.autodraw.com and asks Ss to generate the link that can share their creations.</p> <p>Having received Ss’ links of sharing, T monitors, during the process of which, T asks Ss some questions about their own creations with the use of <i>passive voice</i>.</p>	<p>T ↔ S (Teacher working with students)</p> <p>S, S, S (Students working on their own)</p> <p>10-12 minutes</p>	<p>creations</p>
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<p>Judging from Ss' answers with the use of <i>passive voice</i>, T can collect the results of formative assessment, confirming Ss' linguistic performance.</p> <p>T invites Ss to introduce their design of the Sugar Skull which is a significant indicator (aside from the questionnaire designed by T according to Ss' learning condition) of assessing Ss' affective skills of understanding and accepting the culture and custom of the Day of the Dead.</p>	<p>T ↔ C (Teacher working with the whole class)</p> <p>T ↔ S (Teacher working with students)</p> <p>S, S, S (Students working on their own)</p> <p>3-5 minutes</p>	<p>to provide Ss with an opportunity to reflect upon everything covered in the 4 lessons with the technique of personalization and to provide T with an opportunity to assess if the Ss' learning outcomes have been met both cognitively and affectively; if not, further guidance or remedial instruction should be arranged to consolidate Ss' learning</p>

評量內容與策略

Formative assessments are designed and should be implemented throughout the process of the lessons to ensure that all Ss are on the right track and T can adjust his/her teaching strategies accordingly. To clarify the possible impediment to understanding, instructional scaffolding should be provided by asking Ss concept checking questions (CCQs) as well as instruction checking questions (ICQs). In addition, the lessons are based on the technique of *dictogloss* which requires Ss to interact with each other in the target language, fostering the sub-skills, e.g., listening sub-skill of *listening for gist*, the speaking sub-skill of *responding and initiating*, reading sub-skill of *scanning* and writing sub-skill of *editing*, to complete the task set in every stage. T can assess Ss' linguistic competence and performance. Last, peer feedback and self-assessment are encouraged to consolidate Ss' learning.

As for the assessment of Ss' affective skills, all of the lessons are designed to encourage personalization and collaborative learning, providing ample chances for Ss to evaluate their current beliefs towards the newly-introduced cultures and customs of the Day of the Dead. On the other hand, Ss' intrinsic motivation can be raised by asking them to make reflection on their learning when filling in a Likert scale on Google Forms in which Ss' affective traits, e.g., attitudes, values, etc., towards the Day of the Dead are included, because they have a safe learning environment where Ss can share their emotions, feelings and thoughts about the festival. The process of knowing the cultures and customs

are engaging. Last but not least, some learning tools and strategies, e.g., checklist, discussions, questionnaire, the creation of the Sugar Skull, etc., all contribute to the validity of assessing Ss' affective skills.

2. Appendices

2.1 Appendix A: the text of *Introduction of the Day of the Dead*

Introduction of the Day of the Dead

The Day of the Dead is celebrated in Mexico and other parts of Latin America. It is celebrated to remember loved ones who have died. People are helped to accept the idea of death. It takes place over two days, on November 1 and 2. The Day of the Dead can also be compared with Tomb-Sweeping Day in Taiwan.

2.2 Appendix B: the controlled practice of *passive voice*

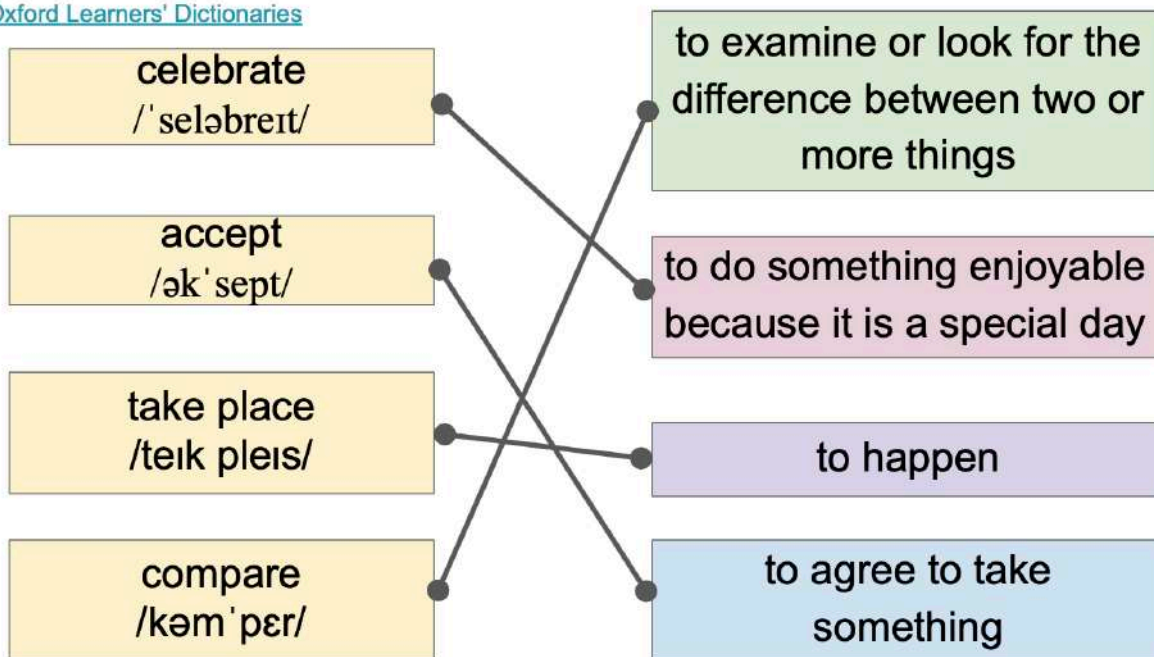
Different from many other cultures, sugar skulls _____ (represent) as cheerful and happy. That is, certain sweetness in death _____ (imply) in its name. Sugar skulls _____ (use) to celebrate life. Many colors _____ (put) on sugar skulls. The colors can _____ (understand) differently.

- **Red** _____ (use) to represent blood.
- **Orange** _____ (use) to represent sunshine.
- **Yellow** _____ (use) to represent death.
- **Purple** is a symbol of pain.
- **Pink** and white illustrate hope, purity, and celebration.
- Black is a symbol of the Land of the Dead.

2.3 Appendix C: Self-made teaching materials on Google Slides (Lesson 1)



Oxford Learners' Dictionaries

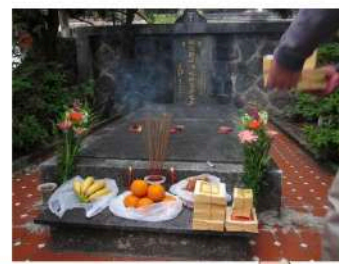


Team 1	Roles	Responsibilities
	Secretary	<ul style="list-style-type: none"> • shares the screen • takes notes during the discussion
	Presenter	<ul style="list-style-type: none"> • prepares to share the discussion later in class
notes:		

Team 2	Roles	Responsibilities
	Secretary	<ul style="list-style-type: none"> • shares the screen • takes notes during the discussion
	Presenter	<ul style="list-style-type: none"> • prepares to share the discussion later in class
notes:		

Team 3	Roles	Responsibilities
	Secretary	<ul style="list-style-type: none"> • shares the screen • takes notes during the discussion
	Presenter	<ul style="list-style-type: none"> • prepares to share the discussion later in class
notes:		

Checklist



1. Discuss what you know about *Day of the Dead*.
 - a. Day of the dead **is celebrated**...
2. (For those who complete the task early, try to create the text of *Introduction of Day of the Dead* with the words.)

celebrate
/'seləbreɪt/

accept
/ək'sept/

take place
/teɪk pleɪs/

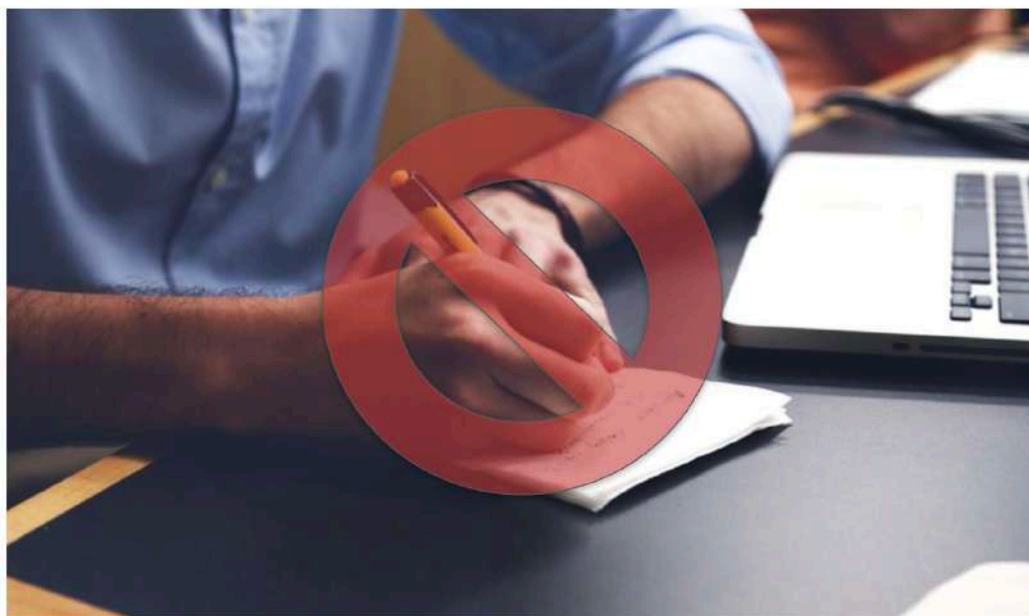
compare
/kəm'peə/

[8-IV-01-09-03 Tomb Sweeping Day I](#)





Nuttall, C. (1996:16-17). *Teaching Reading Skills in a Foreign Language* (2nd edition). Heinemann.

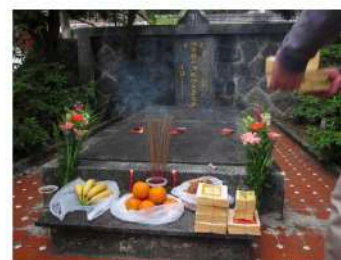


- to get the **main idea** of *Day of the Dead*





2.4 Appendix D: Self-made teaching materials on Google Slides (Lesson 2)



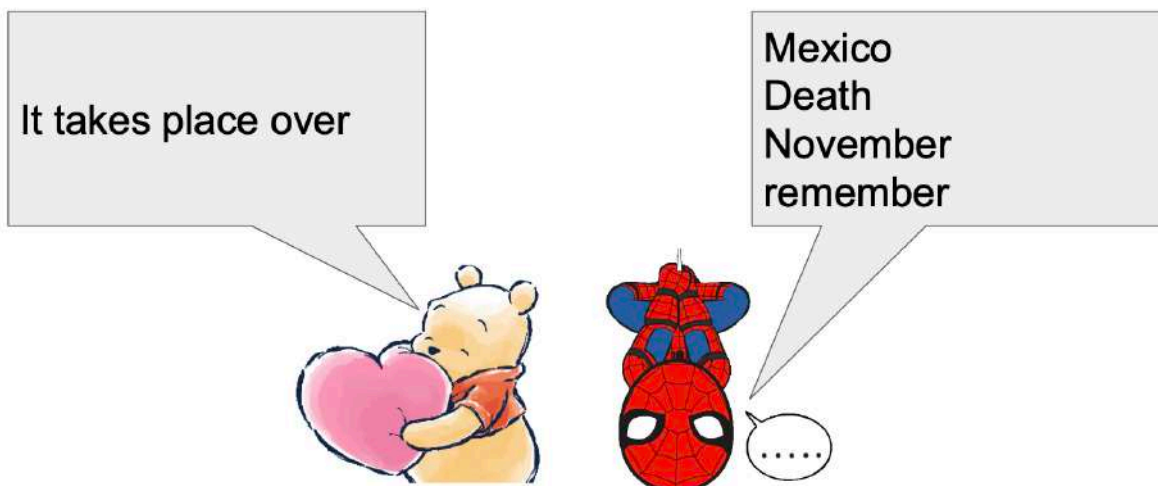
1. Discuss what you know about *Day of the Dead*.
 - a. Day of the dead **is celebrated**...
2. (For those who complete the task early, try to create the text of *Introduction of Day of the Dead* with the words.)

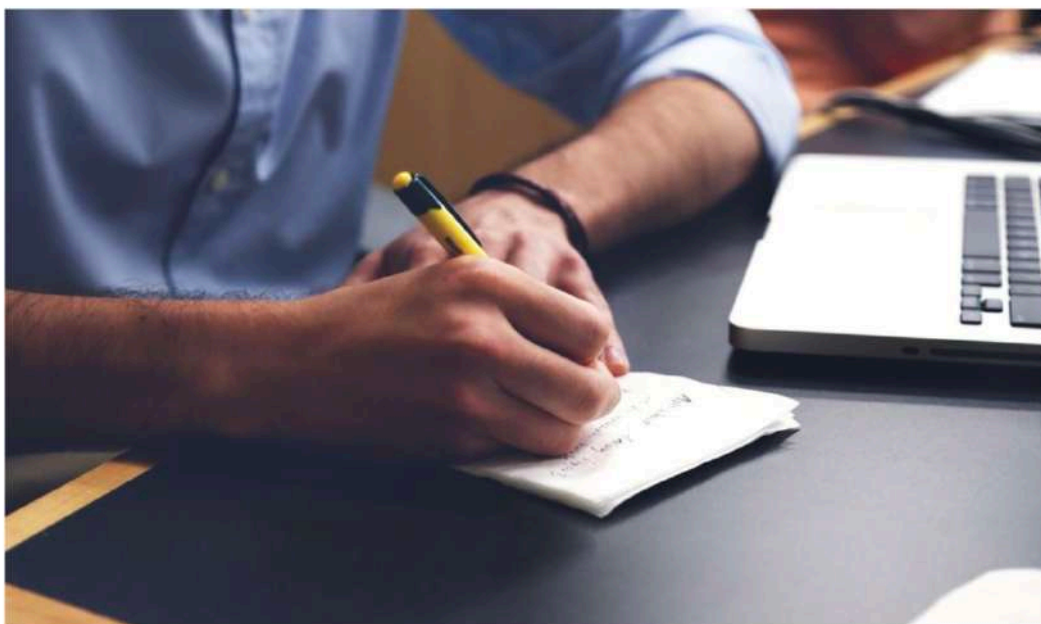
celebrate
/'seləbreɪt/

accept
/ək'sept/

take place
/teɪk pleɪs/

compare
/kəm'peɪr/





Contributors in Team 1	Contributors in Team 2	Roles	Extra Responsibilities
Student A	Student D	Manager	<ul style="list-style-type: none"> • hosts the discussion • makes sure everyone participates
Student B	Student E	Timer	<ul style="list-style-type: none"> • keeps track of time • facilitates the discussion
Student C	Student F	“Scribe”	<ul style="list-style-type: none"> • types down the group’s text based on the contributions made by the team members • shares the screen



- to create a **similar** text, **as close as possible** to the original in terms of the **information** included
- to produce a **sound English text**

_____ and _____'s Reconstructed Version:
The Day of the Dead

_____ and _____'s Reconstructed Version:
The Day of the Dead

[8-IV-02-09-03 Day of the Dead I](#)

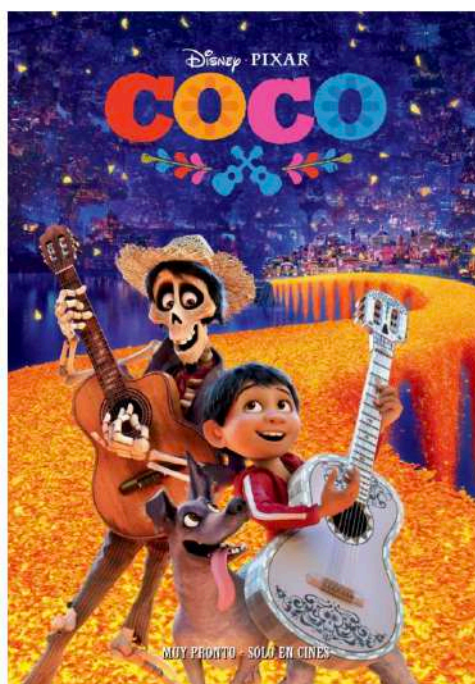


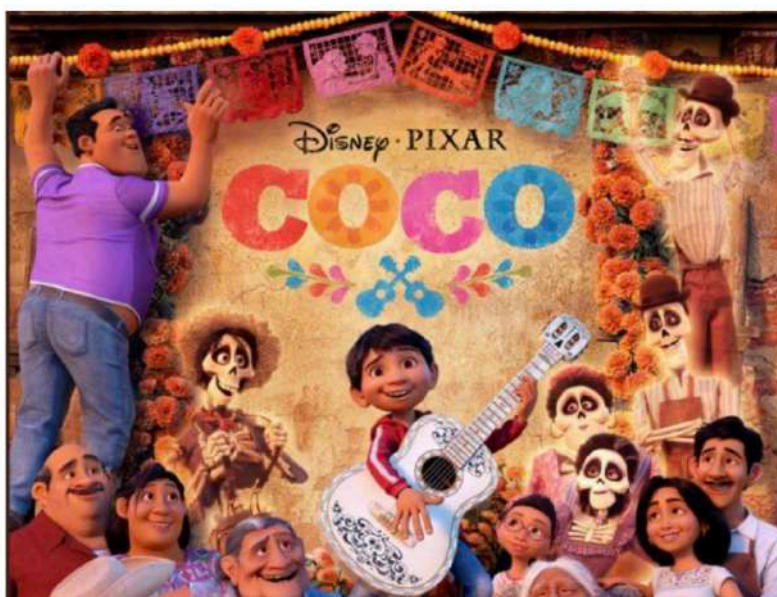


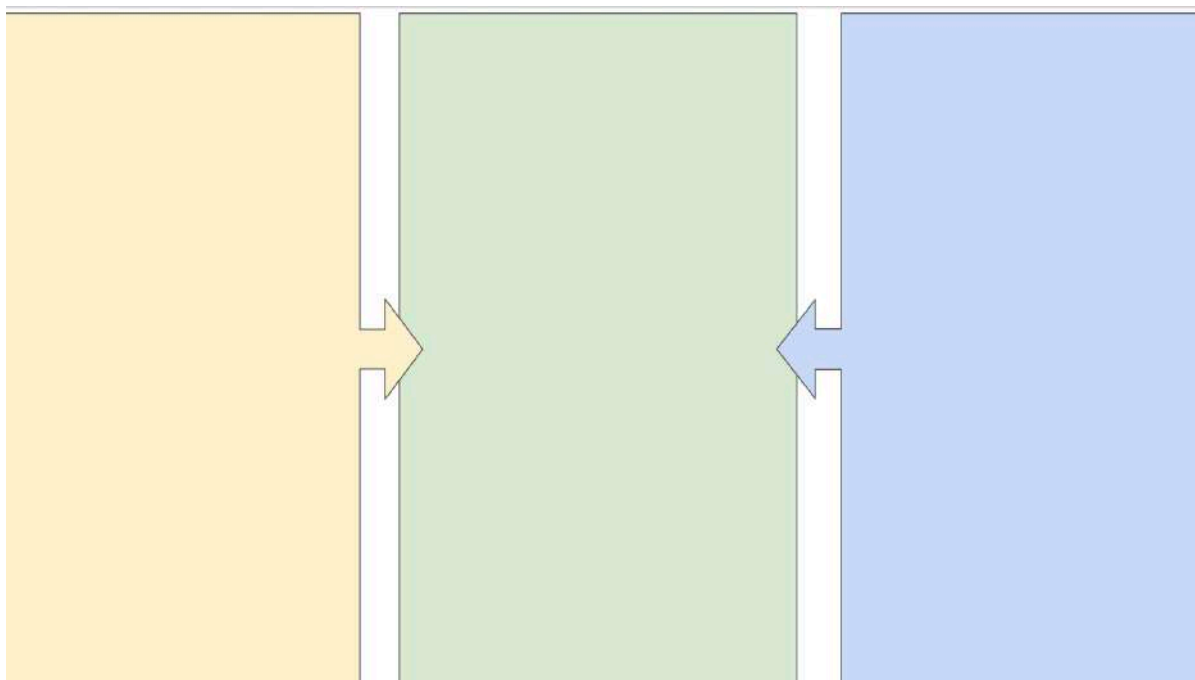
2.5 Appendix E: Self-made teaching materials on Google Slides (Lesson 3)



[CoCo Official Final Trailer](#)







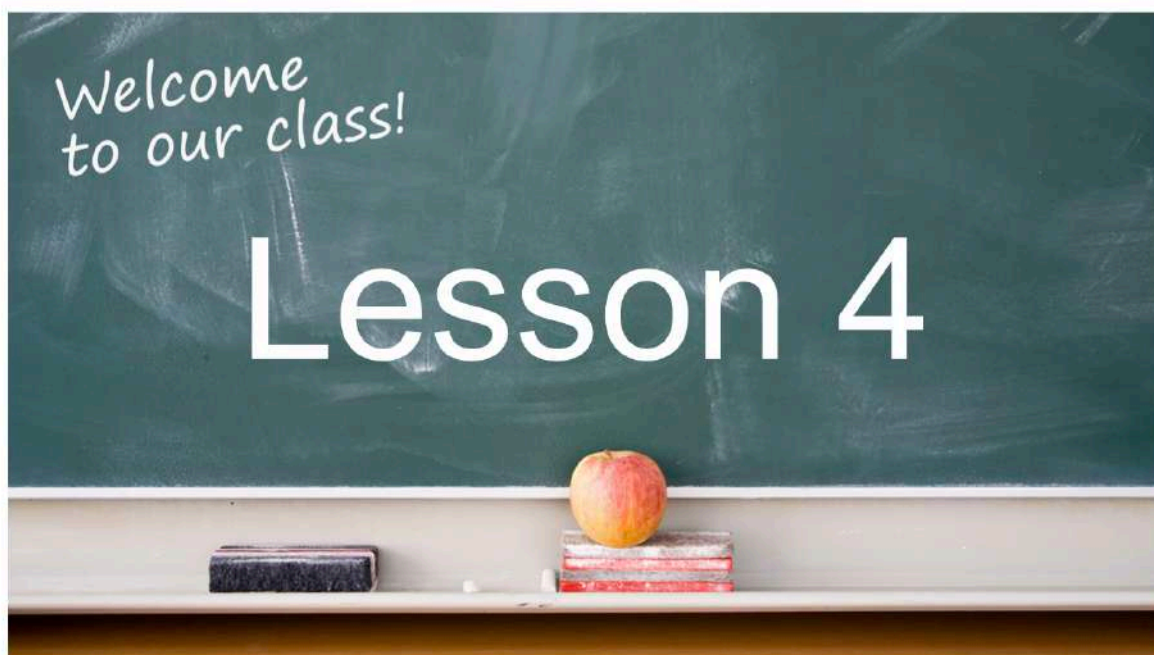
Contributors	Roles	Extra Responsibility
Student A	Manager	<ul style="list-style-type: none"> • hosts the discussion • makes sure everyone participates
Student B	“Scribe”	<ul style="list-style-type: none"> • combines the reconstructed text of both groups according to the discussion • shares the screen
Student C	Timer	<ul style="list-style-type: none"> • keeps track of time • facilitates the discussion
Student D	Secretary 1	<ul style="list-style-type: none"> • reminds the group to leave some time for the final check of the text for grammar
Student E	Secretary 2	<ul style="list-style-type: none"> • checks the text for logical sense
Student F	Secretary 3	<ul style="list-style-type: none"> • checks the text for textual cohesion

	elaboration	yes or no?
grammar (Student D)	Do you use the passive voice?	yes/no
logical sense (Student E)	Do you use the present simple tense?	yes/no
textual cohesion (Student F)	Do you use the words related to the topic of <i>the Day of the Dead</i> ?	yes/no

[3-IV-06-09-06 Passive Voice](#)



2.6 Appendix F: Self-made teaching materials on Google Slides (Lesson 4)



[Coco Official US Trailer](#)



10

10A passive: *be* + past participle

Present: *am / is / are* + past participle

4 38))

- Kevlar **is used** to make bullet-proof vests.
- White-out **isn't used** very much today.
- Are** disposable diapers **used** all over the world?

Past: *was / were* + past participle

- The dishwasher **was invented** by Josephine Cochrane.
- Windshield wipers **weren't invented** until 1903.
- When **was** the washing machine **invented**?

- You can often say things in two ways, in the active or in the passive.
*Josephine Cochrane **invented** the dishwasher. (active)*
*The dishwasher **was invented** by Josephine Cochrane. (passive)*
- In the **active** sentence, the focus is more on **Josephine Cochrane**.
- In the **passive** sentence, the focus is more on **the dishwasher**.
- You can also use the passive when it isn't known or isn't important who does or did the action.
*My car **was stolen** last week.*
*Volvo cars **are made** in Sweden.*
- Use *by* to say who did the action.
*The Lord of the Rings **was written by** Tolkien.*

Latham-Koenig, C., Oxenden, C., & Seligson, P. (2013). *American English File 2 Student book: With Online Practice* (2nd Revised ed.). Oxford University Press.

Differentiated Learning

Different from many other cultures, sugar skulls _____ (represent) as cheerful and happy. That is, certain sweetness in death _____ (imply) in its name. Sugar skulls _____ (use) to celebrate life. Many colors _____ (put) on sugar skulls. The colors can _____ (understand) differently.

- **Red** _____ (use) to represent blood.
- **Orange** _____ (use) to represent sunshine.
- **Yellow** _____ (use) to represent death.
- **Purple** is a symbol of pain.
- **Pink** and white illustrate hope, purity, and celebration.
- **Black** is a symbol of the Land of the Dead.

Questionnaire: The Day of the Dead



<https://www.autodraw.com>









2.7 Appendix G: Self-designed Checklist on Google Forms

Checklist: The Day of the Dead

nick0714.tw@gmail.com (not shared) [Switch account](#)



The Day of the Dead

	
<input type="checkbox"/> sugar skull	<input type="checkbox"/> marigold
	
<input type="checkbox"/> altar	<input type="checkbox"/> bread of the dead
	
<input type="checkbox"/> portrait of the deceased	<input type="checkbox"/> candle

[Submit](#) [Clear form](#)

2.8 Appendix H: Self-designed Questionnaire on Google Forms

Questionnaire: The Day of the Dead

 nick0714.tw@gmail.com (not shared) [Switch account](#) 

* Required

I have been better able to notice some features of the customs and cultures of the Day of the Dead. *

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

I have been better able to participate in the discussion on how to remember the dead in different ways. *

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

I have been better able to express my feelings toward the customs and cultures of the Day of the Dead by designing Sugar Skull. *

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I have been better able to compare the cultures and customs between the Day of the Dead and the Tomb-sweeping Festival. *

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I have been better able to respect the worth of different festivals around the world. *

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

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