

臺北縣辦理「2010年臺美英語專家培訓」計畫

一、依據：臺北縣99年施政計畫辦理。

二、目的：

- (一) 提升國中英語教師教學知能，包含：資訊融入、加強學生聽、說、讀、寫、評量等能力。
- (二) 藉美國國務院指派之英語教學專家，引進優秀、先進的教學法、觀念、活動及教材等。
- (三) 學習如何處理學生程度不同所衍生的問題，介紹在教室中可運用的科技及最新教材與教學策略等。

三、主辦單位：臺北縣政府教育局。

四、承辦單位：臺北縣立江翠國民中學。

五、協辦單位：臺北縣國中英語輔導團、美國在臺文化協會

六、研習地點：臺北縣教育研究發展中心1樓研習廳

七、研習時間：

- (一) 第1梯：99年7月5日至9日。
- (二) 第2梯：99年7月12至16日。

八、專家來源：美國國務院指派之英語教學專家。專家英語教學專業背景介紹詳如附件1。

九參加對象：

- (一) 臺北縣公私立國中英語教師(含實習、代理代課)，每梯次各75名，兩梯次共150名。
- (二) 採兩階段報名：
 1. 請各公私立國中至少薦派1名，於99年6月15日(星期二)前逕至校務行政系統(<https://esa.tpc.edu.tw>)報名。
 2. 99年6月17日(星期四)至6月25日(星期五)開放全縣自由報名。

十、研習課程：詳如附件 2。

十一、預期效益：

（一）提高教師教學知能，活化教學技巧。

（二）強化教師專業能力，提高教學成效。

（三）涵納國際教學資源，開啟課程活水。

十二、承辦有功人員依相關規定辦理敘獎，含主辦人員嘉獎 2 次，相關人員嘉

獎 1 次（以不超過 5 人為原則）。

十三、本計畫奉 核後實施，修正時亦同。

附件 1

Constance E. Dziombak

Academic Qualifications

Institution	Degree	Year(s)
Columbia University	<i>Ed.D. International Educational Development, Instructional Media & Technology</i>	1990
New York University	<i>M.A. TESOL (Teaching English to Speakers of Other Languages)</i>	1982
Douglass College, Rutgers University	<i>B.A. High Honors, Phi Beta Kappa, French and Italian</i>	1976
Université François Rabelais, Tours, France	Junior Year Abroad	1974-75

Teaching Internationally

Title & Institution	Subject(s) Taught	Year(s)
Visiting Professor, Sakai City Board of Education, Sakai, Japan.	<i>Teaching English To Young Learners</i>	Summer 2009
Visiting Professor, Universitas Islam Negeri, Jakarta, Indonesia	<i>Content-Based English as a Foreign Language</i>	Summer 2008
Visiting Professor, Education Department, Wenling, China	<i>TEFL (Teaching English as a Foreign Language)</i>	Summer 2007
Visiting Professor, Institute for Teacher Continuing Education, Novgorod, Russia	<i>TEFL (Teaching English as a Foreign Language)</i>	Summer 2006
Visiting Professor, University of Cambodia, Phnom Penh, Cambodia	<i>TEFL (Teaching English as a Foreign Language)</i>	Summer 2005
Teacher, UNESCO Camp, Minsk, Belarus	<i>English</i>	Summer 2004
Teacher, UNESCO Camp, Gorzow Wielkopolski, Poland	<i>English</i>	Summer 2003

Visiting Professor, International Studies University, Shanghai, China	<i>Speaking, Reading, Business English</i>	Summer 2002 & 2000
Facilitator, Jin An School District, Shanghai, China	Conducted TESOL teacher- training workshop for K-12 Chinese, English teachers.	Summer 2002
Visiting Professor, Jiao Tong University, Shanghai, China	<i>English - Advanced Writing, Advanced Listening, American Culture</i>	Summer 1983

Teacher Training

Title & Institution	Subject(s) Taught	Year(s)
Adjunct Professor, Graduate School of Education, Manhattanville College, Purchase, New York	<i>Teaching Literacy in ESL, Materials and Methods in Second Language Instruction, Teaching ESL Through the Content Areas, Structure of English.</i>	2007 to present
Staff Developer, Mount Vernon City Schools, Mt. Vernon, New York	<i>In-Service Course: Sheltered Instruction: ESL Literacy Strategies Across the Curriculum.</i>	Spring 2008
Adjunct Professor, Graduate School of Education, SUNY New Paltz, New York	Supervised student teachers in TESOL program. <i>TESOL Materials and Methods.</i>	1995 to 2002

Elementary and Secondary

Title & Institution	Subject(s) Taught	Year(s)
Teacher, Mount Vernon Public Schools, Mt. Vernon, New York	<i>ESL (English as a Second Language) and French K-6</i>	2001-pr esent
Teacher, Hendrick Hudson School District, Montrose, New York	<i>ESL K-12, French and Italian Gr.6 , Middle School</i>	1993-20 01
Substitute Teacher, Ossining School District, New York	<i>French/ Italian Middle and High School</i>	1991-92
Part-time Teacher, Ossining School District, New York	<i>ESL 9-12</i>	1989 1990-91
Teacher/ Supervisor, Putnam/Northern Westchester (New York) BOCES.	<i>Taught ESL at Briarcliff Elementary and Junior/Senior High Schools. Supervised ESL teaching in the Chappaqua School District</i>	1989-90

Higher Education

Title & Institution	Subject(s) Taught	Year(s)
Adjunct Professor, Westchester Community College, Valhalla,	<i>ESL, Basic Writing, Composition and Literature 1 and 2. Faculty Advisor to the "International Friendship</i>	1992-97

New York	<i>Club”</i>	
Adjunct Professor, Marymount College, Tarrytown, New York	<i>Advanced ESL - Grammar and Writing</i>	Summer 1990
Adjunct Instructor, Manhattanville College, Purchase, New York	<i>Intermediate ESL</i>	Summer 1986
Adjunct Instructor, City University of New York (BMCC, La Guardia, BCC, Queens)	<i>ESL - Beginning to Advanced Levels of Writing, Reading, and Integrated Skills</i>	1982-84

Technology

Title & Institution	Job Description	Year(s)
Online English Tutor, Columbia University	<i>Tutored students enrolled in the American Language Program’s online Business English Course.</i>	2001
Director ESL Computer Lab, Borough of Manhattan Community College (CUNY)	<i>Purchased equipment for, set up, and directed a computer-assisted ESL instruction lab. Taught and coordinated tutorial workshops for the faculty. Hired and trained tutors, supervised students training for hardware and software.</i>	1985-86

Foreign Languages: French, Italian, Spanish, Chinese, Russian.

N.Y. State Teaching Certification: ESL, French, Italian.

Professional Organizations:

NYS TESOL (New York State Teachers of English to Speakers of Other Languages)

President 2009-2010.

First Vice President 2008-09.

Executive Board 2001-2003.

TESOL (Teachers of English To Speakers of Other Languages) International
NYSABE (New York State Association of Bilingual Education)

Publications

The French Connection

Language Magazine, January 2008.

What a Wonderful World! Tips for Short-Term Teaching Abroad

NYS TESOL Idiom, Winter 2006.

It's Not Just French!

Language Magazine, July 2006.

The Annex Kids and the Computer

NYS TESOL Idiom, Summer 2006.

Building Bridges Amid the Winds of Change: English for Cultural Exchange and Civic Education In Zhdanovichi, NYS TESOL Idiom, Winter 2004.

You Can't Eat Kielbasa With Chopsticks

NYS TESOL Idiom, Winter 2003.

Chinese Changes and Challenges

NYS TESOL Idiom, Fall 2002.

Searching for Collaboration in the ESL Classroom and the ESL Computer Room,
Doctoral Dissertation, Columbia University, Teachers College, 1990.

For Starters: Student Autonomy & Collaboration in Computer-Based Instruction.

Higher Education Newsletter of NYS TESOL, Spring 1987.

Conference Presentations

The World Is Your Oyster - Teach Abroad!

NYS TESOL Annual Conference 2006.

The French Connection – It's Not Just French!

NYS AFLT Annual Conference, October 2006.

Dodging Motos and SUVs: A Summer Teaching in Phnom Penh

NYS TESOL Annual Conference, November 2005.

Foreign Languages in Elementary School (FLES) Program at Mount Vernon City School District

NYS AFLT Annual Conference, October 2005.

Can EFL Be a Catalyst for Cultural Exchange and Civic Education? A Belarusian Summer

NYS TESOL Annual Conference, October 2004.

You Can't Eat Kielbasa With Chopsticks

NYS TESOL Annual Conference, November 2003.

Teaching English in China – Students' and Teachers' Perspectives

NYS TESOL Annual Conference, November 2002.

Writing and Conferencing on Computers,

Westchester/Putnam Writing Project Summer Institute, July 1993.

Demonstration of Borough of Manhattan Community College's Computer Lab at Students,

Texts, and Contexts, CUNY ESL Council Annual Conference, February 1986.

Teaching in China

NYS TESOL Annual Conference, October 1983.

附件 2

Dr. C. Dziombak
Taipei County
Summer 2010

Course Overview

Teaching English as a Foreign Language:

Communicative and Content-Based Instruction

Description

This one-week workshop will provide participants with teaching strategies, materials, and activities for implementation in the English language classroom. It will begin with an overview of the history and evolution of second language acquisition theory and teaching methodology. Participants will explore the principles of communicative and content-based language instruction and how they relate to the design and implementation of effective English language learning tasks for students of all proficiency levels.

Workshop activities will include class discussion, group work, case study analysis, role-play, and simulation and demonstration of learning activities. Participants will be given step-by-step guidelines to design a communicative, content-based English lesson in a subject area such as social studies, science, mathematics, literature, art, etc.

Topics will include:

Second Language Acquisition Theory and Foreign Language Teaching Methodology

Content-Based ESOL Instruction: Models & Underlying Principles

Strategies and Techniques for the Classroom

Communicative Activities for the Integrated Skills Classroom

Computer-Assisted Instruction

Assessment and Evaluation

Lesson Design

Objectives

While practicing and developing their own English skills, teachers will

1. Learn about the underlying principles of second language acquisition theory and the communicative and content-based approaches to foreign language instruction.
2. Learn how to apply the principles of second language acquisition theory and the communicative and content-based methodologies to classroom practice.
3. Learn about a variety of communicative and content-based activities and materials they can adapt for use in their classrooms.
4. Design a communicative, content-based English language lesson.

Dr. C. Dziombak
 Taipei County
 Summer 2010

*Teaching English as a Foreign Language:
 Communicative and Content-Based Instruction*

Tentative Syllabus

Day	Topics
Day 1	<p>Introductions & Course Overview</p> <p>Principles of Second Language Acquisition Theory Evolution of Modern Communicative Language Teaching Methodology</p> <p>Speaking, Pronunciation, and Listening: Techniques and Activities: Role Play, Games, Poems, Songs, Chants</p>
Day 2	<p>Content-Based Instruction: Principles, Techniques, & strategies <u>The Umbrella, The Great Kapok Tree</u> (Science- Rainforests) Content-Based Lesson Design</p> <p>Speaking, Pronunciation, and Listening: Techniques and Activities: Role Play, Games, Poems, Songs, Chants</p>
	The Internet and Web 2.0

Day 3	Teaching Reading, and Vocabulary, and Grammar: Techniques and Activities: <u>There Was an Old Lady Who Swallowed a Fly</u> , <u>The Giving Tree</u> , <u>The True Story of Three Little Pigs</u> (ReadersTheater)
Day 4	Integrated Skills – Jigsaw Activity Teaching Writing, Assessment/Rubrics
Day 5	Content-Based Demo Lessons /Review and Reflections

Daily schedule

Day 5	Day 4	Day 3	Day 2	Day 1	
Demo	Dr. Dziombak's Speech	Dr. Dziombak's Speech	Dr. Dziombak's Speech	Dr. Dziombak's Speech	9:00-10:30
Break					10:30-10:40
Demo	Dr. Dziombak's Speech	Dr. Dziombak's Speech	Dr. Dziombak's Speech	Dr. Dziombak's Speech	10:40-12:00
Lunch Break					12:00-13:30
Dr. Dziombak's Feedback on Demos	Dr. Dziombak's Speech	Dr. Dziombak's Speech	Dr. Dziombak's Speech	Dr. Dziombak's Speech	13:30-14:30
/	Group Discussion about Lesson Plan & Demo	Group Discussion about Lesson Plan & Demo	Group Discussion about Lesson Plan & Demo	Group Discussion about Lesson Plan & Demo	14:30-15:30