

國立臺灣師範大學 函

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密等及解密條件或保密期限：

附件：StudyGuide、研析攻略3.0技高辨力店實施計畫（1151009495-0-0.pdf、
1151009495-0-1.pdf）

主旨：檢送 115 年「『英語文思辨簡報比賽』研析攻略 3.0 -
『技高辨力店』技綜高師生工作坊」實施計畫，請鼓勵所
屬師生踴躍報名參加，並公告本年度全國高中英語思辨簡
報比賽「指定題」題目，請查照。

說明：

- 一、活動目的：透過專業師資引導與實作演練，深化技綜高師生之英語文思辨能力，並協助其了解 115 年英語思辨簡報比賽之內涵。即使無參賽意願，亦歡迎報名學習英語論述與回應技巧。
- 二、本年度指定題題目（Prepared Presentation Topic）：
“Should off-campus workplace internships be mandatory for students in vocational high schools and specialized tracks of comprehensive high schools in Taiwan?”
- 三、工作坊實作重點：上午場以本年度指定題為核心，進行思辨基礎演練與 AI 備賽工具操作。下午場結合生活化思辨

實例，提供簡報模板進行即席實作演練，強調團體合作與邏輯發表。活動將依個人及小組表現積分給予獎勵。

四、活動時間地點：115 年 7 月 10 日（星期五）臺中市立沙鹿工業高級中等學校。

五、報名對象：全國技高及綜高專門學程師生，每校至多 5 人，上限 50 人。

六、報名及錄取時程：報名截止：請於 115 年 5 月 8 日（星期五）前完成線上報名。（報名表連結：

<https://forms.gle/CAMRXbmewi8PG3hs5>）公告錄取：錄取名單將於 115 年 5 月中公告。

七、研習證明：全程參與之教師核予 6 小時研習時數；全程參與之學生發予電子研習證明。

八、公文檢附實施計畫 1 份及指定題 Study Guide。

正本：臺中市立沙鹿工業高級中等學校、高雄市立海青高級工商職業學校、教育部國民及學前教育署、全國高級中等學校

副本：



校長 宋曜廷

2026 Critical-Thinking-Based Slide Presentation Contest Study Guide for the Prepared Presentation

Topic: Should off-campus workplace internships be mandatory for students in vocational high schools and specialized tracks of comprehensive high schools in Taiwan?

Background of the Topic

Off-campus internships have become an important part of vocational education in many countries. These internships allow students to gain real-world experience by working in businesses or organizations outside their schools. In Taiwan, vocational high schools and specialized tracks of comprehensive high schools aim to prepare students for future careers by teaching both knowledge and practical skills. Because of this focus, many educators believe that internships allow students to connect classroom learning with real workplace experience. However, an important question remains: Should internships outside school be mandatory for students in vocational high schools and specialized tracks of comprehensive high schools in Taiwan? Here, the word “mandatory” means that students must complete an internship provided by an establishment outside of school before graduating from high school.

Arguments for Internship Outside School (PRO)

- **Real-World Skills:** Students learn things at work that books cannot teach, such as how to talk to a boss or solve problems in a busy kitchen or factory.
- **Job Readiness:** Having work experience on a resume makes it easier to find a job after graduation. Companies like to hire people who already know how a business works.
- **Networking:** Students meet professionals who can give them advice or help them find future jobs.
- **Taiwan’s Economy:** Good internships help schools and businesses work together, ensuring students learn the skills Taiwan’s industries need right now.

Arguments Against Internship Outside School (CON)

- **Unfair Treatment:** Not all internships are good. Some students might be used as "cheap labor," doing boring tasks like cleaning or moving boxes instead of learning real skills.
- **Safety Risks:** Young workers are more likely to be injured on the job because of their limited experience. High-risk jobs, such as construction or manufacturing, can pose dangers to students.
- **Financial Stress:** Some internships are unpaid. This is hard for students who do not have much family money or who need to pay for bus tickets and food to get to work.
- **Schools Lacking Support:** The current education system may lack strong partnerships with business,

Instructions on the Prepared Presentation

As presenters, **choose one side** of this debate.

You either:

- **Support the policy (PRO):** Off-campus internships should be mandatory for students in vocational high school and specialized tracks of comprehensive high school.
- **Oppose the policy (CON):** Off-campus internships should not be mandatory for students in vocational high school and specialized tracks of comprehensive high school.

Your goal is to **defend one side of the issue**, not both.

When preparing your presentation:

- Explain what **“off-campus internship”** and **“mandatory”** mean.
- Provide **2–3 strong arguments** that support your position.
- Use **examples, evidence, or logical reasoning** to support your ideas.

- Respond to **at least one concern from the other side**.

To ensure your presentation is effective:

- Keep your slides **clear and simple**.
- Avoid slides with **too much text**.
- Focus on explaining your ideas clearly instead of reading directly from slides.

References

The following references are intended to help you begin researching the topic. They are **not a complete list**, and you should carefully evaluate whether the information is useful for your argument.

1. ETF – Work-Based Learning

https://www.etf.europa.eu/sites/default/files/2024-11/ETF_WBL_Leaflet_2024_EN.pdf

2. EU to crack down on unpaid internships ‘exploiting despair of young people’

<https://www.theguardian.com/world/2024/mar/20/eu-to-crack-down-on-unpaid-internships-with-new-directive>

3. Young Worker Employment, Injuries and Illnesses Charts

<https://www.cdc.gov/niosh/young-workers/charts/index.html>

4. Taiwan MOE – Technical and Vocational Education Act

<https://edu.law.moe.gov.tw/EngLawContent.aspx?id=353&lan=E>

5. Overseas Students from Southbound Policy Targeted Countries Exploited to Work? Ministry of Education: Severe Measures Taken to Protect Students’ Rights

<https://english.moe.gov.tw/cp-117-21653-42503-1.html>

6. Taiwanese students' rights must be protected overseas: vice premier

<https://english.ey.gov.tw/Page/61BF20C3E89B856/ee835cf9-71a1-41a5-94ca-8ff57f952e8d>

Possible Questions for the Q&A After the Presentation

Here are some possible follow-up questions judges may pursue after your presentation:

Questions for a PRO speech

- What do you mean by “internship” in your speech (where, how long, what kind of work)?
- If internships build real skills, then can you give one example of a skill students learn better in the workplace than in school?
- If internships improve job readiness, then what is one clear sign that a student is “more job-ready” after an internship?
- What rules must exist, so internships are safe and truly educational (not just cheap labor)?

Questions for a CON speech

- What is your one biggest reason for saying off-campus internships should not be mandatory?
- How can we tell the difference between a good internship and a bad one?
- What field(s), in particular, can suffice with on-campus internships, and why do you say so?
- If off-campus internships are not mandatory, what is your plan to better prepare students for work after graduation?

Questions for either a PRO or a CON speech

- What do you think is the strongest argument from the other side, and how do you answer it?

- In Taiwan, internships can be on-campus, off-campus, or mixed, so which one do you support most, and why

115年「『英語文思辨簡報比賽』研析攻略3.0-『技高辨力店』技綜高師生工作坊」實施計畫

一、研習目標

1. 協助高級中等學校英語文教師提升思辨教學專業知識。
2. 協助高級中等學校英語文教師學習如何透過課堂思辨學習活動，深化學生英語文表達及邏輯思辨能力，培養雙語溝通與思辨長才。
3. 協助高級中等學校英語文教師透過研習的交流，進一步了解如何提升帶領學生準備英語思辨簡報比賽。
4. 協助高級中等學校英語文教師透過研習認識英文思辨簡報用語，進一步協助學生建立英語文思辨表達能力的字彙庫。
5. 協助高級中等學校英語文教師了解訓練學生參賽的方法，以提升各校參加英語思辨簡報比賽的意願。
6. 協助高級中等學校學生認識思辨及了解參賽的流程，以提升各校參加英語思辨簡報比賽的意願。

二、活動目的

讓對參與思辨簡報有興趣的英語文教師及學生了解思辨簡報比賽的內容與形式。由前年度「英語文思辨簡報比賽」的得獎隊伍帶隊老師分享簡報比賽指定題及即席題的準備技巧，並透過實際操作演練，讓英語文教師與學生能更了解思辨簡報比賽的技巧以及策略，以期能夠鼓勵更多教師願意培養學生的思辨及邏輯思考能力，並指導學生參加115年的英語文思辨簡報比賽。針對學生部分，本工作坊不僅鼓勵學生透過多元思辨活動展現自我，也學習如何在日常生活中運用英文進行精準論述與自信回應，培養跨域溝通的關鍵競爭力。即使不會參賽，也歡迎報名參加學習如何用英文進行論述與回應，一同體驗思辨的樂趣。

三、辦理單位

1. 指導單位：教育部國民及學前教育署。
2. 主辦單位：國立臺灣師範大學英語學系。
3. 承辦學校：臺中市立沙鹿工業高級中等學校。

四、參加對象

各區高級中等學校（技高專業群科及綜高專門學程）學生與英語文教師（含實習及代理教師），上限50人。每校報名以5人為限，例如4名學生及1位教師、3名學生及2名教師；同校若無教師報名亦可由學生自行參加；教師亦可自行參加）。

五、時間及地點

時間：115年7月10日（五）。

地點：臺中市立沙鹿工業高級中等學校（臺中市沙鹿區台灣大道七段823號）。

（提供台中高鐵站至沙鹿高工來回接駁車，8:20台中高鐵站6號出口出發，回程17:00沙鹿高工大門口出發，單程約30-40分鐘。）

六、活動內容與流程

本年度指定題題目：“Should off-campus workplace internships be mandatory for students in vocational high schools and specialized tracks of comprehensive high schools in Taiwan?”本活動早上場將以此題為核心，引導學生進行思辨演練。下午場即席結合生活化思辨實例，提供簡報模板，強調思辨，鼓勵學生發表並強調團體合作。活動將依個人及小組表現積分給予獎勵。

Time	Events	
9:00-9:30	Opening Remarks and Icebreakers/ Orientation	
	教師便利店	學生辨力店
9:30-10:20	Critical thinking basics	挑三檢視/義意不捨 (結合指定題題目)
10:30-11:20	AI備賽工具包 (實作)	面面據到/異語道破 (結合指定題題目)
11:30-12:00	思辨簡報比賽內容解析	小型發表任務及互動
12:00-13:00	Lunch Break (含賽事影片播放)	
13:00-13:30	參賽學生心路歷程分享與學習歷程檔案分享	
13:30-13:50	即席題實作說明(分組以校為單位，也可跨校合作)	
14:00-15:00	分組討論與練習(老師也一起加入，若無帶隊老師則由講師協助)	
15:00-16:00	分組上台報告，每組兩分鐘，並由師大教授及講師給予回饋	
16:00-16:30	結業式及說明115年度簡報比賽相關細節	
16:30~	賦歸	

七、活動及報名資訊

報名時間及方式：採線上報名，請參與師生掃描QR code或點選報名表單網址連結填寫表單(報名表單連結：<https://forms.gle/CAMRXbmewi8PG3hs5>)，錄取名單將於五月中公告並以電子郵件通知。錄取名單以從未參加過英語思辨簡報比賽之師生為優先對象。



八、研習時數及證明

全程參與工作坊之教師核予6小時研習時數，並發予電子研習證明。教師研習時數將於活動結束後匯入全國教師在職進修資訊網。全程參與工作坊之學生發予電子研習證明。證書將於工作坊結束後十天內寄發。

九、注意事項：

- 錄取後若不克出席，敬請來信(電子信箱：cedward@gs.slvs.tc.edu.tw，沙鹿高工張又仁組長)或來電取消(04-26621795#211)，無故缺席將會列為未來研習錄取之參考。
- 活動當天將於上、下午各簽到一次，與會師生需完成兩次點名才可認定為全程參與。