臺南市推動國中小學英語課採全英語授課實施暨獎勵計畫

110 年 6 月 4 日南市教課（一）字第 1100706312 號函發布

壹、 依據：

一、 教育部 109 學年度「提升國民中小學英語教學成效計畫」。

二、 臺南市 109 學年度「提升國民中小學英語教學成效計畫」。

貳、 目的：

一、 鼓勵英語教師進行全英語授課，提升學生英語學習成效。

二、 透過英語教師進行全英語授課，激發學生英語學習興趣，提升英語聽、說能力。

參、 實施對象：本市轄屬國民中學及國民小學一至九年級英語教師及學生。

肆、 計畫期程：110 年 6 月 1 日至 12 月 31 日。

伍、 辦理方式：

一、 本計畫無須事先填報計畫申請書，學校應鼓勵校內英語教師以全英語進行公開授課至少一次，並完成「全英語教學公開授課紀錄表」（如附件二）及「全英語教學檢核機制表」（如附件三）後函報本局審查，審查通過後函復敘獎。

二、 本計畫內之「全英語授課」係指該學期英語課程中課堂用語（classroom English）或運用教學媒體，使用英語教學比率達 70％以上，如：一學期 20 堂課需 14 堂全程使用英語授課或一堂課 40 分鐘需 28 分鐘全英語授課。

三、 前揭公開授課可結合以下各校教學活動辦理，如：

（一）學校定期教學觀摩。

（二）教師專業學習社群。

（三）課程與教學創新等計畫方案。

（四）英語教學相關計畫成果發表等場次。

四、 教師請參酌教育部函發之國民中小學常用課室英語參考手冊（附件一）進行全英語教學之使用，電子檔案公開於本市國教輔導團（https://ceag.tn.edu.tw/）供各國民中小學一到九年級師生下載運用。

陸、 獎勵：

一、 為鼓勵英語課採全英語公開授課，授課人員於 110 年 12 月 31 日前於校內進行英語課採全英語公開授課 1 次者，公立學校則依據「公立高級中等以下學校教師成績考核辦法」覈實核予每位授課人員嘉獎 1 次。達 2 次以上者，最高上限為每位授課人員嘉獎 2 次。

二、 本市所轄國中小教育階段之國立及私立學校，可依據本計畫內第伍點辦理方式函報本局審查，審查通過後，函復學校建議敘獎。

柒、 預期效益：

一、 透過英語教師進行全英語授課，激發學生英語學習興趣，提升學生英語聽說能力。

二、 提供英語教師使用全英語授課所需要的英語表達用語，協助教師教學並提升學生英語學習興趣與成效。

附件一

教育部國民及學前教育署委辦計畫

國中小常用課室英語
參考手冊

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中華民國 110 年 1 月

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一、 課程暖身 Warm-Up

1. 打招呼 Greetings

(1)
Teacher (T): Good morning, everyone.
Students (Ss): Good morning, Mr. Chen.

(2)
T: Good morning, everyone.
Ss: Good morning, Mrs. Chen.
T: How are you today?
Ss: Fine.

(3)
T: Good afternoon, everyone.
Ss: Good afternoon, Mr. Wang.
T: What day is today? *(slowing down to say "day" with emphasis)*
Ss: It's Monday.
T: Yes, it's Monday again. I'm very happy to see you.

(4)
T: Good morning, class.
Ss: Good morning.
T: My name is Nick. Please repeat after me. Nick. *(slowing down to say "Nick" with emphasis)*
Ss: Nick.
T: Good job!

(5)
T: Boys and girls, good morning. My name is Mark. Can you say, "Good morning, Mark"? *(opening his arms to invite the class to greet him together)*
Ss: Good morning, Mark.
T: Very good.

(6)
Ss: Good morning, Miss Lin.
T: Good morning, everyone. How are you today?
Ss: Fine, thank you. How about you?
T: Well, I'm fine too.

(7)
T: Everyone, please stand up. *(using hand gesture to demonstrate "stand up")* Good morning, class.
Ss: Good morning, Mr. Hung.
T: Please sit down. *(using hand gesture to demonstrate "sit down")*

2. 課室安排及準備 Setting Up the Classroom & Getting Ready

(1)

T: Everyone, please take out your book and turn to Unit 1. *(holding the book in front of herself and turning the pages)*

Student (S): Miss Lin, what page, please?

T: Page 4.

(2)

T: Group leaders, please come here to take the worksheets for your group members. *(using hand gesture to demonstrate "come here" and later holding the worksheets in front of herself)*

(Group leaders go to the front and get the worksheets.)

T: Does everyone have the worksheet now? *(holding the worksheet in front of herself again)*

Ss: Yes.

(3)

T: Group leaders, please check if all your group members have the worksheet. If not, please raise your hand. *(using hand gesture to demonstrate "raise your hand")*

(4)

T: Everyone, let's play a warm-up game! *(saying "warm-up game" with emphasis)*

Ss: Yeah!

(5)

T: Please put your worksheet on the desk. *(holding a worksheet and demonstrating the action of "putting a worksheet on the desk")* If you don't have one, please raise your hand, and I will give you one. *(using hand gesture to demonstrate "raise your hand")*

Ss: (Raising hand)

T: (Giving the copy to students)

3. 了解進度 Understanding Progress

(1)

T: Everyone, let's review the sentence pattern we learned last time. Please repeat after me, "There are three apples on the desk." *(pointing at the words on the blackboard)*

Ss: There are three apples on the desk.

T: Good job!

(2)

T: Class, do you remember what we did yesterday?

S: Yes. We sang a song yesterday.

T: That's right. We *sang* a song. Very good! *(saying "sang" with emphasis to highlight the past tense form of "sing")*

(3)

T: Last time we read an interesting story. What's the title of the story? *(pointing at the title on the book cover)*

Ss: "The Three Little Pigs."

T: Yes, very good. Today we're going to learn more about the story.

4. 說明課程目標 Introducing the Agenda

(1)

T: Today I'm going to tell you a new story called "Little Red Riding Hood." *(pointing at the title on the book cover)*

(2)

T: Let's review the words we learned last time. (Using flashcards to review the words) What is this?

Ss: A lion.

T: Very good. How about this one? (Practice continues)

(3)

T: Today we will complete three tasks. *(using hand gesture to emphasize "three" tasks)*

(4)

T: Today we're going to play a game called Tic-tac-toe. *(slowing down to say "Tic-tac-toe" with emphasis, and then drawing a 3×3 grid on the blackboard)* Have you played the game before?

Ss: No…

T: That's okay. I'll show you how.

(5)

T: Today we're going to listen to a dialogue. I'll ask you some questions later, so please listen to it carefully. *(using hand gesture to demonstrate "listen")* Any questions?

Ss: No.

T: All right. Let's start.

(6)

T: Today we're going to learn some new words. Please repeat after me. *(saying "repeat" with emphasis)* Pumpkin.

Ss: Pumpkin.

(Practice continues)

5. 講解課堂規則 Explaining Classroom Rules

(1)

T: When you answer a question correctly, you can get one point for your team. *(drawing +1 on the blackboard)* Okay?

Ss: Okay.

T: The team that gets the most points will be the winner. *(drawing many slashes (/////) to*

indicate that students need to earn many points to win) Any questions?
Ss: No.

(2)
T: When I say "encouragement", you clap your hands. *(clapping hands)* Understand?
Ss: Yes.
T: Good! Let's practice. Encouragement.
Ss: (Clapping hands)
T: Very good.

(3)
T: These are the rules for today. Any questions?
Ss: No.
T: Good.

(4)
T: Please be careful. If you speak Chinese in class, you will lose one point. *(drawing -1 on the blackboard)* Okay?
Ss: Okay.

二、 呈現教學重點 Presentation

1. 課程介紹 Introducing the Lesson

(1)

T: Let's learn some new sentence patterns. Everyone, please repeat after me, "This is a book." *(showing a flashcard of a girl holding a book)*

Ss: This is a book.

T: That is a pencil. *(showing a picture of a girl pointing at a pencil far away)*

Ss: That is a pencil.

(2)

T: I'm going to play the CD, and you have to listen carefully for the details. For example, "Who is talking?" "What is he/she talking about?" *(slowing down when saying "who" and "what" to highlight the wh-words)* Understand?

Ss: Yes.

T: Good. Now let's get started. Listen carefully!

(3)

T: Now, I'll play the CD for the second time. This time, please check your answers. *(slowing down to say "check your answers" with emphasis)* Later, I'll ask some of you to tell me the answers. Are you ready?

Ss: Yes.

T: All right. Let's start.

(4)

T: Today we're going to learn the names of some animals. *(showing some animal pictures on a PowerPoint slide)* I'll play a video clip, and you will complete the worksheet after watching the clip. *(holding a worksheet in front of herself)* Okay?

Ss: Okay.

(5)

T: I'll play the CD. All you have to do is to count how many times you hear the word "flower." *(saying "flower" with emphasis)* Later, I'll ask some of you to tell me how many times "flower" was said. Any questions?

Ss: No.

(6)

T: I'll play the CD, and you have to focus on the characters when you listen to the story. Do you know what the word "character" means? *(writing "character" on the board)*

S: No.

T: No problem. I'll give you an example. In the story, *The Three Little Pigs*, the characters are the three little pigs and a big bad wolf. (*giving a familiar example to define a keyword; saying "the three little pigs" and "the big bad wolf" with emphasis*). So now, what does "character" mean?

Ss: 角色.
T: Right.

(7)
T: I'm going to play the CD, and please repeat the sentence after you hear it.

2. 引起興趣 Raising Students' Interest

(1)
T: Look at this picture. *(pointing at a picture on a PowerPoint slide)* What is the topic for today?
Ss: School.
T: Right! Very good. Today we're going to talk about school. *(saying "school" with emphasis)*

(2)
T: Before starting our reading, let's watch a video first. And you're going to write down the main idea of the story shown in the video. For example, "what is the story about?" "What happened to the people?" *(giving some examples to explain what "main idea" means)* Any questions?
Ss: No.
T: All right. Let's watch the video.

(3)
T: Today, we're going to talk about trees. *(saying "trees" with emphasis)* Look at this slide. *(showing a picture with trees on a PowerPoint slide)* What does it tell you about trees?
S: They're green and brown.
T: Yes, *they are* green and brown. *(restating the student's answer with emphasis on "they are")* Very good!

(4)
T: Please take out the worksheet. *(using hand gesture to signal students to take out the worksheet)* These are the questions for the reading. *(pointing at the questions on the worksheet)* Let's read the questions together out loud.
Ss: (Reading the questions)
T: Good. Now, please discuss these questions with your partner. *(using hand gesture to ask students to discuss together)*

(5)
T: Here are some new words you'll see in the passage. *(pointing at the keywords on the worksheet)* Please read the passage and discuss these words with your team members *(pointing at the passage)*. Later, I'll ask you for the meaning of these new words.

3. 教學指示 Instructing

(1)
T: Class, I want you to discuss this with your partners and complete the worksheet. *(holding the worksheet in front of herself)* Later, we'll check the answers together.

(2)

T: Now, please read the article and circle the words you don't understand. *(using hand gesture to mean "circle")* I'll give you 5 minutes to discuss them with your partners. *(using hand gesture to mean "five minutes")*

(3)

T: Please pass the worksheets. *(distributing the worksheets)* Did everyone get one? /Does everyone have one?

Ss: Yes.

T: Good.

(4)

T: Now, everyone, please turn to Unit 5. *(saying "Unit 5" with emphasis)* What page does Unit 5 begin?

Ss: Page 52.

T: Good.

(5)

T: How do you *spell* "orange"? *(slowing down to say "spell" with emphasis, and pausing shortly before saying "orange")*

Ss: O-R-A-N-G-E

T: Yes, very good.

(6)

T: All right, guys. Please get into groups. Four people in each group. *(using hand gesture to emphasize "four" people in a group)*

Ss: (Forming into groups)

T: Is everyone in a group? *(looking at all students)*

Ss: Yes.

(7)

T: Let's read the article together out loud. Start from the first line. Okay? *(pointing at the first line)*

Ss: Okay.

T: Good. Ready? Go!

(8)

T: Please work with your group members. You have 10 minutes to finish your work. *(using hand gesture to emphasize "ten" minutes)* I'll start my timer right now.

(10 minutes later)

T: Five, four, three, two, one. Okay, time's up. Please stop even if you're not finished.

4. 確認理解 Checking Understanding

(1)
T: Did you find the answer?
Ss: Yes.
T: Right. And how about Question 2? What did you see on Page 6?
Ss: A monkey.
T: Great. And do you remember the story?
Ss: Yes.
T: So the answer should be (C), okay? (C) gives you the main idea.

三、 進行練習活動 Practice

1. 解釋練習活動 Explaining Practice Activities

(1)
T: Now, I'm going to teach you a new song called "Mary Had a Little Lamb". *(slowing down when saying the name of the song and then humming the melody).* I will sing it for you first. Please listen carefully.
Ss: (Listening)

(2)
T: Now, we're going to play a game. Try to find the treasure as fast as you can.

(3)
T: Each group will take turns performing this song. When it's not your turn, please be polite and listen carefully.
Ss: Okay.

(4)
T: Class, you now have 5 minutes to discuss these questions with your partner. *(using hand gesture to emphasize "five" minutes and pointing at the questions on the worksheet)* Let's start!

(5)
T: Now, please find a partner. I want you to practice the dialogue with your partner. *(pointing at the dialogue in the book)*

(6)
T: Now, I want everybody to line up in front of me. *(using hand gesture to demonstrate the action "lining up in front of me")*
Ss: (Lining up)

2. 練習 Working on Exercises

(1)

T: Class, let's read the sentences out loud together. *(pointing at the sentences on the worksheet)*

Ss: (Reading the sentences)

(2)

T: Team A, please read the first paragraph. Team B, please read the second paragraph. *(point at the first paragraph for Team A and the second paragraph for Team B)* Ready? Go.

Ss: (Reading the paragraphs)

(3)

T: Now, I want you to read your passage out loud to your neighbor. *(pointing at the passage in the book)*

Ss: (Reading the passage)

(4)

T: What's this? *(showing a picture of "starfruit")*

Ss: (Silence)

T: That's okay. What does it look like?

Ss: A star.

T: Right! A star. Very good. It's a fruit and it looks like a star. So what do you think it is called?

Ss: A starfruit.

T: A starfruit! Exactly! *(saying "exactly" out loud as a positive feedback)*

3. 回應學生的錯誤 Responding to Students' Mistakes

(1)

T: What animal is this? *(showing a picture of "a hippo")*

S: Pig.

T: Nice try! It looks like a pig, but I'm thinking of another animal. Try again!

S: Hippo.

T: Right. It's *a* hippo. Everybody, please say "a hippo."

Ss: A hippo.

(2)

T: What fruit is this? *(showing a picture of "an apple")*

S: Red.

T: It is red, alright. But what *fruit* is it? What *fruit*? *(slowing down to say "fruit" with emphasis)*

Ss: Apple.

T: Good job! It's *an* apple. *(slowing down to say "an" with emphasis)*

四、 進行產出活動 Production

1. 進行應用活動 Implementing Production Activities

(1) [Explaining how to get points]

T: When you answer correctly, you can get one point for your team. At the end of the class, the team that gets the most points will be the winner. *(drawing an apple as an example of a point to earn so that students know they need to earn as many apples as possible to win)* Any questions?

Ss: No.

T: Good.

(2) [Dividing students into groups]

T: Now, I'll divide you into three groups. Here, you are Group 1. And you are Group 2. The rest of you are Group 3. Okay? *(pointing at each group)*

Ss: Okay.

(3) [Dividing students into groups]

T: Listen. Each (and every one) of you will get a number, and that will be your team number. Okay?

Ss: Okay.

T: You are Number 1; you are Number 2…. *(pointing at students and numbering them)* Now, please get into your groups.

(4) [Dividing students into groups and assigning tasks]

T: Let's read the dialogue. Team A, you are Amy. Team B, you are Bella. Understand? *(pointing at each team)*

Ss: Yes.

T: Good. Let's start with Team A. Go!

Ss: (Reading the dialogue)

(5) [Dividing students into groups]

T: I'll break you into two groups. The students on my right-hand side, you are Group 1. The ones on the left, you are Group 2. *(using hand gesture to divide the class into two groups)* Okay?

Ss: Okay.

(6) [Lining students up]

T: Everyone, please stand up. I need you to line up in the middle. *(using hand gesture to demonstrate "line up in the middle")*

Ss: (Lining up)

(7) [Dividing students into groups and assigning tasks]

T: Now, Team A, please raise your hands. *(using hand gesture to signal Team A to raise their hands)*

Ss: (Raising hands)

T: Good. Team A, you are the reporter. And now Team B, please raise your hands. *(using hand gesture to signal Team B to raise their hands)*

Ss: (Raising hands)
T: Good. Team B, you are the interviewee.

2. 提升參與度 Encouraging Participation

(1)
T: Now, you're going to share your answers with the class. Let's start from Group 1. *(using hand gesture to invite Group 1 to share their answers)*
Ss: (Sharing the answers)

(2)
T: I need some volunteers. Anyone?
S: (Raising his/her hand)
T: Yes. *(pointing at the student)* Thank you very much.

(3)
T: I'll give you some sentences. *(showing the sentences on a PowerPoint slide)* Please put them in the correct order to form a paragraph. You can discuss with your partners. Let's start.
Ss: (Discussing and ordering sentences)

(4)
T: Now, Tina is going to read Part 1 for us. *(using hand gesture to invite Tina to read Part 1)*
S: (Reading Part 1)
T: That's perfect! Thank you, Tina.

(5)
T: What is the reading about? Please discuss this question with your group members for 5 minutes. *(using hand gesture to emphasize "five" minutes)*
Ss: (Discussing the question)
T: Are you done? Please share your answers with the class. We'll start from Group 1. *(pointing at Group 1)*
Ss: (Presenting their answers)

(6)
T: Now, Mary's going to share her story with us. Let's give her a big welcome. /Let's welcome her with a big hand! *(clapping hands)*
Ss: (Giving a welcoming applause)

3. 評論學生表現 Commenting on Students' Performance

(1)
T: You all did a great job.

(2)
T: Good job. Everybody, give yourself a big hand. *(clapping hands)*

Ss: (Clapping hands)

(3)
T: Very good. Everybody, give yourself a round of applause. *(clapping hands)*
Ss: (Giving a big applause)
T: Good job!

(4)
T: Excellent! All of you did a great job.

(5)
T: Very good. You are so smart.

(6)
T: Wow, you guys are great/awesome!

(7)
(Asking for teacher's comments on homework)
S: Excuse me, Miss Chang. Is this okay?
T: Yes, I like how you designed it. Very creative thinking. *(smiling at the student)*

五、 結束課程 Wrap-Up

1. 提醒課程時間 Reminding about Time

(1)
T: Hello, everyone. We've run out of time. *(tapping her watch)*

(2)
T: Okay, time's up.

(3)
T: Class, we have no more time for discussion.

(4)
T: Class, the bell is ringing/the bell just rang. So, time's up. Our winner for today is Team 1. Everyone, please give Team 1 a big hand. *(pointing at Team 1 and clapping hands)*
Ss: (giving Team 1 applause)

2. 總評學生整體表現 Commenting on Students' Overall Performance

(1)
T: Everyone, you did a very good job.

(2)
T: You were awesome today, everyone!

(3)
T: All right! Thank you very much for your good work**.**

(4)
T: It was a great class today. I want you guys to give yourselves a big hand. *(clapping hands)* You all did a wonderful job.

(5)
T: Thank you, guys. Good job.

(6)
T: Guys, you were perfect.

3. 總結課程內容 Summarizing the Lesson

(1)
T: Let's review the <u>sentences</u> again. *(pointing at the sentences on the blackboard)* Please repeat after me.
Ss: (Repeating after the teacher)
T: Very good.

(2)
T: What did we learn today?
S: (Giving an answer)
T: Yes. Now I'll give you a piece of paper, and please write down what you learned today. *(holding a piece of paper in front of herself)*
Ss: (Writing down answers)

(3)
T: What did you learn from all of this?
Ss: (Giving answers)
T: Good.

4. 宣布回家作業 Announcing Homework

(1)
T: Today's homework is <u>Page 10 to Page 12.</u> *(writing "p.10-p.12" on the blackboard)* Any questions?
Ss: No.

(2)
T: For homework. You have to <u>finish Page 15.</u> *(pointing at p.15 in the workbook)* Understand?
S: Yes.

(3)

T: All you have to do is write a story. *(saying "write a story" with emphasis)* Okay?
Ss: Okay.

5. 結束課程 Concluding the Class

(1)
T: Okay, I'll see you next week! Bye!
Ss: Bye.

(2)
T: You were great today. Thank you, students.
Ss: Thank you, Mr. Wu.

(3)
T: That's all for today.
Ss: Thank you, Mr. Wu.

(4)
T: Good job! See you next time.
Ss: Thank you.

(5)
T: Could you please stand up? *(using hand gesture to mean "stand up")*
Ss: (Standing up)
T: Thank you, students.
Ss: Thank you, Ms. Wu.

(6)
T: Good job! Goodbye!
Ss: Goodbye.

附件二

英語教學公開授課紀錄表（配合公開授課）

<table>
<tr><th colspan="2">全英語教學公開授課紀錄表（配合公開授課）</th></tr>
<tr><td>授課教師：</td><td>學校：</td></tr>
<tr><td>班級：</td><td>學生數：</td></tr>
<tr><td>教材單元：</td><td>日期、時間與節次：</td></tr>
<tr><td colspan="2">說課：
（就班級特性、學生學習狀況、目前課程進度等說明）</td></tr>
<tr><th colspan="2">課程設計</th></tr>
<tr><td colspan="2">▪ 課程名稱：
▪ 教學目標：
▪ 教學內容：
▪ 教學流程：
▪ 教學重點：（可針對教學策略或學生學習問題加以闡述）
▪ 多元評量：
▪ 教學成果：
▪ 附件：
- 該教學單元教案
- 其他教學相關內容</td></tr>
<tr><th colspan="2">教學活動照片</th></tr>
<tr><td>（照片）</td><td>（照片）</td></tr>
<tr><td>日期：
說明：</td><td>日期：
說明：</td></tr>
<tr><td>（照片）</td><td>（照片）</td></tr>
</table>

日期： 說明：	日期： 說明：

附件三

全英語教學檢核機制表

為提供英文教師進行全英語授課，本表羅列四項教學檢核重點，分別為英語使用比例、語言適切性、教學有效性及多模態資源運用，建議教師以上述檢核重點為依歸，來檢視全英語教學及授課之成效。

名詞定義	
英語使用比例	教師使用英語教學的比例佔課堂時間 70%以上,教師透過自己語言或是教學素材提供學生最大量的英語輸入。
語言適切性	教師能正確使用課室英語（包括文法、用字），並且依照不同情境，給予教學指示、回應學生問題，增進學生的溝通理解，使課室教學活動順利進行。
教學有效性	參考的面向包括：學生能有效理解教師的英語表達、能跟隨課室教學內容與流程、能參與完成課堂活動、能有效運用課堂所學。
多模態資源運用	教師能適切使用多模態資源建立學習鷹架，輔助學生理解教學內容，如運用多媒體和肢體語言，輔助學生理解目標語。

各檢核細項應依照教師之教學表現(分別為課程暖身、呈現、練習、應用及課程結束)，以三等第（優、可、待成長）來給予評分。若教學者未在教學過程中呈現相關表現，則屬不適用（NA）之情況。

*** 勾選「優」或「待成長」者，請填表教師留下相關質性意見，給予授課教師您的寶貴建議及回饋！

全英語教學檢核機制表

學校名稱: _____ 授課日期：_____授課教師:_____ 授課班級 ：_____

教學單元：_____

教學節次：共_____節，本次教學為第_____節

授課時間： _____：_____至_____：_____

觀課人員：_____

指標與檢核項目（對教學語言的期望）	評量				教師教學事實敘述（質性回饋）
	優	可	待成長	NA	

課程暖身 （1. 打招呼 2.課室安排及準備 3.了解進度 4. 說明課程目標）					
英語使用比例					
語言適切性					
教學有效性					
多模態資源運用					
呈現 （1. 課程開始 2. 教學指令 3. 用問題循序漸進引導學生思考 4. 確認學習進度與理解）					
英語使用比例					
語言適切性					
教學有效性					
多模態資源運用					
練習 （1. 說明練習活動 2. 鼓勵參與 3. 回應學生的錯誤）					
英語使用比例					
語言適切性					
教學有效性					
多模態資源運用					
應用 （1.說明應用活動 2.鼓勵獨立思考以及創意並融會貫通所學 3. 鼓勵深度參與增進多元互動）					
英語使用比例					
語言適切性					
教學有效性					
多模態資源運用					
課程結束 （1. 提示課程時間 2. 總評學生整體表現 3. 總結課程內容 4. 宣布回家作業或評量 5. 結束課程）					
英語使用比例					
語言適切性					
教學有效性					
多模態資源運用					

- **總評**