

# Powerful Teaching & Learning

■ 110.03.20 翰林桃園場

■ 林淑媛 • Chere Lin [www.chere.idv.tw](http://www.chere.idv.tw) / [cherelin.cc](http://cherelin.cc)

## 網站資源

### ■ 下載文件：

#### 1. Bloom's Taxonomy (revised version)

請上網輸入關鍵字 “Bloom's Taxonomy Revised Key Words, Model Questions, & Instructional Strategies” [下載文件](#)。

#### 2. 李坤崇教授「修訂 Bloom 認知目標分類」[下載文件](#)

#### 3. 不規則動詞三態講義下載 <https://cherelin.cc/node/562>

#### 4. A-M-T Learning Goals and Teaching Roles [下載文件](#)



### ■ 參考資料：

#### 1. English Language Arts (ELA) & Literacy [in NY State](#)

#### 2. AI 新世界，人工智慧不能取代的工作有哪些？[YouTube 影片](#)

#### 3. 李如蕙、曾志朗。(2016)。雙語處理的腦神經理論：舊題新探。Language and Linguistics, 17(2), 147-193. <https://doi.org/10.1177/1606822X15614523>

## 素養導向的閱讀教學

### ■ 十二年國教「核心素養」

一個人為適應現在生活及面對未來挑戰，所應具備的知識、能力與態度。「核心素養」強調學習不宜以學科知識及技能為限，而應關注學習與生活的結合，透過實踐力行而彰顯學習者的全人發展。

▣ 國家教育研究院 (2012)。學生學習本位之學校效能整合型研究之五。(p.3)  
<https://bit.ly/30wAc4h>

### 🌐 Progress in International Reading Literacy Study (PIRLS)

- PIRLS: <https://timssandpirls.bc.edu>
- 臺灣 PIRLS : <https://tilssc.naer.edu.tw/pirls>

### 🌐 PISA 國家研究中心 Program for International Student Assessment (PISA)

- OECD: <http://www.oecd.org/pisa/>
- 臺灣 PISA 國家研究中心：

- <http://pisa.nutn.edu.tw/> → 樣本試題
- <https://pisa.irels.ntnu.edu.tw> → 樣本試題
- [2018 全球素養](#)
- [2022 PISA 數學評量架構、創意思考評量架構](#)

## ■ 聯合國永續發展 17 目標

1. 消除貧窮
2. 消除飢餓
3. 健康與福祉
4. 教育品質
5. 性別平等
6. 淨水與衛生
7. 可負擔能源
8. 就業與經濟成長
9. 工業、創新與基礎建設
10. 減少不平等
11. 永續城市
12. 責任消費與生產
13. 氣候行動
14. 海洋生態
15. 陸地生態
16. 和平與正義制度
17. 全球夥伴

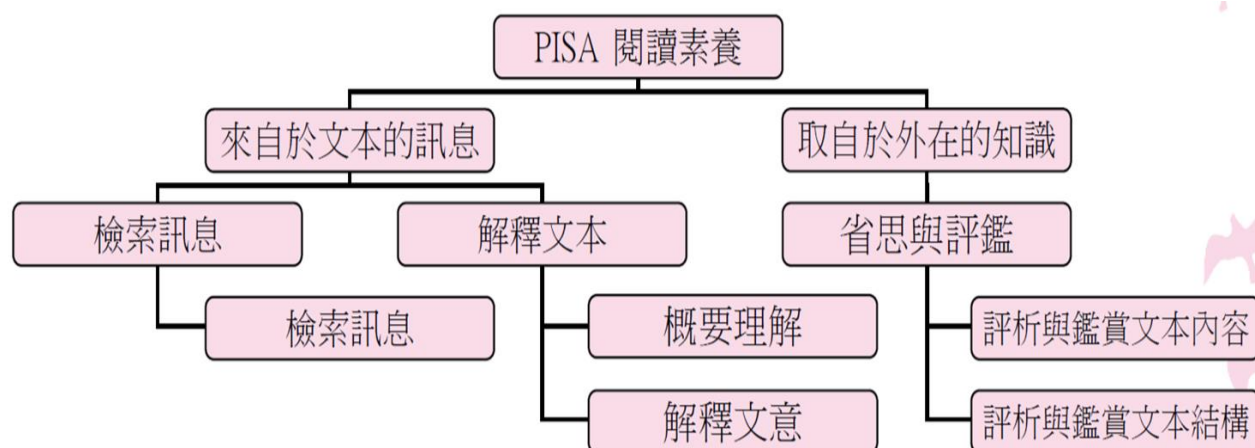


## ■ PIRLS 測驗架構(2021)

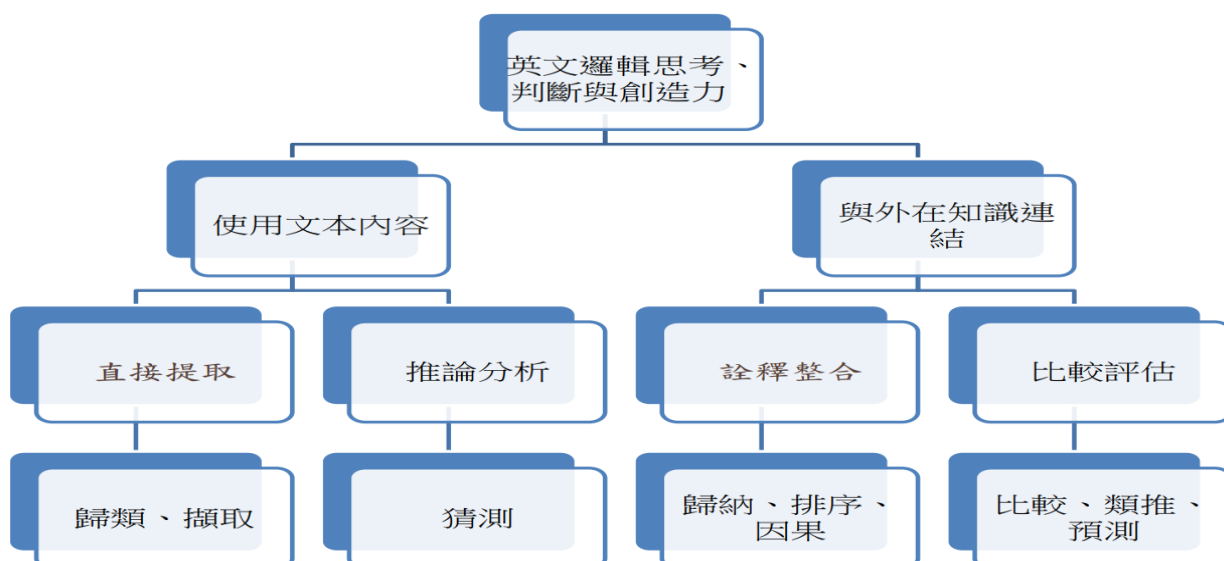
Exhibit 1: The PIRLS Reading Purposes and Comprehension Processes

| Purposes for Reading                                |
|---|
| Literary Experience                                 |
| Acquire and Use Information                         |
| Processes of Comprehension                          |
| Focus on and Retrieve Explicitly Stated Information |
| Make Straightforward Inferences                     |
| Interpret and Integrate Ideas and Information       |
| Evaluate and Critique Content and Textual Elements  |

## ■ PISA 評量架構



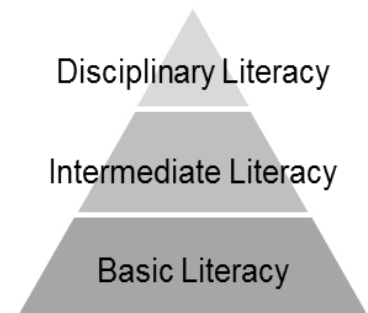
## ■ 英語科素養導向紙筆測驗評量架構



## Reading Comprehension Development

### ■ Reading Competency Development 1

1. Basic Literacy 基礎識讀
  - decoding and knowledge of high frequency words
2. Intermediate Literacy 技巧閱讀
  - generic comprehension strategies
  - common word meanings
  - basic fluency
3. Disciplinary Literacy 跨領域學習
  - skill specialized to history, science, literature, math, and other subject areas

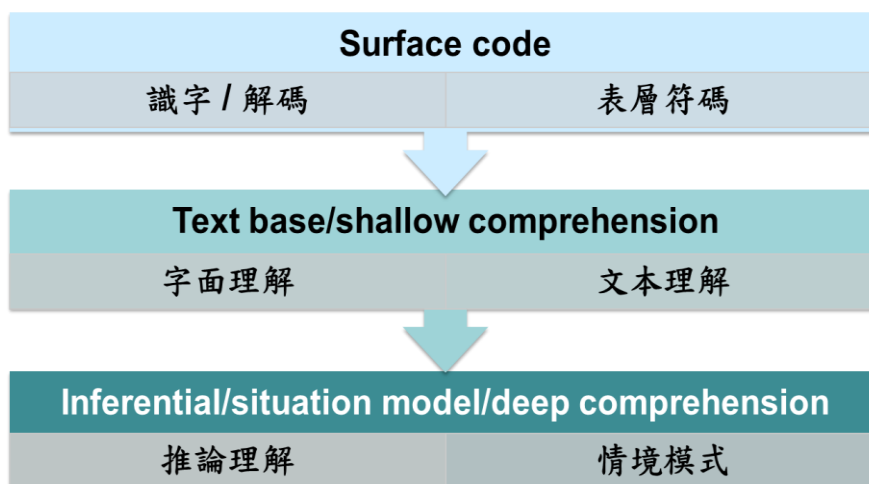


### ■ Reading Competency Development 2

1. 指導閱讀
2. 熟悉閱讀
3. 技巧閱讀
4. 獨立閱讀
5. 擴展閱讀
6. 自由閱讀

### ■ Reading Comprehension Development

Kintsch & van Dijk (1983) Models of Reading Comprehension

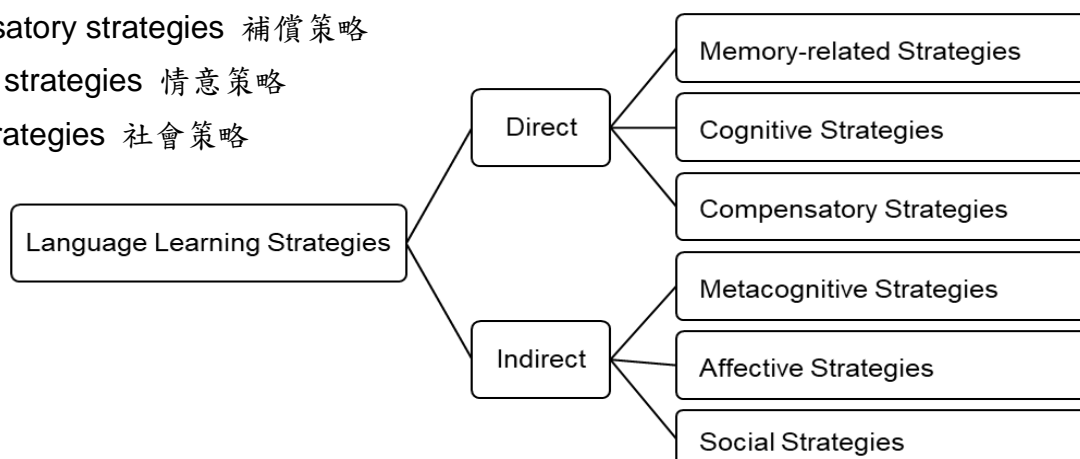


■ 閱讀策略：每個階段採取不同的閱讀策略

| 閱讀前  | 閱讀中  | 閱讀後  |
|--|--|--|
| 1. 預測 predicting<br>2. 預覽 previewing<br>3. 略讀 skimming (跳讀)<br>4. 掃瞄 scanning<br>5. 提問 questioning :<br>6 Ws—who, what, when, where, why, how<br>6. 掌握關鍵字 key words<br>7. 經驗連結 contextualization | 1. 提問<br>2. 掌握關鍵字<br>3. 經驗連結<br>4. 標示 signaling<br>5. 推論 inferring<br>6. 猜字意 guessing from context<br>7. 做筆記 note taking | 1. 分析和綜合 analyzing & synthesizing<br>2. 經驗連結<br>3. 重讀、提問 re-reading & questioning<br>4. 視覺化 visualizing<br>5. 評估與修正預測 evaluating & revising the prediction<br>6. 討論、反思文本 discussing & reflecting<br>7. 推論<br>8. 比較／對比 comparing / contrasting<br>9. 因／果、結論、主旨 concluding<br>10. 作筆記、概述、整合 paraphrasing / summarizing / re-organizing |

■ Rebecca Oxford: language learning styles and strategies 語言學習策略

1. cognitive strategies 認知策略
2. metacognitive strategies 後設認知
3. memory-related strategies 記憶連結
4. compensatory strategies 補償策略
5. affective strategies 情意策略
6. social strategies 社會策略





## Exercise 1 搭配會考題，閱讀省思

### ■ 104 年國中教育會考英語科閱讀試題

(28-31)

The idea may hit you once or twice a year. You come home on a hot summer day, hoping to have a cool bath, and find out there is no water. Then you see how important water is in your everyday life. However, in many parts of the world, water is not just about one's everyday needs.

In countries like Tanzania, water is hard to get, and the job of collecting water falls on women's shoulders. Girls are often kept home from school to collect water while their brothers stay at school studying. Studies show Tanzanian girls who live 15 minutes from clean water spend 12% more time at school than those who live an hour away. More time spent collecting water means less time for learning. For these girls, "Knowledge is power" is not just words; it is a sad fact in real life. With less time spent at school, their chances of getting well-paid jobs are small, and they often have no voice in important matters, like who to marry. These girls are often married into poor families. They have little money or knowledge to take care of their children, who often end up dying young. For the baby girls who are lucky enough to live, their life may still center around "water," just like it did for their mothers.

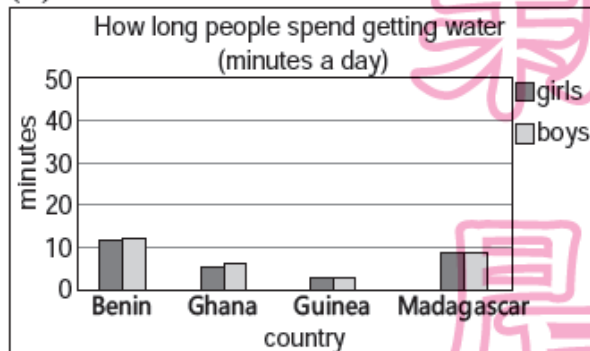
28. What does The idea mean in the reading?
- (A) Water is important in one's everyday life.
  - (B) Water is not just about one's everyday needs.
  - (C) It is nice to have a cool bath on a hot summer day.
  - (D) We should not take a bath when there is little water.
29. What is the reading mostly about?
- (A) Why it is important to save water.
  - (B) How water may give a country power.
  - (C) How water may play a part in one's future.
  - (D) Why it is hard to get water in poor countries.
30. What do we know from the reading?
- (A) Children in poor countries die from drinking dirty water every day.
  - (B) Girls who spend little time at school have a harder life when they grow up.
  - (C) Girls in countries like Tanzania are often paid less for the same job than the boys are.
  - (D) Children from poor families are often kept from school to take care of younger children.

31. Families in the countries of Benin, Ghana, Guinea and Madagascar deal with the job of water-collecting the same way Tanzanian families do. From the reading, which chart best shows the fact?

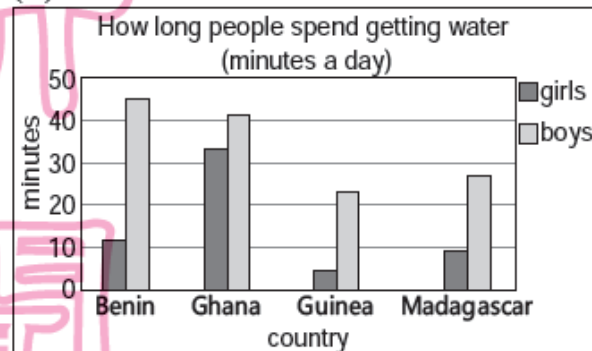


chart 圖表

(A)



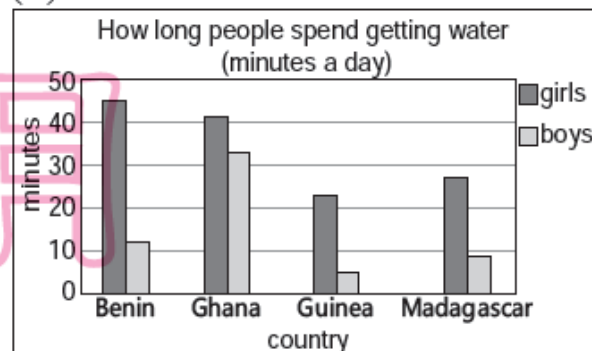
(B)



(C)



(D)





## Exercise 2 翰版 Book 4 Unit 3, Reading, Cocoa Children

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People love chocolate. Americans alone buy more than 58 million pounds of chocolate for Valentine's Day, the "sweetest" time of the year. But for the cocoa child workers in the Ivory Coast, chocolate doesn't taste sweet but bitter.

Child labor is a big problem in the Ivory Coast. Most cocoa child workers are between 12 and 16 years old. The farm owners make the kids work 12 hours a day. On the farm, they pick cocoa beans quickly and quietly. They work harder than most adults but only get about 65 cents a day. These little workers work on the farm for years and spend all their time there. They don't have a chance to go to school.

This story is sad. The chocolate companies behind the cocoa farms need to stop using child labor. Now, more and more people are fighting for the children's rights because they need help. Some choose not to buy chocolate from these companies, and others tell the children's stories. Let's join them and make a change.



### Exercise 3 翰版 Book 2 Unit 4, Reading, S'mores

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S'mores are popular with kids in the USA. The name is short for "some more." It's an easy snack, and everyone loves it.

**What do you need?**

■ some crackers      ■ some chocolate      ■ some marshmallows

**What do you do?**

First, place some chocolate on a cracker.

Second, roast a marshmallow over fire.

Third, put the marshmallow on the chocolate.

Last, put another cracker on top.

**What do you get?**

You get a yummy s'more. Enjoy it!