雙語課程設計與教學檢核表

Bilingual Curriculum Design and Teaching Checklist

Name: Subject:

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| **Part 1: Curriculum Design** |
| 1-1 Learning objectives based on the learning focus of the syllabus |
| 1-2 Design teaching and assessment based on learning objectives |
| 1-3 Curriculum design stimulates students’ interest in learning |
| 1-4 The arrangement of sections conforms to the logical sequence of learning |
| 1-5 Curriculum design provides language and subject knowledge learning assistance |
| 1-6 Curriculum design provide students’ thinking and improves students’ cognitive abilities |
| 1-7 The curriculum design is integrated into the practical context of the field (discipline) and paired with practical context or experiences. |
| 1-8 English words and sentence patterns correspond to subject content |
| **Part 2: Bilingual Teaching Materials Design** |
| 2-1 Using multiple bilingual media materials. |
| 2-2 Bilingual teaching materials can connect learners’ life situations |
| 2-3 Bilingual teaching materials can promote the development of students’ knowledge and higher-level cognition |
| 2-4 Bilingual teaching materials can increase student engagement |
| **Part 3: Bilingual learning task design** |
| 3-1 The learning tasks are designed to meet the bilingual teaching objectives and include both subjects and languages. |
| 3-2 Learning tasks inspire students to present subject content bilingually |
| 3-3 Learning tasks are consistent with students’ life context |
| 3-4 Learning tasks provide students with opportunities to use learning methods and strategies |
| 3-5 Learning task design provides students with experience, practice, thinking, publication, discussion or Integration and other opportunities |
| 3-6 The design of learning tasks takes into account student differences and provides worksheets of different difficulties |
| 3-7 The guidance steps for learning tasks are complete and clear |
| **Part 4: Bilingual learning task design** |
| 4-1 Teachers’ teaching language is clear and easy to understand and meets the students’ level. |
| 4-2 Teachers can use English words and sentence patterns clearly.  |
| 4-3 Teachers provide easy-to-understand explanations in English to help students understand the subject content |
| 4-4 Teachers can flexibly use translanguaging communication strategies to help students understand learning content |
| 4-5 Teachers can effectively use English transfer vocabulary to connect teaching steps Integration and other opportunities |
| 4-6 eachers use appropriate classroom English to create a positive learning atmosphere |
| 4-7 Teachers can use effective questioning and give students positive and clear feedback. |
| **Part 5: Bilingual Teaching Assessment** |
| 4-1 Bilingual teaching assessment can demonstrate subject and language learning goals. |
| 4-2 Teachers evaluate based on rubrics  |
| 4-3 Bilingual teaching evaluation methods are diverse and appropriate |
| 4-4 Bilingual teaching evaluation design combined with life situations. |
| 4-5 Bilingual assessment design helps students learn correctly. |