

112 學年度課程教學領導人課堂教學研究工作坊-AI 適性化的數位學習世代

數位融入國中英語文教學示例

主題：AI 小幫手協助培養英語閱讀力		
學習領域 /科目	學習階段 /年級	課程設計者
英語文	國中/七	蔡鈺伶
教學時間	配合單元/教材	
45 mins	康軒版七下第五單元閱讀：Facts about Cellphones	
設計理念： By employing comparison and contrast, as well as cause and effect analysis, students delve into the realities of cellphone hygiene, discovering that they are much dirtier than toilets. Through extensive reading on AI-assisted tools and engaging with picture books exploring this topic, students deepen their understanding. They then engage in reflective discussions about other effective cleaning practices. Ultimately, students create their own slogans and design posters to promote hygiene awareness.		
核心素養(單節課)		
核心素養	A1 身心素質與自我精進 A2 系統思考與解決問題 B1 符號運用與溝通表達 B2 科技資訊與媒體素養 C2 人際關係與團隊合作	數位素養學習(參閱教育部中小學數位教學指引)
		【數位技能】 認識 AI 人工智慧：了解人工智慧對教學與學習的基礎概念、原理與影響並應確認生成式 AI 所生成的資料正確性，且在創建內容時需避免觸犯版權，並謹慎地將其內容作為教學參考或輔助之用。 【數位協作】 溝通表達：學生以數位工具及生成式 AI 來表達與調整自己的觀點，與他人溝通、互動、分享，並能共同完成任務。 【數位創新】 問題解決：學生運用數位知識、工具與生成式 AI，協助探索、思考、分析問題，並能系統性整合資訊、以解決生活、生涯與人生的各種問題。
學習重點		

學習表現	學習內容
<p>◎ 5-IV-3 能聽懂日常生活應對中常用語句，並能作適當的回應。</p> <p>9-IV-3 能根據上下文語境釐清不同訊息間的因果關係。</p> <p>* 3-IV-14 能快速閱讀了解文章重點，並有效應用於廣泛閱讀中。</p> <p>* 4-IV-7 能寫簡單的賀卡、簡訊、書信、電子郵件等。</p> <p>6-IV-3 樂於參與有助提升英語能力的活動（如英語營、歌唱、朗讀、演講、段落寫作、讀者劇場等活動）。</p>	<p>B-IV-2 國中階段所學字詞及句型的生活溝通。</p> <p>D-IV-3 訊息因果關係的釐清。</p> <p>◎ Ae-IV-1 簡易歌謠、韻文、短文、故事及短劇。</p> <p>Ad-IV-1 國中階段所學的文法句型。</p>

議題融入(逐條標示議題實質內涵)

家庭教育

II-1-4-1 運用家庭資源訂定自己的合理生活目標。

學生先備知能

學科	數位融入
<ol style="list-style-type: none"> Students have basic skills of English communication, such as asking and answering Q and A about likes and dislikes, dates and festivals, food and sports. They have learned about 45 0 head words and sentence patterns of the simple present tense, the present progressive tense, do and can, etc. 	<ol style="list-style-type: none"> Students have used some learning platforms a couple of times, such as Google Classroom and Seesaw. Students know some basic functions about Cool English and Google Read Along.

AI 數位融入教學檢核表 (請打 v)

認識	運用 AI 協助學生在學習上有更進一步的內容學習。	V
創作	運用 AI 協助學生在創作上有更好的引導或模擬。	V
探索	運用 AI 協助學生在學習深度上有更好的歷程訓練。	V

AI 融入教學具體作法

1. Design the comparison and contrast infographics with the aid of **Gemini**.
2. Have students do Immersive Reading on **Cool English**.
3. Support students to set up the reading habit with **Google Read Along**.
4. Generate reading comprehension questions on **Quizizz**.
5. Suggest students generate illustrations on **Canva** to make their poster more vivid.

學習目標(條列式)

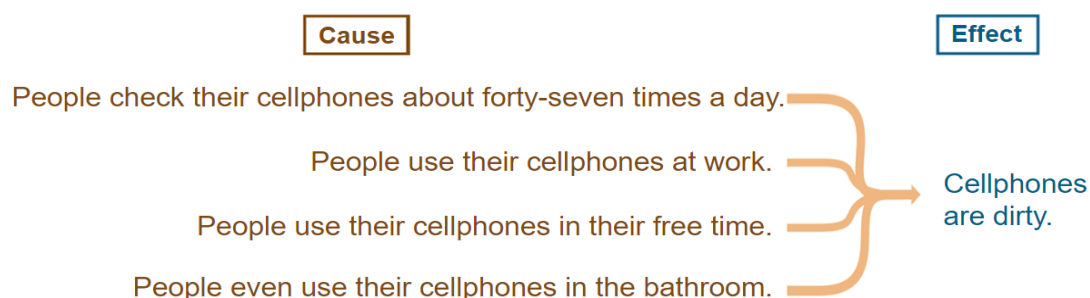
1. Students will be able to understand the importance of cellphone hygiene.
2. Students will be able to identify the cause and effect of the reading.
3. Students will be able to use the vocabulary and sentence patterns they learned to discuss and present.
4. Students will be able to collaborate and help each other to complete the task.
5. Students are encouraged to form the habit of English reading through picture books and AI assisted tools.

本堂課文本教材脈絡

Reading 閱讀組織架構分析

Q1. What's the reading mainly about?

Q2. Why are there a lot of germs on our cellphones?



本單元各節次學習活動設計的重點

節次	學習重點
第一節	<ol style="list-style-type: none"> 1. Students will be able to compare and contrast cleanness between a cellphone and a toilet through warm-up questions designed by Gemini. 2. Students will be able to use the vocabulary and sentence patterns they learned to ask each other frequency of habits on Seesaw.
第二節	<ol style="list-style-type: none"> 1. Students will be able to identify the cause and effect of the reading: "Facts about Cellphones." 2. Students will be able to read extensive reading about the same topic through AI Immersive Reading on Cool English. 3. Students will be able to form an English reading habit on Google Read Along. (公開課演示課堂，學習活動設計如下表。)
第三節	<ol style="list-style-type: none"> 1. Students will be able to answer differentiated reading comprehension questions about the picture book, Germs, Germs, Germs. 2. Students will be able to discuss the importance of keeping good cleaning habits.
第四節	<ol style="list-style-type: none"> 1. Students will be able to collaborate and help each other to complete the task: the poster of good cleaning habits on Canva. 2. Students will be able to make a short oral presentation to share their posters in English.

教學流程

教學流程對應之 數位工具及成效評量

數位工具

成效評量

I. 暖身活動 Warm-up (5 mins)

Review the concepts, vocab and sentence patterns learned in the last period on Kahoot it.

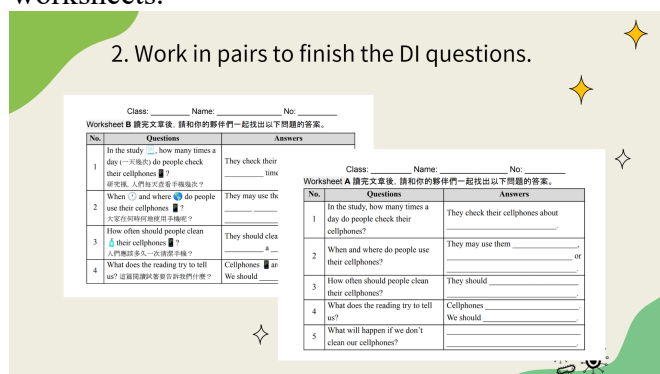


Kahoot it!

Oral practices

II. 課程教學 Presentation (15 mins)

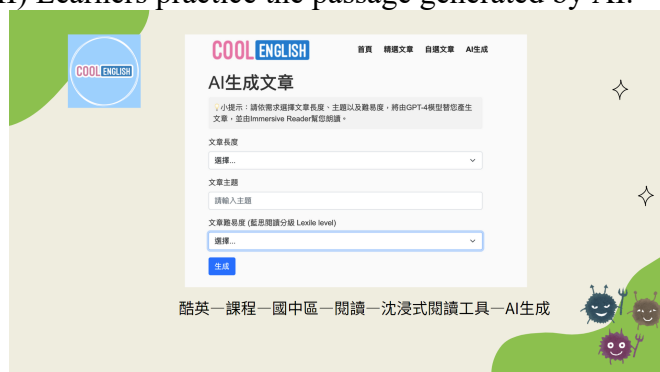
- (I) Teacher presents the second part of the reading.
- (II) Students answer differentiated questions on their worksheets.



Reading
comprehension
questions

III. 學生練習 Practice (10 mins)

- (I) Students work in pairs and find the key words from the reading.
- (II) With the key words, they make a short passage on Immersive Reading of Cool English.
- (III) Learners practice the passage generated by AI.



Cool English

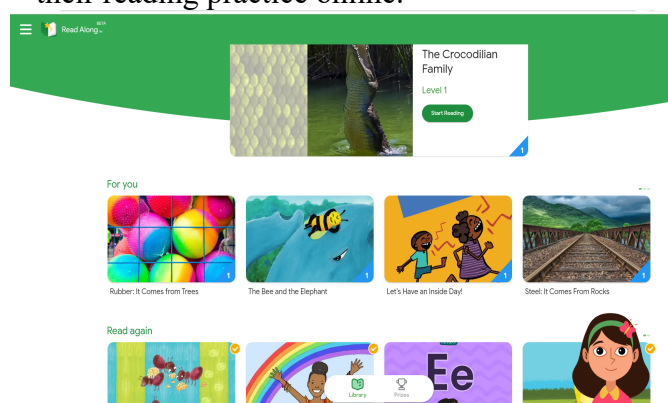
Pair work
Digital reading
Oral practice

IV. 學習產出 Production (10 mins)

- (I) Study Pairs record themselves reading the passage with iPads.
- (II) They upload the videos to **Seesaw**.

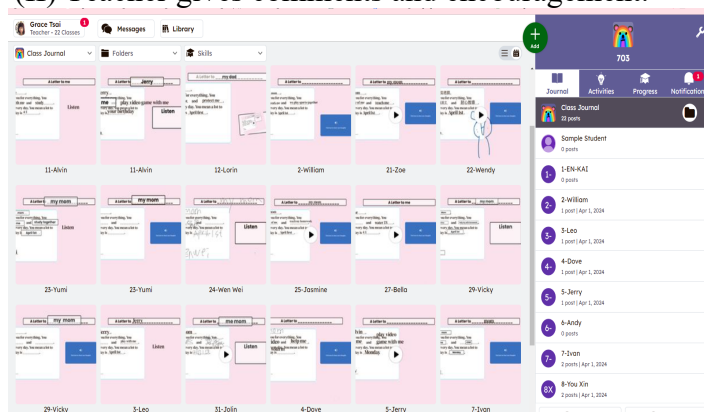


- (III) Faster pairs go on Google Read Along to keep on their reading practice online.



V. 結束活動 Wrap up (5 mins)

- (I) Students share their work on Seesaw and give each other feedback.
- (II) Teacher gives comments and encouragement.



Seesaw

Oral practice

Google Read
Along

Digital reading
Oral practice

Seesaw

Peer evaluation

附件：差異化閱讀學習單









Class: _____ Name: _____ No: _____

Worksheet A 讀完文章後，請和你的夥伴們一起找出以下問題的答案。

No.	Questions	Answers
1	In the study, how many times a day do people check their cellphones?	They check their cellphones about _____.
2	When and where do people use their cellphones?	They may use them _____, _____ or _____.
3	How often should people clean their cellphones?	They should _____.
4	What does the reading try to tell us?	Cellphones _____. We should _____.
5	What will happen if we don't clean our cellphones?	_____.

Class: _____ Name: _____ No: _____

Worksheet B 讀完文章後，請和你的夥伴們一起找出以下問題的答案。

No.	Questions	Answers
1	In the study  , how many times a day (一天幾次) do people check their cellphones  ? 研究裡，人們每天查看手機幾次？	They check their cellphones about _____ times a day.
2	When  and where  do people use their cellphones  ? 大家在何時何地使用手機呢？	They may use them _____, in _____ time or even in the _____.
3	How often should people clean  their cellphones  ? 人們應該多久一次清潔手機？	They should clean their cellphones _____ a _____.
4	What does the reading try to tell us? 這篇閱讀試著要告訴我們什麼？	Cellphones  are _____. We should _____ them every day.

補充說明:引用教育部中小學數位教學指引 2.0

(一)「數位教學」分成「數位科技輔助教師教學」與「數位科技融入學科學習」。

(二)「數位工具」包含應用軟體、硬體、生成式 AI 與數位學習平臺等。

(三)「數位融入教學」即是利用數位工具輔助教師備課、教材統整、教學模式規劃與進行、班級經營、師生互動、小組討論與發表、作業設計、評量建置與實施、學習數據分析，能降低教師備課與教學負擔、進而提升教學效率與成效。同時學習內容也可利用數位科技進行多元化的呈現，讓數位內容更有趣且更貼近真實情境、將抽象概念具體化以利學習，減少時間、空間與經費的限制，增加可重複學習的機會。