

非華語幼兒的學與教－幼稚園教師 專業發展課程（進階課程）



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第十一講：課堂觀察

Lesson 11: Classroom Observation

香港非華語幼兒中文學習課堂觀察大綱

- 備課
- 三層次的出發點
- 大通則：目的（思考一）
- 文獻中汗牛充棟的方法
 1. 七種選擇（思考二）
 2. 我們的重點（思考三）
- 如何評課回饋（思考四）

十分必要

請在課前觀看以下 K1 非華語課堂

<https://www.youtube.com/watch?v=z1221rgT34g>

約 30 mins 的課堂



泰南首届中文教师汉语教学技能大赛预赛——王倩老师授课展示

觀看次數：7,144次 · 2018年9月27日

👍 82 💬 3 ➦ 分享 ➦ 儲存 ...



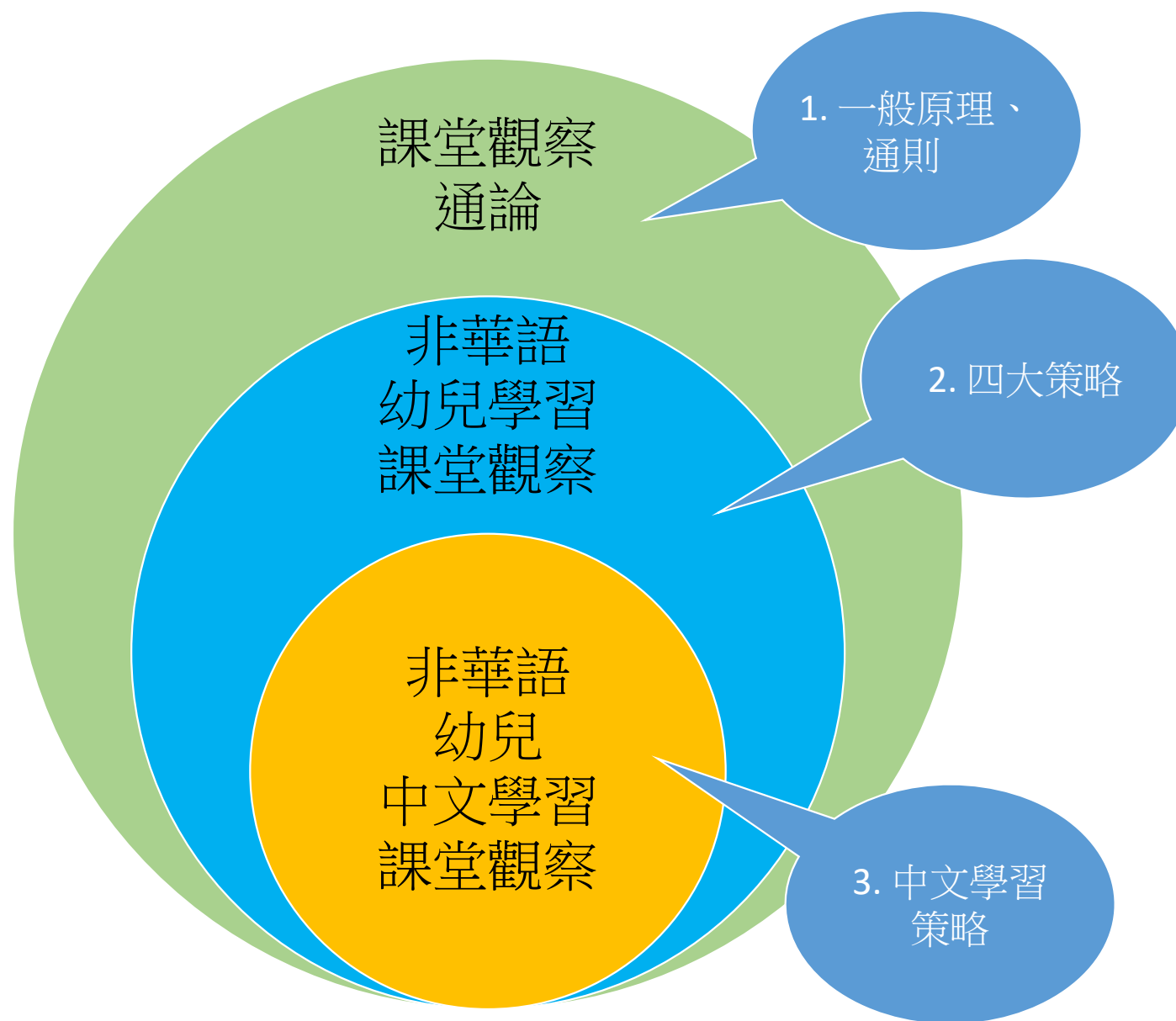
Hello Song (你好歌) | Chinese Greeting & Numbers | Chinese...

Little Fox Chinese - Stories & Song...

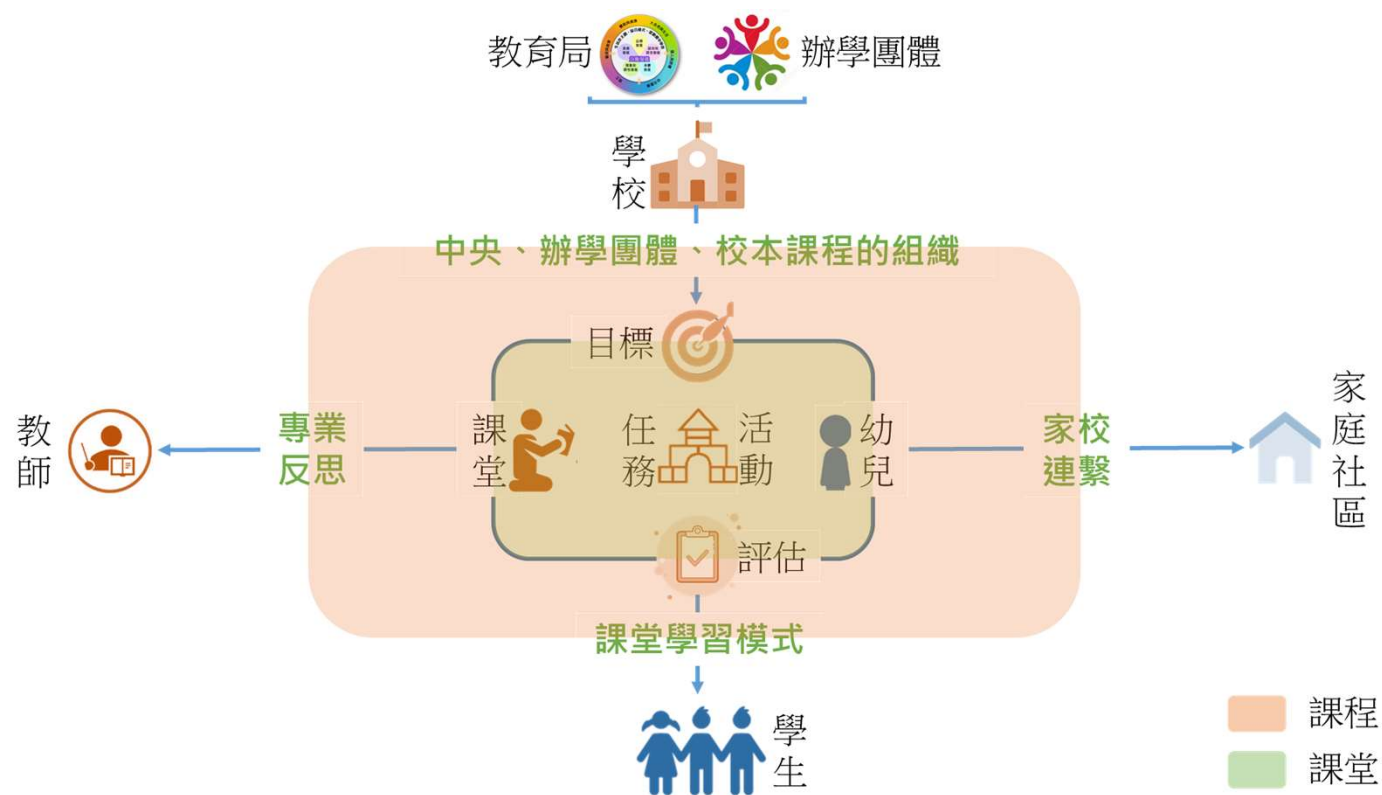
觀看次數：208萬次 · 4年前

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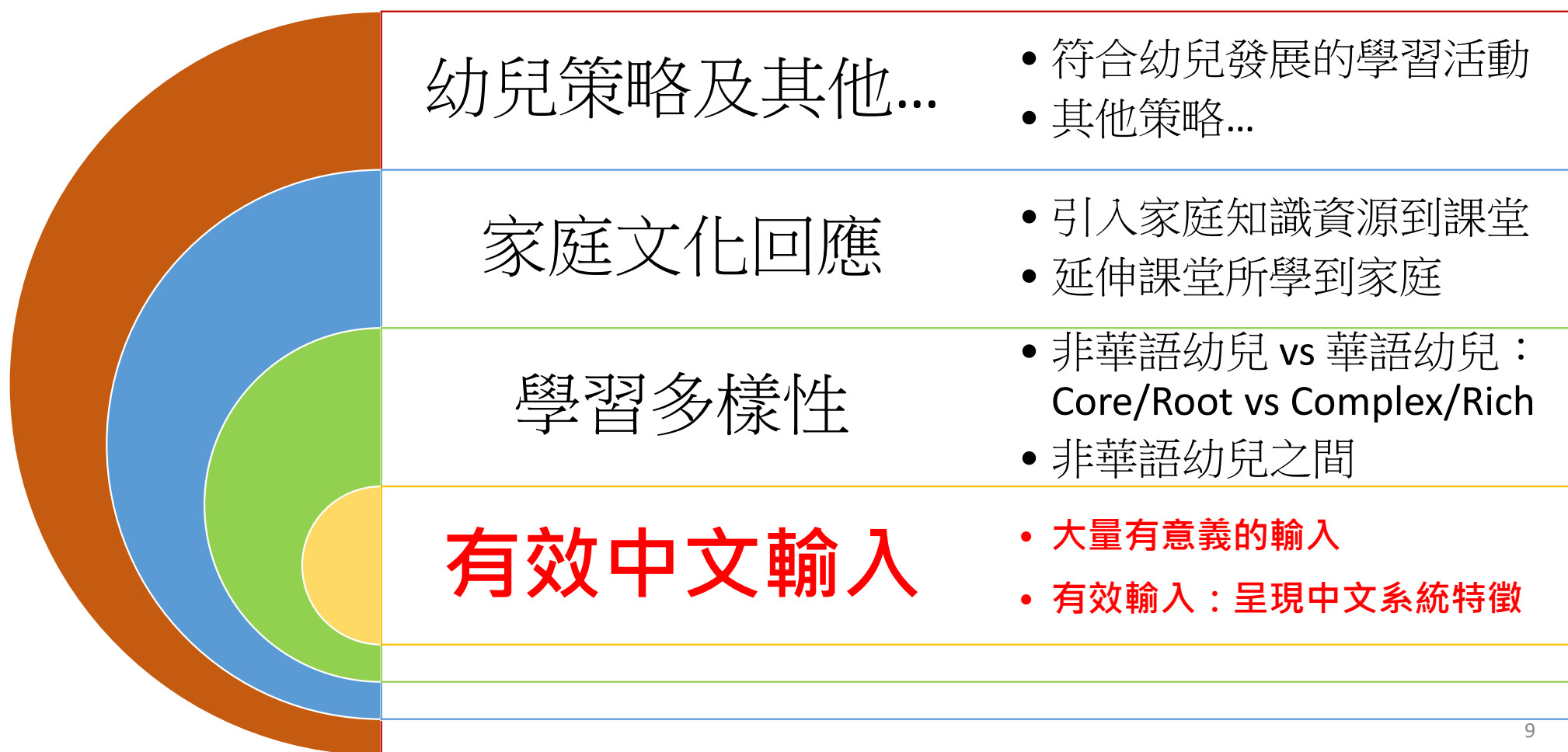
本講出發點



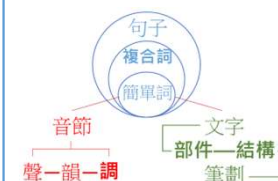
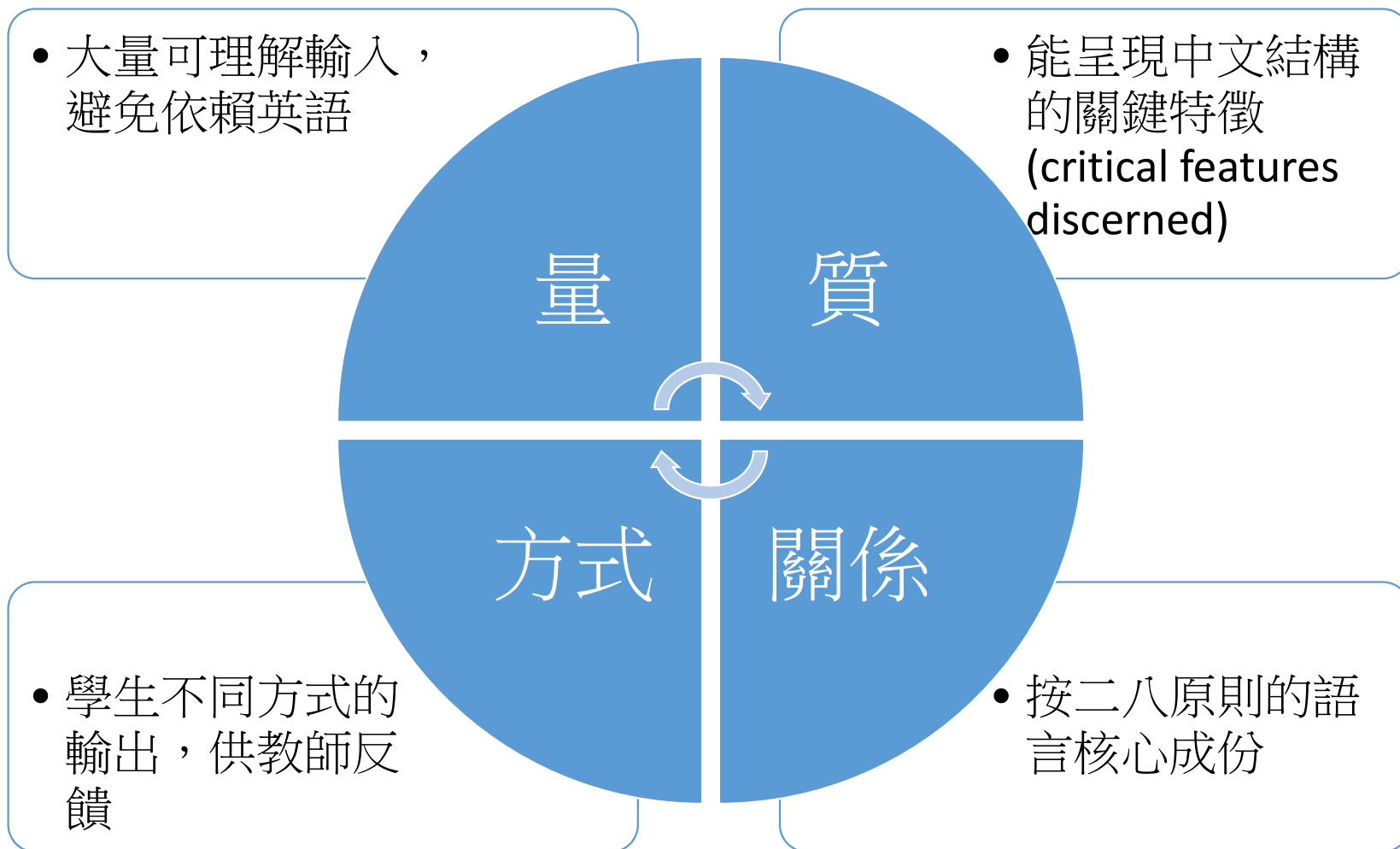
第一層：課堂觀察通則



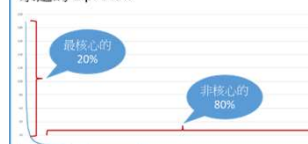
第二層：非華語幼兒學習四大策略

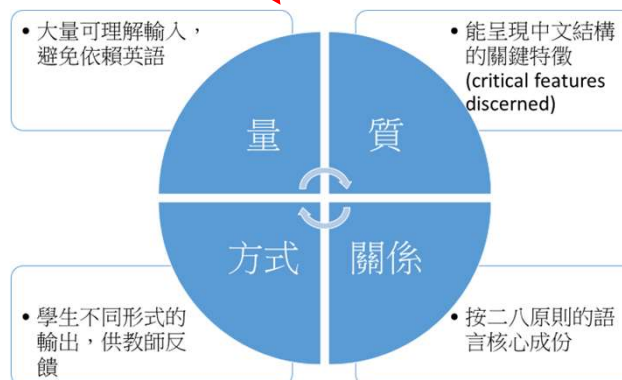


第三層：非華語幼兒中文學習策略



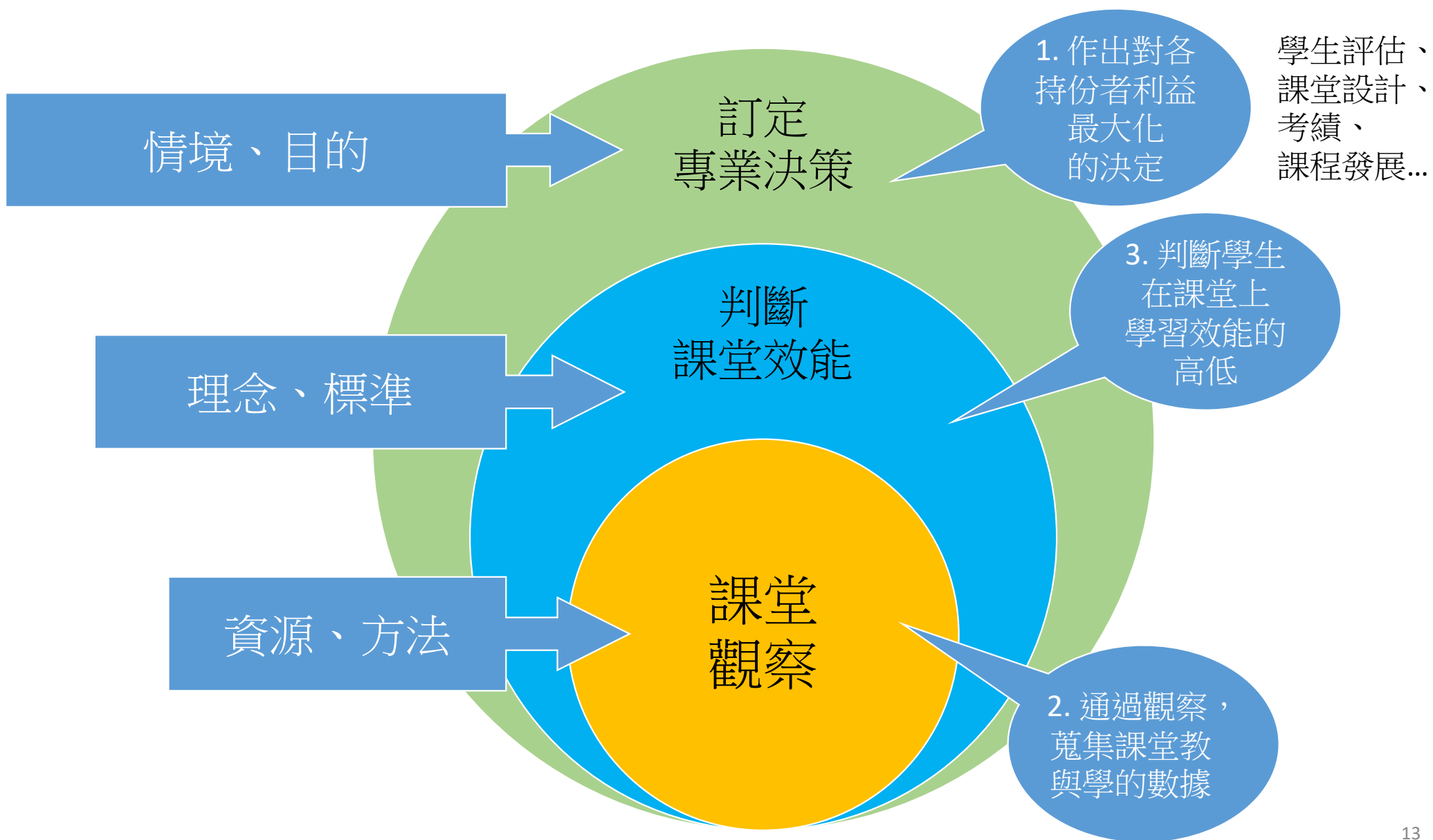
永遠的 Zipf's law





一、大通則：目的 作為課堂效能 (lesson quality) 評估的 課堂觀察 (classroom observation)

Grand principle: Classroom observation as assessment
of lesson quality



思考一：一切評估的核心——目的

- 貴校有恆常的課堂觀課嗎？
- 觀課的目的是甚麼？

二、方法：

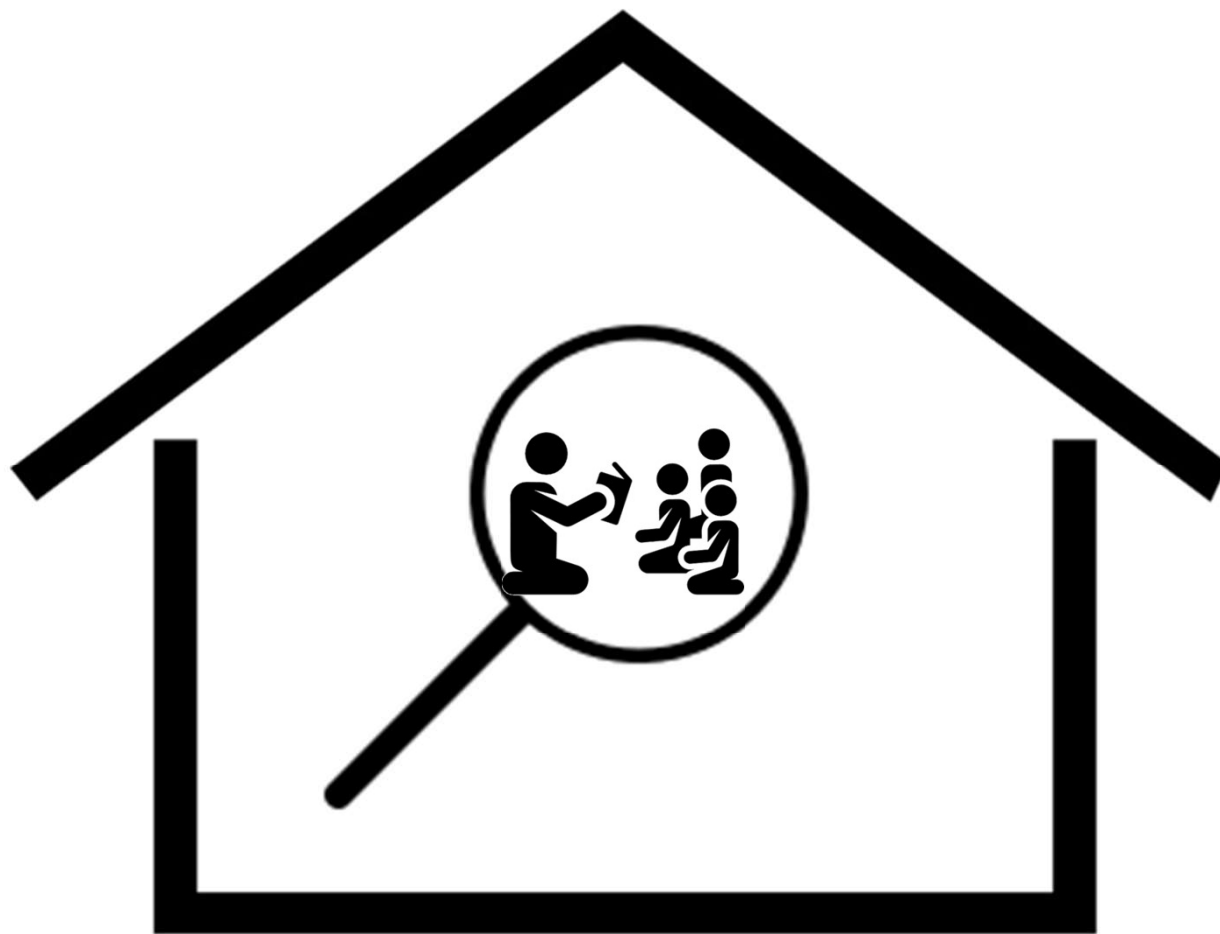
以下 7 例，僅是舉例，供作參考，既非推薦，更非指定，請從第一層到第三層的深化角度思考

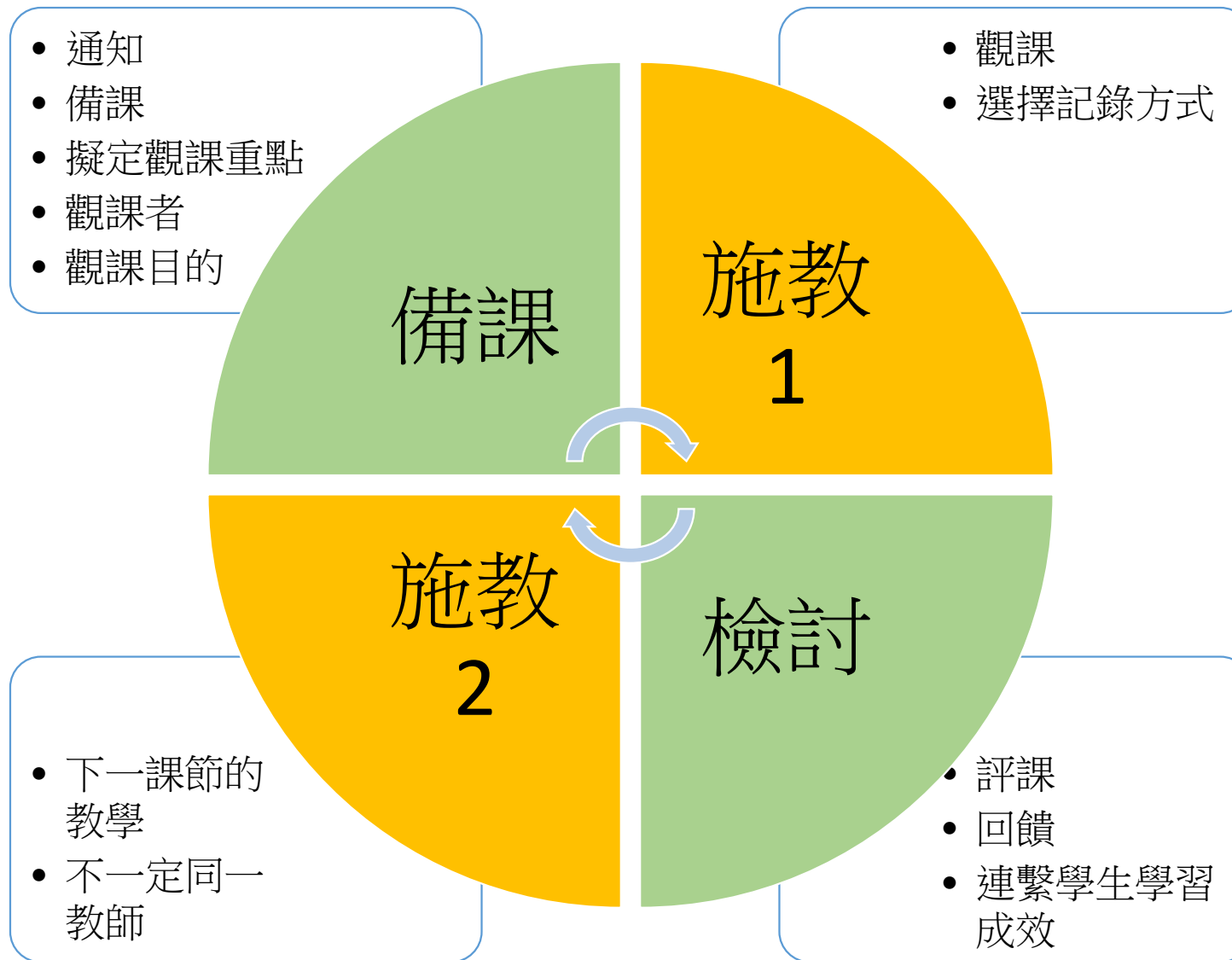
思考二：如何蒐集及紀錄數據？

- 貴校有自行訂定的觀課表嗎？
- 如何製訂？
- 應該考慮甚麼？

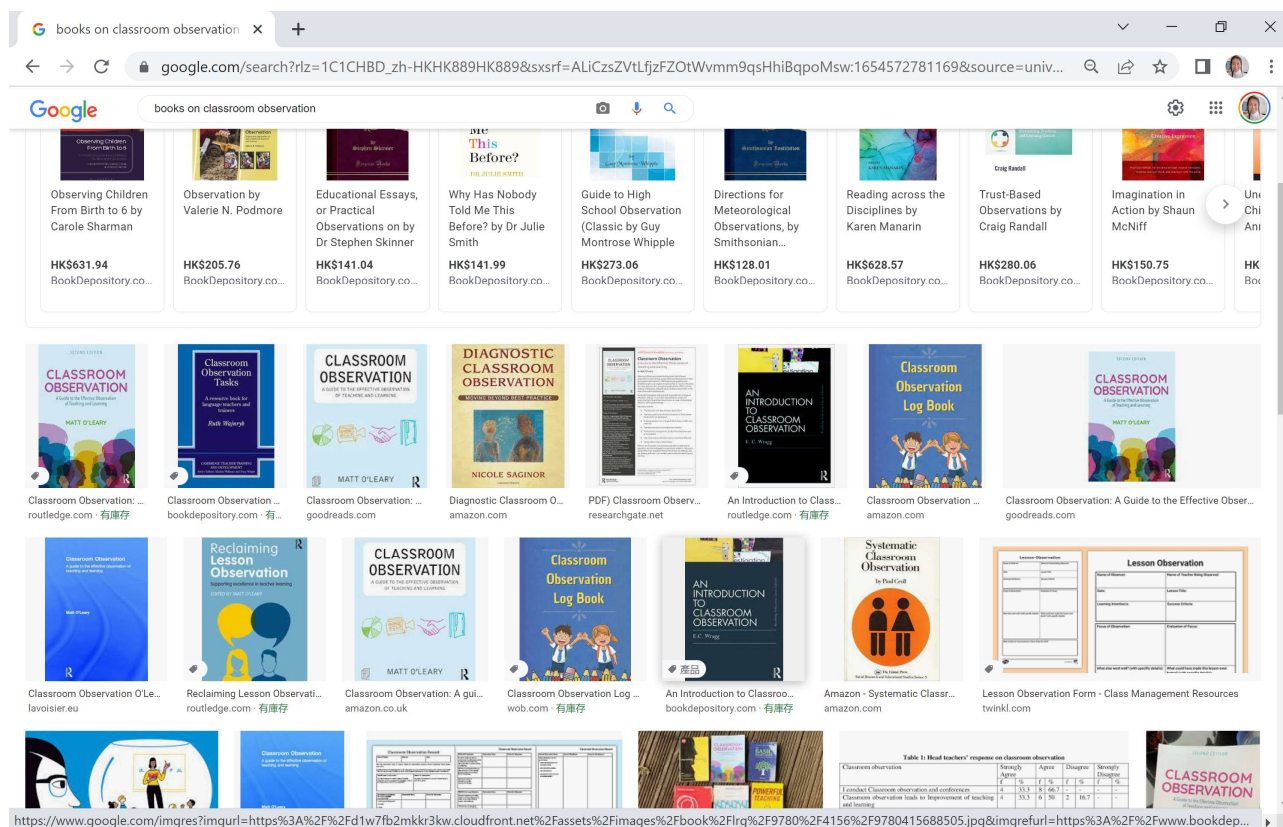


如何有效紀錄課堂，蒐集準確數據？





汗牛充棟的課堂觀察書籍、文章、框架、工具



例 1：教育局同儕觀課曾用表例

同儕觀課評估表(觀課教師填寫)

活動名稱：_____
學生年級：_____
試教日期：_____
試教老師：_____

非常 非常
同 同 普 同 同
意 意 通 意 意
5 4 3 2 1

A. 教學目標：

1. 所擬定的教學目標配合學生的能力和興趣 ☐ ☐ ☐ ☐ ☐
2. 本課節能達到既定的教學目標 ☐ ☐ ☐ ☐ ☐

B. 教學活動：

1. 本課節的教學活動安排（如分組、匯報等）能配合教學目標 ☐ ☐ ☐ ☐ ☐
2. 教學活動能在擬定的時間內進行 ☐ ☐ ☐ ☐ ☐
3. 教學活動能提高學生的學習興趣 ☐ ☐ ☐ ☐ ☐
4. 教學活動的內容配合學生的興趣和能力 ☐ ☐ ☐ ☐ ☐

C. 教學程序：

1. 教師能掌握教材的精髓 ☐ ☐ ☐ ☐ ☐
2. 本課節的教學流暢 ☐ ☐ ☐ ☐ ☐
3. 本課節的課堂管理恰當 ☐ ☐ ☐ ☐ ☐
4. 工作紙/記錄表的設計能配合教學活動 ☐ ☐ ☐ ☐ ☐

D. 課後回應：

1. 你對本課節的活動感興趣 ☐ ☐ ☐ ☐ ☐
2. 你喜歡本課節的活動形式（請列明原因_____） ☐ ☐ ☐ ☐ ☐
3. 你認識本課節的教學法/策略 ☐ ☐ ☐ ☐ ☐
4. 你對本課節的教學法/策略感興趣 ☐ ☐ ☐ ☐ ☐
5. 你覺得本課節值得借鑑 ☐ ☐ ☐ ☐ ☐
6. 如有機會，你會在自己任教的班別推行類似本課節的活動 ☐ ☐ ☐ ☐ ☐
7. 如有機會，你希望再進行同儕觀課活動 ☐ ☐ ☐ ☐ ☐
8. 你對本課節有以下建議：_____

這種觀課表的優、缺點在哪？

例 2 IRISCENTER.

Activity

Early Childhood: Preschool Classroom Observation

Preschool Classroom Observation Form

Using only what you have observed, complete the information below. To avoid issues with confidentiality, use the child's initials or a pseudonym instead of her or his full name.

Name:

Date:

Number of adults in classroom:

Children in classroom

Number:

Diversity:

Children with disabilities:

English language learners:

Other observations:

類似幼兒觀
課表，大家
必然有更多

Early Childhood: Preschool Classroom Observation

Activities			
Activity	Start Time	Stop Time	Description
Large-group, teacher-directed activity (if observed)			What activities occurred during the large group?
			What did the teacher do to engage the children?
			How engaged were the children?
Center time (if observed)			How was the center organized?

Early Childhood: Preschool Classroom Observation

Activities			
Activity	Start Time	Stop Time	Description
Center time (if observed)			Did the children have choices about what centers to play in and what to do when they were in the centers? If so, describe.
			Were the children allowed to move freely between centers? If so, describe.
			Were the children engaged with materials, peers, and/or adults? If so, describe.
Other			Describe the activity.

Early Childhood: Preschool Classroom Observation

Activities			
Activity	Start Time	Stop Time	Description
			What did the teacher do to engage the children?
			What were the children doing?
			What were the teachers doing?
Other			Describe the activity.
			What did the teacher do to engage the children?

Early Childhood: Preschool Classroom Observation

Activities			
Activity	Start Time	Stop Time	Description
			What were the children doing?
			What were the teachers doing?
Physical Environment			
Classroom Arrangement		How was the classroom arranged? On a separate sheet of paper, include a sketch of the classroom arrangement.	
		What was hanging on the walls? Was there evidence of children's work displayed in the classroom?	

Early Childhood: Preschool Classroom Observation

Physical Environment	
Schedule	Was a schedule posted? If so, include it.
	Was it illustrated with photos or line drawings that would make it useful to children?
	Where was it posted?
Rules or Expectations	Were classroom rules or expectations posted? If so, include them.
Visual Cues	Were visual cues available in the classroom (e.g., picture schedules, choice boards, markings on floor about where children sit or line up)? If so, describe.

Early Childhood: Preschool Classroom Observation

Physical Environment	
Visual Cues [CONT]	Where were they located?
	What did they look like (e.g., photographs, line drawings)?
Social Environment	
Rules or Expectations	What type of instruction did you observe?
	Did you observe challenging behavior? If so, describe the behavior and how the adults responded to it.

Early Childhood: Preschool Classroom Observation

Social Environment	
Rules or Expectations [CONT]	Describe transitions. What type of support was provided to children during transitions? Were the transitions generally smooth or chaotic?

例 3

關鍵事件

Critical event number _____

Name of teacher _____

Class _____

Date _____

What led up to the event?

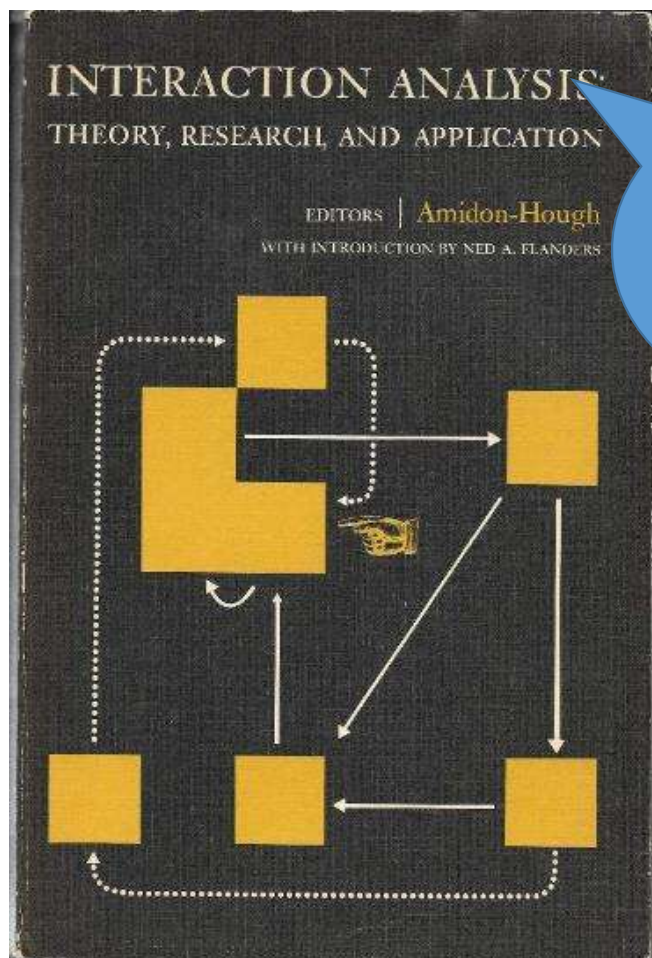
What happened?

What was the outcome?

Interview with participants

有何好處？

例 4：Flanders' Interaction Analysis Categories (FIAC)



非常非常舊，
堪稱第一代
課堂觀察表



★ IN ★
1963



10 項課堂行為



- 1 *Accepts feeling*: accepts and clarifies the feeling tone of the pupils in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
- 2 *Praises or encourages*: praises or encourages pupil action or behaviour, jokes that release tension, not at the expense of another individual, nodding head or saying 'uh uh' or 'go on' are included.
- 3 *Accepts or uses ideas of student*: clarifying, building or developing ideas or suggestions by a pupil. As teacher brings more of his or her own ideas into play, shift to category 5.
- 4 *Asks question*: asking a question about content or procedure with the intent that a pupil should answer.
- 5 *Lectures*: giving facts or opinions about content or procedure; expressing own ideas; asking rhetorical questions.
- 6 *Gives directions*: directions, commands or orders with which a pupil is expected to comply.
- 7 *Criticises or justifies authority*: statements, intended to change pupil behaviour from non-acceptable to acceptable pattern, bawling someone out; stating why the teacher is doing what he or she is doing, extreme self-reference.
- 8 *Student talk-response*: talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement.
- 9 *Student talk-initiation*: talk by pupils, which they initiate. If 'calling on' pupils is only to indicate who may talk next, observer must decide whether pupil wanted to talk. If pupil did, use this category.
- 10 *Silence or confusion*: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

觀課者每 3 秒
記錄課堂行為



FIAC DATA SHEET											
School						Teacher					
Class						Subject/topic					
Date						Observer					
TALLY ACROSS											
01	4	8	9	2	10	5	9	3	5		
02											
03											
04											
05											
06											
07											
08											
09											
10											
11											
12											
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24											
25											
26											
27											
28											
29											
30											

轉錄為行為順序矩陣，作進一步分析之用

	1	2	3	4	5	6	7	8	9	10
1										
2									/	
3				/						
4							/			
5				/				/		
6										
7										
8										
9	/	/								
10				/						

教師交談

間接影響

- 1 *Accepts feeling*: accepts and clarifies the feeling tone of the pupils in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
- 2 *Praises or encourages*: praises or encourages pupil action or behaviour, jokes that release tension, not at the expense of another individual, nodding head or saying 'uh uh' or 'go on' are included.
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- 4 *Asks question*: asking a question about content or procedure with the intent that a pupil should answer.

直接影響

- 5 *Lectures*: giving facts or opinions about content or procedure; expressing own ideas; asking rhetorical questions.
- 6 *Gives directions*: directions, commands or orders with which a pupil is expected to comply.
- 7 *Criticises or justifies authority*: statements, intended to change pupil behaviour from non-acceptable to acceptable pattern, bawling someone out; stating why the teacher is doing what he or she is doing, extreme self-reference.

學生交談

- 8 *Student talk-response*: talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement.
- 9 *Student talk-initiation*: talk by pupils, which they initiate. If 'calling on' pupils is only to indicate who may talk next, observer must decide whether pupil wanted to talk. If pupil did, use this category.
- 10 *Silence or confusion*: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

表 1 FIAS 的口語互動類別

教師 話語	學生 驅動	1、 接納學生的情感 ：以一種不具威脅性的方式，接納及澄清學生的態度或情感語氣。學生的情感可能是正向的，也可能是負向的。這一類也包括預測或回想學生的情感。
		2、 稱讚或鼓勵 ：稱讚或鼓勵學生的動作或行為。這一類也包括紓解緊張但不傷人的笑話；點頭、或說「嗯（Um hm）」、或說「繼續下去（Go on）」等。
		3、 接受或利用學生的想法 ：澄清、擴大或發展學生所提出的意見或想法。這一類包括教師延伸學生的意見或想法，但是當老師呈現較多自己的意見或想法時，則屬於第五類。
	教師 主動	4、 問問題 ：以教師的意見或想法為基礎，詢問學生有關內容或步驟的問題，並期待學生回答。
教師 主動	教師 主動	5、 演講 ：就內容或步驟提供事實或見解；表達教師自己的觀念，提出教師自己的解釋，或者引述某位權威者（而非學生）的看法。
		6、 指示 ：指示、指令或命令，此類行為具有期望學生服從的功能。
		7、 批評學生或維護權威 ：陳述的語句內容為企圖改變學生的行為，從不可接受的型態轉變為可接受的型態；責罵學生；說明教師為何採取這種作為；極端地自我參照。

學生 話語	教師 驅動	8、 學生話語—教師驅動 ：學生為了回應教師所講的話。教師指定學生答問，或是引發學生說話，或是建構對話情境。學生自由表達自己的想法是受到限制的。
	學生 主動	9、 學生話語—學生主動 ：學生主動開啟對話。表達自己的想法；引起新的話題；自由地闡述自己的見解和思路，像是提出具思考性的問題；超越既有的架構。
	靜止	10、 安靜或混亂 ：暫時停頓、短時間的安靜或混亂，以致於觀察者無法瞭解師生之間的溝通。

資料來源：*Analyzing teaching behavior*(p.34), by N. A. Flanders, 1970, MA: Addison-Wesley Publishing Company.

FLAC

Category 1: Accepts feeling

- Teacher: Why are you sad Preye?
- Preye: Sir, I lost my pocket money
- Teacher: Well, that is enough to make one sad, but cheer up, a replacement will come up.

Category 2: Praises or encourages

- Teacher: How many states are in Nigeria?
- Ebi: 36 states Sir!
- Teacher: Very good. Put your hand together for Ebi.

Category 3: Accepts ideas

- Tokoni: Sir I think a major reason for massive failure among students is ill-preparedness of students towards assessments.
- Fortress: I will like to say that the lack of preparation is as a result of poor reading habit among students.
- Teacher: Tokoni and Fortress had suggested interesting points of view. Fortress buttressed Tokoni's ill-preparedness of students by linking it to our societal disregard for a reading culture.

FLAC

Category 4: Asks questions

- Teacher: What is the difference between dramatization and simulation methods of teaching?

Category 5: Lecture

- Teacher: Social studies education is centered round the desire to proffer solutions to perceived and anticipated problems that arises from man's interaction with the environment. It is a school discipline....

Category 6: Giving direction

- Teacher: Sele, I want you to tell me what you have done with your textbook.

The degree of freedom that Sele has in response to his teacher's direction determines whether it is a command or direction

Category 7: Criticizes or justifies authority

- Teacher: What do you think you are doing out of your seat Femi?

FLAC

Category 8: Pupil –talk – response

- Teacher: Do you understand?
- Students: Yes (chorus)

Category 9: Pupil-talk-initiation

- Teacher had just taught on air pollution

A student, not asked for her opinion but stood up to give her experience of inhaling smoke emitted from a running generator and that made her sneezed and coughed for a while to explain effect of air pollution.

Category 10: Silence or Confusion

- Teacher: Bring out your English textbook and open to page 20
- Students: Period of silence and confusion as the students try to find the page

觀察到甚麼？（舉例）



Tabulating a matrix

	1	2	3	4	5	6	7	8	9	10
1										
2		I	II I	III	I					
3			II							
4		I	I	I				III		
5		I	III	IIII	III					I
6				I	III			IIII		II
7		IIII			I	III				
8			I					II		
9			III		II	I	I	IIII	IIII	III
10				II	I			III		
Total		10	2	11	23	12	4	1	48	6
%age										



Interpreting the matrix:

	1	2	3	4	5	6	7	8	9	10	Total
1											
2		1	2	1	4	1					9
3				2							2
4		1		1	1				4		7
5		1		3	15	3				1	23
6					1	4			5	2	12
7						1	3				4
8				1					2		3
9		7		3		2	1	1	31	3	48
10					2	1			4		7
Total	0	10	2	11	23	12	4	1	48	6	117
%age	0	9	2	9	20	10	3	1	41	5	

SUM of ROW from 1 to 7

表 3 FIAS 變量計算公式、意義及常模

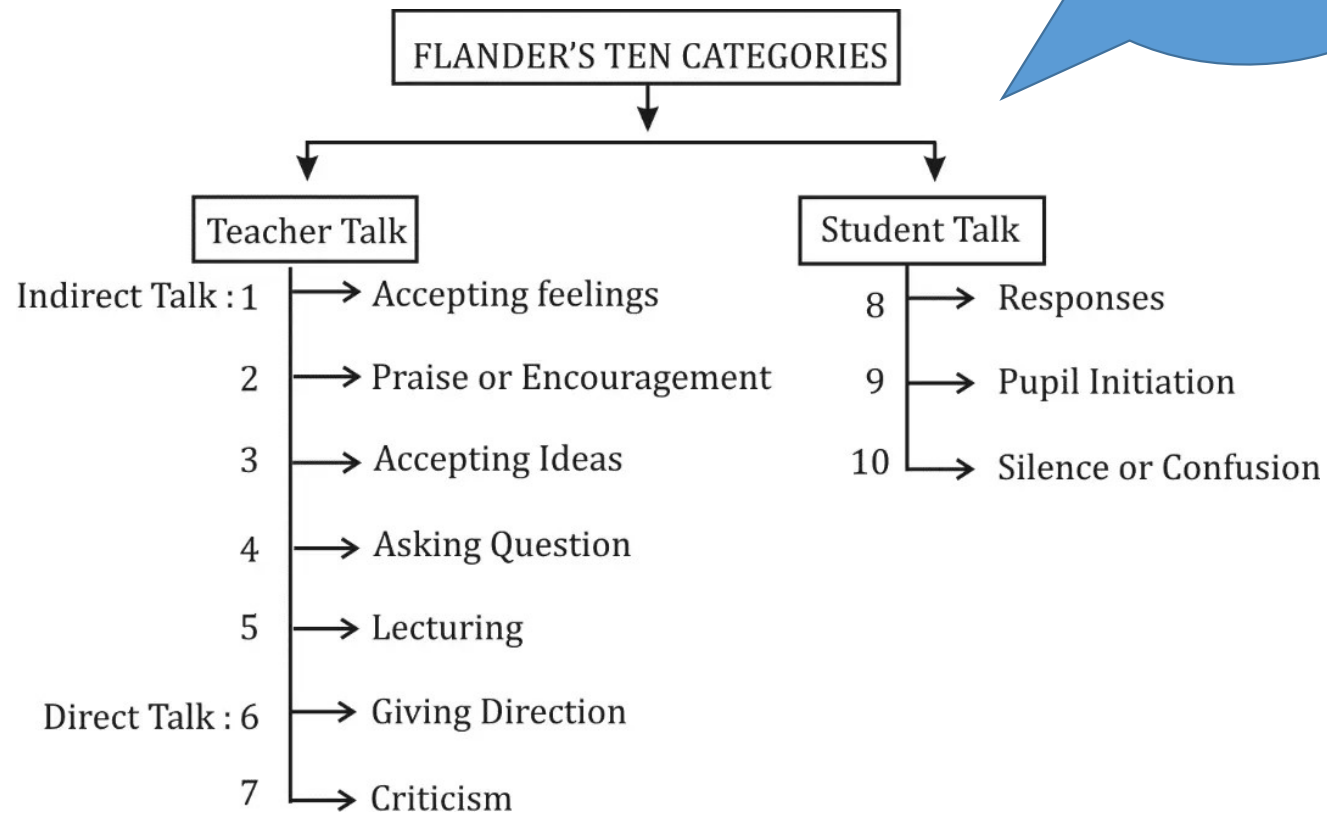
變量(Variable)	縮寫記號(Symbol)	計算公式	意義與常模
教師話語比率 (Percent teacher talk)	TT	$[\sum_{i=1}^7 \text{Row}(i)] \times 100 \div \text{Total}$	教學時段內教師講話的比率。數據愈高，表示上課時教師講話的比率愈高。常模約為 68。
學生話語比率 (Percent pupil talk)	PT	$[\sum_{i=8}^9 \text{Row}(i)] \times 100 \div \text{Total}$	教學時段內學生講話的比率。數據愈高，表示上課時學生講話的比率愈高。常模約為 20。
教師間接影響與直接影響的比率	i/d ratio	$[\sum_{i=1}^3 \text{Row}(i)] \times 100 \div \sum_{i=6}^7 \text{Row}(i)$	此公式應用時機為觀察次數大於 1000 次時使用。數據大於 100 以上時，表示教師採用間接影響的話語及時間大於採用直接影響的話語及時間。
教師間接影響與直接影響的比率	I/D ratio	$[\sum_{i=1}^4 \text{Row}(i)] \times 100 \div \sum_{i=5}^7 \text{Row}(i)$	此公式應用時機為觀察次數少於 1000 次時使用。
安靜或混亂的比率 (Percent silence or confusion)	SC	$\text{Row}(10) \times 100 \div \text{Total}$	教學歷程中，安靜及混亂的情形。數據愈高，表示師生間的口語互動「量少質差」。常模約為 11 或 12。
教師話語—學生驅動比率 (Teacher	TRR	$[\sum_{i=1}^3 \text{Row}(i)] \times 100 \div$	教師對學生的觀念和感覺加以反應的傾向。數據愈高，表示教師愈能回應學生的觀念

變量(Variable)	縮寫記號(Symbol)	計算公式	意義與常模
response ratio)		$[\sum_{i=1}^3 \text{Row}(i) + \sum_{i=6}^7 \text{Row}(i)]$	和感覺。常模約為 42。
教師發問比率 (Teacher question ratio)	TQR	$\text{Row}(4) \times 100 \div \sum_{i=4}^5 \text{Row}(i)$	教師使用問題方式引導討論的傾向。數據愈高，表示上課時教師愈常用問題引導討論。常模約為 26。
學生話語—學生主動比率 (Pupil initiation ratio)	PIR	$\text{Row}(9) \times 100 \div \sum_{i=8}^9 \text{Row}(i)$	學生話語中由學生主動引發所佔之比例。數據愈高，表示學生愈勇於主動表達自己的意見。常模約為 34。
教師即時話語—學生驅動比率 (instantaneous teacher response ratio)	TRR89	$[\sum_{j=1}^3 \text{cell}(8, j) + \sum_{j=1}^3 \text{cell}(9, j)] \times 100 \div [\sum_{i=8}^9 \sum_{j=1}^3 \text{cell}(i, j) + \sum_{i=8}^9 \sum_{j=6}^7 \text{cell}(i, j)]$	一旦學生停止說話，教師立即稱讚或統整學生觀念和感覺，以進行班級討論的傾向。數據愈高，表示教師愈能立即以間接教學風格來回應學生的話語。常模約為 60。
教師即時發問比率 (instantaneous teacher question ratio)	TQR89	$[\sum_{i=8}^9 \text{cell}(i, 4)] \times 100 \div [\sum_{i=8}^9 \sum_{j=4}^5 \text{cell}(i, j)]$	教師利用學生的觀念，立即使用問題的方式以回應學生的話語的傾向。數據愈高，表示教師愈能即時追問學生的話語。常模約為 44。
內容十字區比率 (content cross ratio)	CCR	$[\sum_{i=4}^5 \text{Row}(i) + \sum_{j=4}^5 \text{Col}(j) - \sum_{i=4}^5 \sum_{j=4}^5 \text{cell}(i, j)] \times 100 \div \text{Total}$	教師教學採演講授課的行為佔全部口語行為的比率。數據愈高，表示師生的口語互動愈能以教材內容的發問及講授為重心。常模約在 55。
穩定狀態區比率 (steady state ratio)	SSR	$[\sum_{i=7}^{10} \text{cell}(i, j)] \times 100 \div \text{Total}$	師生言談停留在同一行為類別達 3 秒以上的趨勢。數據愈高，表示師生間的交談互動較為穩定。常模約在 50。
學生穩定狀態區比率 (pupil steady state ratio)	PSSR	$[\sum_{i=7}^9 \text{cell}(i, j)] \times 100 \div \sum_{i=8}^9 \text{Row}(i)$	學生說話持續達 3 秒以上的口語行為佔學生全部口語行為的比率。數據愈高，表示學生的言談風格愈穩定。常模約在 35 或 40。

資料來源：整理自 *Analyzing teaching behavior*(p.100-107), by N. A. Flanders 1970,

MA: Addison-Wesley Publishing Company.

取其精神
勿取其形式！



例 5：課堂分析框架 Lesson Analysis Framework



Table 1. The Lesson Analysis Framework



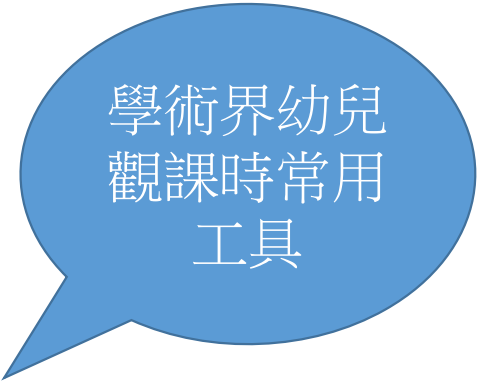
Lesson Learning Goal(s)
What are the main ideas students are supposed to understand through this lesson?
Analysis of Student Learning
Did the students make progress toward the learning goal(s)? What evidence do we have that students made progress? What evidence do we have that students did not make progress? What evidence is missing? Which instructional strategies assisted students in making progress toward the learning goals, and which did not?
Alternative Strategies
What alternative strategies could the teacher use? How do you expect these strategies to impact students' achievement of the lesson learning goal(s)?

Santagata, R. (2011). From teacher noticing to a framework for analyzing and improving classroom lessons. In M. Sherin, J. Vicki, & P. Randy (Eds.), Mathematics teacher noticing: Seeing through teachers' eyes (pp. 152-168). New York: Routledge.

反思問題

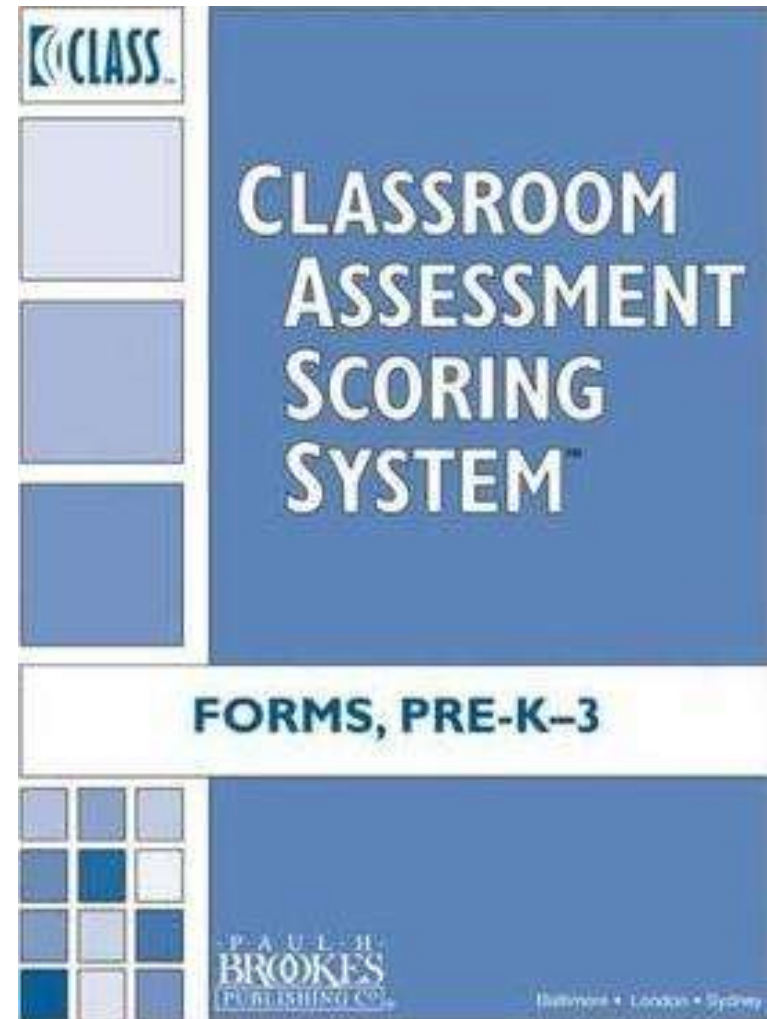
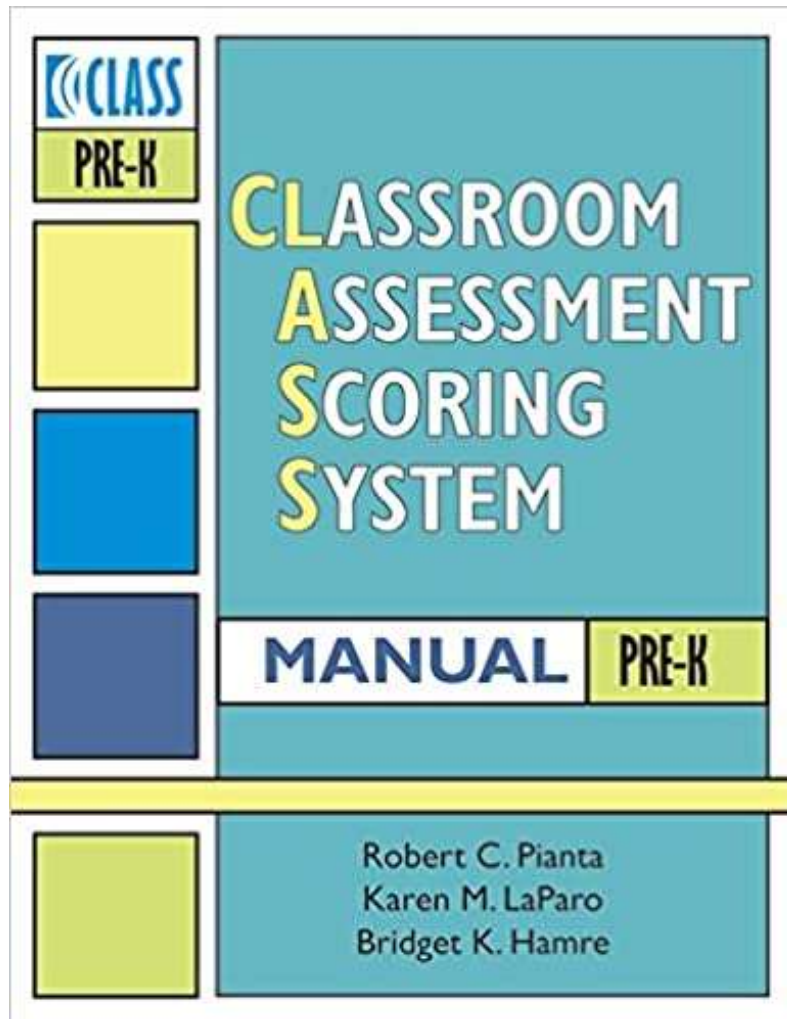
Table 1
Reflective Analysis Questions

- a. What were essential strengths of the lesson?
- b. What, if anything, would you change about the lesson?
- c. Do you think the lesson was successful? Why?
- d. Which conditions were important to the outcome?
- e. What, if any, unanticipated learning outcomes resulted from the lesson?
- f. Can you think of another way you might have taught this lesson?
- g. Can you think of other alternative pedagogical approaches to teaching this lesson that might improve the learning process?
- h. Do you think the content covered was important to students? Why?
- i. Did any moral or ethical concerns occur as a result of the lesson?



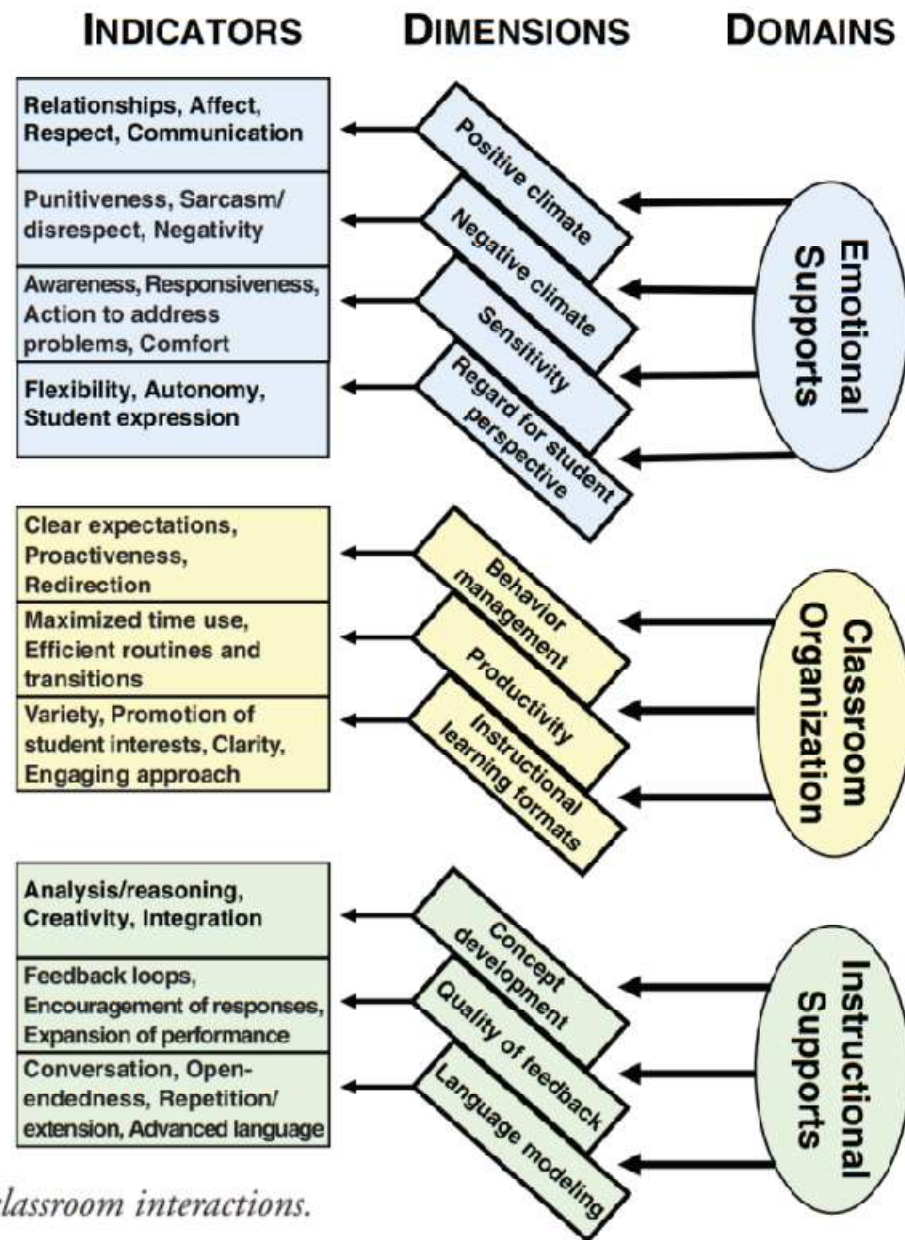
學術界幼兒
觀課時常用
工具

例 6：Classroom Assessment Scoring System (CLASS)





⁶ LaParo, K., Pianta, R.C., & Stuhlman, M, "Classroom Assessment Scoring System (CLASS): Findings from the Pre-K Year," *Elementary School Journal*, 104:5, pages 409-426.



The CLASS conceptual framework for classroom interactions.

从CLASS结果的中美比较看我国学前教育的 师幼互动

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Table 1. Comparisons of the rating scores of three broad domains between China and America
表 1. 中美两国在三大领域的平均得分(标准误)以及差异比较

领域	中国 $M(SD)$	美国 $M(SD)$	T 值	P 值
情感支持	4.92 (0.52)	5.34 (0.27)	-2.45	0.02*
班级管理	4.69 (0.37)	4.83 (0.73)	-0.51	0.62
教育支持	3.35 (0.77)	2.68 (0.94)	1.74	0.10

注: *表示 $p < 0.05$, **表示 $p < 0.01$; 下同。

Table 2. Comparisons of the rating scores of 10 dimensions between China and America
表 2. 中美两国在十个维度的平均得分(标准误)以及差异比较

维度	中国 $M(SD)$	美国 $M(SD)$	T 值	P 值
积极氛围	5.29 (0.37)	5.31 (0.53)	-0.14	0.89
消极氛围	6.59 (0.24)	6.50 (0.51)	0.53	0.60
教师敏感性	4.34 (0.30)	4.92 (0.61)	-3.02	0.006**
尊重学生观点	4.11 (0.47)	4.62 (0.56)	-2.47	0.02*
行为管理	4.95 (0.52)	5.08 (0.80)	-0.46	0.65
活动安排效率	4.90 (0.42)	5.38 (0.69)	-2.07	0.051
教学指导方式	4.38 (0.39)	4.84 (0.54)	-2.28	0.03*
认知发展	2.93 (0.90)	2.80 (0.46)	0.46	0.65
反馈质量	3.38 (0.86)	2.98 (0.46)	1.49	0.15
语言示范	3.29 (0.77)	3.11 (0.60)	0.67	0.51

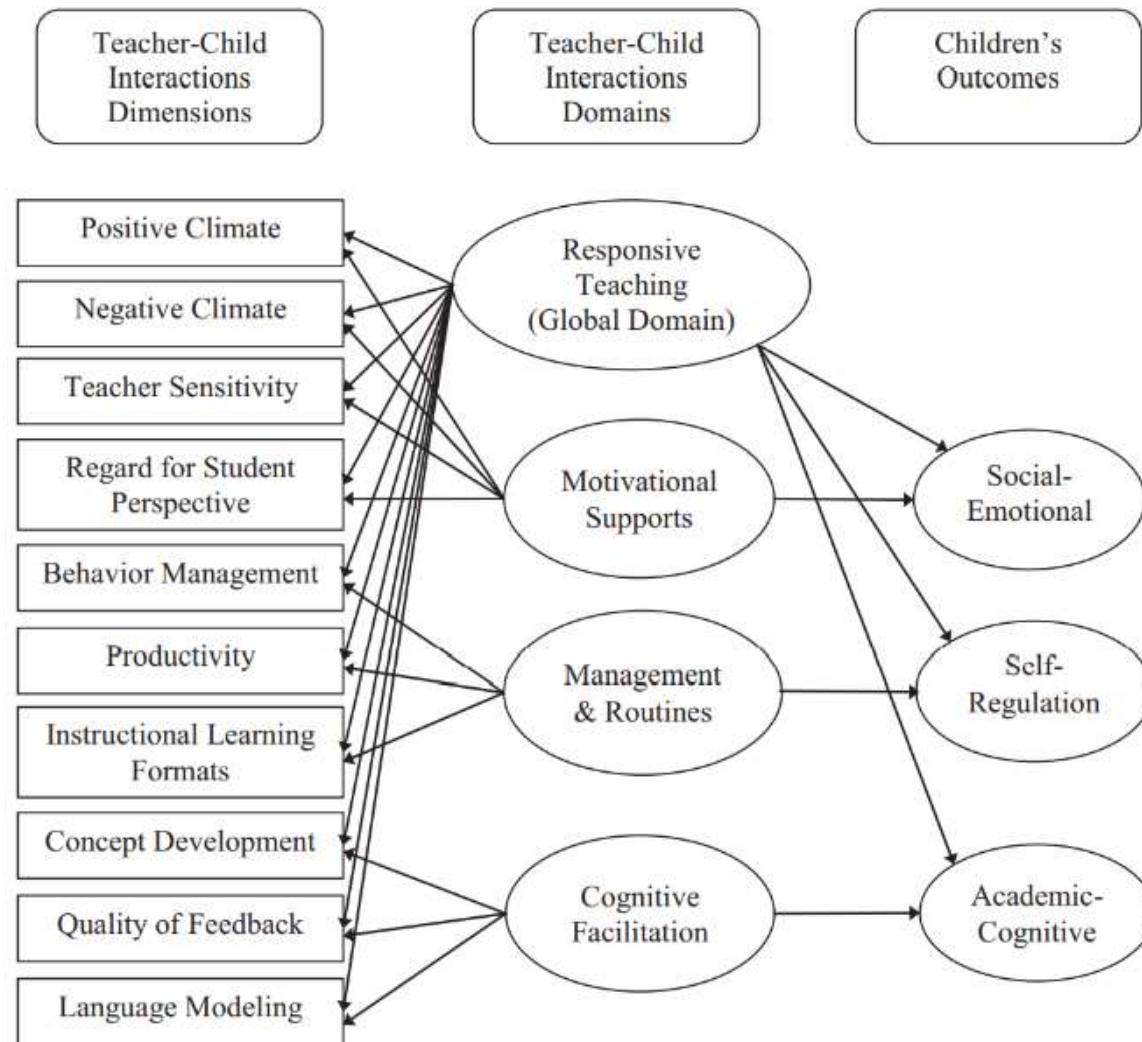


Figure 1. Proposed bifactor model for effects of teacher-child interactions on children's development.

Table 1
Means and Standard Deviations (in parentheses) for Measures of Observed Classroom Interactions

	NCEDL Multi-State Pre-k	SWEEP Pre-k	MTP Pre-k	NCEDL Multi-State KG	NICHD- SECCYD 1 st Grade	NICHD- SECCYD 3 rd Grade	NICHD- SECCYD 5 th Grade	Full Sample
Grade	Pre-K	Pre-K	Pre-K	KG	1 st	3 rd	5 th	Pre-K-5 th
Number of Classes Observed	240	454	152	737	834	827	791	4035
Year of Observation	2001-2002	2003-2004	2004-2005	2002-2003	1998	2000	2002	1988-2005
Method of Observations	Live	Live	Video	Live	Live	Live	Live	
Instrument	CLASS	CLASS	CLASS	CLASS	COS-1	COS-3	COS-5	
Emotional Support								
Positive Climate	5.08 (0.83)	5.38 (0.88)	5.03 (0.80)	5.15 (0.75)	5.37 (1.25)	5.07 (0.75)	5.12 (0.68)	5.19 (0.89)
Negative Climate	1.76 (0.65)	1.44 (0.67)	1.48 (0.49)	1.54 (0.65)	1.58 (1.04)	1.17 (0.45)	1.31 (0.50)	1.43 (0.71)
Teacher Sensitivity	4.48 (0.91)	4.82 (0.97)	4.40 (0.77)	4.67 (0.86)	-	4.90 (0.94)	4.84 (0.80)	4.77 (0.89)
Regard for Student Perspectives	-	-	4.40 (0.76)	-	-	-	-	4.40 (0.76)
Classroom Organization								
Behavior Management	4.78 (0.95)	5.07 (0.96)	5.07 (0.81)	5.20 (0.79)	-	-	-	5.09 (0.88)
Instructional Learning Formats	4.10 (0.89)	3.79 (1.23)	4.98 (0.61)	4.12 (0.85)	-	-	-	4.10 (1.01)
Productivity	4.39 (0.87)	4.55 (0.93)	5.67 (0.60)	4.67 (0.74)	-	4.87 (0.98)	4.87 (0.89)	4.78 (0.91)
Classroom Chaos	-	-	-	-	-	1.51 (0.69)	1.40 (0.55)	1.46 (0.63)
Classroom Management	-	-	-	-	5.01 (1.30)	-	-	5.01 (1.30)
Child Responsibility	-	-	-	-	4.25 (1.35)	-	-	4.25 (1.35)
Instructional Support								
Concept Development	2.50 (0.93)	1.87 (0.78)	2.69 (0.57)	2.12 (0.74)	-	-	-	2.16 (0.81)
Quality of Feedback	1.88 (0.75)	2.12 (1.05)	2.87 (0.56)	1.85 (0.64)	3.23 (1.48)	-	3.41 (1.05)	2.68 (1.27)
Language Modeling	-	-	2.90 (0.55)	-	-	-	-	2.90 (0.55)
Instructional Conversation	-	-	-	-	3.12 (1.51)	-	-	3.12 (1.51)
Literacy Instruction	-	-	-	-	5.09 (1.23)	-	-	5.09 (1.23)
Richness of Instructional Methods	-	-	-	-	-	2.11 (0.78)	3.61 (1.06)	2.85 (1.19)

Notes: Values are standardized regression weights. Factor variances were constrained to 1. RMSEA=Root Mean Square Error of Approximation. GFI=Goodness of Fit Index. AGFI=Adjusted Goodness of Fit Index. CFI=Comparative Fit Index. TLI=Tucker-Lewis Index.

*Factor loading was set to 1 so the model was identifiable.

CLASS Framework for Early Childhood and Elementary Classroom Quality

Area	Dimension	Description
Emotional Support	Positive Climate	Reflects the overall emotional tone of the classroom and the connection between teachers and students.
	Negative Climate	Reflects overall level of expressed negativity in the classroom between teachers and students (e.g., anger, aggression, irritability).
	Teacher Sensitivity	Encompasses teachers' responsiveness to students' needs and awareness of students' level of academic and emotional functioning.
	Regard for Student Perspectives	The degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view, rather than being very teacher-driven.
Classroom Management	Behavior Management	Encompasses teachers' ability to use effective methods to prevent and redirect misbehavior, by presenting clear behavioral expectations and minimizing time spent on behavioral issues.
	Productivity	Considers how well teachers manage instructional time and routines so that students have the maximum number of opportunity to learn.
	Instructional Learning Formats	The degree to which teachers maximize students' engagement and ability to learn by providing interesting activities, instruction, centers, and materials.
	Classroom Chaos	The degree to which teachers ineffectively manage children in the classroom so that disruption and chaos predominate.
	Classroom Management	The degree to which teachers provide clear instructions, rules, and routines that children clearly know and understand, as well as well-timed proactive behavioral strategies rather than control techniques.
Instructional Support	Child Responsibility	The extent to which teachers provide children with the opportunity to take on roles and operate autonomously in the classroom.
	Concept Development	The degree to which instructional discussions and activities promote students' higher order thinking skills versus focus on rote and fact-based learning.
	Quality of Feedback	Considers teachers' provision of feedback focused on expanding learning and understanding (formative evaluation), not correctness or the end product (summative evaluation).
	Language Modeling	The quality and amount of teachers' use of language-stimulation and language-facilitation techniques during individual, small-group, and large-group interactions with children.
	Instructional Conversation	Considers the extent to which teachers' verbal interactions with children are reciprocal and focus on the facilitation of reasoning, concept development, expression of ideas, and cognitive elaboration.
	Literacy Instruction	The extent to which teachers reads to children, provides explicit phonics instruction, elaborates on books with comprehension and process questions, and exposes children to written language.
	Richness of Instructional Methods	The extent to which teacher use a variety of strategies to promote children's thinking and understanding of material at deeper and more complex level.

Table 3

Description of major indicators of low, mid, and high-quality language modeling and literacy focus

	Low (1, 2)	Mid (3, 4, 5)	High (6, 7)
Language modeling indicators			
Frequent conversation	Teacher rarely converses with students	Teacher sometimes converses with students	Teacher often converses with students
Student-initiated language	When conversations occur they are teacher-controlled	Conversations between teachers and students are sometimes teacher-controlled and sometimes more student initiated	Although there is a mix of teacher and student talk, there is a clear and intentional effort by the teacher to promote students' language use
Open-ended questions	The majority of the teacher's questions are close-ended	Teacher asks a mix of close-ended and open-ended questions	The teacher asks many open-ended questions
Repetition and extension	Teacher rarely, if ever, repeats or extends students' responses	Teacher sometimes repeats or extends students' responses	Teacher often repeats or extends students' responses
Self and parallel talk	Teacher rarely maps his/her own actions and the students' actions through language and description	Teacher occasionally maps his/her own actions and the students' actions through language and description	Teacher consistently maps his/her own actions and the students' actions through language and description
Advanced language	Teacher does not frequently use advanced language with students	Teacher sometimes uses advanced language with students	Teacher often uses advanced language (e.g., abstract vocabulary and concepts) with students
Literacy focus indicators			
Explicit	Teacher rarely uses terms and strategies that make clear the relationship between oral or written language and the names of specific units or tasks (e.g., letter, rhyme, sound, word)	Teacher inconsistently or only occasionally uses terms that make clear the relationship between oral or written language and the names of specific units or tasks (e.g., letter, rhyme, sound, word)	The teacher uses terms and strategies that make clear the relationship between oral or written language and the names of specific units or tasks (e.g., letter, rhyme, sound, word)
Purposeful	Teacher does not make clear the connection between code-based activities and the broader purpose of written or spoken communication	Teacher occasionally relates code-based activities to the broader purpose of written or spoken communication	Teachers link the code-based activities (learning to read and write letters, knowing which words rhyme, knowing how many syllables are in a word) to the broader purpose of written or spoken communication
Systematic	Activities are not well planned to engage children in letters, words, or phonemes; the linkage between the current goals and previously learned goals is not specified or evident	Activities are sometimes planned and organized in a way that engages children in letters, words, or phonemes, and occasionally links the current goals to previously learned concepts or skills	Activities are well-planned and sequenced and teachers link the current goals to previously learned concepts or skills

Table 3

Description of major indicators of low, mid, and high-quality language modeling and literacy focus

	Low (1, 2)	Mid (3, 4, 5)	High (6, 7)
Language modeling indicators			
Frequent conversation	Teacher rarely converses with students	Teacher sometimes converses with students	Teacher often converses with students
Student-initiated language	When conversations occur they are teacher-controlled	Conversations between teachers and students are sometimes teacher-controlled and sometimes more student initiated	Although there is a mix of teacher and student talk, there is a clear and intentional effort by the teacher to promote students' language use
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Self and parallel talk	Teacher rarely maps his/her own actions and the students' actions through language and description	Teacher occasionally maps his/her own actions and the students' actions through language and description	Teacher consistently maps his/her own actions and the students' actions through language and description
Advanced language	Teacher does not frequently use advanced language with students	Teacher sometimes uses advanced language with students	Teacher often uses advanced language (e.g., abstract vocabulary and concepts) with students ⁵³

Table 3

Description of major indicators of low, mid, and high-quality language modeling and literacy focus

Literacy focus indicators

Explicit

Teacher rarely uses terms and strategies that make clear the relationship between oral or written language and the names of specific units or tasks (e.g., letter, rhyme, sound, word)

Teacher inconsistently or only occasionally uses terms that make clear the relationship between oral or written language and the names of specific units or tasks (e.g., letter, rhyme, sound, word)

The teacher uses terms and strategies that make clear the relationship between oral or written language and the names of specific units or tasks (e.g., letter, rhyme, sound, word)

Purposeful

Teacher does not make clear the connection between code-based activities and the broader purpose of written or spoken communication

Teacher occasionally relates code-based activities to the broader purpose of written or spoken communication

Teachers link the code-based activities (learning to read and write letters, knowing which words rhyme, knowing how many syllables are in a word) to the broader purpose of written or spoken communication

Systematic

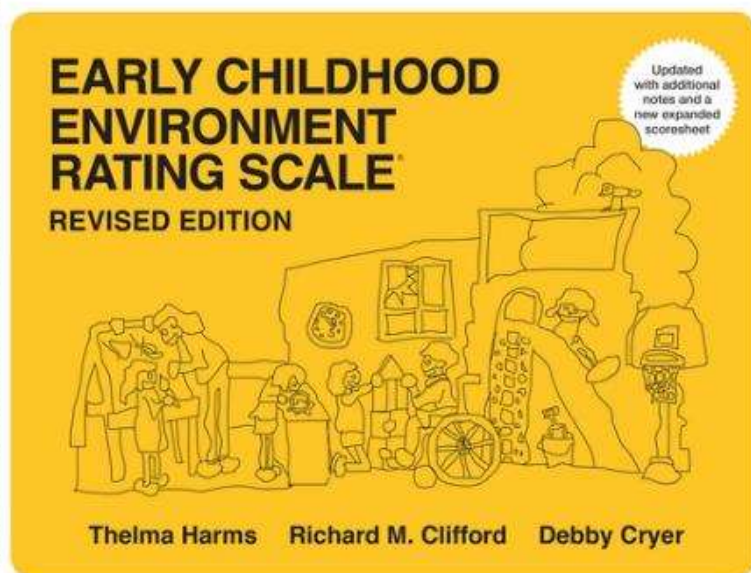
Activities are not well planned to engage children in letters, words, or phonemes; the linkage between the current goals and previously learned goals is not specified or evident

Activities are sometimes planned and organized in a way that engages children in letters, words, or phonemes, and occasionally links the current goals to previously learned concepts or skills

Activities are well-planned and sequenced and teachers link the current goals to previously learned concepts or skills

幼兒教育學
校層面，非
只課堂層面

例 7：幼兒學習課堂觀察—— ECERS



《幼兒學習環境評量表（修訂版）》子量表及項目

空間與設施	第 20 頁	活動	第 54 頁
1. 室內空間		19. 小肌肉活動	
2. 日常照料、遊戲和學習設施		20. 美術	
3. 休閒和舒適的設施		21. 音樂 / 律動	
4. 室內遊戲空間規劃		22. 積木	
5. 私密空間		23. 沙 / 水	
6. 兒童陳列品		24. 角色遊戲	
7. 大肌肉活動空間		25. 自然 / 科學	
8. 大肌肉活動器材		26. 數學 / 數字	
個人日常照料	第 36 頁	27. 電視、錄影及 / 或電腦的使用	
9. 入園與離園		28. 促進接受多元性	
10. 正餐 / 點心		互動	第 74 頁
11. 午睡 / 休息		29. 大肌肉活動的管理	
12. 如廁 / 換尿片		30. 兒童的一般管理（不包括大肌肉活動）	
13. 衛生措施		31. 紀律	
14. 安全措施		32. 師幼互動	
語言 - 推理	第 48 頁	33. 同伴互動	
15. 圖書和圖片		課程結構	第 81 頁
16. 鼓勵兒童交流		34. 日程表	
17. 運用語言發展推理技能		35. 自由遊戲	
18. 語言的非正式運用		36. 集體活動	
		37. 殘障兒童支援	
		家長與教師	第 86 頁
		38. 家長支援	
		39. 教師個人需要支援	
		40. 教師專業需要支援	
		41. 教師的互動與合作	
		42. 教師督導與評價	
		43. 專業發展機會	



語言—推理

15. 書籍與圖畫

不適當 1	2	最低要求 3	良好 5	優良 7
1.1 可取得的圖書很少。		3.1 有一些幼兒可取得的圖書（如，在自由活動時間有足夠的圖書可以避免幼兒間的衝突）。	5.1 選擇廣泛的書籍 [†] 讓幼兒在大部分時間內可取得。	7.1 書籍和語言的教材會交換輪替以維持幼兒的興趣。
1.2 教師很少閱讀圖書給小孩聽（如，沒有每天的故事時間；很少為個別幼兒閱讀）。		3.2 每天至少有一次教師引發的幼兒接納性語言活動（receptive language）（如，唸書給小孩聽*、說故事、用絨布板說故事）。	5.2 每天會使用一些額外的 [†] 語言教材。	7.2 有一些書籍與教室中進行的活動或主題有關（如，向圖書館借閱以季節為主題的書籍）。
			5.3 圖書整理放置於圖書角。	
			5.4 圖書、語言教材和活動適合**班級幼兒的年齡和需求。	
			5.5 教師以非正式方式唸書給幼兒聽（如，自由遊戲、午睡時間的唸故事，被視為一種延伸活動）。	

3-4 times per week
Library (distant)
far away from
the class

註解

* 唸書給小孩聽可以是在小組或是團體中，端視幼兒參與故事的能力而定。

[†] 選擇廣泛的書籍包括：各種主題；想像和寫實的資訊；關於人、動物，和科學的故事；反應不同文化和能力的書籍等。

[†] 其他額外的語言教材例如，海報和圖畫、絨布板故事、圖卡遊戲，和故事錄音帶及歌曲。

**適合的教材和活動的例子包含較簡單的書供年幼幼兒閱讀；有較大字體的印刷教材給視力障礙幼兒；有關於幼兒母語的書籍；提供給較年長幼兒的音韻遊戲。

問題

（7.1）有沒有其他的圖書可以供給小孩使用？怎樣處理？

（7.2）你如何選擇書籍？



16. 鼓勵幼兒溝通*

1	2	3	4	5	6	7
不適當		最低要求		良好		優良
1.1 教師沒有使用活動來鼓勵幼兒交談（如，不做下列事情：談論繪畫，說故事，在團體時間分享意見、手指謠、唱歌等）。		3.1 教師使用一些活動來鼓勵幼兒溝通。		5.1 不論是自由遊戲或團體時間都有溝通的活動進行（如，幼兒訴說他的圖畫；小組中討論到商店之戶外教學）。		7.1 在溝通活動中，教師會依據幼兒的年齡和能力適當地平衡聽和說的部分（如，留一些時間給幼兒做回應；幫溝通能力不足的幼兒做說明）。
1.2 極少有可用來鼓勵幼兒溝通的教材 [†] 。		3.3 所進行的溝通活動適合班級幼兒的年齡和能力。		5.2 鼓勵幼兒溝通的教材可以在各個角落中被取得（如，小人偶或動物在積木角；布偶和絨布板放在圖書角；在室內或室外有戲劇扮演用的玩具）。		7.2 教師會將幼兒口述對話與書寫語言連結起來（如，寫下幼兒所說的話並讀給他聽；幫助幼兒寫便條紙給家長）。

註解

* 不同年齡或能力的幼兒，或者所使用的母語有異於班級大多數人的幼兒，均需要用不同的方法來鼓勵他們溝通。應讓說不同母語的幼兒或者那些需要其他溝通方法的幼兒提供適當的溝通活動，如手語或者使用放大的溝通板裝置。

問題

(7.2) 你有沒有做任何事可幫助幼兒看到他們所說的話能被寫下來，並且由他人讀出來？請給一些例子。

† 鼓勵語言表達的教材包括電話遊戲、玩偶、絨布故事板、娃娃和扮演的道具、小的人偶或動物；給殘障幼兒的溝通板和其他協助的裝置。



17. 使用語言發展推理技巧

不適當	2	最低要求	4	良好	6	優良
1	2	3	4	5	6	7
<p>1.1 教師並未向幼兒說明邏輯關係（如，忽略幼兒的問題和為什麼事情會發生的好奇心；不要求注意日常活動的順序、數目、大小、形狀上的異同、原因和結果）。</p> <p>1.2 提出的概念*不適當（如，對於幼兒的年齡和能力而言，概念太困難；使用不適當的教學方法，如使用沒有任何具體經驗的學習單；教師只提供答案而不幫助幼兒理解事情）。</p>		<p>3.1 教師有時會談到邏輯關係或概念（如，解釋用餐後是戶外時間；指出幼兒使用的積木在大小上的差別）。</p> <p>3.2 以語言及具體的經驗且適合團體中幼兒的年齡和能力來介紹一些概念（如，以問題引導幼兒和說明分類大小積木或理解冰塊融化的原因）。</p>		<p>5.1 當幼兒玩激勵推理的教具時，教師會與其討論邏輯關係（如，排順序卡片；同／不同的遊戲；大小和形狀的玩具；分類遊戲；數字和數學遊戲）。</p> <p>5.2 當解答問題時，鼓勵幼兒說完或解釋他們的推理（如，為什麼幼兒將物體分類成不同組；兩張圖哪裡相同，哪裡不同）。</p>		<p>7.1 教師鼓勵幼兒整日推理，以實際的結果和經驗為基礎來發展概念（如，幼兒以討論他們日常作息時間的經驗，或回想一個烹飪計畫的順序來學習相關的次序）。</p> <p>7.2 依幼兒的興趣或需要解決的問題來介紹概念（如，說出如何平衡高的積木建築物；幫助幼兒理解擺設餐桌需要多少湯匙）。</p>

Reasoning skills

優良

7

註解

* 概念包含：相同與不同、配對、分類、次序、一對一的對應、空間關係、原因和結果。



18. 非正式語言的使用*

不適當 1	2	最低要求 3	4	良好 5	6	優良 7
1.1 教師和幼兒說話主要是為了控制他們的行為和管理秩序。		3.1 有一些師生互動的對話 [†] （如，問是或否的簡短問句；對幼兒的問題給予簡短的回答）。		5.1 在自由遊戲時間和例行活動時間有許多師生互動。		7.1 教師和大部分的幼兒有個別性的對話**。
1.2 教師很少回應幼兒的談話。		3.2 幼兒整天都被允許說很多話。		5.2 語言主要用於教師和幼兒為了社會性的互動而交換訊息。		7.2 以問問題的方式鼓勵幼兒給較長較複雜的回答**（如，較小的幼兒就問「什麼」或「哪裡」；較大的幼兒就問「為什麼」或「如何」等問題）。
1.3 幼兒整天都不被鼓勵說太多話。				5.3 教師加入訊息來擴充 [†] 幼兒所表達的想法**。		
				5.4 教師鼓勵幼兒間的交談，包括那些特殊幼兒（如，提醒幼兒傾聽其他人；當同學中有人使用手語，教所有的幼兒使用手語）。		

註解

* 當不同的教師和幼兒一起活動時，這一題的重點在於教師與幼兒的交談。這一題的目的是幼兒語言刺激的需求要被符合。

[†] 為了要給「交談」分數，師生雙方需要有一些相互的傾聽和談話／回應。這是不同於單向溝通，例如，給一些指示或命令。對於語言能力較差的幼兒，回應也許不是用文字，還可以包括姿態、手語，或對話的方法。

[†] 擴充意義，教師用較多的語彙來增加幼兒所說的訊息。例如，一位幼兒說：「看這個卡車。」而教師就回應：「這是一個紅色的卡車。看，它有一個可以載東西的地方。」

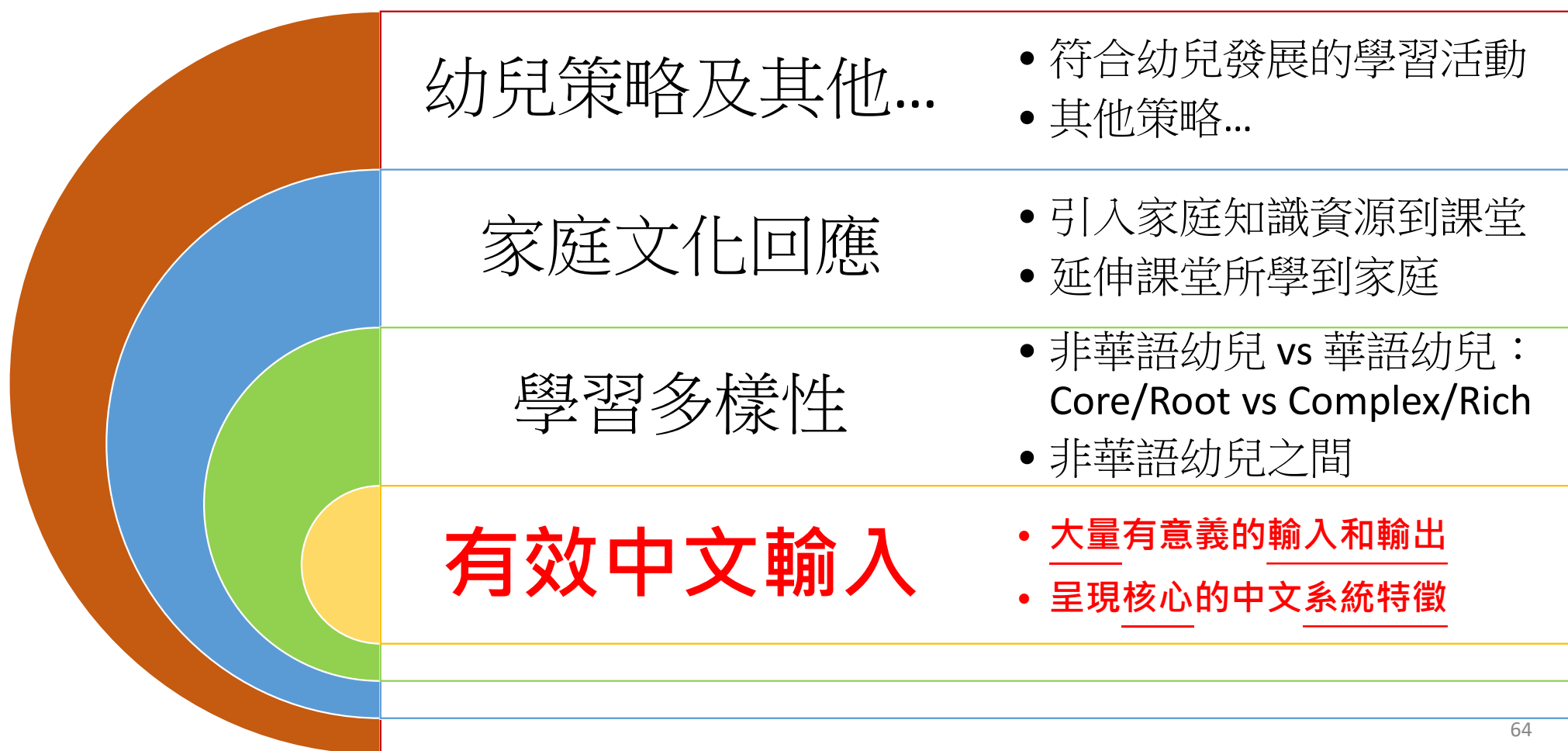
** 必須要被觀察到好幾次，才給這個指標分數。

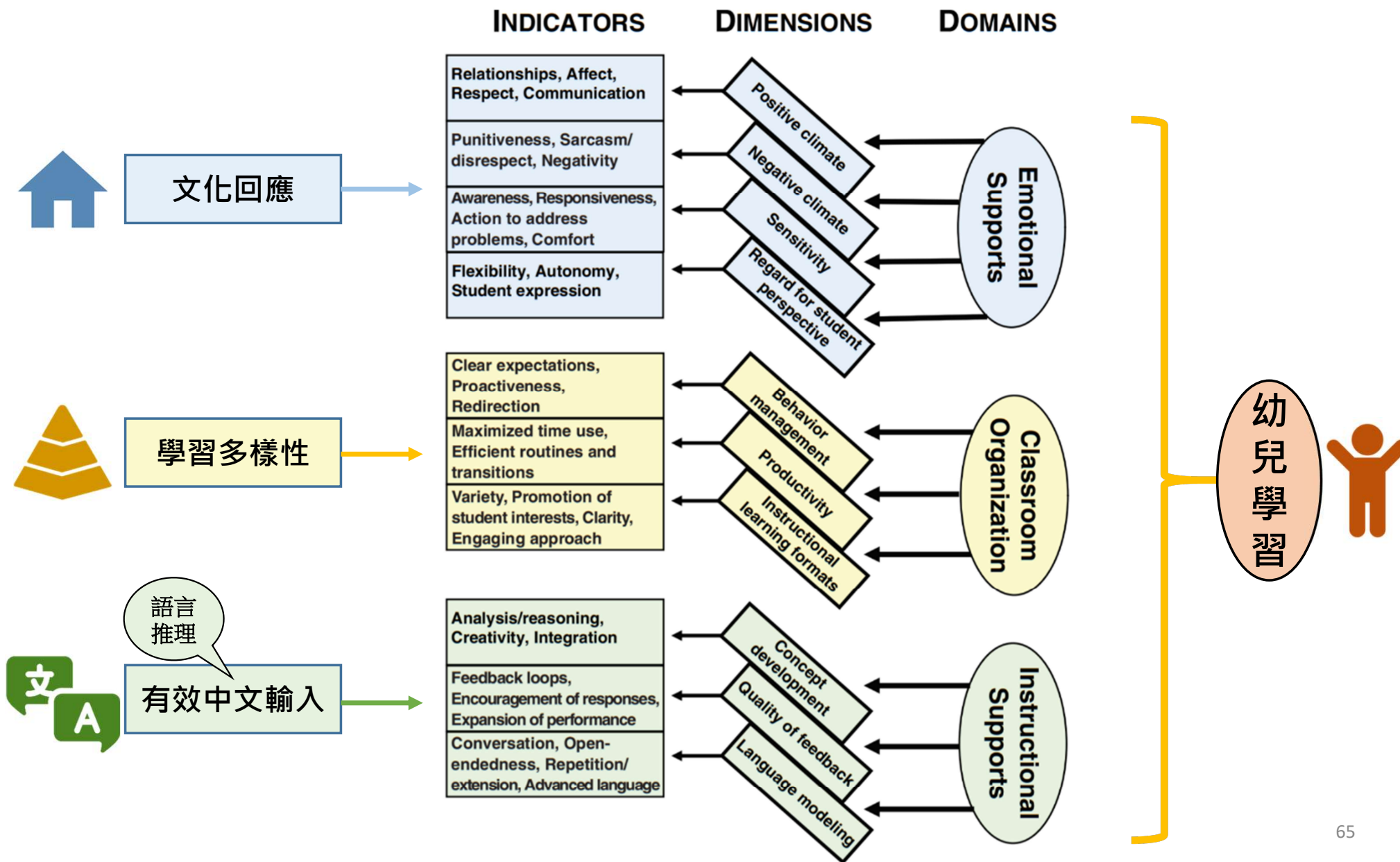
互動											
29. 大肌肉活動的管理		1	2	3	4	5	6	7			
Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
			5.3	<input type="checkbox"/>	<input type="checkbox"/>	7.3	<input type="checkbox"/>	<input type="checkbox"/>			
30. 兒童的一般管理		1	2	3	4	5	6	7			
Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
			3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>			
			5.4	<input type="checkbox"/>	<input type="checkbox"/>						
31. 紀律		1	2	③	4	5	6	7			
Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3.2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3.3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7.3	<input type="checkbox"/>	<input checked="" type="checkbox"/>
32. 師幼互動		1	2	3	4	5	6	7			
Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>						

思考三：觀察甚麼？（最重要一面）

- 何謂具效能課堂？
- 你認為，大家對於課堂觀課須觀察甚麼，有哪方面的共識？

還是回到第二層：非華語幼兒學習四大策略

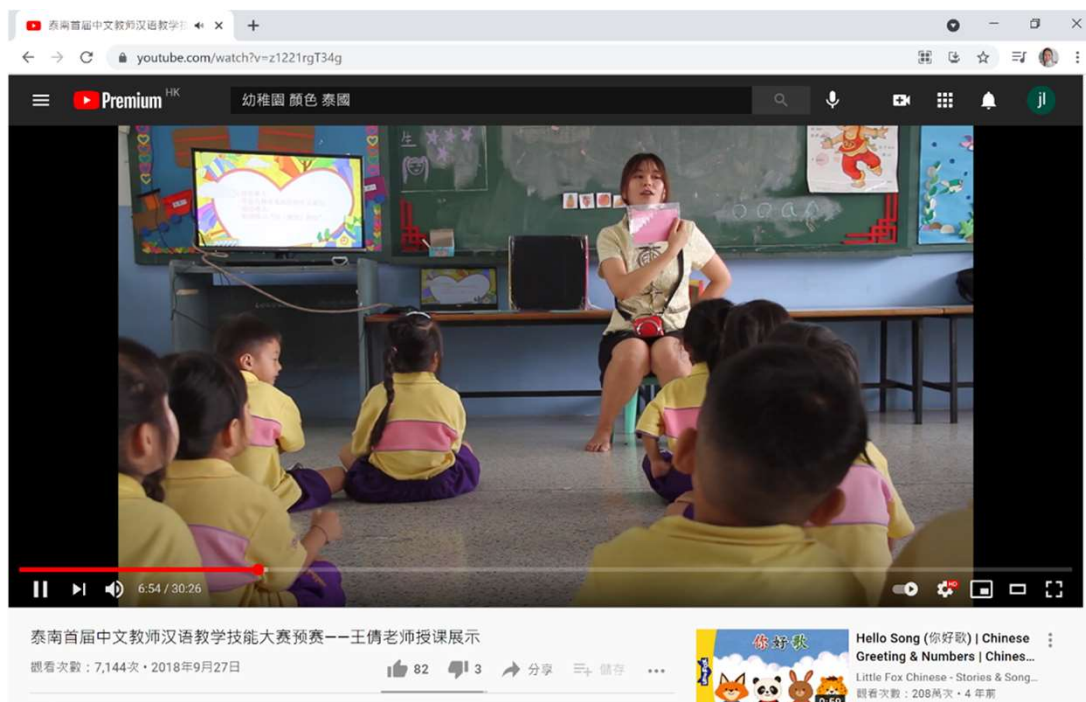




討論工作坊

請以所學分析以下 K1 非華語課堂

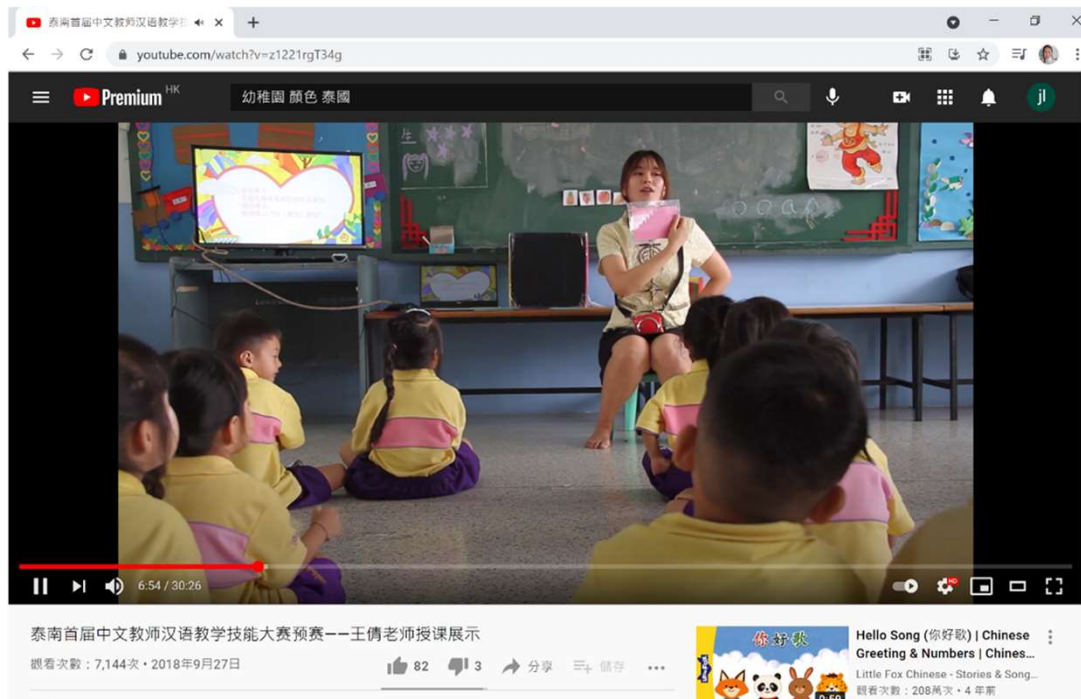
- <https://www.youtube.com/watch?v=z1221rgT34g>



在泰國如何教顏色？

請以所學分析以下 K1 非華語課堂

- <https://www.youtube.com/watch?v=z1221rgT34g>





泰國 顏色

全部 圖片 影片 新聞 短片 購物 地圖 更多

工具

圖片 :



新住民全球新聞網-台北市圖...
新住民全球新聞網-移民署



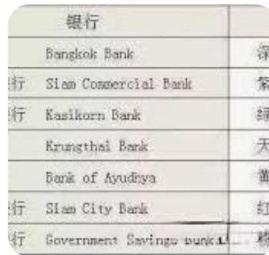
你好泰國Hello Thai - #泰生活...
Facebook



你所不知道的泰國顏色文化...
知乎专栏



看見七彩泰國：從政治語言到...
泰國行銷加速器- CIRCLE...



你所不知道的泰國顏色文化...
學子尚留學



目的達泰語教室Muditā Thai C...
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星期色

星期色或七天七色是泰國文化中規定每
周七天七種顏色的傳統...

顯示更多圖片



Vision Thai 看見泰國

Vision Thai 看見泰國
https://visionthai.net › seven-colors-meaning-in-thailand

泰國顏色意涵知多少? 看見七彩泰國

2016年8月9日 — 泰國將藍色區分為「深藍色“See Nam Ngen”」及「天藍色“See Fa”」，兩種各有不同聯想意涵。... 藍色是天空和海洋的顏色，跟深度和穩定聯想有關，具有魔法的特質 ...



相關問題：

- 泰國是什麼顏色？
 - 泰國星期幾幸運色？
 - 泰國人為什麼不能被摸頭？
 - 泰國有什麼特色？
- 意見反映

TNL The News Lens 關鍵評論網
https://www.thenewslens.com › 國際

看見七彩泰國：從政治語言到每週七日，「顏色」對泰人意義超 ...

2018年4月23日 — 泰國街頭除能見到五顏六色七彩塗裝的計程車、自動提款機（銀行）、寺廟（屋頂）、捷運標示（空/地鐵）及航空公司（標誌）外，泰國的一週也分別以7種顏色來代表每一 ...



Vision Thai 看見泰國
https://visionthai.net › thailand-seven-colors-in-seven-days

泰國7彩文化— 7天7色，你知道今天是什麼顏色嗎？

2015年5月6日 — 根據泰國人所信仰的印度神話，每週7天各對應1顆星，並有其守護神，7天的7種顏色與名稱就是源自各守護神的名稱與其顏色。





維基百科
自由的百科全書

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維基百科志願者互聯交流群 (Telegram : [@wikipedia_zh_n](#)、Discord [及](#) IRC : [#wikipedia-zh](#) [IRC://互](#) [聯](#)) 歡迎大家加入。

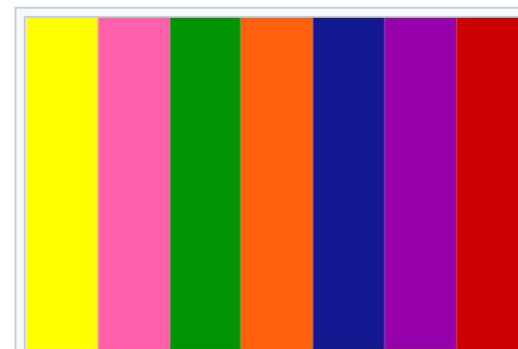
[\[關閉\]](#)

星期色 [\[編輯\]](#)

維基百科，自由的百科全書

星期色（**泰語：**สีประจำวัน）或**七天七色**（**泰語：**7 วัน 7 สี）是**泰國文化**中規定每周七天七種顏色的傳統，相傳來源自**印度神話**，自**阿瑜陀耶王朝**時期開始有此習慣^[1]。卻**克里王朝**開始，王室成員們和上流社會也按照星期色穿着對應顏色的衣服，直到**泰國**改為**君主立憲制**後，由於**西服**的流行，這一習俗才逐漸淡化^[2]。

星期色可根據生日的星期來屬於代表色，如**拉瑪九世**和**十世國王**的代表色是**黃色**（星期一出生）、**詩麗吉王后**的代表色是**藍色**（星期五出生）、**詩琳通公主**的代表色是**紫色**（星期六出生）等^[3]。



星期色示意圖，從左至右分別為星期一到星期日的代表色。

泰国文化与节庆 / 泰国文化

认识泰国文化 | 泰国7彩文化 — 7天7色，你知道今天是什么颜色吗？



延伸阅读: [在泰国你该拜哪尊泰国生日佛?](#)

泰国7天7色的7彩文化：看你的对应代表色

星期	颜色
星期一	黄色
星期二	粉红色
星期三	绿色
星期四	橘色
星期五	淡蓝色
星期六	紫色
星期日	红色

看更多[泰国文化](#)长知识

[在泰国你该拜哪尊泰国生日佛?](#)



泰版“刘玉玲” Anne：
12岁辍学 现翻身成泰娱传
奇人物



泰国疫苗接种数据更新 |
至6月6日累计逾1亿3,817
万剂



泰内阁拍板同婚法 17岁可
登记、可收养孩子



热议！乐团成员攻击BKPP
吐槽LGBT 泰网友：快退
圈

FARFETCH



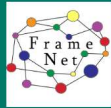
Marc Jacobs





银行		颜色	
曼谷银行	Bangkok Bank	深蓝	
暹罗商业银行	Siam Commercial Bank	紫色	
泰华农民银行	Kasikorn Bank	绿色	
泰京银行	Krungthai Bank	天蓝	
大城银行	Bank of Ayudhya	黄色	
暹罗城市银行	Siam City Bank	红色	
政府储蓄银行	Government Savings Bank	粉红	





FrameNet maps meaning to form in contemporary English through the theory of Frame Semantics.

color

Upcoming and Recent Events

- Berkeley FrameNet website moving out of ICSI
- StarSEM 2023 paper suggests Frame Semantics can help NLP understand adverbs
- Petruck lectures on argument structure and null-instantiation in FrameNet at Bar-Ilan University's NLP Group (May 14, 2023)

GET THE DATA

Welcome to FrameNet!



About



Intro PowerPoint



Glossary

Frame Index

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Abandonment

Abounding_with

Absorb_heat

Abundance

Abusing

Access_scenario

Accompaniment

Accomplishment

Accoutrements

Accuracy

Achieving_first

Active_substance

Activity

Activity_abandoned_state

Activity_done_state

Activity_finish

Activity_ongoing

Activity_pause

Activity_paused_state

Activity_prepare

Activity_ready_state

Activity_resume

Activity_start

Activity_stop

Actually_occurring_entity

Addiction

Adding_up

Adducing

Adjacency

Color

Lexical Unit Index

Definition:

A **Color** serves as a landmark in color-space, either a point-like landmark (e.g. burnt sienna) or a broader region (e.g. blue). Especially when the **Color** designates a broad region in color-space, it may be defined with a specific **Type**, further specified by comparison to the color of a **Comparand**, modified by a **Color_qualifier**, or evaluated with a **Descriptor**. All color words are generally used to specify the color of some (physical) **Entity**.

I really like that shade of **BLUE**.

The welts on his side had already *turned* an **angry RED**.

The room was bathed in a soft **PINK light**.

They promptly set up a zillion **bright VERMILION pavilions**.

His face and hands *were* **BROWN** **from a life spent in the bright sun of the fields**.

FEs:

Core:

Color [Col]

A position in color-space, generally used to describe the quality of some **Entity**.

Entity [Entity]

This FE identifies the **Entity** described by the **Color**.
His jacket was absolutely **GREEN**.

Non-Core:

Attribute [att]

The aspect of the **Entity** which is under discussion, namely color.

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Frame Index

ABCDEFGHIJKLMNOPQRSTUVWXYZ

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- [Abounding_with](#)
- [Absorb_heat](#)
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Non-Core:	
Attribute [att]	<p>The aspect of the Entity which is under discussion, namely color.</p> <p>The wine is bright RED in color with aromas of red fruits, toasted almond, clove and orange peel.</p>
Cause [Cause]	<p>The state of affairs that the Color is dependent on.</p> <p>His face was RED with anger.</p>
Color_qualifier [Qual]	<p>A phrase that indicates the direction in color-space from the center of the region designated by the Color.</p> <p>Its gill-flaps turn a sort of reddish ORANGE when it has the disease.</p> <p>I told him not to use the dark BROWN, but he didn't listen.</p> <p>For a moment the whole sky turned bright PINK.</p>
Comparand [Comp]	<p>A physical entity (or type of physical entity) whose color is similar to the designated color. When this FE occurs with adjective targets, (a relatively rare circumstance) the Comparand also serves to specify a Type, which should be labeled on the second FE layer.</p> <p>Her lips looked sunset RED in the light of the single lamp.</p> <p>The ents stared out at us with eyes the deep GREEN of the forest.</p>
Degree [Degr]	<p>The closeness of the Entity's color to the center of a Color prototype.</p> <p>The plums are very RED, and very ripe.</p>
Semantic Type: Degree	
Descriptor [Desc]	<p>Some characteristic or judgment of a Color implicitly imposed by a speaker.</p> <p>Her feathers were dyed a lovely PURPLE for the occasion.</p>
Subregion []	<p>The part of the Entity that has the indicated Color.</p>
Type [Typ]	<p>This FE indicates what subtype of the general category of a Color is indicated.</p> <p>It is said that the eyes of the prophet will be of the deepest azure BLUE.</p>

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ABCDEFGHIJKLMNOPQRSTUVWXYZ

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Frame-frame Relations:

Inherits from: [Gradable_attributes](#)
Is Inherited by:
Perspective on:
Is Perspectivized in:
Uses:
Is Used by:
Subframe of:
Has Subframe(s):
Precedes:
Is Preceded by:
Is Inchoative of:
Is Causative of:
See also:

Lexical Units:

azure.a, beige.a, black.a, blue.a, brown.a, buff.a, color.n, colored.a, crimson.a, ebony.a, gray.a, green.a, indigo.a, maroon.a, mauve.a, orange.a, pink.a, pitchblack.a, puce.a, purple.a, red.a, scarlet.a, tan.a, turquoise.a, vermilion.a, violet.a, white.a, yellow.a

Created by MJE on 11/19/2002 03:10:50 PST Tue

Lexical Unit	LU Status	Lexical Entry Report	Annotation Report	Annotator ID	Created Date
azure.a	Created	Lexical entry	Annotation	ACW	01/20/2003 03:52:22 PST Mon
beige.a	Created	Lexical entry		ACW	01/23/2003 09:24:30 PST Thu
black.a	Finished_Initial	Lexical entry	Annotation	MJE	11/21/2002 08:02:41 PST Thu
blue.a	Created	Lexical entry	Annotation	MJE	11/21/2002 08:00:28 PST Thu
brown.a	Created	Lexical entry		MJE	11/21/2002 08:02:12 PST Thu
buff.a	Created	Lexical entry		ACW	01/23/2003 10:45:06 PST Thu
color.n	Created	Lexical entry	Annotation	MJE	11/21/2002 07:57:42 PST Thu
colored.a	Created	Lexical entry	Annotation	CVa	01/22/2013 05:35:35 PST Tue
crimson.a	Created	Lexical entry		ACW	01/20/2003 03:26:47 PST Mon

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Gradable_attributes

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Definition:

An **Entity** has an implicit **Value** for an **Attribute**. **Degree** expresses either explicit comparison or the deviation of the **Value** when compared with other entities of similar kind. The **Value** may hold only relative to a particular **Time** or in particular **Circumstances**.

Semantic Type: Non-Lexical Frame

FEs:

Core:

Degree []	A modifier expressing the deviation of the Value from the norm or from the value for another Entity .
Semantic Type: Degree	
Excludes: Value	
Entity []	The Entity for which a particular gradable Attribute is appropriate and under consideration.

Core Unexpressed:

Attribute []	The feature of an Entity which is under discussion.
Value []	The generally implicit Value of the Attribute .

Non-Core:

Circumstances [cir]	Some specification of the circumstances under which the Entity has a particular Value for the Attribute .
Place [pla]	The location where the Entity is has the Attribute to a given Degree .
Time []	The Time during which the Entity is in the state of having a particular Value for the Attribute .

Frame-frame Relations:

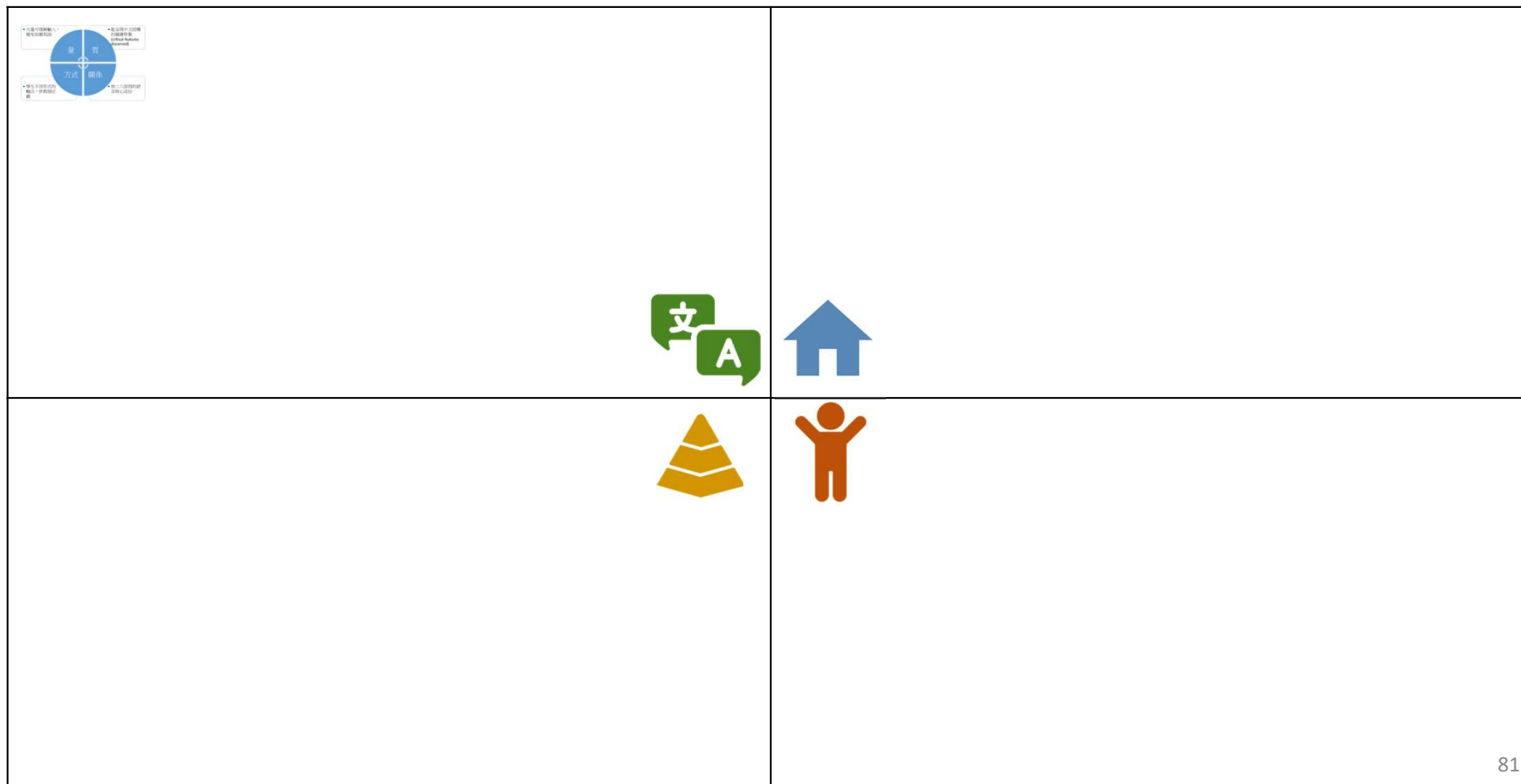
Inherits from: [Attributes](#)
Is Inherited by: [Abundance](#) [Addiction](#) [Artificiality](#) [Being_active](#) [Being_at_risk](#) [Being_dry](#) [Being_rotted](#) [Being_wet](#) [Biological_usage](#)

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blue.a	Created	Lexical entry	Annotation	MJE	11/21/2002 08:00:28 PST Thu
brown.a	Created	Lexical entry		MJE	11/21/2002 08:02:12 PST Thu
buff.a	Created	Lexical entry		ACW	01/23/2003 10:45:06 PST Thu
color.n	Created	Lexical entry	Annotation	MJE	11/21/2002 07:57:42 PST Thu
colored.a	Created	Lexical entry	Annotation	CVa	01/22/2013 05:35:35 PST Tue
crimson.a	Created	Lexical entry		ACW	01/20/2003 03:26:47 PST Mon
ebony.a	Created	Lexical entry		MJE	11/21/2002 07:59:28 PST Thu
gray.a	Created	Lexical entry	Annotation	MJE	11/21/2002 08:02:26 PST Thu
green.a	Created	Lexical entry	Annotation	MJE	11/21/2002 07:57:22 PST Thu
indigo.a	Created	Lexical entry		WMcQ	09/28/2015 03:17:18 PDT Mon
maroon.a	Created	Lexical entry		ACW	01/20/2003 03:37:41 PST Mon
mauve.a	Created	Lexical entry		ACW	01/23/2003 10:40:38 PST Thu
orange.a	Created	Lexical entry		MJE	11/21/2002 08:00:45 PST Thu
pink.a	Created	Lexical entry	Annotation	MJE	11/25/2002 02:02:42 PST Mon
pitchblack.a	Created	Lexical entry	Annotation	CVa	01/22/2013 05:34:00 PST Tue
puce.a	Created	Lexical entry		WMcQ	09/28/2015 03:17:49 PDT Mon
purple.a	Created	Lexical entry		MJE	11/21/2002 07:59:45 PST Thu
red.a	Created	Lexical entry	Annotation	MJE	11/19/2002 03:42:34 PST Tue
scarlet.a	Created	Lexical entry		ACW	01/23/2003 10:49:21 PST Thu
tan.a	Created	Lexical entry		ACW	01/23/2003 10:43:55 PST Thu
turquoise.a	Created	Lexical entry		ACW	01/20/2003 03:39:36 PST Mon
vermilion.a	Finished_Initial	Lexical entry	Annotation	MJE	11/21/2002 07:57:53 PST Thu
violet.a	Created	Lexical entry		MJE	11/21/2002 08:01:48 PST Thu
white.a	Created	Lexical entry	Annotation	MJE	11/21/2002 08:03:00 PST Thu
yellow.a	Created	Lexical entry	Annotation	MJE	11/21/2002 08:01:02 PST Thu

請按四大策略，尤其中文策略，評價這課堂的效能



三、如何評課回饋？

思考四：如何客觀、有建設性地評課？

- 你評課（被評／評人）時，有心理壓力嗎？
- 如何開始第一句？
- 如何使評課具建設性，提升教師專業能力？

教學整體，如環境、行為、
教學內容等

教師教學策略

學生表現，特別是思維情況

學生表現與教師教學策略的
關係

	What Teachers Notice	How Teachers Notice
Level 1 (Baseline)	Attend to whole class environment, behavior, and learning and to teacher pedagogy.	Form general impressions of what occurred. Provide descriptive and evaluative comments. Provide little or no evidence to support analysis.
Level 2 (Mixed)	Primarily attend to teacher pedagogy. Begin to attend to particular students' mathematical thinking and behaviors.	Form general impressions and highlight noteworthy events. Provide primarily evaluative with some interpretive comments. Begin to refer to specific events and interactions as evidence.
Level 3 (Focused)	Attend to particular students' mathematical thinking.	Highlight noteworthy events. Provide interpretive comments. Refer to specific events and interactions as evidence. Elaborate on events and interactions.
Level 4 (Extended)	Attend to the relationship between particular students' mathematical thinking and between teaching strategies and student mathematical thinking.	Highlight noteworthy events. Provide interpretive comments. Refer to specific events and interactions as evidence. Elaborate on events and interactions. Make connections between events and principles of teaching and learning. On the basis of interpretations, propose alternative pedagogical solutions.

Figure 3. A framework for learning to notice student mathematical thinking (van Es, 2011).

觀課回饋的原則

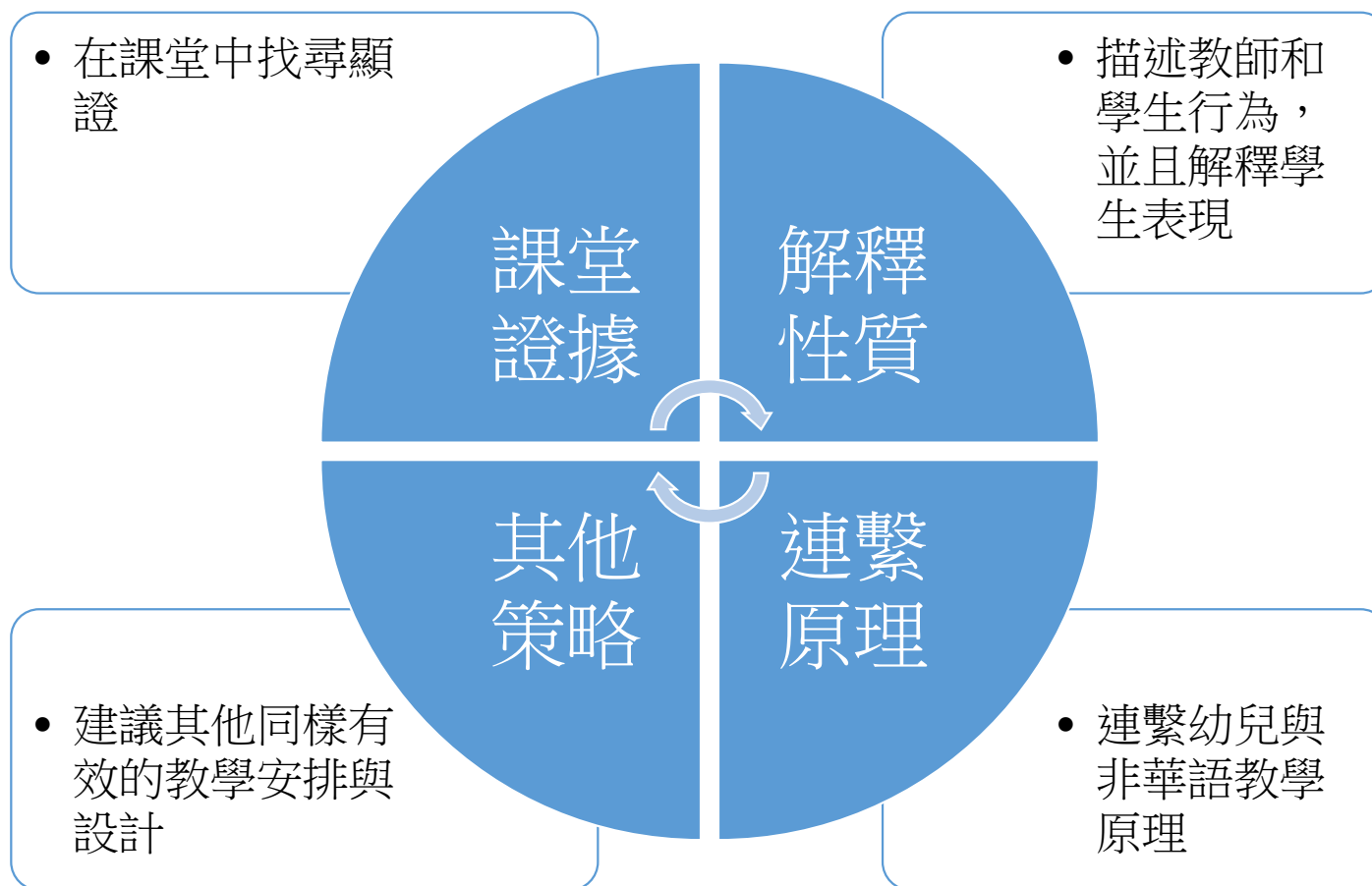


表 6.2

观察前（计划）讨论会的访谈提纲

讨论的问题：

1. 这一课与你的课程的哪一部分相关联？
2. 这种学习是怎样“融入”这节课学习编排的呢？
3. 简要描述本班的学生，包括那些有特殊需要的学生的情况。
4. 本课的学习目标是什么？你想让学生弄懂什么？
5. 你如何让学生参与学习？你会怎么做？学生会怎么做？学生会以小组、个人或是大组的方式学习吗？提供一些学生将会使用的练习题或其他材料。
6. 针对班上不同的个体或群体学生，你会怎样做到因材施教呢？
7. 你是怎样又是什么时候了解到学生学到了你想让他们学的东西的呢？
8. 在观摩你上课时，有没有什么你想让我特别注意的呢？

表 6.1

观察后（反思）讨论会的访谈提纲

教师姓名_____学校_____

1. 从总体上看，这堂课上得怎样？学生学到了你打算让他们学的知识吗？你怎么知道呢？
2. 如果你能拿出学生作业的范例，那么，在学生的参与程度和理解程度方面，这些范例又揭示了什么？
3. 解释一下你的课堂程序、学生行为以及物理空间的利用情况。这些因素在多大程度上促进了学生的学习呢？
4. 你背离过计划吗？若是如此，是怎样又是为什么要背离计划呢？
5. 解释一下教学信息传递的各个方面（如教学活动、学生分组、学习资料以及教学资源等）。它们在多大程度上有效呢？
6. 如果你有机会重新给同样的学生上同样的课，你会在哪些方面做得不同呢？

更提出課堂實施的建議

專業決策

也評價課堂的效能質素

課堂效能

只記錄課堂上發生的事情

課堂觀察

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單項

實踐比理論重要，找到最適合自己的方法！

