

觀課記錄表(英語領域)

Classroom Observation Form (English)

教學者 Instructor	劉蔚理	觀察者 Observer	張振嘉
教學日期 Date	110.3.23(二)	教學年級 Grade	六年級
教學單元/主題 Unit / Topic	Lesson 2 I COULD EAT A HORSE		
面向 Dimension	參考項目 Expected Practice		
1.全班學習氣氛 Learning atmosphere	1-1 是否為有善學習的環境? Good Is there a friendly atmosphere which is conducive to learning?		
	1-2 是否有熱衷學習的氣氛? Good Is there a passionate atmosphere which is conducive to learning?		
	1-3 是否有聆聽學習的環境? Good Is there a listening atmosphere which is conducive to learning?		
2.學生學習動機與歷程 Learning motivation and progress of students	2-1 學生學習動機是否持續? Good Are students able to sustain learning motivation?		
	2-2 學生是否相互關注與傾聽? Good Are students able to have mutual concern and to listen to each other?		
	2-3 學生是否互相協助與討論? Good Are students able to have mutual assistance and discussion?		
	2-4 學生是否投入參與活動? Good Are students engaged and participate in the activities?		
	2-5 學生是否能理解教師的教學及教學活動說明? Good Are students able to understand teacher's instruction and directions for activities?		
	2-6 學生是否有充分的語言練習機會? Good Do students have adequate opportunities for language practice?		
	2-7 是否發現有特殊表現的學生?(如學習停滯、學習超前和學習具潛力的學生?) Are there special students like students with learning difficulty or talented students?		
3.學生學習結果 Learning outcome of students	3-1 學生學習是否成立? 如何發生? 何時發生? Is the learning of students taking place? How? When?		
	3-2 學生是否能勇於使用語言並修正錯誤? Good Are students willing to take risks in using and correcting L2?		
	3-3 學生學習的困難之處是什麼? What are the learning difficulties of students?		
	3-4 挑戰伸展跳躍的學習是否產生? Good Is there challenge/extension/jumping learning for students?		
教室簡圖 Classroom setting 或 or 觀察組別 Group to be observed			
黑板 Blackboard			
Group 1		Group 5	
Group 2		Group 4	
Group 3			

課室觀察記錄 Notes of the lesson

一、教師學習引導 Guided Learning of teacher

1. 老師示範教學選定第 2 課作為本節教學主要內容。
2. 藉由設計實際運用美式菜單來分組做美式餐廳點餐活動，以檢視學生是否能運用第 2 課的主要句型對話，並且融入店員和顧客的角色扮演，活化情境，讓學生產生高度學習興趣。
3. 採用合作學習理念，讓異質分組的成員，能彼此合作、快速完成老師指派的情境對話。
4. 學生亦可藉由前組的示範，達到楷模學習。

二、學生學習行為 Learning Behavior of students

1. 每組學生已由前一學期的合作下來，很有默契，能有效率的完成任務。
2. 唯獨第二組靠牆角的一位同學在討論時較安靜，發言較其他同組同學少。
3. 學生太關心自己分組積分，上台演練後，下台後持續討論作答情形。此舉，會影響下一組學生上台之表現，也會分散全班同學的注意力。

三、教學觀察後的省思及學習

Reflection and the things I've learned from the classroom observation.

1. 老師能有效率與重點的複習教過的單元。
2. 老師自製點餐卡讓學生角色扮演，創意十足!因菜單字型較小，後面的學生，要辨識講台上學生完成句子的正確與否，稍嫌困難。
3. 教學順暢，時間掌握精準。