

# 彰化縣埔鹽鄉南港國民小學教師公開授課觀察後會談紀錄表

授課教師： 林彥谷 任教年級： 六 任教領域/科目： 社會

教學單元： 228 事件（雙語教學）

觀課人員： 劉緯綸 回饋會談時間： 110 年 11 月 2 日 8:00 至 8:20 地點： 辦公室

與教學者討論後：

## Competence and performance

Competence refers to one's underlying and inner knowledge, which is non-observable. While, performance is the outside. It's the ability that can be observed, such as doing or achieving something. In reference to language teaching and learning, competence is more like the knowledge of the language, such as spelling, grammar, and linguistic factors. However, performance is the actual realization and production that can be seen, such as speaking and writing or the comprehension of reading and listening. In this study, the worksheets are that competence comes before performance. Listening/ speaking/ reading/ writing (*competence*) fall in the first session of the class for the foundation, and reader's theater (*performance*) falls in the second to be the deeper and better wrap up for the previous class.

## Comprehension and production

Comprehension (listening and reading) can be competence equally, and production (speaking and writing) can be categorized as performance, which is more observable than the former one. According to Miller (1963), comprehension comes before production. Therefore, teachers should create something that is comprehensible for learners before asking them to respond. As a result, in this study, the *word bank* is listed prior to the short paragraph to lower students' barrier of comprehension. Also, the linguistic factors shouldn't be the obstacles in CLIL classroom, in which subject content matters the most.

## Language and thoughts

In the perspective of behavior, cognition is studied by scientific method, which is opposed to the argument of Piaget (1972), which he argued that cognition is the dependent, central, and automatic to spring out. However, Vygotsky (1978) is different from Piaget's point of view, social interaction is a requisite. On the basis of what mentioned above, taking the operations of cognitive development of learners' into consideration is one of the steps to design an appropriate course, and next the participatory interaction is the impetus to help learners make progress. Accordingly, in CLIL classroom, interaction between students and teachers, participation in the discussion, and the oral, physical, and written scaffolding from the students and teachers are the must.

## The analytical description for lower-achieving students

CLIL classroom setting puts emphasis on communication and participatory interaction. Therefore, on top of linguistic domain, something hidden inside learners on the basis of pedagogical consideration must be talked about, which are as follows.

1. **Self-esteem:** in this study, the researcher noticed that few students were really lack of confidence and they seem not to believe they can achieve the tasks. Accordingly, optimal attention and encouragement should be given to linguistic goals and personhood.
2. **Willingness to communicate:** some of the students are really unwilling to talk about their feelings, thoughts, and idea, but that doesn't mean that they are bad learners. In Confucian culture, an individualistic person can be easily seen to be opposed by collectivist.
3. **Language ego:** human beings always build up defenses to protect ego, which is the very personal and egoistic nature. Therefore, in order to lower students' threaten, communicative techniques (the interactive activities) should be provided to be their social support, which may lead to greater willingness to communicate.
4. **Risk taking:** as the factors mentioned above, such as building defenses in the ego resulting in unwillingness of communication, the characteristic suggests risk taking is decisive in successful learning, taking the risk of being wrong. Some of the students in class have the tendency to be silent to avoid being teased or foolish if the mistakes are made. Therefore, supportive atmosphere and confidence construction are important to encourage students to take risk in class.
5. **Motivation:** some extrinsic motivations are inevitable and useful, and successful classroom usually incorporates both intrinsic and extrinsic motivations, which depends on the teaching approaches. For example, students' anticipation of getting reward may drive them to involve in classroom activities, and optimal challenges given to them to resolve for sense of achievement, which may enhance students' level of autonomy, self-reward, and self-actualization.