

彰化縣私立精誠高中英文科公開觀議課教案

教學單元	Life Lessons in Rudyard Kipling's "If—"	授課教師	李宛真																				
教學時間	2023-9-11 11:10~12:00	教學對象	606 班																				
教學研究	教學理念	1. The teacher leads students to set up confidence, discussing issues with classmates in English by using "communicative approach". 2. The teacher uses "activity of debating" and the method of "Socratic Questions" to trigger students' profound thinking, which can train not only their fluence of speaking English but also their abilities of "critical thinking".																					
	教學目標	1. Students can be familiar with vocabularies and phrases of the chosen issue. 2. Students can collect proper and adequate information from affirmative side and negative side of the resolution in order to analyze this issue rationally and comprehensively. 3. Students can consider the chose issue rationally and profoundly. 4. Students can know how to develop affirmative and negative positions. 5. Students can use related vocabularies and phrases to ask questions, to answer, and to discuss the resolution. 6. Students can develop confidence to expression their personal opinions in English deliberately, independently, and properly. 7. Students can develop their "critical thinking " by considering the issue from multiple and different angles(perspectives).																					
	教學方法	Communicative Language Teaching Approach																					
	評量方式	Assessment on performance of speaking, answering, question asking and researching.																					
教學活動	教學流程及內容設計		時間																				
	1. Warm up 【 Resolution: The value of life depends on how much money we earn. 】 (1) Both affirmative and negative groups have been formed, and there are three debaters in each group. (2) The teacher gives a brief introduction about the topic and the process of debating:		5 mins																				
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Process</th> <th style="width: 40%;">Time</th> </tr> </thead> <tbody> <tr> <td>First Affirmative Speech</td> <td style="text-align: center;">3mins</td> </tr> <tr> <td>Cross Examination</td> <td style="text-align: center;">3mins</td> </tr> <tr> <td>Negative Prepare Time</td> <td style="text-align: center;">2mins</td> </tr> <tr> <td>First Negative Speech</td> <td style="text-align: center;">3mins</td> </tr> <tr> <td>Cross Examination</td> <td style="text-align: center;">3mins</td> </tr> <tr> <td>Affirmative Prepare Time</td> <td style="text-align: center;">2mins</td> </tr> <tr> <td>Second Affirmative Speech</td> <td style="text-align: center;">5mins</td> </tr> <tr> <td>Negative Prepare Time</td> <td style="text-align: center;">2mins</td> </tr> <tr> <td>Second Negative Speech</td> <td style="text-align: center;">5mins</td> </tr> </tbody> </table>	Process	Time	First Affirmative Speech	3mins	Cross Examination	3mins	Negative Prepare Time	2mins	First Negative Speech	3mins	Cross Examination	3mins	Affirmative Prepare Time	2mins	Second Affirmative Speech	5mins	Negative Prepare Time	2mins	Second Negative Speech	5mins	
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		The affirmative team should come up with several reasons that support the position. The negative team should come up with some reasons why they support their position. Both groups should assign two people as the spokespersons to deliver the teams' arguments to the class.																					

	<p>3. Wrap up</p> <p>The teacher makes a conclusion:</p> <p>After today's discussion, I believe most of you have considered the value of your life. So please think about this question: What is the meaning and value of life for you? How would you make your life meaningful and valuable? Please write down your opinions and feedback on the worksheet and hand the worksheet next time.</p>	5 mins	
	參考資料		

彰化縣私立精誠高級中學

「學習共同體及授業研究」公開觀課紀錄表

2023-09-11 11:10~12:00

觀課科目:英文

授課教師:李宛真

觀課班級: 606

授課內容: Life Lessons in Rudyard Kipling's "If -"

觀課日期: 2023-09-11

觀課教師: 郭乃華

觀課參考項目		紀錄內容 (請以文字簡要描述)
全班學習氣氛	1. 是否有安心的學習環境? 是	以英文辯論的活動方式進行課堂內容的延伸, 讓同學們能夠投入新鮮的討論氛圍當中
	2. 是否有熱烈的學習氣氛? 是	
	3. 學生是否專注於學習的內容? 是	
學生學習歷程	1. 學生是否互相協助、討論和對話? 是	進行英文辯論的分組必須針對議題充分討論, 同學們也能夠投入其中
	2. 學生是否主動回應老師的提問? 否	
	3. 學生是否主動提問? 是	英文辯論答辯過程中, 雙方激烈交鋒
	4. 學生是否能專注個人或團體的練習 (如:學習單、分組活動等)? 是	學生分組能專注於問題討論
	5. 是否發現有特殊表現的學生? 否 (如學習停滯、學習超前和學習具潛力的學生)	無特殊發現
學生學習結果	1. 學生學習是否有成效? 是	老師透過辯論活動的設計, 延伸課文探討生命的意義, 讓同學們事先查找資料, 並在正反方不同觀點之中, 充分思考與表述, 進而達到意見交流, 不僅能跳脫課本, 深化思考, 也讓同學們有興趣進行英文論述與討論。
	2. 學生是否有學習困難? 未發現	
	3. 學生的思考程度是否深化? 是	
	4. 學生是否樂於學習? 是	

議課

優點

1. 在英文辯論的過程當中，讓學生嘗試新的體驗，同時能夠充分瞭解、論述議題，並交流彼此的看法，讓學生們在答辯的過程中練習思辨以及英文表述技巧與自信。
2. 學生能充分討論並回答問題，透過分享自己的生命經驗和想法，讓學生們嘗試討論、思索個人對生命意義和價值的定義為何？以及如何達到？

建議

1. 時間控制需要再更彈性精準，因辯論活動需要有充分的時間進行腦力激盪，才能使學生們的思維充分深化。

觀課的心得與學習

英文辯論活動可增進學生們的學習動能，在資料查找的過程中，訓練同學們的獨立思辯能力，並帶領他們用更宏觀的角度思維議題、理性討論，在答辯與交鋒的過程中，學生們練習正確的英文表達方式並建立自信，在問題討論中，更進一步深化思考個人生命的意義。

