

雙語課程說觀議課紀錄表_A 版

Record of Pre-Class Discussion, Class Observation, and Post-Class Discussion (Version A)

授課進度 Course Content		你我真特別		授課教師 Instructor	蘇盈楹 SU, YING-YING
教案設計者 Lesson Designer		蘇盈楹 SU, YING-YING	觀課時間 Class Observation Time 1:30 p.m.-2:10 p.m.	觀課教師 Observing Teacher	劉靜芬
觀課面向 Dimensions		觀察重點 Observation Focus		優點特色或建議 Strengths, Characteristics, or Suggestions	
說課 Pre-Class Discussion	課程內容 Content of the Lesson	- 學科教學內容的選擇 Content selection - 學科教學內容的呈現方式 Content presentation - 教學（雙語：中、英語）語言使用之規劃 Language planning and use of Chinese and English - 雙語教學內容組織 Bilingual lesson organization		3-1 以 T 提問句 How do you feel? 貫穿整堂課，扣緊課程目標，對他人特質的察覺。	
觀課 Class Observation	學習情境營造 Learning Environment	- 學習氛圍友善支持、利於學習發生 The environment is supportive for learning. - 具備正向、支持性的師生關係 The teacher-student relationship is positive and supportive - 具備和諧、友善的同儕關係 Peer interaction is friendly and amicable		2-1 開始時用負數時，T 以正向口語 "good" 稱讚 S； 2-2 S 分享時，提醒 S 可以使用較富情感說出 sad，T 適時鼓勵。 2-3 有學生舉手時，T 能 "good" 表達鼓勵。 3-1 T 引導 S 協助同儕解決問題。	
	教師教學情形 Teaching Condition	- 雙語教學活動流程適當及流暢度 The instruction is well timed and confidently executed. - 運用教學方法以達成雙語授課的狀況		2-1 影片學習過程，解說較難以中文呈現，問問題以英文表示，轉挫氣氛。 3-1 口頭發表，一位接一位有順序感；	

		The appropriate approaches to teaching are selected for the context. 3. 運用教學策略以進行雙語活動的狀況 The appropriate teaching strategies are utilized for the context. 4. 雙語教學活動對引發學生學習動機的狀況 The bilingual teaching activities are motivating and effective for student learning. 5. 教師對學生學習（學科與雙語部分）之關照 The teacher monitors student learning (content and bilingual development). 6. 教師之應變能力 The teacher is flexible and adapts the lesson appropriately.	14-1 不斷印出 How do you feel 5-1 引導回答自身感受。 16-1 離座時只有他舉手表示完成，T 未處理其他。 16-2 沒人舉手願意發言時，T 以答腔板首進行回答，(答腔已舉起百板)
	學生歷程表現 Student Performance	1. 學生雙語發言或討論的狀況 Observations regarding student language use and discussion 2. 學生對雙語學習的投入狀況 Observations regarding student investment in bilingual learning 3. 學生對雙語學習困難的解決情況（或對雙語授課的反應） Observations regarding student resilience in bilingual lessons (or student response to bilingual teaching) 4. 學習成果與教學目標之關聯性 Observations regarding the relationship between teaching objectives and the resulting student learning	11-1 分鐘時，S 能依 T 引導說出感覺 "sad" 的英文； 13-1 答腔對於英文回答以靜默 "回應"；還要 14-2 答腔上台發言時在 T 引導下，能使用英文自介。
議課 Post-Class Discussion	觀課教師的學習與收穫 Observing Teacher's Learning Reflection ① 可製作(或寫)感受(常用)字卡讓學生提取回答，黑板上的教單未使用到。 ② 學生分教師能照顧到所有學生，並適時提供正向協助。		

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授課進度 Course Content		你我真特別		授課教師 Instructor	蘇盈楹 SU,YING-YING
教案設計者 Lesson Designer		蘇盈楹 SU,YING-YING	觀課時間 Class Observation Time	1:30 p.m.- 2:10 p.m.	觀課教師 Observing Teacher <i>Lee Chia Lina</i>
觀課面向 Dimensions		觀察重點 Observation Focus		優點特色或建議 Strengths, Characteristics, or Suggestions	
說課 Pre-Class Discussion	課程內容 Content of the Lesson	- 學科教學內容的選擇 Content selection - 學科教學內容的呈現方式 Content presentation - 教學（雙語：中、英語）語言使用之規劃 Language planning and use of Chinese and English - 雙語教學內容組織 Bilingual lesson organization		選擇了生活日常 主題，和培養 人際互動關係 高度相關	
觀課 Class Observation	學習情境營造 Learning Environment	- 學習氛圍友善支持、利於學習發生 The environment is supportive for learning. - 具備正向、支持性的師生關係 The teacher-student relationship is positive and supportive - 具備和諧、友善的同儕關係 Peer interaction is friendly and amicable		在小班教學中， 營造友善的 學習氛圍	
	教師教學情形 Teaching Condition	- 雙語教學活動流程適當及流暢度 The instruction is well timed and confidently executed. - 運用教學方法以達成雙語授課的狀況		1. 採用多模態 營造學習情境 (多媒體 / 手勢)	

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	學生歷程表現 Student Performance	1. 學生雙語發言或討論的狀況 Observations regarding student language use and discussion 2. 學生對雙語學習的投入狀況 Observations regarding student investment in bilingual learning 3. 學生對雙語學習困難的解決情況（或對雙語授課的反應） Observations regarding student resilience in bilingual lessons (or student response to bilingual teaching) 4. 學習成果與教學目標之關聯性 Observations regarding the relationship between teaching objectives and the resulting student learning	- 樂於投入課程學習 - 樂於進入小組討論 - 給予學生總結產生的機會.
議課 Post-Class Discussion	觀課教師的學習與收穫 Observing Teacher's Learning Reflection - How do you feel? "What do you think?" - 可系統化融入課室英文: greetings, roll-call, encouragement. - 漸進避免中英番翻譯		

- 雙語教師充滿教學熱誠, 暖心和學生互動

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以科學學習為主軸, 善用說故事舉例來提高學習動機