


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		翰林版 3 上綜合活動 第二單元第二節		授課教師 Instructor	陳佳伶
教案設計者 Lesson Designer		陳佳伶	觀課時間 Class Observation Time 113/10/18 14:20-15:00	觀課教師 Observing Teacher	
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	<ol style="list-style-type: none"> 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 			
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		<p>- 師生互動融洽</p> <p>- 友善的雙語情境</p> <p>- 學生間互動良好</p>	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		<p>- 教學流暢</p> <p>- 小組成員分工清楚</p> <p>- 利用轉盤分配情緒, gal.</p>	

		<p>The appropriate approaches to teaching are selected for the context.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>6. 教師之應變能力 The teacher is flexible and adapts the lesson appropriately.</p>	<p>一適時給予鼓勵</p> <p>△小組討論時，可適時留意秩序</p> <p>△影片時間及單字是否過長or過多。</p> <p>▲時間掌控。</p>
	<p>學生歷程表現 Student Performance</p>	<p>1. 學生雙語發言或討論的狀況 Observations regarding student language use and discussion</p> <p>2. 學生對雙語學習的投入狀況 Observations regarding student investment in bilingual learning</p> <p>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)</p> <p>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</p>	<p>一學生發言踴躍</p> <p>一小組討論熱絡但音量過大</p> <p>一上課專注。</p> <p>一小組討論的結果總呈現很棒</p>
<p>議課 Post-Class Discussion</p>	<p>觀課教師的學習與收穫 Observing Teacher's Learning Reflection</p> <p>課程活動有趣，可運用在自己的課堂中。</p>		

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觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		教師給學生許多正向 回饋，讓學生有信心發表 給每位小組成員明確 的任務指示，每個人都熱烈 參與討論	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		學生聽到許多情緒的單 字，在自然愉快的情境裡 學習，效果佳	

		<p>The appropriate approaches to teaching are selected for the context.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>6. 教師之應變能力 The teacher is flexible and adapts the lesson appropriately.</p>	
	<p>學生歷程表現 Student Performance</p>	<p>1. 學生雙語發言或討論的狀況 Observations regarding student language use and discussion</p> <p>2. 學生對雙語學習的投入狀況 Observations regarding student investment in bilingual learning</p> <p>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)</p> <p>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</p>	<p>有圖片輔助, 學生能了解單字意義</p>
<p>議課 Post-Class Discussion</p>	<p>觀課教師的學習與收穫 Observing Teacher's Learning Reflection</p> <p>運用活動給明確的相關字、詞、或句子, 多讓學生反覆聽、說的機會</p>		

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觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		<p>教學過程，引導學生表 現（言語與肢體），並隨時 口語鼓勵，同儕間展 現互助、友善，教室教 學氛圍愉快、明亮。</p>	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		<p>教學活動流暢，每個 孩子都被關照，當孩 子出現求救訊號，老師 會適時提供鷹架</p>	

		<p>The appropriate approaches to teaching are selected for the context.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>6. 教師之應變能力 The teacher is flexible and adapts the lesson appropriately.</p>	<p>與協助</p> <p>2. 合作學習, 分組活動進行教學. 在過程中穿插情緒用語的雙語呈現與口說.</p> <p>3. 課堂風景活潑. 學生學習動機強烈</p> <p>4. 教師適時切換雙語, 讓原本差異程度的學生都能在老師搭好的鷹架上學習</p> <p>5. 對教室的各種狀況應</p>
	<p>學生歷程表現 Student Performance</p>	<p>1. 學生雙語發言或討論的狀況 Observations regarding student language use and discussion</p> <p>2. 學生對雙語學習的投入狀況 Observations regarding student investment in bilingual learning</p> <p>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)</p> <p>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</p>	<p>1. 學生熱烈參與討論, 願意嘗試用已學會的英文片語或單字回答問題</p> <p>2. 熱情參與小組活動與教師的問題回答.</p> <p>3. 學生在課堂上如遇到雙語困難的部分, 會向教師求援.</p> <p>4. 學習成果符合教學目標.</p>
<p>議課 Post-Class Discussion</p>	<p>觀課教師的學習與收穫 Observing Teacher's Learning Reflection</p> <p>1. 發現雙語融入教學原來可以這麼活潑派暢, 在孩子的努力嘗試才發現雙語教學的成樂.</p> <p>2. 同一個教學目標與課程內容, 經過設計可以呈現不同的課堂風景.</p>		

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觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		<p>*學生反應熱烈。指令、互動部份可用簡單英語。（+肢體動作）。*每個同學都有工作及角色分配。</p>	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		<p>✓影片秀情結時，小朋友僅有跟不上，可加入人為講解。但後致越來越順。*學生對指令反應直接明確</p>	

		<p>The appropriate approaches to teaching are selected for the context.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>6. 教師之應變能力 The teacher is flexible and adapts the lesson appropriately.</p>	
	<p>學生歷程表現 Student Performance</p>	<p>1. 學生雙語發言或討論的狀況 Observations regarding student language use and discussion</p> <p>2. 學生對雙語學習的投入狀況 Observations regarding student investment in bilingual learning</p> <p>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)</p> <p>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</p>	
<p>議課 Post-Class Discussion</p>	<p>觀課教師的學習與收穫 Observing Teacher's Learning Reflection</p>		

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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	1. 學科教學內容的選擇 Content selection 2. 學科教學內容的呈現方式 Content presentation 3. 教學（雙語：中、英語）語言使用之規劃 Language planning and use of Chinese and English 4. 雙語教學內容組織 Bilingual lesson organization		① 建議避免一句子中，英文與中文夾雜。 ② 可再多加善用短句譯 室員說	
觀課 Class Observation	學習情境營造 Learning Environment	1. ✓ 學習氛圍友善支持、利於學習發生 The environment is supportive for learning. 2. ✓ 具備正向、支持性的師生關係 The teacher-student relationship is positive and supportive 3. ✓ 具備和諧、友善的同儕關係 Peer interaction is friendly and amicable		good! 學生相當投入	
	教師教學情形 Teaching Condition	1. 雙語教學活動流程適當及流暢度 The instruction is well timed and confidently executed. 2. 運用教學方法以達成雙語授課的狀況		授課以中文為主。 在選用使用太長句子。	

		<p>The appropriate approaches to teaching are selected for the context.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>6. 教師之應變能力 The teacher is flexible and adapts the lesson appropriately.</p>	<p>3. 以學科中心、鼓勵學生發表想法。</p>
	學生歷程表現 Student Performance	<p>1. 學生雙語發言或討論的狀況 Observations regarding student language use and discussion</p> <p>2. 學生對雙語學習的投入狀況 Observations regarding student investment in bilingual learning</p> <p>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)</p> <p>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</p>	<p>討論以中文進行</p> <p>學生</p> <p>教學活動未針對如何觀察他人情緒來設計。</p> <p>利用 emoji 表情緒很合適</p>
議課 Post-Class Discussion	觀課教師的學習與收穫 Observing Teacher's Learning Reflection		

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觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		<ol style="list-style-type: none"> 與學生互動 良好。 能適時鼓勵 學童。 	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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. 建議可以說明 完再移動到各組 位置。	

		<p>The appropriate approaches to teaching are selected for the context.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>6. 教師之應變能力 The teacher is flexible and adapts the lesson appropriately.</p>	<p>2. 各組主題抽完後可全列在黑板。（後來有補寫了，很棒！）</p>
	學生歷程表現 Student Performance	<p>1. 學生雙語發言或討論的狀況 Observations regarding student language use and discussion</p> <p>2. 學生對雙語學習的投入狀況 Observations regarding student investment in bilingual learning</p> <p>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)</p> <p>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</p>	<p>1. 學生討論熱烈、積極參與。</p> <p>2. 學生設計的 emojis 和故事很棒！</p>
議課 Post-Class Discussion	<p>觀課教師的學習與收穫 Observing Teacher's Learning Reflection</p> <p>活動很有趣，學生作品很棒。上課可放鬆一點，別緊張！</p>		

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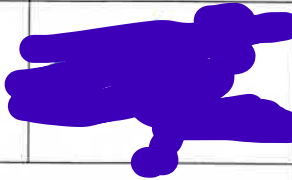
Record of Pre-Class Discussion, Class Observation, and Post-Class Discussion (Version A)

授課進度 Course Content		翰林版 3 上綜合活動 第二單元第二節		授課教師 Instructor	陳佳伶
教案設計者 Lesson Designer		陳佳伶	觀課時間 Class Observation Time 113/10/18 14:20-15:00	觀課教師 Observing Teacher	
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	<ol style="list-style-type: none"> 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 			
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		<p>師生互動活潑。</p> <p>學生積極參與</p>	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		<p>1. 教師表情豐富。適時 引導學生</p>	

		<p>The appropriate approaches to teaching are selected for the context.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>6. 教師之應變能力 The teacher is flexible and adapts the lesson appropriately.</p>	<p>→ + (影片解說)</p> <p>2. 討論時間偏長， 可能導致教學過程 會延遲狀況產生。</p>
	<p>學生歷程表現 Student Performance</p>	<p>1. 學生雙語發言或討論的狀況 Observations regarding student language use and discussion</p> <p>2. 學生對雙語學習的投入狀況 Observations regarding student investment in bilingual learning</p> <p>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)</p> <p>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</p>	<p>1. 學生能熱烈參與討論，雙語部分仍較有困難執行。</p>
<p>議課 Post-Class Discussion</p>	<p>觀課教師的學習與收穫 Observing Teacher's Learning Reflection</p>		

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)

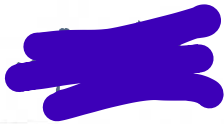
授課進度 Course Content		翰林版 3 上綜合活動 第二單元第二節		授課教師 Instructor	陳佳伶
教案設計者 Lesson Designer		陳佳伶	觀課時間 Class Observation Time 113/10/18 14:20-15:00	觀課教師 Observing Teacher	
觀課面向 Dimensions		觀察重點 Observation Focus		優點特色或建議 Strengths, Characteristics, or Suggestions	
說課 Pre-Class Discussion	課程內容 Content of the Lesson	<ol style="list-style-type: none"> 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 		<p>1. 教材內容的呈現豐富多元。</p> <p>2. 情緒圖片或學習單設計有趣。</p>	
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		<p>1. 師生關係和諧。</p> <p>2. 教室氛圍愉快。</p>	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		<p>1. 教學活動活潑有趣。</p> <p>2. 課程設計適當。</p>	

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		<p>The appropriate approaches to teaching are selected for the context.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>6. 教師之應變能力 The teacher is flexible and adapts the lesson appropriately.</p>	
	<p>學生歷程表現 Student Performance</p>	<p>1. 學生雙語發言或討論的狀況 Observations regarding student language use and discussion</p> <p>2. 學生對雙語學習的投入狀況 Observations regarding student investment in bilingual learning</p> <p>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)</p> <p>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</p>	
<p>議課 Post-Class Discussion</p>	<p>觀課教師的學習與收穫 Observing Teacher's Learning Reflection</p>		

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		翰林版 3 上綜合活動 第二單元第二節		授課教師 Instructor	陳佳伶
教案設計者 Lesson Designer		陳佳伶	觀課時間 Class Observation Time 113/10/18 14:20-15:00	觀課教師 Observing Teacher	
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	<ol style="list-style-type: none"> 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 		<p>內容準備充分， 圖片豐富多元。 方便引起學習動機。 學習活動活潑有趣。</p>	
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		<p>師生互動良好 教師善於引導 學生反應熱烈</p>	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		<p>教學流程流暢 instruction 的部分 可以稍再增加英語 的使用。</p>	

		<p>The appropriate approaches to teaching are selected for the context.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>6. 教師之應變能力 The teacher is flexible and adapts the lesson appropriately.</p>	<p>媒體使用活潑有趣。 建議教學者站在螢幕側方以免擋到學生視線。 教師應變能力強，網路有狀況，會能立刻用手寫替代。</p>
	<p>學生歷程表現 Student Performance</p>	<p>1. 學生雙語發言或討論的狀況 Observations regarding student language use and discussion</p> <p>2. 學生對雙語學習的投入狀況 Observations regarding student investment in bilingual learning</p> <p>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)</p> <p>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</p>	<p>學生討論熱烈，但是畢竟只有三年級，所以能使用的詞彙有限。 對於情緒管理部份，學習目標幾乎達成率高。</p>
<p>議課 Post-Class Discussion</p>	<p>觀課教師的學習與收穫 Observing Teacher's Learning Reflection</p> <p>善用網路資源，大幅提高學習動機</p>		

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		翰林版 3 上綜合活動 第二單元第二節		授課教師 Instructor	陳佳伶
教案設計者 Lesson Designer		陳佳伶	觀課時間 Class Observation Time 113/10/18 14:20-15:00	觀課教師 Observing Teacher	
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	<ol style="list-style-type: none"> 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 		<p>一、emoji 融入課程，貼近學生的生活經驗</p> <p>二、內容適切，中英文安排妥適。</p>	
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		<p>一、口語鼓勵頻繁，營造正向學習氛圍</p> <p>二、同儕關係和諧，分組討論時可以互相支持。</p>	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		<p>一、過程流暢，雖中途因網路狀態而有些停頓，但仍能儘快排除，繼續課程。</p>	

		<p>The appropriate approaches to teaching are selected for the context.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>6. 教師之應變能力 The teacher is flexible and adapts the lesson appropriately.</p>	<p>二、運用動畫說明各種情緒，即使內容為全英，但因畫面、聲音豐富，因此孩子容易理解內容。</p> <p>三、動畫影片播放過程，教師可以適當暫停，讓孩子理解內容。 check</p>
	學生歷程表現 Student Performance	<p>1. 學生雙語發言或討論的狀況 Observations regarding student language use and discussion</p> <p>2. 學生對雙語學習的投入狀況 Observations regarding student investment in bilingual learning</p> <p>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)</p> <p>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</p>	<p>一、學生對於開口說英語是自然的。</p> <p>二、學生看到全英的動畫，是正向的情緒。</p> <p>三、學生多能達到評量規準裡的「3」。</p>
議課 Post-Class Discussion	<p>觀課教師的學習與收穫 Observing Teacher's Learning Reflection</p> <p>一、適當的英語教材，除了可維持學生的學習興趣外，還可以增進學生對學科內容的理解。而更重要的是，讓英文自然而然的成為學生此堂課的學習內容之一。</p>		

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		翰林版 3 上綜合活動 第二單元第二節		授課教師 Instructor	陳佳伶
教案設計者 Lesson Designer		陳佳伶	觀課時間 Class Observation Time 113/10/18 14:20-15:00	觀課教師 Observing Teacher	
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	<ol style="list-style-type: none"> 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 		內容貼近學生經驗 使用的關鍵字 happy、 sad 等淺顯易懂， 足以引發學生參與 課程的動機。	
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		依學習者能力做 適切的異質性分組， 師生或生生間互 動融洽。	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		教材或影音的呈現 循序漸進，英語搭 配圖示或教師生動	

		<p>The appropriate approaches to teaching are selected for the context.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>6. 教師之應變能力 The teacher is flexible and adapts the lesson appropriately.</p>	<p>的肢體動作，可讓學生明白此活動的主要概念。</p> <p>2. 教師能適切回應學生提問或預設挑戰題，例： jealous 並以動畫做說明，讓學生能先思考再做補充說明。</p>
	<p>學生歷程表現 Student Performance</p>	<p>1. 學生雙語發言或討論的狀況 Observations regarding student language use and discussion</p> <p>2. 學生對雙語學習的投入狀況 Observations regarding student investment in bilingual learning</p> <p>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)</p> <p>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</p>	<p>1. 學生能聽懂教師或教材呈現的英語，但回應主要是點頭或中文。</p> <p>2. 異質性分組活動讓每個小組成員互相學習或幫助彼此完成任務。</p>
<p>議課 Post-Class Discussion</p>	<p>觀課教師的學習與收穫 Observing Teacher's Learning Reflection</p> <p>學生剛升上中年級對雙語課教學仍在適應階段，若能結合過去英語科所學 topic 於綜合課程的相關單元，對於學生的理解或知識的銜接可以更適切。本次教師便採用此方式做課程設計值得相關夥伴參酌。</p>		