**國民中小學部分領域課程雙語教學實施計畫─​本土雙語教育模式之建構與推廣**

**Integrated Bilingual Teaching in Selected Subject Areas: Localizing Education Models in Primary and Secondary Schools**

**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)**

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| **授課進度**  **Course Content** | | Whose backpack is that? | | | **授課教師**  **Instructor** | **高寶貴** |
| **教案設計者**  **Lesson Designer** | | **高寶貴** | **觀課時間**  **Class Observation Time** | **20** | **觀課教師Observing Teacher** | **Julianne Meredor** |
| **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   1. 學科教學內容的呈現方式   Content presentation   1. 教學（雙語：中、英語）語言使用之規劃   Language planning and use of Chinese and English   1. 雙語教學內容組織   Bilingual lesson organization | | | 1.Lesson was appropriate and timely as the character go to the zoo of Kenya..  2.The flow of the plan was origined and proper. | |
| **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.   1. 具備正向、支持性的師生關係   The teacher-student relationship is positive and supportive   1. 具備和諧、友善的同儕關係   Peer interaction is friendly and amicable | | | 1. The environment was supportive for learning. 2. Students were very participative. 3. The teacher showed her eagerness to the students for them to be involved. | |
| **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.   1. 運用教學方法以達成雙語授課的狀況   The appropriate approaches to teaching are selected for the context.   1. 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.   1. 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.   1. 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).   1. 教師之應變能力   The teacher is flexible and adapts the lesson appropriately. | | | 1.The presentation of the lesson was clear.  2.The teacher gave a clear instructions and an example before starting the activity  3. For better understanding, the teacher used and provided concrete examples and materials.  4.The teacher helped those who were having a hard time doing the activity.  5.The teacher sometimes will speak Chinese to help lower achievement students understand what’s going on. | |
| **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   1. 學生對雙語學習的投入狀況   Observations regarding student investment in bilingual learning   1. 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)   1. 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 | | | 1.The students were very active and engaged in the lesson.  2.The students tried answering and expressing in English.  3.The students were able to finish the activity and recalled the words learned. | |
| **議課**  **Post-Class Discussion** | **觀課教師的學習與收穫Observing Teacher’s Learning Reflection**  It’s an educational course and students get to know about the country of Kenya. | | | | | |