

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		翰林版四上綜合活動 第二單元第二節		授課教師 Instructor	王政嵐
教案設計者 Lesson Designer		王政嵐	觀課時間 Class Observation Time 114/10/15 11:20-12:00	觀課教師 Observing Teacher	林喻晨
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"> 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 		銜接上次內容 心理反應→生理反應	
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		1. 用PPT影片營造情境 同理學生心情(不決定別人 再解決問題 只決定自己)	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		1. Warm-up 進入課程,用圖示且反紅 目標單單句句型一同呈現	

		<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>不用 Q/A 來了解 Ss 認知情況</p> <p>卡遊戲情況 問學生句型 How do you feel</p> <p>Ss 不強迫 Ss 用英語 用中文也 OK 鼓勵發言</p> <p>6. Ss 中斷課堂, 老師能即時回答, 並運用課堂句型讓 Ss 回到全</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. Ss 勇於使用英語, 不怕講錯</p> <p>3. Ss 能專注於肢體提示</p> <p>4. 完成 P34 練習 讓 Ss 分辨情緒強弱</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 與 Ss 溝通技巧</p> <p>② 讓 Ss 用圖表貼貼心情感受強度</p>		

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授課進度 Course Content		翰林版四上綜合活動 第二單元第二節		授課教師 Instructor	王玟嵐
教案設計者 Lesson Designer		王玟嵐	觀課時間 Class Observation Time 114/10/15 11:20-12:00	觀課教師 Observing Teacher	鍾玉梅
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"> 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 		簡報呈現+圖片解說	
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		將遊戲帶入並表達 心情。 正向回饋: excellent! 小組爭論提供解決 辦法	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 			

		<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>運用手勢表達 glasses long hair</p> <p>The big wind blows to... 大風吹遊戲</p> <p>review = tired, hot, sick 動作, 中文</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>可說固定句型 How do you feel? What do you blow?</p> <p>老師提醒聽不懂的 單字可觀察老師的 肢體語言。</p> <p>課本P.35表達心情</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>- 運用多模態教學讓雙語教學更順暢</p> <p>- 遊戲可以讓學生說英語</p>		

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授課進度 Course Content		翰林版四上綜合活動 第二單元第二節		授課教師 Instructor	王玟嵐
教案設計者 Lesson Designer		王玟嵐	觀課時間 Class Observation Time 114/10/15 11:20-12:00	觀課教師 Observing Teacher	賴冠如
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"> 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 			
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		遇到分組討論時教師提示明確方法選擇,學生感受	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		教師運用肢體語言協助英文能力較弱學生理解並參與活動 簡報圖片豐富和加入動畫讓 學生更容易感受情緒和理解英文	

		<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>教師結合昨日學戶外教學經驗, 當生更能深刻感受情緒, 和說出情緒 → 身體反應</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>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

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授課進度 Course Content		翰林版四上綜合活動 第二單元第二節		授課教師 Instructor	王玟嵐
教案設計者 Lesson Designer		王玟嵐	觀課時間 Class Observation Time 114/10/15 11:20-12:00	觀課教師 Observing Teacher	陳佳伶
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"> 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 			
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		<ol style="list-style-type: none"> 1. 教師加入肢體動作協助 學生理解。 2. 即使英文句子有比較長, 但孩子能不排除,努力參與 於遊戲中。 	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		<ol style="list-style-type: none"> 1. 有效率地處理學生分組 糾紛,且能運用關注學生情 緒的方式,讓孩子感受在這 一節課是被接納且安全的。 	

		<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. 教師能反覆「目標」語詞及單字，並做動作或做口頭彙整，提供學生反覆學習之機會。</p> <p>3. 以昨日戶外教育為例子，提供學生能感受及表達的素材。</p> <p>4. 師，使用雙語教學轉換自然，會記得使用一些課堂語言。</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. 學生能自然地使用雙語回答身體反應，有$\frac{1}{3}$部份學生能雙語回答。</p> <p>2. 有60%以上學生理解老師雙語課堂語言 (take out your book)，並做出動作。</p> <p>3.</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		翰林版四上綜合活動 第二單元第二節		授課教師 Instructor	王玟嵐
教案設計者 Lesson Designer		王玟嵐	觀課時間 Class Observation Time 114/10/15 11:20-12:00	觀課教師 Observing Teacher	張毓晏
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"> 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 			
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		1. 分組的方式，讓學生 互相幫助	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		1. 教學活動有趣，學生 融入課堂。	

		<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. 教師搭配動作及重覆複誦，讓學生更清楚教師下達的指令。</p> <p>3. 結合昨日戶外教育，讓學生更好去感受、了解課程。</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. 大部份學生能理解教師雙語的指令，並能回答及做出動作。</p> <p>2. 有些學生不敢或不會說英文，教師不會勉強學生，可用中文回答。</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. 教學活動有趣，有效引起學生興趣。</p> <p>2. 教師雙語轉換流暢。</p>		

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教案設計者 Lesson Designer		王玟嵐	觀課時間 Class Observation Time	114/10/15 11:20-12:00	觀課教師 Observing Teacher 翁郁芬
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	<ol style="list-style-type: none"> 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 		學生已先學會各種不 同的情緒字詞	
觀課 Class Observation	學習情境營造 Learning Environment	<ol style="list-style-type: none"> 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 		△開始的學習動機能 立即引導學生專注 回答	
	教師教學情形 Teaching Condition	<ol style="list-style-type: none"> 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 		能適時的運用肢體 語言讓學生理解雙 語課程語言	

		<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>△能引導學生將內容和生活經驗結合（面對壓力）。</p> <p>△能適時回應學生的行為表現。</p> <p>△能自然的融入課室語言，並用提示板“Take out your book”</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>△學生能理解老師的雙語課室語言</p> <p>△如學生未答可以提醒“repeat after me”</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>		