# 雙語課程說觀議課紀錄表\_A 版

	だ課進度 rse Content		林版四上綜 第二單元第		授課教師 Instructor	王玟嵐
教案設計者 Lesson Designer		程 王 玟 嵐			觀課教師 Observing Teacher	林瑜晨
	課面向 nensions		觀察重點 Observation F		Strengths, C	F色或建議 haracteristics, or gestions
說課 Pre-Class Discussion	課程內容 Content of the Lesson	<ol> <li>學科教學內容的選擇         Content selection</li> <li>學科教學內容的呈現方式         Content presentation</li> <li>教學(雙語:中、英語)語言         使用之規劃         Language planning and use of         Chinese and English</li> <li>雙語教學內容組織         Bilingual lesson organization</li> </ol>			鐵搖上次內房 141程反應→生理反應	
觀課 Class Observation	學習情境營造 Learning Environment	發生 The c for le 2. 具備 The t is pos 3. 具備	sitive and supp 和諧、友善的 interaction is fr	supportive 的師生關係 relationship ortive 同儕關係	N用PPT影片 同理学生MIN 再解決問題	青(不决定别人
	1. 雙語教學活動流程適當及流度  Teaching Condition  1. 雙語教學活動流程適當及流度 The instruction is well timed and confidently executed. 2. 運用教學方法以達成雙語技的狀況				Warm-up 選入課程, 且麻單子	用图末且反紅

	I	The annualists annualists of A M M M A Thomas And
		The appropriate approaches to 大野田 以在来了解分 認
		teaching are selected for the
		context. 和情况
		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 七 沒舊 情况
		到域的成化 an 其上一般 Van Van Van
		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
		部分)之關照 用中文也の上 鼓勵発言
		learning (content and bilingual
		development). 6. 教師之應變能力 6. SS中断課堂,老師能即時
		The teacher is flexible and adapts the lesson appropriately. 回答,並提用課堂可型報分回到
		1. 學生雙語發言或討論的狀況 1.53 男於使用來說,不怕對錯
		Observations regarding student
		language use and discussion 2. 學生對雙語學習的投入狀況 Observations recording student
		Observations regarding student
		investment in bilingual learning
		investment in bilingual learning 3. 學生對雙語學習困難的解決情况(或對雙語授課的反應)
	學生歷程表現	况(或對雙語授課的反應) 八九八 ( ) ( ) ( ) ( ) ( )
	Student	Observations regarding student resilience in bilingual lessons
	Performance	restrictive in oningual resours
		(or student response to bilingual 情緒預算
		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
	The last to a to the man	student learning
		與收穫 Observing Teacher's Learning Reflection
	与分溝通	技巧
議課		
<b>報味</b> Post-Class	9.	* - 1 71 714 X
Discussion	憩公田園	矣 見 易 助 h 情 厭 灵 强 度
Discussion	01/ 12 141 137	Mya Ma an il Hilling Man M

#### 雙語課程說觀議課紀錄表\_A版

授課進度 Course Content			林版四上綜 第二單元第		授課教師 Instructor	王玟嵐
	系設計者 n Designer	程課時間 Class 114/10/15 Observation Time		觀課教師 Observing Teacher	鍾玉梅	
	課面向 iensions	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> <li>學科教學內容的選擇         Content selection</li> <li>學科教學內容的呈現方式         Content presentation</li> <li>教學(雙語:中、英語)語言         使用之規劃         Language planning and use of         Chinese and English</li> <li>雙語教學內容組織         Bilingual lesson organization</li> </ol>			管報圣记十圖 比解瓷	
觀課 Class Observation	學習情境營造 Learning Environment	發生 The for le 2. 具備 The is po 3. 具備 Peer	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		將遊戲帶 心情. 正向回鎖: 小紅身諦; 辦法	
	教師教學情形 Teaching Condition	度 The and a	教學活動流程 instruction is w confidently exe 教學方法以達 況	vell timed	t	

20			
		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	運用手勢表達 glasses
		The appropriate teaching strategies are utilized for the	long hair
		context.  4. 雙語教學活動對引發學生學習動機的狀況	The big wind blows to
		The bilingual teaching activities are motivating and effective for	大風吹遊戲
		student learning.  5. 教師對學生學習(學科與雙語 部分)之關照	review = tired. hot. sizk
		The teacher monitors student learning (content and bilingual	動作. 中文
	21	development).  6. 教師之應變能力	
		The teacher is flexible and adapts the lesson appropriately.	
		1. 學生雙語發言或討論的狀況 Observations regarding student	可挠固定勾型
		language use and discussion	How do you feel?
		2. 學生對雙語學習的投入狀況 Observations regarding student	What do you blow?
		investment in bilingual learning 3. 學生對雙語學習困難的解決情	老師提頭聽不懂的
	學生歷程表現	/(以到安丽仪就则从源)	•
	Student Performance	resilience in olinigual lessons	單可觀察老師的
		(or student response to bilingual teaching)	枝臀語言.
			課本1.35表達心情
		relationship between teaching objectives and the resulting student learning	
	觀課教師的學習	奥收穫 Observing Teacher's Learning	g Reflection
≯ <del>≮</del> >⊞	-運用多模	態教學讓雙語教學	更順暢
議課 Post-Class Discussion		護學生說英語	

## 雙語課程說觀議課紀錄表\_A 版

	of Pre-Class Disc				lass 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			王玟嵐
	会設計者 n Designer	王玟嵐	程課時間 Class Observation Time		觀課教師 Observing Teacher	模型如
	課面向 tensions		觀察重點 Observation F		Strengths, C	持色或建議 haracteristics, or gestions
說課 Pre-Class Discussion	課程內容 Content of the Lesson	<ol> <li>學科教學內容的選擇         Content selection</li> <li>學科教學內容的呈現方式         Content presentation</li> <li>教學(雙語:中、英語)語言         使用之規劃         Language planning and use of         Chinese and English</li> <li>雙語教學內容組織         Bilingual lesson organization</li> </ol>				
觀課 Class Observation	學習情境營造 Learning Environment	<ol> <li>學習氛圍友善支持、利於學習發生         The environment is supportive for learning.     </li> <li>具備正向、支持性的師生關係 The teacher-student relationship is positive and supportive</li> <li>具備和諧、友善的同儕關係 Peer interaction is friendly and amicable</li> </ol>			過到海線結構	诗教舒恢伤、明
·	教師教學情形 Teaching Condition	度 The i and o	教學活動流程 instruction is w confidently exe 教學方法以達 況	vell timed cuted. 战難延經理	为较弱學验程》 簡報圖 豐新	語言協助英文能 解於學沒動 如此動畫讓 指指和運解英文

議課 Post-Class			
		(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  與收穫 Observing Teacher's Learnin	g Reflection
	學生歷程表現 Student Performance	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	
		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.  1. 學生雙語發言或討論的狀況	教师总管作日誉电户外教学 经额,当生受证案人的公司

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	課進度 se Content		林版四上綜 第二單元第		授課教師 Instructor	王玟嵐
教案設計者 Lesson Designer		表		觀課教師 Observing Teacher	陳生冷	
_	課面向 nensions		觀察重點 Observation F		優點特色或建議 Strengths, Characteristics Suggestions	
說課 Pre-Class Discussion	課程內容 Content of the Lesson	<ol> <li>學科教學內容的選擇         Content selection</li> <li>學科教學內容的呈現方式         Content presentation</li> <li>教學(雙語:中、英語)語言         使用之規劃         Language planning and use of         Chinese and English</li> <li>雙語教學內容組織         Bilingual lesson organization</li> </ol>				
觀課 Class Observation	學習情境營造 Learning Environment	<ol> <li>學習氛圍友善支持、利於學習發生         The environment is supportive for learning.     </li> <li>具備正向、支持性的師生關係 The teacher-student relationship is positive and supportive</li> <li>具備和諧、友善的同儕關係 Peer interaction is friendly and amicable</li> </ol>			助學生理 2. 即使英文的	7子有比較長,排下,努力參
	教師教學情形 Teaching Condition	度 The i and o	教學活動流程 instruction is w confidently exe 教學方法以達 況	vell timed	緒的方式,詳	远理學生分。但 用關注學生於 夏孩子感受在這 接、例且安全的

		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	2. 教師與學生 一種 一种 一种 一种 一种 一种 一种 一种 一种 一种 一种 一种 一种 一种
	學生歷程表現 Student Performance	adapts the lesson appropriately.  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	·學生能自然地使用變活回答,應為實施不可以上學生理解之為 學生能變活回答。 2.有60%以上學生理解之所 雙语课皇语言(take out you book),並放出動作。 3.
議課 Post-Class Discussion	觀課教師的學習	與收穫 Observing Teacher's Learnin	ng Reflection

#### 雙語課程說觀議課紀錄表\_A版

授課進度 Course Content 教案設計者 Lesson Designer		翰林版四上綜合活動 第二單元第二節			授課教師 Instructor	王玟嵐
		表		觀課教師 Observing Teacher	張毓曼	
	課面向 iensions	4	觀察重點 Observation F		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				
觀課 Class Observation	學習情境營造 Learning Environment	<ol> <li>學習氛圍友善支持、利於學習發生         The environment is supportive for learning.     </li> <li>具備正向、支持性的師生關係 The teacher-student relationship is positive and supportive</li> <li>具備和諧、友善的同儕關係 Peer interaction is friendly and amicable</li> </ol>			1.分組附产 互相幫助	式,讓學生
教師教學情形 Teaching Condition		度 The and	教學活動流程 instruction is v confidently exe 教學方法以達 況	vell timed	1.教學活動融入課堂	中有趣,學生

			The appropriate approaches to	2. #4 ED+# -2 = 147 I
			teaching are selected for the	2. 教師搭配動作及重
			context.	覆複誦,讓學生更
		3.	運用教學策略以進行雙語活動	仅 役 碑,碌写王史
			的狀況	清楚教師下達好
			The appropriate teaching	
			strategies are utilized for the context.	指气。
		4.	雙語教學活動對引發學生學習	3、結合昨日戶外教育,
			動機的狀況	
			The bilingual teaching activities	讓學生更好去感受、
			are motivating and effective for	了解課程。
			student learning.	J 用字 6子/至。
		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.	
		1.	學生雙語發言或討論的狀況	1 + 52 1/2 1/2 1/2 1/2 1/2 1/2
			Observations regarding student	1、大部份學生能理
(17)			language use and discussion	
		2.	學生對雙語學習的投入狀況	解教師雙語的指
			Observations regarding student	今, 並能回答及做出
			investment in bilingual learning	之, 些配图是及例
		3.	學生對雙語學習困難的解決情	動作。
	學生歷程表現		況(或對雙語授課的反應)	<b>製作した。</b>
	Student Performance		Observations regarding student resilience in bilingual lessons	2.有些學生不敢或不會
	1 ci ioi manec		(or student response to bilingual	
			teaching)	說英文,教師不會勉
		4.	學習成果與教學目標之關聯性	强魔生,可用中文回答。
			Observations regarding the	747 2131111
			relationship between teaching	
			objectives and the resulting	
			student learning	
	觀課教師的學習	與收	後 Observing Teacher's Learnin	g Reflection
	1. 教學話	動	有趣,有效引起學生	<b>興趣</b> 。
7# 7m				
議課 Dark Class	2. 放師獎	话	轉換流暢。	
Post-Class				
Discussion				

## 雙語課程說觀議課紀錄表\_A 版

授課進度 Course Content 教案設計者 Lesson Designer			林版四上綜 第二單元第		授課教師 Instructor	王玟嵐
		程 王 玟 嵐			觀課教師 Observing Teacher	翁郊芬
	課面向 nensions	1	觀察重點 Observation F		Strengths, C	寺色或建議 haracteristics, or gestions
說課 Pre-Class Discussion	課程內容 Content of the Lesson	<ol> <li>學科教學內容的選擇 Content selection</li> <li>學科教學內容的呈現方式 Content presentation</li> <li>教學(雙語:中、英語)語言 使用之規劃 Language planning and use of Chinese and English</li> <li>雙語教學內容組織 Bilingual lesson organization</li> </ol>			學生已然同的情感	高學會各種不
觀課 Class Observation	學習情境營造 Learning Environment	<ol> <li>學習氛圍友善支持、利於學習發生         The environment is supportive for learning.     </li> <li>具備正向、支持性的師生關係         The teacher-student relationship is positive and supportive     </li> <li>具備和諧、友善的同儕關係         Peer interaction is friendly and amicable     </li> </ol>			A開始的身立即31章	學生專注
教師教學情形 Teaching Condition		度 The i and c	教學活動流程 instruction is w confidently exe 教學方法以達 況	rell timed		7運用肢體 生理解雙 意

	9		The appropriate approaches to teaching are selected for the	-
		3.	context. 運用教學策略以進行雙語活動 的狀況	△能引導學生將內容
			The appropriate teaching strategies are utilized for the context.	和生活經驗結合
		4.	雙語教學活動對引發學生學習 動機的狀況	(面對壓力)。
			The bilingual teaching activities are motivating and effective for student learning.	△能適時回應學生的
		5.	教師對學生學習(學科與雙語 部分)之關照	行為表現。
			The teacher monitors student learning (content and bilingual development).	△能自然的融入課室
		6.	教師之應變能力 The teacher is flexible and	語言,並用提示板"Take out your book"
			adapts the lesson appropriately.	out your book
		1.	學生雙語發言或討論的狀況 Observations regarding student	
		2.	language use and discussion 學生對雙語學習的投入狀況	4 學生能理解老師
		3.	Observations regarding student investment in bilingual learning 學生對雙語學習困難的解決情	的雙語課室語意
	學生歷程表現 Student		況(或對雙語授課的反應) Observations regarding student	△如學生未答可以
	Performance		resilience in bilingual lessons (or student response to bilingual	◆如學生未答可以 提醒"repeat after me"
		4.	teaching) 學習成果與教學目標之關聯性 Observations regarding the	after me"
			relationship between teaching objectives and the resulting	
	觀課教師的學習	與收	student learning t穫 Observing Teacher's Learnin	g Reflection
議課				
Post-Class Discussion				