

**112學年度自立國小公開觀議課**  
**2024 Zi Li Elementary School Open Class Translation Script**

授課教師 **Teacher: FT Eric**

訪視委員 **Committee members:** 教育局鄧達鈞校長 **Candidate Principal of Educational Bureau**、快樂國小推手教師 李京霖老師 **Bilingual Promoter Teacher Ana of Happy Elementary School**

開場Opening	
自立國小主任 賴芯瑜 Director of Zi Li ES	<p>Good Morning everyone! Welcome to Zi Li Elementary School's open class.</p> <p>As you can see on the screen , there's QRcode for translation.</p> <p>First let's welcome the principal to say a thing or two to us.</p>
自立國小校長 游文志 Principal You of Zi Li ES	<p>Please take a seat, first of all, I represented students and teachers to welcome everyone. I would like to introduce the Candidate Principal of the Educational Bureau、Bilingual Promoter Teacher Ana of Happy Elementary School, and all the other teachers present here.</p> <p>If you have any needs do not hesitate to ask us.</p> <p>Let's give a big hand to our FT Eric here.</p> <p>Let me also introduce the principals, Principal Zhang of Yu Ren ES, Principal Mai of Fu Lin ES, and the directors from both schools, and all the promoter teachers here from Nei LI, De Long, and Lin Sun.</p> <p>You all know that this program is very important for our City.</p> <p>This is our first year in the bilingual program, so we appreciate your advice and encouragement.</p> <p>Later, our director will present the progress of the bilingual promotion of our school and then we'll let teacher Eric to introduce his class today.</p> <p>Thank you all for your effort in the bilingual program.</p> <p>If you need to use the restrooms there are on both sides of this floor.</p>
自立國小主任 賴芯瑜 Director of Zi Li ES	<p>Like the principal said, we are the new addition in this program and it is our first time doing the open class.</p> <p>1. Administrative aspect</p> <p>(1) Create a warm and friendly atmosphere</p> <p>-Create a warm and friendly atmosphere and take practical actions to care for Teacher Eric</p> <p>And not just welcome teacher Eric to our school, we also treat him like our family members. When he first arrived here, we assisted him in buying the stuff in the supermarket, and also helped him fix his scooter. There was one time that it's heavily raining and one of our local teachers voluntarily went and picked him up and took him to the school.</p> <p>(1) Organize a bilingual curriculum committee</p> <p>a. Application plan based on our school's 112th school year elementary school bilingual course highlights.</p> <p>b. Purpose: Integrate school resources, implement division of</p>

	<p>labor and work plan management.</p> <p>c. Regular on-campus observation classes</p> <ul style="list-style-type: none"> <li>-Teachers' own textbooks</li> <li>-Tutor assists</li> </ul> <p>4. Regularly lessons prepare meeting</p> <p>Prepare meetings to improve teaching effectiveness</p> <p>The principal presided over a joint preparation meeting to discuss the observation focus and course content and students' prior knowledge.</p> <p>For example, our local teachers will help the students to prepare the tools for the Art class and arrange the classroom's environment for the lesson if FT Eric has events planned for his lesson. As you all know it is hard for the students to finish their art in just one class, so after the bilingual art class, our local teacher will continue the lessons to assist the students.</p> <p>(2) School environment</p> <ol style="list-style-type: none"> <li>1. Bilingual signs on campus       <ol style="list-style-type: none"> <li>(1) Bilingual Learning Showcase &amp; Bilingual Ladder</li> <li>(2) Bilingual campus facilities</li> </ol> </li> <li>2. Bilingualism of administrative       <ol style="list-style-type: none"> <li>(3) Bilingual learning schedule</li> <li>(4) Bilingual teaching website</li> </ol> </li> <li>3. Optimize the learning situation</li> </ol> <p>Teaching in specialist classrooms</p> <p>Due to the reduction of subject teachers, originally we asked teacher Eric to go from class to class to teach his bilingual class, but after his suggestion to us, we prepared a bilingual classroom for him to do his lessons more easily and effectively.</p> <p>Various art tools</p> <p>Large desktop for group creation</p> <p>Art creation displays appreciation</p> <p>Daily necessities readily available</p> <p>4. Digitization of learning situations</p> <p>English Contextual Classroom: Taoyuan Aviation City's blueprint to create an immersive English context classroom, leading teachers and students to connect with international standards.</p> <p>English equipment: Establish and complete touch screen, tablet computer, and Internet systems to improve teaching effectiveness</p> <p>5. Make the learning situation artistic</p> <p>Teacher Eric guided the students to complete the creative gingerbread man, and the instructor decorated the exterior wall of the classroom with childlike works.</p> <p>reference, teaching aspect</p> <p>Let's watch a short video showcasing the bilingual classes, activities, and events in our school.</p> <p>And not just the weekly English reading time, he also records the short storytelling videos on the online study platform "classroom" for the students to learn.</p> <p>Furthermore, we also let the students join this event to record a video of them telling English stories.</p>
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	<p>And all the decorations in our school are created by our teachers and students.</p> <p>From the student's feedback we know that our students love the bilingual classes and teacher Eric.</p> <p>Our local teacher also provides ,m positive reflection to teacher Eric. According to the local teacher, we can say that after the bilingual classes, the students are able to communicate with Eric outside of the classroom and the classes.</p> <p>(4) Student learning aspect</p> <ol style="list-style-type: none"> <li>1. Monthly bilingual theater children's assembly is implemented for all teachers and students of the school</li> <li>2. Weekly bilingual classes <ul style="list-style-type: none"> <li>1st and 2nd grade bilingual singing tour</li> <li>Bilingual Art for Grades 3, 4 and 6</li> <li>fifth grade international education</li> </ul> </li> <li>3. Bilingual study partners every Tuesday and Thursday <ul style="list-style-type: none"> <li>Fourth and fifth grade students interact with Yuanzhi University students after class for distance learning</li> </ul> </li> </ol> <p>I would also like to share that, after joining the bilingual program our students and local teachers improved a lot through working and learning with teacher Eric.</p> <p>Lastly, let me show you our school's bilingual learning website. And it's not just for the students, through the website the parents can also know their kid's learning progress.</p>
說課 Class Introduction	
自立國小外師 FT Eric	<p>大家早安，我們這一堂課會介紹印尼。今天我們不只會學習到印尼的特色食物，也會讓他們探討他們自己喜歡的食物類型。等下關課時你們可以看到學生們都很熱中於參與我的課程</p> <p><b>學習目標：</b></p> <p>態度：學生將培養對另一個國家食物的欣賞。</p> <p>技能：學生將提高他們的演講和藝術能力。</p> <p>知識：學生將了解印尼的食物種類以及食物中的成分。</p> <p><b>學生的先前知識：</b></p> <p>學生掌握基本英語單字，如“雞肉”和“米飯”。</p> <p>學生的學習特質(差異化目的)</p> <p><b>一般課堂態度：</b></p> <p>學生通常表現良好，專注、學生在說英語時比較保守、學生需要對課堂活動指示進行更多確認、學生更喜歡透過視覺藝術和反思活動參與。</p> <p><b>學生座位安排</b></p> <p>學生依英語能力均勻分佈。</p> <p>將基礎英語能力學生放置在或靠近高級英語能力學生旁邊，以促進積極的社交互動和英語技能發展。</p> <p>將Jim、Jeremy和Bob放在一組，並與Amy一起放在教室前排，以提高他們的學習成果。</p> <p>高級英語能力示範 <b>6</b> 位學生 Hank、Kevin、Raymon、Amy、Tasha 和 Albert</p> <p>中級英語能力示範 <b>12</b> 位學生 Oscar、Candy (Xu)、Elsa、Justin、Yona、Sam、Ivy、Wayne、</p>

	Candy (Wu)、Bill、Paggy 和 Ady 基礎英語能力示範 6 位學生 Penny、Angel、Jeremy、Jim、Bob 和 Ken
自立國小主任 賴芯瑜 Director of Zi Li ES	Please meet us in the English classroom around 9:35.
議課 Class Discussion	
自立國小主任 賴芯瑜 Director of Zi Li ES	There are meals and drinks prepared for all of you on the table, please enjoy while we wait for the time for class discussion.
自立國小校長 游文志 Principal You of Zi Li ES	Let's start the class discussion now. Before we start let me introduce Bilingual Promoter Teacher Ana of Happy Elementary School and the Vice president of PA Let us welcome teacher Eric to share his thought on today's class first.
自立國小外師 FT Eric	我覺得學生今天都有達到我希望他們的學習目標，他們都有分享自己最喜歡的食物。雖然我們最終沒有足夠的時間可以讓他們上台分享他們的成果。
自立國小校長 游文志 Principal You of Zi Li ES	We'll ask each school to give their feedback in turn. After the class discussion we'll ask the Candidate Principal of Educational Bureau to share with us if there's any new policy from the MOE.
育仁/富林國小 外師 Godfrey FT of Yu Ren /Fu Lin ES	早安，我很欣賞Eric老師的課，不只是因為你的課程內容很有趣，並且我很喜歡你選擇的圖片以及影片，你的教學方式會讓學生更加印象深刻。我也很喜歡議會去持續地去提醒你的學生們當前的課程目標並用提示引導的方式去指導他們完成任務。我會建議你我發現偕同教師沒有非常融入課堂，我認為她可以適時的上台幫你解釋你上課的內容。
育仁國小 校長 張雄騰 Principal Zhang of Yu Ren ES	Let me go in front first. I believe we saw lots of good parts, I will leave it to education partners. There are two suggestions from me. The teacher said that there is no time for the students to share. We hope that before the class ends, the students will be able to share what they've learned and conclude the lesson. Most of the time in this lesson is spent on introducing the foods. I think it would be better to reduce the foods to 3 kinds of food so that students would not struggle to choose and we can save more time. And another thing is the grouping. In this lesson, I did not see the students doing the group discussion with themselves. If you let the students that have the higher level abilities to assist the group members it will be more effective on their learning and reduce

	the time.
富林國小 校長 麥佩琪 Principal Mai of Fu Lin ES	Hello everyone. I'm the principal of Fu Lin and it's my first time participating in the open class. I heard that the director said that the FT is able to assist the school in the English events which is very nice.
富林國小 主任 范慧如 Director of Fu Lin ES	Hello everyone, I want to share that it is really good that Teacher Eric teaches food in the course content. There are videos to assist the teaching and student's learning. But he doesn't have enough time to let students share their opinion.
富林國小 主任 李秋瑤 Director of Fu Lin ES	The principal actually gave the suggestions that are the same as mine. It is unfortunate that there wasn't enough time for the lesson. The worksheet part took up too much time.
德龍國小 中師 陳育涵(種子教 師) Bilingual Candidate Teacher of De Long ES	I think it is good that the foods are constantly reappearing which make the students easier to memorize, and the teacher's accent is amazing. I think if you could let the students do the group discussion and let them go on stage to share their work it would be wonderful. Everyone likes to see students do presentations. I recommend using posters to let every student have a chance to give a presentation in English.
內壢國小 中師 陳熾伊(種子教 師) Bilingual Candidate Teacher of Nei Li ES	I really like that teacher Eric's way of teaching, he is very kind and gentle to the students. Which establishes a positive teaching environment. and the accent of the FT is really good. Maybe when you are teaching the lesson you could ask "what would you do if it's food that you don't like?" and "what do you think of these to compare food in Taiwan". You can keep these questions to discuss in group and presentation at the end of the class. Everything about this class is amazing.
內壢國小 中師 張稚君(種子教 師) Bilingual Candidate Teacher of Nei Li ES	My suggestion is that, in the PPT teacher Eric puts the specific information always on the same spot which makes the students easier to memorize the continent. 因為時間不夠, 我建議你可以使用學習單讓學生完成討論剩下的部分。
林森國小 中師 王麗雯(種子教 師) Bilingual Candidate Teacher of Lin Sun ES	There are two things I would like to share. I wish I could take Eric's class everyday. and for the co-teacher, the co-teacher was able to assist those students one by one when they needed help in the class. Although the time was not enough for the teacher to conduct the lesson fully, in this class, I think it is good for students that the theme is about food, cause they would not only learn the English words they could also learn something about cooking from this class.
內壢國小 中師 范玉如(種子教 師) Bilingual Candidate Teacher of Nei	I'm very sorry to show up late to this open class. I'll go back and watch the class observation videos

Li ES	
快樂國小推手 教師Ana	<p>Principal, directors, and all teachers present, good afternoon. I am Ana, a bilingual education advocate from Happy Elementary School. Later, I will be sharing my experience and insights on today's public class with Eric in English. Now, let me greet Eric.</p> <p>嗨, Eric, 我是快樂國小的雙語老師。我和你很相似。每週我都獨立教授雙語課程, 搜索並學習大量資訊, 每天準備課程並製作教材。我也有機會處理學校部分雙語行政事務。</p> <p>昨天我閱讀了你的課程計劃。從中我可以看出一些情況。我們可以看出你對班上學生的英語水平有很好的了解, 而且你在課堂組織方面也非常細心, 這表明你具有良好的課堂管理技能。</p> <p>你的優點是眾所周知的, 所以我接下來將提出一些建設性的建議。</p> <p>首先, 我們必須討論桃園市小學階段的雙語教育是什麼。為什麼我們應該強調使用EMI教學?</p> <p>對於這兩個觀點, 大家都有一致的共識, 即我們的雙語教育不是教英文而已。人們為什麼會這麼說呢? 這是因為在我們國家教育部的課程規劃中, 已經有英語課程來教導學生反復記憶和學習單詞所需的技能, 也有受過培訓的當地英語老師來進行教學。我們可以事先向英語中師詢問學生從一年級到六年級的英語水平。英語中師還可以確認學生每學期學到的單詞, 並將它們列出給你。</p> <p>這樣一來, 我們可以避免在課堂上重複學生已經學過的單詞。回到剛才提到的第二個問題, 什麼是桃園的雙語EMI? 我們的EMI希望英語只是一種學習媒介, 而不是學習的主要目的。也許這聽起來有些抽象, 但我可以舉個例子給你。例如: 今天我讓孩子們念「broccoli」, 並要求他們記住它的發音和音節, 能夠讀和拼寫它, 並用它造句。這是為了學習英語, 主要是為了語言學習。</p> <p>但是, 若我今天讓孩子們把花椰菜、番茄和馬鈴薯的圖片放在一起, 並教他們這些是蔬菜。</p> <p>然後, 讓孩子們把洋芋片、炸雞和可樂的圖片放在一起, 教他們這些是垃圾食物。</p> <p>最後, 讓他們思考健康和強壯的圖片應該放在蔬菜的一邊還是垃圾食品的一邊。</p> <p>將來, 如果他們在超市看到花椰菜, 他們就會知道: “哦! 這是健康的食物。Eric老師教過我, 他們可以告訴他們的父母。學生會知道“broccoli”是一種蔬菜, 而且是健康的。這就是以學習內容為主要目的進行教學, 這就是我們正在進行的EMI教學。</p> <p>需要特別澄清的是, 我們仍然可以幫助學生了解新的英語單詞, 但我們必須意識到這不是我們教學的重點。我們教學的重點應該是課程的學習內容是什麼? 學生應該學到什麼科目內容?</p> <p>簡而言之, 我們想要教給學生的是事物的更深層含義。在國際教育方面, 如果不教孩子們其他國家的食物是什麼? 我們可以教孩子們如何讓其他國家對我們國家建立文化認同感。Eric可以以自己的國家為例進行介紹, 然後讓孩子們嘗試自己介紹我們的國家。通過這種方式產生的成果屬於學生們, 這可</p>

	<p>以創造更大的學習價值。</p> <p>另一個例子是各國如何履行其國際責任。作為小學生，我們可以共同承擔什麼責任？我們可以從年幼時就開始培養這種行為。</p> <p>像這樣的學習目標是我們需要教授的學習內容。對於與英語單詞和句子相關的其他內容，我們可以嘗試將其返回到英語課堂或與英語課堂合作。</p> <p>我理解，大多數時候，外籍教師可能會認為學生沒有語言基礎，他們如何學習呢？但很多時候，我們可以使用圖片來代表大部分事物，然後用簡單的是或否問題來確認學生是否理解老師想要傳達的內容。</p> <p>與學生建立默契更好，這樣學生就可以用豎起的大拇指表示“是”，用大拇指往下比表示“否”。</p> <p>外師甚至可以請偕同教師幫忙找到介紹某一概念的雙語教學影片。無論是中文還是英文版本都可以。我們不需要一次教給學生很多東西，但我們需要慢慢地、有計劃地教給學生一些知識和技能。我們教給他們的東西要能在他們日常生活中使用。我們必須允許學生擁有自己的創造性思維、想像力和合作能力，在教室里呈現出意想不到的結果。</p> <p>其中一些部分無法獨立地教授或學習。這些需要老師在教學過程中進行實踐。</p> <p>以上是我對課程內容的建議。在結束之前，我還想分享一個最後的建議...</p> <p>我會在學期開始時列出課程大綱。</p> <p>我會首先確認學期的周數、每周的上課日和日期，並提前確認學校是否需要補課或放假，以及戶外教學活動的時間，以及期末考試的時間？這些可能影響課程安排的部分必須提前調查清楚。</p> <p>對於外師的部分，我還建議你在學期開始時與你的合作教師預約，確定每月或每週的課前準備時間。</p> <p>提前準備教學思路，並在課前準備會議期間與合作教師溝通。確保這些課程是有條理的。有些部分可以教授學生基本的技能或概念，但有些部分可以讓學生發揮創造力，甚至可能激發他們的深層思考。在課前準備會議結束之前，確保學習內容的合理一致性。</p> <p>最後，確保課程與這個年級學生的能力相符，否則他們會覺得課程很無聊。</p> <p>以上是我想分享給你的經驗。真心希望這些可以幫到你。謝謝。</p>
自立國小校長 游文志 Principal You of Zi Li ES	I'm sure teacher Eric has listened and took note of all the suggestions.
教育局鄧達鈞 校長Candidate Principal of Educational Bureau	<p>Hello everyone, I will give some speech from the bilingual office perspective in the administration aspect.</p> <p>This is the first year of Zi Li since joining the program.</p> <p>As you all know, doing the open class takes a lot of preparation.</p> <p>And before the year 2038 we wish that all of the schools in Taoyuan City could become bilingual schools.</p> <p>There are some differences between English class and bilingual</p>





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