

112學年度興國國小公開觀議課  
2024 Sing Guo Elementary School Open Class Translation Script

授課教師 **Teacher: Graves David**

訪視委員 **Committee members:** 中埔國小許清勇校長 **Principal Hsu of Zhong Pu ES**、黃郁蘭教授**Prof. Michelle Huang**、義興國小雙語推手教師王郁晴老師  
**Bilingual Promoter Teacher Nancy Wang from Yi Xing Elementary School**

開場Opening	
興國國小校長 林芷婕 Principal of Sing Guo ES	Good morning everyone, I'm the Principal of Sing Guo ES.
興國國小主任 方伯晃 Director of Sing Guo ES	Good morning everyone, I'm the Director of Sing Guo ES. To go to the toilet, go out and turn left, the toilet is on your left hand side. And after class introduction, please go up the stairs to the 4th floor. We have fruit for you all.
	Welcome Principal Hsu of Zhong Pu ES、黃郁蘭教授Prof. Michelle Huang、義興國小雙語推手教師王郁晴老師Bilingual Promoter Teacher Nancy Wang from Yi Xing Elementary School, And teacher David.
興國國小主任 方伯晃 Director of Sing Guo ES	<p>Good morning, everyone. I am Director Fang of Sing Guo ES. Next, I will proceed with the bilingual achievement report.</p> <p>Part One: Bilingual Administration</p> <ol style="list-style-type: none"> <li>Conducting Regular English and Bilingual Curriculum Meetings:               <ol style="list-style-type: none"> <li>Hold bilingual curriculum meetings bi-weekly each month.</li> <li>Reviewing last week's lessons with foreign teachers and making necessary adjustments together.</li> <li>David will explain next week's curriculum and coordinate details with local teachers. We will have meetings twice a week.</li> <li>Local and foreign teachers will jointly discuss instructional design content.</li> </ol> </li> <li>Establishing a Bilingual Curriculum Committee:               <ol style="list-style-type: none"> <li>Compilation of the Bilingual Curriculum Committee.</li> <li>The principal serves as the convener, leading the team in discussing curriculum frameworks and teaching objectives.</li> <li>Committee discussions on curriculum transformation content.</li> <li>Live streaming of committee meetings.</li> </ol> </li> <li>Regular On-campus Observation of Classes:               <ol style="list-style-type: none"> <li>One public observation class per month, with recordings for documentation.</li> <li>David conducts guidance rounds in various classrooms. He teaches a lot in IA classes, the students learned a lot.</li> </ol> </li> <li>Involvement of Bilingual Curriculum Teachers:               <ol style="list-style-type: none"> <li>Group of fourth-grade teachers (7 members).</li> <li>Group of fifth-grade teachers (7 members).</li> </ol> </li> </ol>

	<p>(3) Group of sixth-grade teachers (7 members).</p> <p>(4) English department staff and foreign teacher David. And if there are any problems, we'll speak it out real fast and deal with them together.</p> <p>5. Providing Necessary Support for Bilingual Teachers:</p> <p>(1) Process salary payments and provide teaching materials in accordance with relevant regulations.</p> <p>(2) Offer translation services to assist foreign teachers in participating in important meetings.</p> <p>Part Two: Bilingual Learning Environment</p> <p>1. Bilingual Signage and Layout on Campus:</p> <p>(1) English Contextual Pathways with Multicultural Themes</p> <p>(2) English Contextual Pathways Crossing Social Domains</p> <p>(3) World Map - Where Are We?</p> <p>(4) Bilingual Mini Blackboards with Course Themes to Assist Lower Grade Students in Understanding Important Course Information</p> <p>(5) Safety sign. Ex: no running in the corridor.</p> <p>2. Bilingualization of Administrative Documents on Campus:</p> <p>(1) Bilingual Calendar of Important Events for the 111th Academic Year</p> <p>(2) Bilingual Schedule for Integrated Activities</p> <p>(3) Implementation of English Classroom Terminology</p> <p>(4) Campus Map with Bilingual Signage</p> <p>3. Each Participating Teacher Has a Bilingual Curriculum:</p> <p>(1) Bilingual Curriculum for Fourth Grade Integrated Activities</p> <p>(2) Bilingual Curriculum for Fifth Grade Integrated Activities</p> <p>(3) Bilingual Curriculum for Sixth Grade Integrated Activities</p> <p>(4) Team Discussions on Bilingual Curriculum Development</p> <p>4. Related Teaching Equipment with Bilingual Instructions:</p> <p>(1) Equipment with Bilingual Instructions for Easy Use by Foreign Teachers</p> <p>(2) English Localization of Operating System for Foreign Teachers' Computers (Windows)</p> <p>(3) English Interface for Curriculum iPads</p> <p>(4) Acquisition of Bilingual-Enabled Equipment</p> <p>(5) Ipad for the students are all in English version and can't be changed into English.</p> <p>Part Three: Wonderful Teachers</p> <p>1. English Curriculum Taught Entirely in English:</p> <p>(1) Teaching Demonstration of Picture Book Instruction for Lower Grades</p> <p>(2) Teaching Demonstration of Eastern and Western Festivals for Middle Grades</p> <p>(3) English Teaching Demonstration for Higher Grades</p> <p>(4) Bilingual Course - Christmas Handicraft Class</p> <p>2. Clear and Feasible Bilingual Curriculum Planning and Goals:</p>
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	<p>(1) Curriculum and goals planned based on competency indicators</p> <p>(2) Weekly schedule for bilingual curriculum planning</p> <p>(3) Lesson plans for bilingual courses (we'll check together if the lessons are too hard for the students.)</p> <p>(4) Collaborative lesson preparation and discussion between local and foreign teachers</p> <p>3. Training and Regular Collaborative Planning for Bilingual Curriculum Teachers:</p> <p>(1) Invitation to English guidance counselor, Ms. Zhang Yuling, to share bilingual teaching experience and English teaching resources</p> <p>(2) Organizing lectures by English teacher professional communities</p> <p>(3) Conducting "Bilingual Curriculum Teaching Workshops" to assist local teachers in understanding collaboration arrangements with foreign teachers</p> <p>(4) Regularly inviting teachers to participate in collaborative lesson planning</p> <p>4. Diversified Teaching Apps to Aid Learning:</p> <p>(1) Multimedia-assisted teaching - YouTube</p> <p>(2) Engaging Nearpod</p> <p>(3) Stimulating Quizizz</p> <p>(4) Establishment of QR code-accelerated teaching packages</p> <p>5. Positive and Proactive Teaching Mindset:</p> <p>(1) Proactively propose and plan bilingual Christmas courses</p> <p>(2) Grades one to three can also have close contact with foreign teachers through Christmas courses</p> <p>(3) 4-6 graders can use Kahoot! and other apps online.</p> <p>6. Excellent Interaction and Harmony between Local and Foreign Teachers and Students:</p> <p>(1) The focused expression of children is the most beautiful scenery in teaching</p> <p>(2) Children's smiles show affirmation of self-expression</p> <p>(3) High-ability students actively assist foreign teachers in guiding other classmates</p> <p>(4) Through Christmas activities, lower grades also have the opportunity to experience David's teaching charm</p> <p>Part Four: Wonderful Students Learning</p> <p>1. Student-Favorite Bilingual Courses:</p> <p>(1) Clear Teaching Procedures</p> <p>(2) Incorporation of Tablet Q&amp;A Games into the Curriculum</p> <p>(3) Lively, Engaging, and Lifelike Course Content</p> <p>(4) Festival activities are loved by all students.</p> <p>2. Learning-Oriented Classroom Environment:</p> <p>(1) Familiar Bilingual Classroom Terminology</p> <p>(2) Group Learning and Team Discussions</p> <p>(3) Peer Tutoring to Aid Scaffolded Learning</p> <p>(4) Focused and Concentrated Learning</p> <p>3. Diverse Presentations of Student Abilities:</p> <p>(1) English Storytelling Competitions for Students</p>
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	<p>(2) Guided English Reader's Theater Presentations and Competitions</p> <p>(3) Local Culture Topic Sharing</p> <p>(4) Participation in Bilingual Carnivals</p> <p>(5) Students who have better English abilities help those who are weaker.</p> <p>(6) Christmas, Halloween activities.</p> <p>Part Five: Bilingual at SGPS</p> <ol style="list-style-type: none"> <li>1. Comprehensive Promotion of Bilingual Activities: <ol style="list-style-type: none"> <li>(1) Internal Broadcasting Bilingualization</li> <li>(2) Monthly Challenge Passwords Announced on Digital Radio Stations</li> <li>(3) English Classroom Phrases Displayed on Homepage</li> <li>(4) English Rhyming Poetry Competition for Third Graders</li> <li>(5) English Readers' Theater Competition for Sixth Graders</li> </ol> </li> <li>2. Promotion of Bilingual Reading Bookmarks: All bookmarks are decorated in the hallway. <ol style="list-style-type: none"> <li>(1) Creation of Bilingual Editions for Xingguo 24 Reading Program</li> <li>(2) Visits to the English Book Section at Taoyuan City Library's Zhongli Branch</li> <li>(3) English Book Exchange Program with Chung Yuan Christian University</li> </ol> </li> <li>3. Creating a Bilingual Environment on Campus with Care: <ol style="list-style-type: none"> <li>(1) English Immersion Classrooms (which teacher David used in every class.)</li> <li>(2) Bilingual Learning Pathways</li> <li>(3) English Reading Zone</li> <li>(4) World Connection - Multicultural Hall</li> <li>(5) Having Taiwan traditional festivals with the FT.</li> </ol> </li> <li>4. Full Support for the Bilingual Team: <ol style="list-style-type: none"> <li>(1) Dedicated and Committed Wonderful Teachers</li> <li>(2) Enthusiastic and Supportive Parent Association</li> </ol> </li> </ol> <p>Our dedicated efforts bring joyful smiles to the children of Sing Guo. Let's welcome our FT David.</p>
說課 Class Introduction	
興國國小外師 FT Graves David of Sing Guo ES	<p>早安! 我們講解一下今天的科目。</p> <p>我的科目叫做綜合研究</p> <p>這門課程主要是關於培養社會意識和高階思維。</p> <p>正如你可能想像的那樣, 這很難教那些大概只擁有200或300個單辭英語詞彙的學生。</p> <p>我將要教授的課程是基於綜合研究課程中的一個核心能力:</p> <p>E-B3</p> <p>意識到生活中美的多樣性, 培養生活環境中的審美體驗, 提高生活環境的豐富性和創造性的表達生命</p> <p>也許以上的文字在中文中更有意義, 但是我認為這是指: 試圖讓孩子們欣賞世界上各種各樣的人和 culture。</p>

I Created 單元 (因為我沒有教課書或教師指南可以遵循) 將要探索世界所有地區的各個國家。

我這樣做是因為這裡的許多學生, 你可能知道, 對台灣以外的世界知之甚少, 學校的地理課也是少之又少。本單元旨在激發學生對世界的好奇心。

本單元向學生介紹一個基本概念, 即世界不同地區的不同人與台灣人的生活方式不同。他們信奉不同的宗教, 吃不同的食物, 說不同的語言...等等。

在之前的幾周, 我介紹了中東(或名西亞) 的7個國家, 學生們花了一些時間在google地球上探索每個國家, 然後每組被分配到一個國家, 他們開始製作關於這個國家的海報/信息圖。

本單元的第三周 (各位將看得這周。), 學生們將完成他們的海報並在課堂上展示。

關於**401班**

我相信, 這個班只有3名學生參加補習班, 在補習班裡, 孩子們才會實際上練習單獨說英語, 所以這個班的實際口說參與率通常很低。

這將是這個班第一次集體一起做海報。

像往常一樣, 大多數學生在四年級時都很害羞, 而且大多數學生的發言技巧沒有到很好, 所以我可能不得不幫助他們閱讀海報, 但是我已經翻譯了所有關鍵詞彙, 所以他們確實理解他們所展示的內容, 即使他們不會發音。

教案翻譯:

班級: 四年級401班 學生人數: 27人

學習目標: 學生將通過製作有關上週介紹的國家的海報來更深入地了解這些國家。學生在上週已經開始製作海報。

學生先備知識: 學生應該回憶起上週我們對國家所學的知識。他們的英語筆記將幫助他們回憶起。

學生學習特點: 這個班級中有3名學生通常願意發言。大多數學生更喜歡寫作而不是說話, 所以我通常會在每堂課結束時通過復習測驗來確認理解。

教學材料或內容: PPT、iPad、智慧板、海報紙。

**1. Review or Warm-up:** 課堂開始複習上週我們學到的國家名稱。

**2. Instructions:** 學生將製作關於國家的海報。他們上週開始收集這些海報的信息, 所以這周我們將花10分鐘時間完成這些海報, 然後小組將在班上展示他們的信息。在分發iPad之前, 我們將作為一個班級大聲閱讀以下問題。有多少人住在這個國家? 這個國家的官方語言是什麼? 這個國家最流行的宗教是什麼? 在我們大聲朗讀問題後, 我會把他們的海報發還給他們, 並告知他們有10-12分鐘的時間完成他們的海報, 並練習作為一個小組閱讀問題和答案。

**3. Activities:** 每個學生將獲得一張海報紙和一個iPad。我會在學生完成海報時巡視和協助學生。當他們剩下3分鐘時, 我會通知學生。

	<b>4. Presentation &amp; Clean-Up:</b> 學生將關閉他們的iPad, 然後我會請小組來到教室前展示他們的海報。可能我們只有時間讓3-4個小組來展示。
興國國小主任 方伯晃 Director of Sing Guo ES	Thank you, David. Let's head to the classroom and have our advice shared at the class discussion time. Now we'll take a break until 10:20. Please have some dessert if you need.
議課 Class Discussion	
興國國小主任 方伯晃 Director of Sing Guo ES	We will start our discussion at 11:15. First of all I would like everyone to share your feedback to the class. Let's start a discussion
興國國小校長 林芷婕 Principal of Sing Guo ES	Thank you, everyone. Now let us welcome teacher David to share about the class.
興國國小外師 FT Graves David of Sing Guo ES	我希望學生像是他們看起來得那麼享受這堂課程, 對他們來說蠻有挑戰的, 我很期待回答大家的問題。
興國國小校長 林芷婕 Principal of Sing Guo ES	Let's welcome professor Huang to host the discussion
瑞埔 中師 郭惠娟(種子教師)	Hello everyone Here's what I have learned about the class. I think middle grade learning starts from their hometown, and I think David is really great when he introduces the countries to the students. The students haven't got the chairs to go aboard, but teacher David brought the road to the students. Let the students learn about the countries, whether it is food or the culture. The students of the class are really great; they don't seem nervous. Some of the groups and insert the questions together. they seem to enjoy the class very much teacher teacher David ask their questions to help make them understand the countries more
林森 中師 吳蕙純(種子教師)	Hello everyone. to do the bilingual class I am a bit nervous. I hope that the students can relax while learning. Teacher David gave them some challenges. When students are doing presentation stage teacher, David ask specific questions about certain group because he knows about the groups I think it's great to have students learn in this environment
青園國小 中師 張榮駿(種子教師) LT of Qing Yuan ES	老師說, 透過小朋友演講可以讓他了解到小朋友們是否了解今日課堂在講甚麼。我覺得很棒。
新坡國小 中師 溫育華(種子教師) LT of Sing Po ES	我來這裡學習的, 等我回去以後我可以使用在我的課堂上。
	早安, 我有一些點可以分享。第一, 老師用PPT來吸引同學們的注意。課堂到一半時, 學生們用ipad用得很順手, 合作得很好。他們可以按照指示一步一步做。也可以使用翻譯來了解課程, 他們很放鬆。大部分的學生都對於演講很有自信, 也練習很多口說, 這點今天做得很好, 以上是我的想法。
興國 中師 林欣慧	Hello everyone. I'm really grateful for the opportunity today to talk about the class. This is the fourth year that we are in this Palinco program. This is our second foreign teacher and we hope to see David continue working in this program. In the classes, David's PPT is in English, and the student's IPAD are all in English. David always has his presentation combined with pictures to let the students understand them easily and he has the iPad setting in

	English for students to understand thank you everyone and learn. We are not quite familiar with the topic of middle east countries. and we can learn a lot from David too. thank you everyone.
黃郁蘭教授Prof. Michelle Huang	我想問個問題，為什麼要選中亞讓小朋友們學習？
興國國小外師 FT Graves David of Sing Guo ES	我們要做所有的國家，只是剛好蔗糖是中亞，中亞是一個蠻不同的地區，這幾周。我介紹了很多這個地區的宗教，這裡很多國家都是按照同一個宗教信仰，所以比較好介紹他們擁有的習俗。
義興國小雙語推手教師王郁晴老師Bilingual Promoter Teacher Nancy Wang from Yi Xing Elementary School	嗨，我是義興的老師。我有幾個問題。我想問你們為什麼從中亞中選了這幾個國家？
興國國小外師 FT Graves David of Sing Guo ES	我因為有幾個戰爭中的國家，所以我沒有選擇他們。我選了幾個比較和平的國家，讓學生們比較好學習。也選了幾個有特別建築、風景的國家。選幾個比較有趣的環境的中亞國家來介紹。有獨特語言的Armelia?可以讓他們更多的研究
義興國小雙語推手教師王郁晴老師Bilingual Promoter Teacher Nancy Wang from Yi Xing Elementary School	我真的覺得非常有趣，學生們發表的很棒。我原本以為他們5-6年級，但是他們才4年級，他們的舞台發表很好
興國國小外師 FT Graves David of Sing Guo ES	他們的導師真的幫助他們很多，他們或許在上課時口說沒有那麼多，但是這堂課，因為跟我再一起，他們感覺到很放鬆跟自信
義興國小雙語推手教師王郁晴老師Bilingual Promoter Teacher Nancy Wang from Yi Xing Elementary School	你打造了這麼放鬆的環境給學生們學習，真的很棒。 我要給幾個建議，有時候你會問她們中文的意思，有時候他們或許會不太理解真的中文意思。所以如果我是你，我會寫給他們看，假設剛剛出現的million這個單字，學生們以為是萬，其實是百萬，所以我的話會寫幾個0給他們看。 有些學生感覺很緊張，我會鼓勵每位小朋友都說幾句話。 另外有幾個字比較難的，也可以寫在黑板上給他們知道那些字的意思。另外，我覺得你也可以給他們一個表格讓他們可以用填入的方式寫下，人口、宗教之類的也會很不錯。這是一堂很棒的課，謝謝。
興國 402班導師	Thank you for coming today. I was nervous about today's class. It is until next semester that we will have to do an open class. We have a lot of presentations and competitions for students. Students have a lot of experience

	<p>in this. Introduce these countries to the students. Some of them might be confused, but some of them learn about the countries in other classes. Might not know how to pronounce the countries, but they know about the countries' cultures. Before today's class, David, 3 to 4 classes to them for today's achievement. Thank you for today's opportunity to let the students learn about this.</p>
<p>中埔國小許清勇 校長 Principal Hsu of Zhong Pu ES</p>	<p>Hello everyone, good afternoon. I'm happy to be here today. The second time in the first place. Single has the program for four years and they contribute a lot to the bilingual program. The school plans the curriculum for the international. We are a bit surprised at the topic as a Middle East country. Because just as the teacher just mentioned, we usually started from near to far away countries, we used to start from near Asia.</p> <p>The school is preparing for the class. Topic of curriculum, we should discuss how it is formed. Two integrated activities would be the local teachers teaching. I'm not quite sure about the curriculum plan for integrated activities. Some of foreign teachers are planned by himself. would have to monitor whether it has followed the syllabus Promotion of bilingual program. online platform to promote Students, online platform and technology to learn English. Students can use online platforms to learn whenever they want. The school has done a really great job in using technology. Students can use the app platform to learn whenever they want. The school has done a really great job using technology. I usually went out with the professors to other open classes.</p> <p>Professor Chan has always come with the advice that. FT doesn't come easily.</p> <p>Now, there are too many languages for the students to learn. Haka, Taiwanese. But as a language profession said, Students learn best while they are young, let's see if we can have the first grade students learning from FT.</p> <p>en</p> <p>Today's class, we can see that the students are having a great time with teacher David.</p> <p>We are trying to use the homeroom teacher to help with co- teaching. So that the teachers are more related to the students. Also, if we have classes about Asia, the students can have more related answers about the class. And they can feel more comfortable about the classes.</p> <p>I talked to the student earlier about how they compare to classes in the class objectives and how they were divided into the group. What we are scared of the most is seeing teachers being busier than the students. This is also what Professor Chen is always afraid of. But today we see the students are busy with their presentation. That's what we're happy to see.</p> <p>Foreign teacher let students use Kahoot and technology equipments to learn group activities requires students to do their jobs individually and form a group outcome students are in with culture related lessons students might be quite nervous on stage and answering the questions</p> <p>I suggested David for today's class. To let all the students on their seats also answer all the questions, not only the kids on the stage. So that the kids on the stage won't be so nervous.</p> <p>I recommend that teacher David can have all the students repeat after what he said, and what they have learned. I recommend that teachers can have all</p>




