

112學年度中壢國小公開觀議課 2024 Chung Li Elementary School Open Class Translation Script

授課教師 **Teacher**: Rasheed Arzu

訪視委員 **Committee Guests**:

教育局鄧達鈞校長Candidate Principal Deng of Department of Education、
陳超明教授 Professor Chen, 快樂國小林育沖校長Principal Lin of Happy
Elementary School, 快樂國小雙語推手教師李京霖老師 Bilingual Promoter Teacher
Ana Lee from Happy Elementary School

學校師長**School's Officers**:中壢國小楊文森校長 Principal Yang of Chungli
Elementary School, 中壢國小吳昱蓓主任 Director Wu of Chungli, 中壢國小中師張
欣 Local Teacher Chang of Chungli

參與學校**Participating Schools**: 霄裡XiaoLi、新明XinMing、平興PingXing、興國
XinGuo、南崁Nankan、自立ZhiLi、高榮GaoRong、新坡XinPo、復旦FuDan、會稽
GuiJi

開場Opening Speech	
中壢國小楊文森校長 Principal Yang of Chungli Elementary School,	Welcome everyone and our guests and professor and other principals and the promoter teacher and the candidate principal of the education bureau. Rasheed discusses and prepares a lot of his class. And welcome everyone to be here in this new building. And there's a beautiful parking lot. Unfortunately, it's not belong to us. We are applying for it. So today you are welcome to tell us if you need any service today. So let's have the ppt of school.
	Everyone is welcome to attend the observation class First of all, let's welcome Professor Chen Chaoming from the University of Governance Science and Technology. Next is Principal Lin of Happy Elementary School, Before the trip, we had a close discussion and corrections, which will be presented today. I hope you will gain something. Next, our curriculum schedule will start with the school report.
中壢國小主任	I'm going to make a simple report now Today's report has six important points First of all, in terms of administration, the school is actually very solid in preparing courses. After contacting foreign teachers, there will be seminars on the course preparation days. During the summer vacation, the curriculum and goals will be drawn up first. At the end of every month, there will be class observations and discussions. Our equipment business teachers will write off expenses on time. Contains monthly course proposals for foreign teachers. And I'm honored that we have the new building this semester. We always prepare with foreign teachers.

	<p>And we punctually do the process of checking financial documents. And we have bilingual signboards. And because we need to have the immersion of the bilingual content. And if we have meetings with foreign teachers we always use English. And we follow the Bilingual curriculum and combine the events and issues. And we use the entire English teaching system. And the lowest is with Chinese and english. We encourage English teaching to attend training. They do their best to get certificates. We appreciate Arzu for his dedication. He uses lots of online materials like kahoot to enhance his teaching. Last semester he taught land collapse science and he did lots of material gathering. Our local teacher assist</p> <p>In campus environment</p> <p>Since we are a newly built school, we have bilingual signs for relevant equipment seen in the school. We hope that these situational English methods can increase the aspect of learning. For example: traffic safety, class schedules, and student calendars all have bilingual signs.</p> <p>Teaching part: The upper grades are all taught in English, and the middle and lower grades are taught in bilingual. We have courses that encourage teachers on campus to encourage bilingual studies.</p> <p>As a foreign teacher, I am very grateful to FT. In addition to teaching, I also added additional materials, such as finding resources from the Internet. Tablets are used more often this semester. The children like technology learning very much and have achieved learning results. There was a course on earth-rock flow last semester, and the teacher even made a simple earth-rock flow model so that the children could have a more solid grasp of bilingual learning.</p> <p>In terms of student participation, Students compete in groups, through the combination of the Internet and the use of physical teaching aids. I think the great thing about FT is that he combines life-oriented terms in his classes and implements them in everyone's life.</p> <p>Student learning Integrate into daily life, readers' theater performances in English classes, etc. There is English reading in the school. These projects can all be rooted in students' daily lives.</p> <p>I think bilingualism should be implemented in life, and children can practice it with foreign teachers through games. And our children like to sing even in different languages. And we also have the camp during winter and the theater. Let's watch a</p>
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	<p>short video. And Arzu is always helping us to do this. The lower grade can also do the theater. And we collaborated with the Chong Yang university to hold the morning reading. And we let students use the reader pen that can assist them with reading. And we have plentiful books. And we used to cooperate with oversea schools. We do the survey of how students think they themselves are learning. And there is tremendous growth of students learning. And the local teachers agree with our feedback. We hope the kids can learn and use their English in their life.</p>
	<p>We participate in a strategic alliance with professors from Central University and send volunteers to attend morning readings every semester.</p> <p>The school also has a sufficient collection of English books. In addition to having them for every class, there is also an English exchange program.</p>
學校簡報翻譯 Translation of School's PPT	
簡報內容 PPT Translation	<p>PowerPoint of Chungli Open Class</p> <p>Content:</p> <ol style="list-style-type: none"> Administration Campus Environment Teaching Aspect Students' Learning Aspect Distinctive Features of Bilingual Teaching Implementation Results and Feedback <p>1. Administration</p> <p>(1) Both local teachers and the foreign teachers have clear objectives for bilingual courses. Our local teachers and the foreign teacher usually conduct course discussions and preparation to confirm the course objectives</p> <p>(2) the Foreign teachers' salaries and related budgets are processed on time</p> <p>(3) Related documents are submitted on time</p> <p>(4) Through monthly course preparation, class observation, and class discussion, we enhance the teaching quality of local and foreign teachers</p> <p>2. Campus Environment</p> <p>(1) Equip the bilingual signs to build the English immersion and to enlighten students' learning perspectives.</p> <p>(2) Make administration be like a bilingual e.g. class schedule.</p> <p>3. Each teacher has the bilingual curriculum and integrate issues into course design</p> <p>4. Teaching equipment are set with English e.g. Foreign teacher's computer interface</p> <p>3. Teaching Aspect</p> <p>(1) English courses are taught entirely in English</p>

	<p>(2) Local teachers and foreign teacher plan the schedule and teach follow by the timetable</p> <p>(3) Clear Topics and Objectives of Bilingual Courses</p> <p>(4) Teachers are encouraged to attend regular training</p> <p>(5) Foreign Teacher uses English entirely to teach with tools aids e.g. foreign teacher creates tools and digital materials to fit the effectiveness.</p> <p>(6) Collaborative teaching by the local and foreign teacher together to do differentiated instruction</p> <p>4.Students' Learning Aspect</p> <p>Students are keen on participating in bilingual courses and familiar with using Classroom English. Students are able to do the tasks and activities. Sometimes there are group learning and presentations. Moreover, students can be able to comprehend and use what they learn in their life, such as reading English, English presentation, and theater performance. About the clubs after school, experimental club of lower grade; middle grade they love to have the club.</p> <p>5.Distinctive Features of Bilingual Teaching</p> <p>(1) Cultural and Festival Events such as Halloween, Thanksgiving, Christmas singing English songs</p> <p>(2) Competition of Champion of English Words for grade 4-6</p> <p>(3) Winter English Camp to broaden students' horizon</p> <p>(4) Modeled Sustained Silent Reading</p> <p>(5) Program of combining digital assistive devices to promote English reading implementation</p> <p>(6) English books area and books box for each class</p> <p>6.Implementation Results and Feedback</p> <p>(1) 100% positive feedback for checking teachers can use various methods (such as electronic whiteboards, teaching aids, board games, etc.) to fulfill bilingual teaching according to the teaching content; 100% agreement that when students encounter difficulties or don't understand, the teachers are willing to help.</p> <p>(2) Data of how students feel their English has been enhanced</p> <p>(3) Feedback from co-teachers of lower grade: Using pictures and games, students learn office equipment vocabulary naturally. Integrating Life Textbook content connects with their experiences. Answering questions with complete sentences boosts speaking practice. Holiday activities enhance the atmosphere and cultural understanding. One-on-one dialogue practice, paired exercises, and diverse engagement methods cater to students of all levels.</p> <p>Middle grade: The use of vocabulary, tablets, and games in each class introduces 4-5 new words, ensuring a solid curriculum. High-frequency dialogue and repeated practice of questions lead to effective</p>
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	<p>learning. The dedicated foreign teacher employs diverse teaching methods, keeping students engaged and focused. These methods enhance listening and speaking skills. Games spark student interest, group oral practice improves fluency, and tablets strengthen spelling abilities.</p> <p>High grade:</p> <p>Classrooms simulate real-life situations for hands-on engagement, while coordinated learning materials reinforce memory and provide additional review. Tablets are used effectively for timely clarification and review, ensuring every student has speaking practice opportunities. Vocabulary practice games on tablets facilitate repetitive learning of target words.</p>
說課 Class Introduction	
授課教師 Teacher: Rasheed Arzu	<p>大家好 我今天要教的是日常生活中的科技 我會讓他們創造自己的遊戲 我期待從他們小時候就讓他們學習自己創造科技我希望你們會喜歡</p>
教案翻譯	<p>5年1班 學生22人</p> <p>這堂課會讓學生學習如何使用一些工具和iPad設計自己的電動遊戲。</p> <p>在先前的課堂中，我們已使用過iPad來玩線上解題遊戲，並使用智慧白板來復習英文詞彙，豐富孩子們利用科技學習。小朋友有不同的學習風格：大多數的孩子通過實際動手操作來學得最深刻，有些孩子透過聽覺指示來增強學習，而少數則透過視覺輔助來提升學習效果。</p> <p>首先在暖身活動時，外師會先介紹今日的重點字彙：搖杆joystick、玩家箭頭Player arrow、科技Technology、跳躍jump、駕駛drive，然後會把學生分組，點到關鍵字彙該組就要站起來活動。</p> <p>接下來外師會用簡報介紹我們生活中常見的科技/技術，像是悠遊卡、無人機、虛擬實境、電動運輸載具、GPS、機器人，也會請學生舉一些他們生活中的其他例子。外師會講述使用這些技術可以有什麼功用和生活上幫助。</p> <p>外師會詢問學生他們喜歡的電玩為何以及解釋關鍵詞彙與遊戲的共同關係。外師將示範如何使用遊戲的每個詞彙製作一個簡單的3D電玩。學生將分組用iPad動手做自己的兩個遊戲，學生會輪流說出他們想在遊戲中做什麼元素和關卡並測試遊戲。</p> <p>最後讓學生們玩Kahoot來測驗學生對生活科技、如何製作電玩的理解。最後每組派一名學生上台展示他們組創做的3D遊戲。</p>
	Is there any question about teaching later?
	Today's lesson is about technology and life. Do you have any questions about the teacher?

FT: Rasheed Arzu	<p>你要用多久時間去教所有的內容? 我會花40分鐘教所有的部分</p> <p>我打算用平板, 小朋友也曾經學習過如何用平板操作。 歡迎任何人提問!</p>
中壢國小主任	Thank you. So we will see how the class been taught. The restroom is outside on the right-hand side. And the classroom later will be on the third floor. We will guide you there first.
議課 Class Discussion	
中壢國小楊文森校長 Principal Yang of Chungli Elementary School,	Hello, let's conduct the class discussion. You can use the speaker to talk on the table. Press the button then you can teach
	I believe you can see the great interaction and we see the preparation well. Let's welcome Arzu to share his thoughts.
FT: Rasheed Arzu	我覺得課城還不錯 我本來想要做兩個遊戲 但網路有電問題 所以剩下的一個變成作業我讓他們帶回去 有其他的反饋嗎?
中壢國小楊文森校長 Principal Yang of Chungli Elementary School	So let's welcome any suggestions. Let's welcome the XinGuo
FT: Teacher David	我覺得你展示的科技很精彩 你能夠用手邊的科技展示給學生 我只覺得有一些指示太匆促 我覺得你應該讓她多時間去吸收 會讓他們好好的去運用那些單字
FT: Teacher Lerie	我覺得主題很有趣 因為他們可以學到用遊戲創作遊戲 當小組遊戲時你點她們的時候 有些第幾位學生有變更 所以要注意一下
FT: Teacher Steyn	我覺這是一個很棒的主題 因為你讓他們運用科技 我能感覺到 你做了很多準備 我建議你能放慢步伐 讓每組好好的去發揮學習 總體來說還不錯
FT: Teacher Tumi	我覺得很有趣 你有很多跟小朋友互動 然後你有達成今天德課程目標 讓他們學到科技的便利性 我覺得有些匆促 整體來說 是一堂很棒的課
	Is there any trainee teacher who likes to sare?
種子教師	After all, it's an attractive class. I can not tell if it's the english class or the integrative class. But I am absorbed by the foreign teacher.
中壢國小楊文森校長 Principal Yang of Chungli	I observed a lot of classes of him And i find he has made good progress in his teaching. So let's have more suggestions.

Elementary School	
快樂國小雙語 推手教師李京霖老師 Bilingual Promoter Teacher Ana Lee from Happy Elementary School	<p>Hi Arzu,</p> <p>I attended hundreds of bilingual classes, but I still learned something new in your class. It feels really fresh, and I believe it will be the the same for the children. Just imagine how important a serious and attentive teacher is! He is in our bilingual primary education school.</p> <p>Well, I'm not sure whether such a course would be too compact for students but I'm sure teachers has carefully prepared a lot of content for students.</p> <p>From the beginning of the class, I was curious about the question ... that you ask Ss on Kahoot. On the screen, we can see "technology is something we used to make life easier." True or false? Then I see. You used the cool thing to move in the classroom, I don't know how to call that. And also use the fan controller to turn on the fan. These are the good way to show the technology.</p> <p>In addition, I have another suggestion regarding the design of Quiz on your lesson plan. It is in the form of a multiple-choice question. Usually when we design questions and answers, we will pay attention to whether the correct answer stands out in terms of form or content. So, we might be able to design it like this: What are we learning about today? (A) Technology (B)PE(C) Chinese (D) English, use the course name as the answer with the same nature.</p> <p>Finally, I wanna share an interesting thing. Before I came to here, I was supposed that you teach the "Information technology". For me, I think it's a challenge. Starting from 2009, Taiwan's Ministry of Education has canceled this course and change it to issue-based teaching in the elementary level. Then, after I check with one teacher in "中壢", she said this is the course combine the technology with Integrative Activities. So, I got it. Back to what I share, that is to say, teachers in each subject can use technological none at all. There is a lot of room for flexibility and ambiguity. Because there are no standard to follow by MOE. It means teacher doesn't have indicators for each grade. Everything is revised by the county, city or each school.</p> <p>Based on the above situation, I think teacher Arzu is willing to teach this course, which means that you are very brave enough. That you love the way to try things and do it well.</p> <p>At the same time, I also want to ask you whether you have formulated a 19-20 week course outline when teaching this</p>

	<p>semester? Is there a plan to educate students about technology-related courses gradually and step by step?</p> <p>Or are you designing this semester's courses in a thematic way, with different topics but not necessarily connections between it?</p> <p>嗨! Arzu,</p> <p>雖然我看過許多雙語課, 但我今天還是有在你的課堂上學到一些新東西。這種感覺很新鮮, 相信孩子們也有同樣的感受。試想一下, 一位認真細心、志同道合的老師, 在我們雙語教學的路上, 是多麼的重要?</p> <p>嗯. . 接下來談談今天的課, 整堂課程下來, 我不太能確定這樣的課程, 對這個年級的學生來說, 是否稍微緊湊了一些, 不過我很確信老師為學生精心準備了相當豐富的內容。</p> <p>課程一開始, 我就對你在 Kahoot 上提問學生的問題感到好奇。在螢幕上, 我們看到這個問題:「技術是我們用來讓生活變得更輕鬆的東西嗎?」對還是錯? 然後, 在接下來的課程中, 我明白了! 你用了一個很酷的東西, 在教室內移動, 向學生展示科技帶來的生活便利性, 並且使用風扇控制器來打開風扇,「嘩嘩」聲吸引了學生的目光, 你做了良好的示範。</p> <p>接著, 對於課程測驗的設計, 我還有另一個建議。這組題目採用選擇題的形式作為呈現, 而通常我們在設計問答時, 都會專注於正確答案是否在形式或內容上相符。或許我們可以換種形式設計, 例如:我們今天學到的課程與什麼相關?(A)資訊科技(B)體育(C)國文(D)英語, 以這個範例來說, 我們可以發現這些都是以課程名稱作為相同性質的答案。</p> <p>最後, 我想分享一件有趣的事。在我來這裡之前, 我以為你教的是「資訊科技」。對我來說, 我認為這是一項大挑戰。因為, 我們的國家在2009年起, 教育部已經取消了這門課程, 並在小學階段, 將之改為議題教學。不過, 在之後, 我詢問了壢小的一位老師, 她說這是一門科技融入綜合活動的課程。所以, 我在那一刻明白了。回到剛剛分享的部份, 也就是說現在各學科的老師們, 不一定要在課堂上使用科技平板教具, 科技教育的融入在目前來說, 是有彈性的, 同時, 因為少了教育部提供的標準做參考, 這也意味著, 各學年的老師沒有可以參考對應的學習指標, 像這樣的課程, 基本上都是由各校修訂。</p> <p>基於以上情況, 我認為Arzu願意教這門課, 說明了你是一位勇於挑戰, 並嘗試將事情做到好的老師。最後, 我想請教您, 這學期教學時, 您是否在學期初就制定好19-20週的課程大綱呢? 您是否有計劃地、循序漸進地, 透過這門課程, 將學科知識與內容傳達給學生?</p>
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	還是您是以主題式課程作為學期教學主體，每堂主題課之間，不一定有相關聯呢？
FT: Rasheed Arzu	有關於這個部份，我們的課程，計畫使用不同科技，融入綜合領綱，這符合這個年級的學生應該要學習的內容，我有參考綜合課本做設計。
快樂國小雙語 推手教師李京霖老師 Bilingual Promoter Teacher Ana Lee from Happy Elementary School	<p>Thank you again for your reply. We are looking forward to our continued efforts together on this way of bilingual teaching. I also hope to attend your interesting and dynamic course next time. All the above are my questions and sharing, thank you.</p> <p>感謝你的回覆。期待我們在這條雙語教學之路上繼續共同努力。我也希望下次能再參與你們有趣又充滿活力的課程。以上，是我的提問和分享，謝謝大家。</p>
快樂國小林育冲校長 Principal Lin of Happy Elementary School	My part is focusing on the implantation of bilingual teaching. I learned a lot when I came here. And their class has bilingual classes of all grades. And I admire arzu's teaching of technology. And I like their activities like winter camp. And reading is the basis of English learning. And I appreciate the survey you ask for teachers. You can also do that for parents. And you hav lots; of preparation for classes. Since there are many, it's not easy. It's important not to use Chinese in the class. And many counties face this question too. So I ensure that it's the combination of technology and bilingualism. But I suggest you design more life technology. And to let students to talk more.that was less of to let the students to practice speaking.
陳超明教授 Professor Chen	<p>我想發表我的看法 首先是行政面的探討 about the administration it's not bad to have different subjects. You can let the lower grade have more bilingual classes. And to let local teachers teach more English for lower grades. Because it's the golden period for children to learn from a very young age. so the participation of local teachers should be more. In terms of classes and courses</p> <p>我覺得課程規畫很吸引人 你用很多新的字 然後讓學生能簡單的了解與進入狀況 但步驟有點太倉促 我覺得有兩個教學目標 你好像沒達成 第一個是讓學生了解科技的意義 你秀了很多器材 然後第二個是讓學生發揮他們的創造力能力 這兩個的連結有點弱 我見一你可以只專心於其中一個目標因為一節課時間有限只有40分鐘 關於鷹架學習的話你讓學生去創作遊戲 你想讓學生學習什麼? 或許是學怎麼擺放元件到遊戲裡還是你想讓學生學到那些單字 你的指令偏向你講你自己的 你應該放權讓學生每組自己去發揮 你必須走進每組去查看他們的狀況 你應該展示更多如何創造那些遊戲 然後關於1-4把學生編號 你應該指派每一位學生對他們的任務 有時候會變成只有其中少數學生掌控遊戲創作 其他學生備晾在旁邊kahoot遊戲沒有學</p>

	到任何東西 kahoot只能是一個評量的工具 你或許可以用其他的環節 讓學生去討論 開口說話 或許你有不同的意見
FT: Rasheed Arzu	<p>你有試過編程嗎或寫程式 哪個比較方便python or 遊戲? 用平板教比較方便 這樣讓每個學生會比較簡單的去遵照指示 這樣反覆指示比較讓學生進入狀況也比較熟悉</p> <p>這樣比較好讓學生去做遊戲 然後那些單字是我希望讓學生去學習</p>
	<p>第三個問題, 要如何更任務更簡單</p> <p>問題是關於鷹架理論, 當我詢問學生這是什麼,</p>
陳超明教授 Professor Chen	<p>我看到的試紙有比較能力好的學生去做主要的任務 弱的學生比較少發揮的空間</p> <p>我的意思不是是不是用平板去學習 我的重點是你要怎麼去呼應你的課程主題 但我覺得你指示再讓他們玩 你要怎麼讓學生去了解科技帶來生活得便利性</p> <p>第一個部份是關於 使用IPAD可以讓你更有效更有用的教學, 我的問題是今天你要設計遊戲。</p>
FT: Rasheed Arzu	<p>第一個我覺得是因為這樣比較容易讓學生去操作</p> <p>我只是在遵守用英文去教的一個方式 讓他們創作遊戲</p>
陳超明教授 Professor Chen	<p>我的看法是為什麼你不讓他們有更多時間去創作不同類型的遊戲</p> <p>使用這些工具去讓學生發現, 個種不同的遊戲, 我想要你去創造更多不同種類的遊戲</p>
FT: Rasheed Arzu	因為我沒有很多時間 平板的數量也有些有限制
陳超明教授 Professor Chen	我們不是在辯論 我只是想了解狀況 我對你的教學紐什麼意見 或許我沒有看清出整個規劃 或許你應該用更多時間讓他們去想像去創造自己想要的遊戲 我想要看到更多多元東西
FT: Rasheed Arzu	我同意你
中壢國小楊文森校長 Principal Yang of Chungli Elementary School	It's a professional conversation. Then he conveyed his preparation. But the professor focuses on details. Are there any other perspectives? So let's not continue more professional conversation
自立ZhiLi	我很享受你的課 你整個教學很流暢 像是他都會突然秀出他的科技器材 我覺得總結來說 他的指示很清楚 學生也學到很多 謝謝

<p>中壢國小楊文森校長</p> <p>Principal Yang of Chungli Elementary School</p>	<p>Today it's lively. So let's end up here. Please hand in your feedback sheet. We prepare the snack for you which is famous here.</p>
	<p>At the end of today's event, we will prepare snacks, which are the famous vegetable dumplings. Thank you for participating.</p>