

113學年度大業國小公開觀議課
2025 Da Yeh Elementary School Open Class Translation Script

授課教師 Teacher:

- 外師 Forigne Teacher **Arlene**

訪視委員 Committee members:

- 致理科技大學 陳超明教授 Professor Chen, Chihlee University of Technology
- 中埔國小 許清勇校長 Principal Xu, Zhong Pu Elementary School
- 義興國小 雙語辦公室教師 吳姿瑩 Teacher Sandy, Bilingual Office of YiXing Elementary School

出席人員 Attendees :

大業國小校長 伍鴻麟	Principal Wu of Da Yeh Elementary School
大業國小主任 蔡憶萍	Director Tsai of Da Yeh Elementary School
大業國小教學 陳家茹	Teacher Chen of Da Yeh Elementary School
大有國小中師 姚惠雯	Local Teacher Yao of Da You Elementary School
大有國小外師 Nick	Foreign Teacher Nick of Da You Elementary School
長庚國小主任 郭乃璋	Director Kuo of Chang Gung Elementary School
長庚國小中師 潘家好	Local Teacher Pan of Chang Gung Elementary School
長庚國小外師 Maria	Foreign Teacher Maria of Chang Gung Elementary School
文華國小主任 張嘉琦	Director Chang of Wen Hua Elementary School
文華國小中師 陳令愷	Local Teacher Chen of Wen Hua Elementary School
文華國小外師 Meagan	Foreign Teacher Meagan of Wen Hua Elementary School

開場 Opening Speaking	
大業國小校長 伍鴻麟 Principal Wu of Da Yeh Elementary School	Hello everyone, welcome to Daye Elementary School. Let me introduce today's guests, Professor Chen from CLUT, Principal Xu from Zhongpu Elementary School, and Bilingual education promoter Teacher Wu from Yixing elementary school. Thank you for coming to join Arlene's open class . Thank you all for coming here for Arlene, are you nervous? This year is the second year of executing a bilingual program here in Daye. Arlene's teaching in 1st and 2nd grades paved the foundation for our entire bilingual program, to learn with a native English speaking teacher. And now please welcome the director to make the presentation for bilingual education in Dayeh.

大業國小主任 蔡憶萍 Director Tsai of Da Yeh Elementary School	Good day, everyone! I'm director Tsai from Dayeh. It is a great honor to be here today to share the achievements and highlights of the bilingual education program in our school. And for the talk and discussion part in this conference, today's open class will observe 107's class.
大業國小雙語成果報告	
	I. Public Observation Class and Visit Process For the public observation class, we have carefully designed a series of activities closely integrated with student learning: 1. Lower Grade Domain Courses – Co-teaching by homeroom teachers and foreign teachers to strengthen students' English communication skills. In total 17 classes. 2. English Talk Activities – Guiding students to develop discussion topics and enhance their speaking confidence. 3. Dayeh English Theater – Teachers collaborate to create English videos, allowing students to learn naturally through visual and auditory experiences. And this is the first time we do this program. And it takes a lot of time, please watch this video. 4. English Day and English Rhythmic Activities – Incorporating festive celebrations where students perform and use the language in real-life scenarios. 5. Arlene Storytelling Activity – Inspiring students' interest in English through storytelling and incorporating the festival stories. 6. Teacher Professional Exchange – Sharing teaching experiences in meetings to enhance the professionalism of bilingual education for teachers in Daye. Teacher Arlene also joined in the meeting, you can watch this video. 7. Holiday Camp Activities – Designing international education courses to expand students' cultural perspectives. This event is very popular. 8. Bilingual Broadcasting Program – Students take on the role of young mayors as broadcasters, applying English in practical contexts. Additionally, we have arranged hands-on and discussion sessions to allow students and teachers to share their learning experiences further, ensuring the effective promotion of bilingual learning. These activities provide students with more opportunities to engage with English while enabling teachers to continuously refine their teaching practices.

II. Visit Items and Indicators

To promote bilingual education effectively, we have established evaluation criteria across four key aspects: administration, campus environment, teaching, and student learning.

1. Administrative Aspect

- Holding regular bilingual curriculum meetings to ensure alignment of program objectives.
- Establishing a bilingual curriculum committee to coordinate implementation efforts.
- Setting fixed schedules and locations for collaborative lesson planning to foster teacher cooperation and professional growth.
- Here 19 teachers join in the bilingual courses program.

2. Campus Environment Aspect

- Installing bilingual signage throughout the campus to enhance students' English literacy skills.
- Designing bilingual student name tags to create an immersive language-learning environment.
- Future plans include establishing a bilingual school name next to the original one to reinforce the bilingual atmosphere.
- Allocating a budget of NT\$200,000 to improve bilingual learning resources and facilities.

3. Teaching Aspect

- Conducting English courses entirely in English, supplemented with appropriate teaching aids.
- Ensuring that foreign and local teachers collaborate effectively, with clear course objectives and structured lesson plans.
- Requiring teachers to participate in regular professional development training to maintain high teaching quality.
- Increasing classroom practice and reflection activities to facilitate two-way communication between teachers and students.

4. Student Learning Aspect

- Encouraging students to become familiar with classroom English and actively engage in learning activities. And students wrote the cards to teacher Arlene.
- Implementing group collaboration to develop teamwork and problem-solving skills.
- Promoting participation in school and extracurricular English activities, such as the “COOL ENGLISH Speaking Champion Award,” to enhance practical language skills.
- Encouraging students to engage in English reading and writing

	exercises outside the classroom to strengthen overall language proficiency. 5. Foreign Teacher Aspect ● Provide assistance FT in school administration and in daily life. And now, please welcome teacher Arlene to introduce her class today. And you can see the lesson plan on your desk.
說課 Introduction	
大業國小外師 Foreign Teacher Arlene	大家早安，歡迎來大業國小，謝謝大家今天的到來雖然今天的天氣不好。這是我的教案，詳細資訊請見以下教案翻譯 歡迎大家給我一些建議以及回饋，謝謝大家!!
教案翻譯 Translation of Lesson Plan	桃園市立大業國小 第二學期生活課程 教案 教師：正課教師 (FT):Arlene 副課教師 (LT):Cindy 日期：2025年3月6日 學校：大業國小 年級：一年級 班級：107 學生人數：29 -學習目標- 課程結束時，學生能夠： 1. 認知領域：辨識會發出聲音的玩具和會移動的玩具。 2. 情意領域：表達自己喜歡哪種類型的玩具並說明原因。 3. 動作技能領域：模仿不同玩具的動作或聲音。 -學生的先備知識- 學生已具備基本英語詞彙，如 ball(球)、car(車)、toy(玩具)、sound(聲音)等。

-學生學習概況(為差異化教學準備)-

- 班上約一半的學生能理解並跟隨英語指令。
- **Jake** 能用英語表達自己, 但有時情緒化。
- **Hao** 是表演型的學生, 喜歡邊說話邊表演動作。
- **Raven** 總是害羞, 需要老師協助。

-教學材料與內容-

PPT、實物玩具、字卡

-教學步驟-

步驟

活動內容

1. 熱身

唱問候歌  [Hello Song](#)

2. 教學與練習

回顧: 如何借玩具?

- 學生 1: 「Can I play ____ with you?」

- 學生 2: 「Here you can use it.」

- 學生 1: 「Thank you!」

介紹主題: 「今天我們要學習會動的玩具和會發出聲音的玩具!」

單字教學:

- 會發出聲音的玩具: 鼓(drum)、橡皮鴨(rubber duck)、鋼琴(piano)

- 會移動的玩具: 汽車(car)、火車(train)

展示字卡與玩具, 學生跟讀句子:

- 「The car can move.」

- 「The train can move.」

- 「The drum makes sounds.」

	3. 活動與學習單 (差異化教學) 活動 1: 分類遊戲 🎯 - 板書或發下學習單, 分成兩欄: 🔔「發出聲音的玩具」vs. 🚗「會移動的玩具」 - 每位學生拿到一張玩具圖片卡, 將其貼到正確的分類中。 - 副課老師控制時間, 最快完成的組別可得 1 分。 - 全班一起檢查是否分類正確。 - 教師詢問:「這個玩具會發出聲音還是會移動?」 活動 2: 表演與猜測 🤖 - 一名學生表演玩具的動作(如模仿敲鼓)。 - 其他學生猜測:「Is it a car? Is it a drum?」 - 學生回答:「The drum makes a sound.」 - 每組派兩名學生上台練習, 教師協助引導。 4. 理解檢測 複習句子 - 「The drum makes sound.」 - 「The car moves.」 播放再見歌曲 🎵
大業國小主任 蔡憶萍 Director Tsai of Da Yeh Elementary School	The class will start from 10:25, please move to classroom 107 for the observation.
議課 Discussion	
大業國小校長 伍鴻麟 大業國小主任 蔡憶萍 大業國小教學 陳家茹 大有國小中師 姚惠雯 大有國小外師 Nick	Principal Wu of Da Yeh Elementary School Director Tsai of Da Yeh Elementary School Teacher Chen of Da Yeh Elementary School Local Teacher Yao of Da You Elementary School Foreign Teacher Nick of Da You Elementary School

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文華國小外師 Meagan	Foreign Teacher Meagan of Wen Hua Elementary School
大業國小主任 蔡憶萍 Director Tsai of Da Yeh Elementary School	We still have a 5 minute break, please enjoy the snacks and drinks we have prepared in the back. Now we will proceed to discuss.
大業國小校長 伍鴻麟 Principal Wu of Da Yeh Elementary School	Let us get started. Arlene老師說說今天的課堂吧
大業國小外師 Foreign Teacher Arlene	謝謝大家來看我的課, 我覺得我的課今天還不錯, 我的協同教師很給 勵, 再來不管今天大家給我的為饋是正面還是負面, 請大家不吝嗇給 我建議, 謝謝
大有國小外師 Nick	謝謝Arlene 我覺得一年級很難教學, 他們很好奇很活潑。我做了些 筆記, 你作為老師與學生的情感基礎是很好的, 你很擅長拉回學生的 注意力。一年級的老師不好當, 是個非常特殊的技能。 有關這個主題, 當你讓學生練習句子的時候, 或許可以組成小組, 進 行其他活動。讓他更多樣一些。 學生看起來很享受這些遊戲。循序漸進地讓學生透過玩具了解實際 的例子。我很喜歡你的教學風格, 但我會加入更多的多樣性。
大業國小校長 伍鴻麟 Principal Wu of Da Yeh Elementary School	這是你地2次來對不對?你有沒有發現跟去年有甚麼不一樣的地方 嗎?
大有國小外師 Nick	我不太記得去年發生什麼事了哈哈
長庚國小外師 Maria	恭喜你完成了關一課, 我覺得你的客很有活力, 小朋友也是, 你的課 室管理次略很棒, 可以即時讓孩子們停下來, 再來是第一個複習的部

Foreign Teacher Maria of Chang Gung Elementary School	分，可以讓孩子們應用到生活中，另外2個活動孩子們也很投入其中，同時也可以讓他們知道哪個地方不對。 你和學生的能量跟情緒很契合，有時學生情緒太高漲時你也可以把他們拉回學習的份圍。你也會注意到那些在角落的學生。你的課室管理很棒。 其中一個活動可以讓他們應用到生活中。其他兩個活動，學生很投入，他們在玩遊戲的同時也會糾正自己的組員代表他們真的有理解這活動。
大業國小校長 伍鴻麟 Principal Wu of Da Yeh Elementary School	這也不是你第一次來對嗎？ 你在長庚教什麼科目呢？

Maria	我第一次來是2年前來看Arlene的音樂課 當時孩子們有點緊張，2次不一樣的地方就是，這次一年級就相當有活力
	我覺得之前是4年級，我比較喜歡一年級的活力。
文華國小外師 Meagan Foreign Teacher Meagan of Wen Hua Elementary School	大家早安，首先恭喜你們有一個很成功的客，我覺得開頭的Warm up 歌很適合這堂課，讓學生們能夠更理解，我喜歡你使用玩具作為上課道具，讓學生們更能夠了解這堂課的概念， 但我覺得如果你可以問一些比較相關的問題：你家裡有玩具車？看起來像什麼樣子呢？這樣可以讓他們去並能夠超越現有的架構並學習。但大體來說這是一堂非常棒的課。
大業國小校長 伍鴻麟 Principal Wu of Da Yeh Elementary School	你是第一次來對嗎？我有點好奇 我們學校跟你們學校在雙語教學上有甚麼不同嗎？
Meagan	在我們學校我教2 3 4年級，沒什麼機會交到一年級。
大業國小校長 伍鴻麟 Principal Wu of Da Yeh	我給了他一些有難度的工作~~XD

Elementary School	
Sandy	我可以看出來學生都很喜歡你的課，雖然學生非常興奮，但你都可以拉回到教學主題，中師也會協助。我很喜歡你教學的步驟，你先實作，請小組一起實作，再來進行個人的操作。 但我覺得你在叫他們兩人一組合作時，有其中一方會偷懶。我認為在那個階段可以讓全班一起進行，這樣就不會有人空下來。
中埔國小 許清勇校長 Principal Xu, Zhong Pu Elementary School	Hello everyone, this is the first time I'm here, I think the SS are very happy to learn, and in my experience, a lot of schools have the name tag on their tables, and there are no name tags here, you know all of the kids right? because you can still call their name well. Second, I think there are some kids who can not engage in the class well, I think you can cooperate with a co teacher, to try to let the kids who can not engage in the class well join the class.
	I saw the kids are very much enjoying the class. I found something very interesting, the students have name cards on their table, but for Arlene, she doesn't need name cards to remember the names. I've noticed that there are some kids that require more help, maybe it would be better to put emphasis on them. Or to solve it through technology and by using resources, to reduce the time wasted for team work, share and allow them to share more within their peers. Some words for the administratives, next time while you do the reports, where do you put in each grade and subject, it's very important to the structure of a bilingual program. Not only for lower grades, but also for higher grades. Furthermore, to construct a full body core of the bilingual program and maps of curriculum in Daye ES, I hope this is something for the entire school to think about. I have seen that Daye has done a lot of the related activities, we have limited teachers, only one. It would be great if the teachers could get involved with the FT too, not only the students and help the LT as well. To be a part of the family in Daye, is a way to implement a bilingual concept in life, inviting LT to interact with the FT through activities. Using English in all events in school, how to incorporate English and Chinese in school. Not to give the kids an idea of only speaking English in English class.
致理科技大學 陳超明教授 Professor Chen, Chihlee University of Technology	恭喜你~ 大已已經做雙語教育3年了，關於行政方面以及濟教育面我覺得成果都不錯 大業國小已經實施雙語教育三年了，我認為教育面以及行政面都很棒。我認為從一年級開始雙語教育是很好的，他們很活潑願且願意學習。 我的建議會是，下一步呢？奠下基礎之後的藍圖會怎麼規劃呢？ 我認為中埔校長說得很有道理，讓中師加入雙語計畫，一起成長。我們不能只靠一位老師來撐起整個雙語計畫，希望下次我可以看看中師操作的雙語課程。 有關今天的課程，我覺得課程設計相當出色，我認為他設計的活動

	讓學生理解如何操作，雖然學生可能不見得能理解老師在說什麼。但透過肢體語言及道具，他們可以理解課堂概念。 我的建議會是你說慢點並用比較簡單的詞語，因為這樣學生會需要依賴中師來翻譯，這樣他們就不會聽你在說課。學生不需要完全百分之百理解你在說什麼，只需要理解關鍵概念以及只是就可以了。中師可以做的，像是有些學生無法理解指示，並落後了，這時就可以去提供協助。而不是翻譯外師所說的。 雖然有分組，但我看不到學生之間分組合作，或許可以讓學生在各組之間進行活動，這樣比較不會浪費時間，各組也可以得到更多練習時間。 我很喜歡你的學習目標，包括學生的心智發展等等。這堂課的主旨是去開口說，你喜歡什麼玩具，為什麼喜歡這個玩具？等等的問題。在教案裡我有看到，這個部分但我想你應該跳過了。語言不是主要的目標，你的教學目標才是最重要的，多問一些有關課堂本身的問題而不是教英文或讓他們理解，而是問他們最核心的問題。
	可以讓多學生可以在做中學，我覺得你可以把你的與速降低，我覺得有點快，並且可以加入更多的肢體動作去做教學，我不太喜歡有太多的翻譯，這就是EMI的核心，我們不需要讓孩子們百分百都了解，所以可以使玉更多的肢體動作。 我們可以如何幫助學習比較慢的學生，這點就很重要。再來今天你的分組活動我覺得相當棒，還知道孩子們的名字，我覺得制式我看到很開心的一個部分。分組可以讓孩子們憶起互相學習。 可以想想這堂課的目標，是去開口讓孩子們說出有關這個玩具，像是我喜歡這個玩具，為什麼？可以讓孩子們嘗試表達，我們不是教語言，請忘記交語言的部分，我們應該讓他們去學習如何表達對這個玩具的看法，而不是教他們 這個火車可以動
	我的問題是，你的下一步是甚麼？你們未來會麼做？ 你們可以試著想想這個問題。第二部份就像清勇校長所說]，讓更多的中詩意起加入雙語教學的行列，而不是單單只靠一兩位老師，我希望下次可以看到更多的中師能夠更輕易的使用雙語。
Arlene	就向大家說，以及陳教授所提到，我忘記問他們 "為什麼"，
Principal of Daye ES	不需要教他們英文，而是去理解為什麼。
	如果ARLENE是我的英文老師，我的英文現在一定會更好
	As for administrative, when I first got onto the bilingual program here in Daye, it was not very organized. I tried to talk with Arlene at first and talk about the structure of the bilingual program here in Daye. When Arlene taught the classes, the kids and teachers loved it, so as the principal of Zhong Bu said, Daye didn't have a bigger and clearer picture and we will work towards that as a whole.
	I talked with teacher Arlene, how to improve kids' English skills, and I

	think we can start bilingual education from the 1st grade, and it works well, so I'll keep working harder for it.