

英語授課教學演示及觀課之教學教案 Lesson Plan for EMI Microteaching and Classroom Observation			
授課教師 Instructor		所屬學校 University	
所屬系所 Dept/Inst.		學生人數 Number of Students	
展示方式 Way of Demonstration	☐ 現場教學 On-site instruction ☐ 預錄影片 Pre-recorded video ☐ 線上演示 Online demonstration		
課程名稱 Course Title			
主題 Lesson/Topic			
教學日期 Date	年 月 日 Y M D	教學時間 Time	: ~ :
適用對象 Suitable For	*學士班、碩士班、博士班 (undergraduate, graduate, PhD program)		
學生英語能力程度 Anticipated Students' English Proficiency Level	B1, B2, C1, C2 * Circle a CEFR level: if mixed, write possible range of levels. To determine anticipated students' English proficiency level, please refer to appendix 2: CEFR Levels—global scale.		

教學目標 Lesson Objective	Notes: 1. Lesson objectives should be actions that are observable and measurable i.e., should include <i>who</i> , <i>do what</i> (action verb), <i>under what conditions</i> (context), and <i>how well</i> (extent). 2. For a list of verbs that you can use to formulate the lesson objectives, please see the Bloom's Taxonomy Action Verbs chart below. 3. The objectives listed should be used to guide your lesson procedure. An effective lesson should aim for meeting all lesson objectives you have set.
	By the end of the lesson, students will be able to ...
關鍵詞/重要概念 Keywords or Key Concepts	By the end of the class, students will be able to use the following keywords or key concepts in speaking, writing, or problem solving:
	Anticipated student difficulty with the keywords: ☐ Meaning (find ways to clearly convey the meaning) ☐ Pronunciation (find ways to familiarize your students with the sound)
教學方法 Teaching Method	
教學資源 Teaching Tools	

教學過程 Teaching Procedure	Notes: 1. If your demonstration is a real classroom lesson (either on-site or online), please plan your procedure so that the lesson includes: ● explanations of key concepts ● interaction between students/audience and the instructor— □ at least one attempt to check students' understanding of key concepts □ at least one task designed for students to apply a key concept 2. If your demonstration is a simulation without audience, you should consider the mentor as your student and plan tasks accordingly. 3. If your presentation is a pre-recorded classroom lesson, please show segments that can illustrate the above aspects. 4. Interaction Type Please mark how the interaction is planned for each activity in the lesson. Seeing what was planned and what actually happened could help the dialogue during the post-lesson reflection. Through matching what was planned and what actually happened in terms of interaction, this note could also potentially help mentors (seed instructors) to assess the overall percentage of interaction during the lesson. Potential scenarios: TTT (teacher talking time); T-S (teacher-student); S-S (student-student). (1) TTT: Teacher Talking Time is when the teacher is presenting a concept in a monologic fashion; (2) T-S: When the teacher engages in a dialogue with the students; the dialogue could be between the teacher and the whole class (T/WC), e.g., when checking comprehension, <u>or</u> between the teacher and one student (T/S), e.g., when the teacher asks a question and expects an answer from one volunteer student -- whoever answers first -- or when the teacher calls on a specific student to answer a question; (3) S-S: When the students need to complete a task through interaction whether in pairs (P/W) or groups (G/W). During S-S, students might occasionally use language other than English for clarification or idea generating but the presentation of the outcome of the task is in English.
------------------------------------	--

	教學活動 Classroom Activities	時間分配 Time Allocation	活動模式 Interaction Type* (TTT/ T-S/ S-S)	備註Remark
	1.	1.		
	2.	2.		
	3.	3.		
	4.	4.		
	5. (Please add the number of activities based on your design.)	5.		
參考資料 Reference Sources				

※本格式內各欄位可自行依實際需求予以增刪調整。
The fields in this form can be added, deleted and adjusted according to actual needs.

Appendix 1: Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	• Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State	• Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate	• Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write	• Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test	• Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write	• Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value

Source: <https://www.tamug.edu/academicaffairs/documents/Blooms-Taxonomy-Action-Verbs.pdf>

Appendix 2: CEFR Levels—global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and Independent disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: <https://www.eui.eu/documents/servicesadmin/languagecentre/cef.pdf>