

本土雙語教育模式之建構與推廣：以臺灣國中小為現場之實踐

雙語課程教案設計

The Design of Bilingual Lesson Plan

學校名稱 School	Hueilong Elementary and Junior High School	課程名稱 Course	Grammar
單元名稱 Unit	Where Are You From?	學科領域 Domain/ Subject	English
教材來源 Teaching Material	Star textbook, robot, slides	教案設計者 Designer	Willie Mark O. Endaya
實施年級 Grade	6 th Grade	本單元共 <u>1</u> 節 The Total Number of Sessions in this Unit	
教學設計理念 Rationale for Instructional Design	This unit aims at teaching the students how to recognize the intonation of sentence. Students should be able to speak sentences with proper pronunciation and intonation. Students are supposed to work as a team and participate actively.		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	<ul style="list-style-type: none">● Communication and interaction● Information and technology literacy and media literacy● Interpersonal relationships and teamwork	
	領綱 Domain/Subject Guidelines	<ul style="list-style-type: none">● Possess entry level listening, speaking, reading, and writing skills in English.● Be able to use a variety of information technology and media for self-learning in improving comprehensive application of listening, speaking, reading, and writing in English as well as the understanding of culture and customs.● Actively participate in class English language group learning activities and develop a spirit of teamwork.	
	校本素養指標 School-based Competences	Not applicable	
學科學習重點 Learning Focus	學習表現 Learning Performance	<ul style="list-style-type: none">● Can answer the question “Is he/she from...?”● Can speak sentences of simple structures with intelligible pronunciation and appropriate intonation● Can actively participate in learning activities	
	學習內容 Learning Contents	<ul style="list-style-type: none">● Grammar; Where are you from? Is he/she from?	
學生準備度 Students’ Readiness	學科準備度 Readiness of Domain/Subject <ul style="list-style-type: none">● Students have learned the basic skills in English.● Students can cooperate and willing to join activities in class.		

	英語準備度 Readiness of English				
	● Students know how to use simple phrases for greetings.				
	● Students understand simple classroom English instruction.				
單元學習目標 Learning Objectives	● Being able to use English for everyday communication.				
中／英文 使用時機 Timing for Using Chinese/ English	教師 Teacher		學生 Students		
	● Greeting students		● Responding to teacher		
	● Showing slides		● Repeating vocabulary		
	● Explaining rules of activities		● Doing the activities		
	● Giving feedbacks		● Receiving feedbacks		
	● Managing the classroom		● Receiving instructions		
教學方法 Teaching Methods	1. Total Physical Response (TPR)				
	2. Content and Language Integrated Learning (CLIL)				
	3. Cooperative Learning (CL)				
	4. Direct Method (DM)				
	5. Grammar Translation Method (GTM)				
教學策略 Teaching Strategies	Direct teaching, provide scaffolding, interaction and cooperation				
教學資源及輔助器材 Teaching Resources and Aids	Star textbook, PPTs, projector, e-book, robot				
評量方法 Assessment Methods	Oral question and answer				
	Group activity				
	Performance assessment				
評量標準 Rubrics	English skills	Needs work	Satisfactory	Good	Excellent
	Grammar				
	Pronunciation				
	Vocabulary				
	Content knowledge				
議題融入 Issues Integrated	Not applicable				
教學流程 Teaching Procedures					
第一節	準備階段 Preparation stage				時間 Time
	1. Roll call (attendance checking, asking if they like going to school)				

2. Daily routine	發展階段 Development stage	5 min
1. Greeting students 2. Course discussion <ul style="list-style-type: none"> ● To use PowerPoint slides to explain the lesson Where are you from? He/She is from... Canada, Australia, the USA, the UK, Japan, Korea, Thailand, Taiwan Is he/she from...? Yes, he/she is. No, he/she isn't. ● To use projector to broadcast the e-book 		15 min
3. Exercise	總結階段 Summary stage	20 min
<ul style="list-style-type: none"> ● To ask each student to do the listening exercise via e-book ● To group students and do the group activity T will group the Ss into two groups T will ask question and Ss will follow the robot Have the students answer "Yes, he/she is and No, he/she isn't" 		5 min

