

嘉義縣102年度英語資源中心 外籍教師教學視導實施計畫

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嘉義縣 102 年度英語資源中心外籍教師教學視導實施計畫

- 一、依據：嘉義縣 102 年度英語資源中心運作計畫
- 二、目的：
 - (一) 瞭解外籍教師的教學情況，評估外籍教師的教學成效。
 - (二) 提供專業英語教學意見，協助實施有效的英語教學活動。
- 三、承辦單位：嘉義縣政府、嘉義縣英語資源中心（竹崎國小）
- 四、對象：本縣國中小依「教育部引進外籍英語教師專案」聘有外籍教師之學校。
- 五、視導方法：
 - (一) 現場觀察外籍教師教學情形：每位外籍教師進行一節英語教學演示，並提供教學演示內容之教學詳案一份(只提供該節教學演示內容的教案即可)。
 - (二) 座談會：教學演示結束，隨即進行座談會，針對教學內容由視導教授提供回饋與建言。
 - (三) 教學視導教授對外籍教師教學結果完成視導報告，轉交學校與教育處作為教學改進與聘任外籍教師之成效之參考。
- 六、日期與行程：

日期	5 月 16 日	5 月 30 日	5 月 31 日	6 月 6 日
受訪對象	祥和國小	三興國小	新港國小	內埔國小
項目 1	教學演示 9:30~10:10	教學演示 14:30~15:10	教學演示 9:30~10:10	教學演示 9:30~10:10
項目 2	座談會 10:20~11:00	座談會 15:20~16:00	座談會 10:20~11:00	座談會 10:20~11:00
- 七、教學視導人員：英語資中心計畫主持人嘉義大學陳炫任教授
- 八、計畫連絡人：竹崎國小教務主任 陳耀欽 2611018#13
- 九、配合事項：請各校負責外籍教師事務之教師或行政人員，協助轉達外籍教師教學視導內容，並惠予協助當日教學視導活動。
- 十、獎勵：相關承辦人員依嘉義縣教育人員獎勵辦法規定予以敘獎。
- 十一、經費來源：嘉義縣英語資源中心。
- 十二、本計畫呈報縣府核可後施行，修正時亦同。

嘉義縣 102 年英語教學資源中心外籍教師教學視導會議簽到簿

日期：102.05.16

會議主持人：王欽哲

會議記錄：陳耀欽

參加人員：

單位	職稱	姓名	簽名	備註
祥和國小	校長	王欽哲	王欽哲	
資源中心	教務主任	陳耀欽	陳耀欽	
祥和國小	教務主任	盧柏全	盧柏全	
祥和國小	教學組長	徐鶴綾	徐鶴綾	
祥和國小	MOE Foreign Teacher	Randy Lachney	Randy Lachney	
竹崎國小	教師	呂青穗	呂青穗	
祥和國小	教師	郭怡明	郭怡明	
祥和國小	教師	張家瑜	張家瑜	
祥和國小	主任	許志芳	許志芳	
祥和國小	教師	施榮芬	施榮芬	
嘉義大學	助理教授	陳炫任	陳炫任	

嘉義縣 102 年英語教學資源中心外籍教師教學視導會議簽到簿
 (併英資中心小組會議)

日期：102.05.17

會議主持人：謝彩琴

會議記錄：陳耀欽

參加人員：

單位	職稱	姓名	簽名	備註
嘉義大學	助理教授	陳炫任	陳炫任	
竹園國中	校長	蔡明昇	蔡明昇	
隆祥國小	"	李淑惠	李淑惠	
內埔國小	"	謝彩琴	謝彩琴	
內埔國小	教師	林珮秀	林珮秀	
竹崎國中 (英資中心)	主任	陳耀欽	陳耀欽	

嘉義縣新港國小 102 年度英語教學資源中心外師教學視導

一、時間：102 年 5 月 31 日

二、地點：本校校長室

三、主持人：校長 林灑津

紀錄：

四、出席人員：

單位	職稱	姓名	簽名
嘉義大學	教授	陳炫任	陳炫任
輔導團	校長	李淑惠	李淑惠
竹崎國小	主任	陳耀欽	陳耀欽
新港國小	校長	林灑津	林灑津
新港國小	主任	蔡政儒	蔡政儒
新港國小	組長	連惠君	連惠君
新港國小	外師	Theresa Y. Konecny	Theresa Y. Konecny

五、決議

六、臨時動議

七、散會

評估項目	看課觀察
1. 明確指出教學目標及教學重點	以自編之餐廳與購物情境對話為教材，培養學生的口說溝通能力。
2. 可以刺激學生對於課程內容的興趣	教材內容貼近學生生活經驗，具實用性，可引發學習興趣。
3. 針對教材內容提供清晰的解說	教師對於課堂活動能夠給予清楚的指令，學生們都能遵循指令，進行不同的練習。
4. 對學生展現誠摯的關懷	教師會利用小組練習時間，在課堂走動，關心學生練習的情況，並提供適當的個別指導。
5. 有效引導並激勵學生提問和回答	以聽力練習為例，在聽完英語歌曲後，學生必須根據歌曲，回答問題，並在讀過歌詞後進行練習，整體流程的進行能有效引導學生學習。
6. 根據學生理解的程度而調整課程步調	利用小組練習時間，和部分學生進行個別練習，有助於教師瞭解學習成效。
7. 看起來是「有備而來」的	課程內容豐富，充分應用教室內之軟硬體設備。
8. 口齒清晰,發音標準	發音清楚，音量適中。
9. 整體表現	此課室為協同教學，除了外師之外，還有一位台籍教師，有一半的時間由外師主教，另一半的時間由台籍教師主導，兩者之間主、副的角色搭配的很好。
10. 其他建議	教師擅用互動式白板進行活動，也提供了學生個別在台上練習的機會，但是活動設計上可稍加調整，讓台下的學生更有參與感。如台上的學生在互動式白板上選對了

	單字，完成任務時，可請台下的學生一起把該單字唸一次，如此，可強化學習，也避免台下的學生有閒暇的時間。
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報告撰寫人：嘉義大學語言中心陳炫任教授

外師教學訪視紀錄 (內埔國小: 2013/05/17)

評估項目	看課觀察
1. 明確指出教學目標及教學重點	透過英語歌曲教學，使學生熟悉動物的說法，以及動物所發出的聲音，教學目標清楚。
2. 可以刺激學生對於課程內容的興趣	肢體語言豐富，教材多樣化，有助於吸引學生之注意力。
3. 針對教材內容提供清晰的解說	外師雖然不諳中文，但多藉由範例，引導學生作口語練習，過程中有台籍教師、助理協助。生難的文法概念，台籍教師多會補充說明。惟結尾的活動，稍嫌複雜，光藉由教師的示範說明，難以釐清，恐怕需要一組的學生實際演示，方有助於學生理解活動程序。
4. 對學生展現誠摯的關懷	面帶笑容、親和力十足。
5. 有效引導並激勵學生提問和回答	以英語歌曲教學而言，宜先撥放一次歌曲，讓學生有整體的了解，然後再進行細部的教學，如各動物的英語說法。如此引導的練習，較具意義，亦有助於學生理解。
6. 根據學生理解的程度而調整課程步調	著重學生個別練習，設有額外加分機制，學生如果個別唸單字給助理聽，會另外加分，此舉鼓勵學生多練習。
7. 看起來是「有備而來」的	教材內容多元，除了講授的部分，也設計讓學生小組練習的字卡及相關材料。
8. 口齒清晰,發音標準	口音稍重，但是音量足夠。
9. 整體表現	與半年前的訪視相較，教學信心大幅提升，教學的流程及活動安排，也流暢許多，整體表現可看出教師教學的熱忱與努力。

10. 其他建議

上課時運用了紙本閃卡，在這科技時代，紙本閃卡的成本相對比較高，建議可將閃卡內容融入 ppt 的製作，如此亦可將圖片以及音效也都加入幻燈片中。

報告撰寫人：嘉義大學語言中心陳炫任教授

評估項目	看課觀察
1. 明確指出教學目標及教學重點	本課程著重句型練習及 phonics，教學點明確，並能輔以合適且多元的教材，進行反覆而不枯燥的練習。
2. 可以刺激學生對於課程內容的興趣	<ol style="list-style-type: none"> 1. 擅用教室內之設備，如互動式白板，增加學生參與度及學習興趣。 2. 課程設計多元而適當，歌唱、句型練習、字母小書的閱讀等，讓學生在不同的刺激下，專注於不同的學習活動。
3. 針對教材內容提供清晰的解說	以英語歌曲教學為例，教師輔以圖片、簡單的肢體動作、反覆強調重點生字，有助於學生對歌曲內容的理解。歌曲的難易度合適，學生多能跟著教師的語速，開口說英文。
4. 對學生展現誠摯的關懷	具親和力，上課非常有精神。
5. 有效引導並激勵學生提問和回答	<ol style="list-style-type: none"> 1. 利用互動式白板，教師設計的練習題，結合了圖片與文字，儼然是有趣的遊戲，學生多保持高度的興趣參與。 2. 教師能留意到每次都有同樣的學生，舉手回答問題，可是，教師會把機會平均分配給其它較為內向害羞的學生，並會在過程中，協助他們回答問題，這有助於學生排除語言學習的恐懼，並建立信心。
6. 根據學生理解的程度而調整課程步調	利用學生個別回答的機會，教師會根據學生程度，調整問題。
7. 看起來是「有備而來」的	上課教材豐富多元，將句型練習隱藏於不同的教學活動中，課程設計中富有巧思。
8. 口齒清晰,發音標準	發音清楚，語速適當，音量大小合宜。

9. 整體表現	課程環環相扣，教學流程順暢，除了講解及大班團體練習之外，給予學生適量的個別練習機會。
10. 其他建議	非常精彩的教學，希望有機會可以舉行更大規模的教學示範，與更多的英語教學同業進行分享。

報告撰寫人：嘉義大學語言中心陳炫任教授

外師教學訪視教案-祥和國小

Textbook: Where do you see?	Designer: Melody /Randy	
Grade: 5	Time: 40 minutes	
Week 11, 4 periods	Date:5/16	
Objectives: Listening: Students can understand the simple and easy dialogue. Speaking: Students can use easy classroom English. Students can say basic dialogs often used in classroom. Reading: Ss can distinguish sigh words, short vowels and long vowels. Ss can read an easy story book. Writing: Ss can write letters based on sounds input.		
Materials: <ul style="list-style-type: none"> • Student Textbook Darbie 6, • Sentence Pattern and Vocabulary Word Cards (located in the file) • Teacher-Made Powerpoint presentation 		
Activity	Time	Note
Warm up Greeting 1. Teachers welcome students. Students greet teachers. 2. Review restaurant and department store dialogues. Students repeat dialogues as a class. Students practice dialogues as boys and girls Students practice dialogues with a partner Teachers call on 4 pairs of students to demonstrate for the class. (2 pairs for each dialogue) 3. Review lesson four vocabulary and sentence patterns. Pages 39 and 40 in the textbook (as a preview to Ms. Melody's part of the lesson)	10	Randy
Procedure Let's sing a song on p.43. 1. Have students close their books and listen to the CD . 2. Ask students to pay attention to the following questions. Q1: Who has a little farm? A1: Ali Baba has a little farm. Q2: What kinds of animals are on the farm? A2: There are 3 animals.	20	Melody

<p>Q3: What are these animals? A3: They are cows, dogs, and goats.</p> <ol style="list-style-type: none"> Remind students to take notes on the bottom of the student book while listening to the CD. After listening to the CD, students will voluntarily raise their hands to answer teachers' questions. There is an animal card on every desk. While singing the song together, students raise their card with the corresponding animals. Introduce some sounds from animals. Ex: quack→duck, bow-wow→small dogs, woof→big dogs <p>Challenge Time on p.44.</p> <ol style="list-style-type: none"> Review "Work bank" on page 44 first. Then Ms. Melody will explain how to do this exercise. Ask students to look at the picture on page 44 and count how many kinds of animals. Mr. Randy and Ms. Melody will demonstrate the dialogue. Ask students to pair up to practice the dialogue. Mr. Randy and Ms. Melody will go around the classroom and monitor students' practice. 		
<p>Reinforce- Computer Memory Game-Zoo Animals http://www.eslgamesworld.com/members/games/vocabulary/memoriaudio/zoo%20animals/</p> <ul style="list-style-type: none"> Students will be divided into groups by rows. The teacher will call one student from each row. The student must press one box to listen to the animal name and try to match it to the pictures below. Each correct match earns one point. The group that gets the most correct matches is the winner. 	10	Randy
<p>Wrap-up</p> <ul style="list-style-type: none"> Students will practice saying goodbye to teachers in different ways. Students need to stand, push in chairs quietly and reminded to walk (not run) out of classroom <p>HOMEWORK:</p> <ul style="list-style-type: none"> Study for quiz. (review vocabulary) 	2	Melody & Randy

Textbook: Where do you see?	Designer: Melody /Randy
Grade: 5	Time: 40 minutes
Week 11, 4 periods	Date:5/16

Objectives:

- Listening: Students can understand the simple and easy dialogue.
- Speaking: Students can use easy classroom English.
Students can say basic dialogs often used in classroom.
- Reading: Ss can distinguish sigh words, short vowels and long vowels.
Ss can read an easy story book.
- Writing: Ss can write letters based on sounds input.

Materials:

- Student Textbook Darbie 6,
- Sentence Pattern and Vocabulary Word Cards (located in the file)
- Teacher-Made Powerpoint presentation

Activity	Time	Note
<p>Warm up <i>switch</i></p> <p>Greeting</p> <ol style="list-style-type: none"> Teachers welcome students. Students greet teachers. Review restaurant and department store dialogues. Students repeat dialogues as a class. Students practice dialogues as boys and girls Students practice dialogues with a partner Teachers <u>call on</u> 4 pairs of students to demonstrate for the class. (2 pairs for each dialogue) Review lesson four vocabulary and sentence patterns. Pages 39 and 40 in the textbook (as a preview to Ms. Melody's part of the lesson) 	<p>10 15</p>	<p>Randy</p> <p><i>→ teacher</i></p>
<p>Procedure</p> <p>Let's sing a song on p.43.</p> <ol style="list-style-type: none"> Have students close their books and listen to the CD . Ask students to pay attention to the following questions. Q1: Who has a little farm? A1: Ali Baba has a little farm. Q2: <i>How many</i> What kinds of animals are on the farm? A2: There are 3 animals. 	<p><i>13</i> <u>teen</u></p> <p>20</p>	<p>Melody</p> <p><i>→ teacher 2</i></p>

<p>Q3: What are these animals? A3: They are cows, dogs, and goats. → 不纠正。</p> <ol style="list-style-type: none"> Remind students to take notes on the bottom of the student book while listening to the CD. After listening to the CD, students will voluntarily raise their hands to answer teachers' questions. There is an animal card on every desk. While singing the song together, students raise their card <u>with the corresponding animals.</u> Introduce some sounds from animals. Ex: quack→duck, bow-wow→small dogs, woof→big dogs <p>Challenge Time on p.44.</p> <ol style="list-style-type: none"> Review "Work bank" on page 44 first. Then Ms. Melody will explain how to do this exercise. Ask students to look at the picture on page 44 and count how many kinds of animals. Mr. Randy and Ms. Melody will demonstrate the dialogue. Ask students to pair up to practice the dialogue. Mr. Randy and Ms. Melody will go around the classroom and monitor students' practice. 		
<p>Reinforce- Computer Memory Game-Zoo Animals http://www.eslgamesworld.com/members/games/vocabulary/memoriaudio/zoo%20animals/</p> <ul style="list-style-type: none"> Students will be divided into groups by rows. The teacher will call one student from each row. The student must press one box to listen to the animal name and try to match it to the pictures below. Each correct match earns one point. The group that gets the most correct matches is the winner. 	10	Randy
<p>Wrap-up</p> <ul style="list-style-type: none"> Students will practice saying goodbye to teachers in different ways. Students need to stand, push in chairs quietly and reminded to walk (<u>not run</u>) out of classroom <p>HOMEWORK:</p> <ul style="list-style-type: none"> Study for quiz. (review vocabulary) 	2	Melody & Randy

Textbook: Where do you see?	Designer: Melody /Randy	
Grade: 5	Time: 40 minutes	
Week 11, 4 periods	Date:5/16	
Objectives: Listening: Students can understand the simple and easy dialogue. Speaking: Students can use easy classroom English. Students can say basic dialogs often used in classroom. Reading: Ss can distinguish sigh words, short vowels and long vowels. Ss can read an easy story book. Writing: Ss can write letters based on sounds input.		
Materials: <ul style="list-style-type: none"> • Student Textbook Darbie 6, • Sentence Pattern and Vocabulary Word Cards (located in the file) • Teacher-Made Powerpoint presentation 		
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Procedure Let's sing a song on p.43. 1. Have students close their books and listen to the CD . 2. Ask students to pay attention to the following questions. Q1: Who has a little farm? A1: Ali Baba has a little farm. Q2: What kinds of animals are on the farm? A2: There are 3 animals.	20	Melody

<p>Q3: What are these animals? A3: They are cows, dogs, and goats.</p> <ol style="list-style-type: none"> Remind students to take notes on the bottom of the student book while listening to the CD. After listening to the CD, students will voluntarily raise their hands to answer teachers' questions. There is an animal card on every desk. While singing the song together, students raise their card with the corresponding animals. Introduce some sounds from animals. Ex: quack→duck, bow-wow→small dogs, woof→big dogs <p>Challenge Time on p.44.</p> <ol style="list-style-type: none"> Review "Work bank" on page 44 first. Then Ms. Melody will explain how to do this exercise. Ask students to look at the picture on page 44 and count how many kinds of animals. Mr. Randy and Ms. Melody will demonstrate the dialogue. Ask students to pair up to practice the dialogue. Mr. Randy and Ms. Melody will go around the classroom and monitor students' practice. 		
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Lesson Plan

Grade 3

May 17, 2013

1. Warm-up

Review old vocabulary: incredible, wonderful, and unique

Review newest vocabulary word: extraordinary

2. Presentation

Animal Theme

Identify 13 animal pictures and the sounds associated with them.

Co-teachers model the sentence pattern:

What animal do you see?

I see a/an _____.

What sound does it make?

The students model the sentence pattern.

3. Practice

Powerpoint-20 Animals from the Song We Learned Last Week

Students practice the sentence:

I see a/an _____.

_____ (sound)

4. Production

Small Group Activity

The student will complete a sentence by placing an animal picture on the blank line of a worksheet. (S)He will read the sentence to a peer. Points may be earned by the student.

5. Wrap-Up

Sing the song from last week. The student stands up and makes the animal sound when the animal's name is announced.

** Note: The co-teacher is on leave. Ms. Shelly will co-teach this class. **

Lesson Plan

Grade 3

May 17, 2013

1. Warm-up

Review old vocabulary: incredible, wonderful, and unique

Review newest vocabulary word: extraordinary

2. Presentation

Animal Theme

Identify 13 animal pictures and the sounds associated with them.

Co-teachers model the sentence pattern:

What animal do you see?

I see a/an _____.

What sound does it make?

The students model the sentence pattern.

3. Practice

Powerpoint-20 Animals from the Song We Learned Last Week

Students practice the sentence:

I see a/an _____.

_____ (sound)

4. Production

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The following objectives are to be taught for two days learning.

Objectives:

We will use a variety of decoding strategies for phonemic awareness and word identification.

The students use spelling patterns and rules to recognize/read words.

We also use the chants and songs to learn how to speak with the correct sentence structure.

The student will listen attentively to the teacher and read the decodable book for phonics, fluency, structure, and comprehension skills.

Target Area of Instruction:

Word Families: _ug, -un

Decodable Book: My Pug Has Fun

Spelling the long vowel sound /ō/: *o-e, oa, ow, oe*

Sentence Structure: Simple Present Tense
Past Tense

Materials: Power Point, Smart Board, flash cards

Activities: The smart board can accommodate different learning styles. The students show increased motivation and enjoy the interactive learning. I also will use the board as the tool for assessment as well.

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· 課後與外師研討