

聽說教學與活動式評量實施之理念

一、緣起：從生活化的內容著手，除了提升學生的興趣外，也有助於學生於日常生活中使用，因此特別選擇 giving direction，可以替外國人解圍，也可讓學生在迷路狀況中解決困境。

二、活動方式：

1. 由聽到說，循序漸進。

本課程由英語聽力開始，由聽至說，慢慢鋪陳，從制式化的 mechanic drill 帶給學生熟悉相關的句型，再輔以兩人為一組，讓學生可以減輕壓力，勇於說英語。

2. TPR、Role play 提升學生興趣。

由 Teacher says 活動開始，訓練學生簡單的聽力，並透過肢體動作 TPR，用肢體方式表達語言，學生較無壓力，敢於表現，也可以提升學生對英語之興趣。之後再進行 Role play 活動，可以減輕學生對英語口說的恐懼感，增加對口說之信心。

3. 分組教學，快樂學習。

學生雖然起點行為不同，但透過分組教學，讓有能力的學生慢慢帶動其他學生，讓其他學生也能快樂學習，提升興趣。此外，更透過分組活動，可以培養學生的榮譽感以及參與感，提升學生信心。

4. 腦力激盪，發揮創意。

透過腦力激盪，讓學生多方面思考，除了運用多元智力外，也可發揮學生無限的創造力，讓孩子勇敢地表達。

5. 以學生為中心。

除了上述分組教學，透過活動，像是 role play，老師扮演協助角色，讓學生主動表達，發揮創造力，並且主動詢問英語，增加學生對英語之興趣。

6. 學生同儕評量。

將之前學生的表現錄影成輯後，請學生相互評量，除了可以從不同的角度發現自己的錯誤外，也可以訓練學生的觀察力、判斷力以及思考能力。

三、結論

透過此課程，希望增進學生對英語之興趣，並且能實際應用在日常生活中，培養學生的口說能力，讓課程不再只是呆板、一成不變的。

四、自省

1. 錄影品質較差，學生上台說英文無法完整收錄聲音，因此在學生同儕評量部分，學生自評時，無法聽清楚內容而導致評分誤差。
2. 活動“Find the way”進行中，因為請部分學生上台回答，無法確認台下學生也有認真參與。
3. 本課程節數較少，課程內容無法完全呈現，學生吸收程度也會有差異。
4. 學生在起點行為即有落差，因此部分創作或表演也會影響整組表現。

Lesson Plan for Teaching and Assessment in Listening and Speaking

Topic	Giving directions		
Materials	1. Texts adapted from “How Do We Get to Martin’s Department Store,” Unit 6 in <i>iEnglish Book 3</i> (published by Hanlin 2009) 2. Handouts 3. Map 4.Evaluations sheets		
Teaching aids	CD Player, VTR (video tape recorder), crayons, board and chalk, ...	Class level	8 th graders with lower intermediate level in speaking and listening
Class size	30	Time	45 minutes* 4
Teaching strategy/concepts	1. TPR (Total physical response) 2. Cooperative learning- (pair work /group work) 3. Task-based Learning 4. Team Teaching		
Main Objectives	<p>* Cognitive Domain:</p> <p>1. To learn the new words in this lesson. 1-1 To understand the meaning of the words. 1-2 To pronounce the words correctly. 1-3 To spell the words correctly. 1-4 To remember the usage of the words.</p> <p>2. To understand the context of the dialogue in this lesson. 2-1 To know the meaning of the context. 2-2 To understand the usage of the patterns. 2-3 To make the sentences correctly. 2-4 To answer the teacher’ questions about the context.</p> <p>* Psychomotor Domain:</p> <p>3. To improve the abilities of listening and speaking. 3-1 To pronounce the new words correctly. 3-2 To read the sentences correctly and fluently.</p> <p>* Affective Domain:</p> <p>4. To increase and motivate the interest of learning English. 5. To respond and answer the teacher’s questions willingly. 6. To enjoy the classroom activities and willingly cooperate with classmates.</p>		
Teaching goal under the National Curriculum/stage Competency	1. Students will be able to understand the main idea of dialogue. 2. Students will be able to participate in the oral practice and discussion. 3. Students will be able to speak simple English to describe the people, things and the events in their daily life. 4. Students will be able to speak English to discuss with their partner according to the cues or pictures.		
Remarks	Types of interactions: T-C (Teacher to the Class), T-S (Teacher to individual student), S-S (Student to student), PW (Pair Work), GW (Group Work)		

Section 1

Time / Stage	Procedure/Activity	Aids	Skills	Interaction	Purpose
5 mins	<p>1. Warm-up</p> <p>1.1 Ask students some questions.</p> <p>1.2 By S's answer, lead into sentence pattern.</p>	Flashcard	L&S	T-C T-S	4 5
10 mins	<p>2. Presentation & Practice</p> <p>2.1 Explain the meaning of the new words (see Appendix 1) and provide definitions with examples, and have the class repeat three times.</p> <p>2.2 Practice & Game - Teacher Say</p> <p>Make true Ss understand these words and play the game. Divided students into four groups. If Teacher say "turn right", Ss do the direction "turn right". If Ss do the right direction, give their points.</p>	Flashcard	L&S TPR&L	T-C T-S T-C T-S	1-1 1-2 1-3 1-4 3-1 3-1 4 5 6
10 mins	<p>3. Production</p> <p>3.1 sentence pattern</p> <p>Preview some places Ss learned before. Ask Ss what places near school. Then explain "How + do/does + subject + get to + place (noun)?" and how to answer these questions. First, give Ss some examples, and explain the structure, eg. "How do I get to the department store?"</p>	map 1 map 2 magnets	L	T-C T-S	2-1 2-2 2-3 2-4 3-2
5 mins	<p>3.2 Practice Grammar</p> <p>Use page 67~68 to practice Ss sentence pattern and they can use them in the next activity.</p>				
7 mins	<p>3.3 Practice & Game – Find the way</p> <p>Use maps in page 66~67 and play the game. Divided students into four groups. T asks one question and Ss raise their hands. If Ss have right answers, they can get points.</p>			T-C T-S S-S PW	3-1 4

2 mins	4. Wrap-up & homework 4.1 Review words and sentence pattern 4.2 Learning list Give Ss' learning list (see Appendix 2) as homework and make sure they understand about direction and words.	Learning list		T-C T-S	5 6
1 mins	5. Reflections 5.1 According to today's class, ask Ss' if they have questions. 5.2 Give awards to the best group.	Awards		T-C T-S	1-1 1-2 3-1 3-2 4 5

Section 2

Time/ Stage	Procedure/Activity	Aids	Skills	Interaction	Purpose
5 mins	<p>1. Warm-up</p> <p>1.1 Teacher greets and divides the class into six groups.</p> <p>1.2 Students look at the poster and answer some questions.</p>	Poster Magnets	L&S	T-C	4 5
5 mins	<p>2. Presentation of the words</p> <p>2.1 Teacher explains the new words and makes sentences.</p> <p>2.2 Teacher reads all new words and then Ss repeat.</p>	Flashcards Magnets	L&S	T-C	1-1 1-2 1-4 3-1
10 mins	<p>3. Presentation of the dialogue</p> <p>3.1 Ss close the book and T reads the dialogue.</p> <p>3.2 Ss listen to what the T reads and writes down the key words.</p> <p>3.3 T asks what they heard.</p> <p>3.4 T reads the text of the dialogue and have all students repeat sentence by sentence.</p> <p>3.5 T explains the meanings and grammars of the text.</p> <p>3.6 T asks some questions to check if Ss really understand the meaning of the text.</p>	CDs CD player		T-C	2-1 2-2 2-3 2-4 3-1 3-2
5 mins	<p>4. Practice of the dialogue</p> <p>4.1 T divides the class into two groups. One group takes part in A and the other group takes part in B and then practice the dialogue.</p> <p>4.2 Have the students practice the dialogue in pairs and then ask pairs of students to present the dialogue in the front of the class.</p>	Textbook	L&S	S-S PW	3-1 3-2
15 mins	<p>5. Production</p> <p>Task 1-Follow Me!</p> <p>5.1 T explains and demonstrates how to do</p>	Worksheet	Task-based Learning	PW	

	<p>this activity.</p> <p>5.2 Have the Ss do this activity in pairs.</p> <p>5.3 One student describes the routes the teacher gives and the other listens and tries to draw the routes from their partner's description and fills the names of the destinations in the blanks</p> <p>5.4 After drawing, show the pictures to the partner and compare the two of them and discuss any differences.</p> <p>5.5 Have the pairs to present in the front of the classroom.</p>				4 5 6
4 mins	<p>6. Wrap-up & homework</p> <p>6.1 Review the new words and dialogue.</p> <p>6.2 Memorize the dialogue 1.</p>	Textbook	Listening	T-C	1-1 1-2 3-1 3-2
1 min	<p>7. Reflections</p> <p>7.1.Ask Ss if they have questions.</p> <p>7.2 Give awards to the best group.</p>			T-C	4 5

Section 3

Time/ Stage	Procedure/Activity	Aids	Skills	Interaction	Purpose
5 mins	<p>1. Warm-up</p> <p>1.1 Review useful phrases about asking directions</p> <p>1.2 Review names of different places in the school</p> <p>1.3 T asks volunteers to act out dialogue one.</p>	<p>pictures of places in the school</p>	L	T-C	1-1 1-2
15 mins	<p>2. Presentation & Practice</p> <p>2.1 T shows a dialogue about a guest asking two students' directions to the students' affairs office and the principal's office. The guest is now at the school gate.</p> <p>2.2 T asks 3 students to act the dialogue out.</p>	<p>route maps of the school</p>	L,S R, L, S	S-S T-C	2-1 3 4
20 mins	<p>3. Production</p> <p>3.1 Task: Write a short role play Divide the class into 6 groups and ask each group to pick up a route map in random. Each group is required to create a role-play according to the route map and the following rules: (1) Each group member is required to participate in the role play, that is, all of them need to speak. (2) The role play should last at least 1 minute and no more than 3 minutes.</p> <p>3.2 The students start creating their role play and T should walk around the class to see if they need any help.</p>		W	S-S S-S	2-1 3 4
5 mins	<p>4. Wrap-up & homework</p> <p>4.1 The students hand in their drafts.</p> <p>4.2 T chooses some common mistakes made by the students and explain them to the class.</p> <p>4.3 T asks the class to hand in their revised draft by the next section and they should practice the play by memorizing their lines without reading their scripts in the next section.</p>		W R	T-S, T-C	4

➤ Section 4

Time / Stage	Procedure/Activity	Aids	Skills	Interaction	Purpose
5 mins	<p>Remarks: Students' role plays should be video-taped before the class in order to save time.</p> <p>1. Warm-ups</p> <p>1.1 T gives Ss the evaluation sheets and explains the criteria to them.</p> <p>1.2 Before watching the vedios, T tells Ss that they write down the mistakes the characters made, the destinations of each role play and anything they don't understand.</p> <p>1.3 It is noted that T should also keep notes on some language mistakes the students made in the vedios.</p>	<p>DV</p> <p>Projector</p> <p>DVD player</p> <p>Evaluation sheet</p>	<p>R,L</p>	<p>T-C</p>	<p>4</p>
	<p>15 mins</p> <p>2. Presentations</p> <p>2.1 T plays the video.</p> <p>2.2 After watching the vedio, T collects the evaluation sheets and calculate the total scores of each group.</p> <p>2.3 T annouces the results and asks Ss to give their comments on each role play regarding each criteria.</p> <p>2.4 T reads some questions (if any) Ss wrote on the evaluation sheet and asks the group concerned to answer.</p> <p>2.5 T makes comments on each role play and then explains some common language mistakes to the Ss.</p>				
15 mins	<p>3. Wrap-up & homework</p> <p>T gives prizes to the group with most scores and other special prizes such as "the best actor," "the best actress," and "the best script."</p>			<p>T-S,T-C</p>	<p>4</p> <p>5</p> <p>6</p>
10 mins	<p>4. Reflections</p> <p>T asks Ss to reflect on the whole course and give comments on any activities or tasks.</p>				

(Appendix1)

Learning list

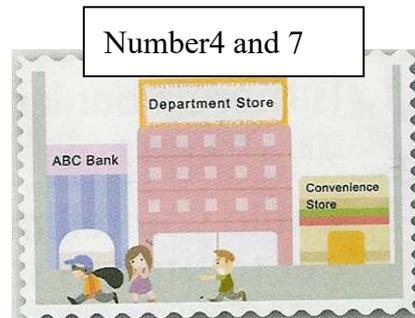
Number: _____ Name: _____

1.() _____ do I get to bus station?
(A) What (B) Who (C) How (D) Where

2.() Excuse me, could you tell me where (A) is the art museum? (B) are the art museum? (C) the art museum is? (D) the art museum are?

3.() I go to school _____ bus.
(A) to (B) by (C) with (D) on

4.() The department store is _____ the convenience store and the bank.
(A) next to (B) across from (C) on (D) between



5.() John stands _____ Bill.
(A) in front of (B) next to (C) opposite (D) along



6.() I take _____ bus to school.
(A) X (B) by (C) a/the (D) some

Number 5

7.() The bank is _____ the department store.
(A) on the corner of (B) next to (C) across from (D) between

8.() Turn left _____ First Road.
(A) on (B) in (C) with (D) to

9.() He is on the _____ of North Road and Second Road.
(A) street (B) straight (C) between (D) corner

10.() Go straight for three _____.
(A) roads (B) blocks (C) streets (D) corners



Answer: C A B D A C B A D B

(Appendix3)

Julia: a visiting student from Los Angeles

Mark: a 7th grader of Fong-Ming Junior High School

Peter: a 8th grader of Fong-Ming Junior High School

Miss Lin: the teacher

The voice-over

The voice-over: Julia is a visiting student from Los Angeles and he is going to study in Fong-Ming Junior High School for one month. Today is his first school day, but he doesn't know his classroom. Now he is standing in front of the school gate. Mark and Peter are walking by Julia. Julia wants to ask them for directions.

Peter: Mark, there is a girl with blond hair. She's wearing the uniform. Do you know her?

Mark: I don't know. Did she dye her hair? I'm going to tell the teacher!

Peter: Okay. Let's go to the students' affairs office.

Julia: Excuse me, how do I get to classroom 801? I'm new here.

Mark: Class 801? Why do you want to go there?

Julia: Well, it's my new class here, but I don't know how to get there.

Peter: Your new class? So, you're our schoolmate?

Julia: Yes, and I'm going to study here for one month. By the way, my name is Julia. Nice to meet you.

Peter & Mark: Nice to meet you, too.

Peter: I'm Peter, I'm in Class 802. Class 801 is next to my classroom. I can show you how to get there.

Mark (speak quietly): Hey, her hair! We should go to the office first.

Peter (speak quietly): Oh, yes. I forgot. She's so beautiful.

Mark (speak quietly): Don't be silly. Let's go to the office.

Mark: Well, we're going to buy some breakfast first. Maybe you can ask the teacher in the student's affairs office.

Julia: All right. But where is the office?

Mark: Just walk straight and you can see the office on the right.

Peter: Hey, we can take you there. The school store is nearby.

Julia: It's so nice of you. By the way, I want to buy something to eat, too. I didn't have my breakfast this morning.

Peter: Okay, let's go to the office first and then go buy some food!

(They are passing the office.)

Peter and Mark: Here is the office.

Miss Lin (see Julia): Are you the visiting student?

Julia: Yes, my name is Julia.

Mark (speaking quietly to the teacher): Miss Lin, her hair is blond!

Miss Lin: Of course it's blond. She's a foreigner.

Mark and Peter: Oh! I see.

Peter: Miss Lin, we're going to the school store together. See you later. (running fast)

Miss Lin: Hurry up! The first class is in a minute!

(Appendix4)

Role-play

Evaluation Sheet

Group _____ Name _____

Video	A	B	C	D	E
Loudness (1-5)					
Clearness (1-5)					
Intonation (1-5)					
Performance (1-5)					
Destination					

Did you hear anything wrong? Please write them down.

實施成效(活動照片)

1.



Find the Way 活動進行中，學生依據老師指令到達地點，並拼出正確單字。

2.



Find the Way 活動進行中，學生依據老師指令到達地點，並拼出正確單字。

3.



Follow me ! 活動進行中，A 學生詢問對方，B 學生找到正確地點。

4.



Follow me ! 活動進行中，學生們主動上台表演。

5.



Writing a role play, 活動進行中, 各組自行創作。

6.



Writing a role play, 活動進行中, 學生仔細聆聽老師講解。

7.



Peer evaluation，活動進行中，各組 role play 拍攝成影片，請同學觀賞後評分。

8.



Peer evaluation，活動進行中，各組 role play 拍攝成影片，請同學觀賞後評分。