

Collaborative Teaching (and Others)



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About Me: Ivy Hsieh aka Ivy Laoshi



- Education
 - BA in French Language and Culture from Chinese Culture University
 - M. Ed in TESOL at the University of Central Oklahoma
 - Ph. D. in Literacy Language and Culture at the University of Florida
- Teaching Experiences
 - Assistant Professor, Sam Houston State University, USA (Multicultural Influences on Learning, Second Language Acquisition, Integrated English Language Learners, Pre-service Teacher Supervision)
 - Lecturer (Ph.D scholarship), University of Florida, USA (Language Arts, Children's Literature, Pre-service Teacher Supervision)
 - Teaching Assistant, (Family Literacy, Chinese)
 - Lecture , Tunghai University, Taichung, Taiwan
 - Instructor, Oversea Chinese School, Gainesville, Florida
 - Foreign Language Instructor, Lincoln Middle school, Gainesville, FL
- Professional Experiences
 - ETA Advisor in Yilan, Fulbright Foundation
 - Committee member, CLIL Program, Yilan
- Service Projects
 - GLAP (Glocal Action Practice Program)
 - GSIP (Global Service Internship Program)

“Goal” of English Education (G3-12)



- ✓ Students will be able to develop 4 skills of basic English ability, and can apply them in daily life communication.
- ✓ Motivate students’ learning interests and attitudes. Student will be able to actively getting information from different subjects.
- ✓ Students will be able to build up individual learning methods to become independent life-long learners.
- ✓ Students will be able to respect and appreciate different cultures in the society, at the same time develop a world vision to understand global issues and to promote sustainable ideas.
- ✓ Students will be able to think critically in English and to develop analytical, integrated and innovative abilities.

(Curriculum Guidelines of 12 year Basic Education , Goals for English Curriculum)

Myth of “Bilingual Education”



- ✓ “Whole” English Instruction
 - ✓ Definition of “English instruction”?
- ✓ Implant methods and policy from other countries
 - ✓ “second language”, “two parallel languages” or “foreign language”?
- ✓ More “English native speakers” in schools
 - ✓ How many is more? How? Why? (Accuracy? Authenticity? Accent?)

(林子斌 (2020)。台灣雙語教育的未來：本土模式之建構。台灣教育評論月刊，頁47-51。)

Promoting Bilingual Education



Figure 1: The two main targets of the Blueprint for Developing Taiwan into a Bilingual Nation by 2030

National Development Council. Blueprint for Developing Taiwan into a Bilingual Nation by 2030. Issued by the Executive Yuan on Dec. 2018.

Promoting “CLIL” as Feature in Yilan



- ✓ Arts and Humanities
 - ✓ Music, Visual Arts, Performance Arts
- ✓ Health and PE
 - ✓ Health Education, Physical Education
- ✓ Integrative Activities
 - ✓ Home Economics, Scouting, Guidance

Content Language Integrated Learning



Connecting content learning and language learning

- ✓ Social constructivist learning: social interaction between learners and teachers and scaffolded learning
- ✓ Knowledge and skill need cognitive engagement:
- ✓ Effective content learning has to take account not only of the defined knowledge and skills within the curriculum or thematic plan, but also how to apply these through creative thinking, problem solving and **cognitive** challenge.

Coyle, D. Hood, P. and March, D. (2010). CLIL: Content and language integrated learning. Cambridge, UK: Cambridge University Press. (p.36)

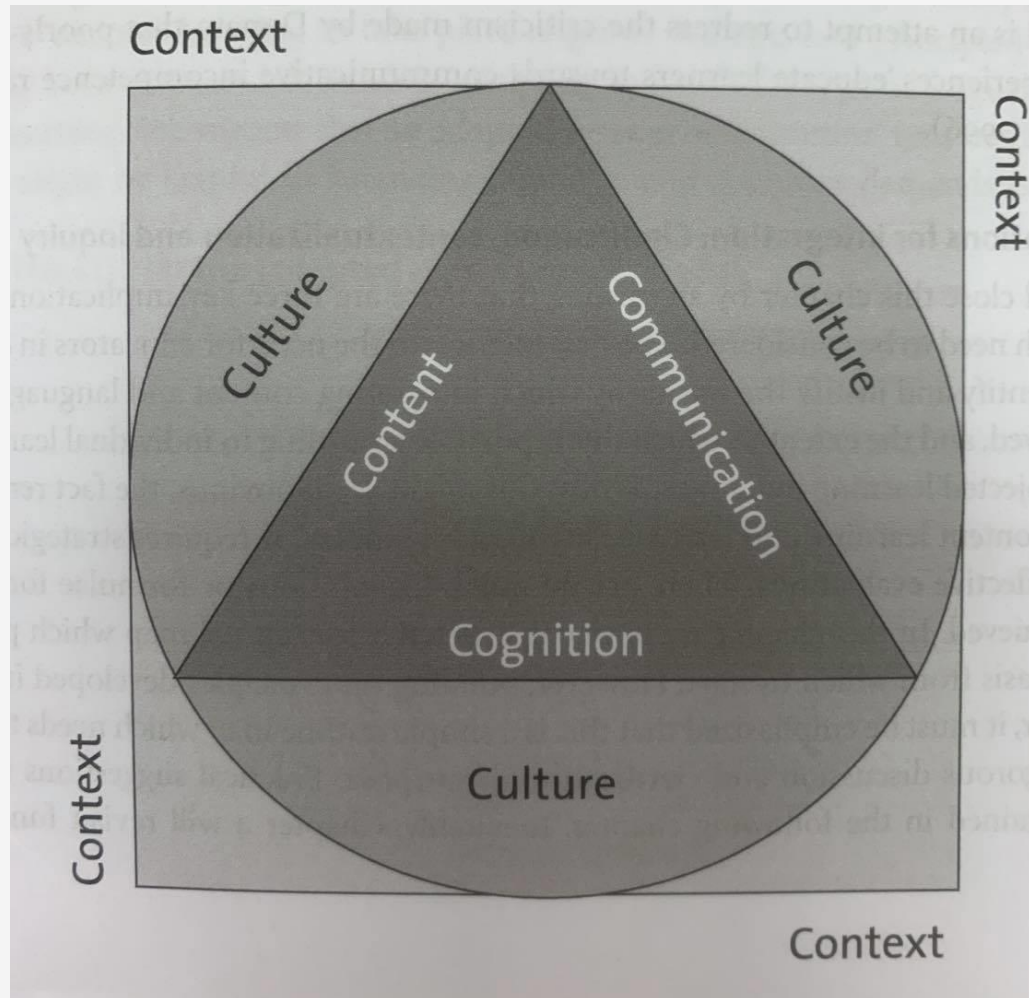
Content **Language** Integrated Learning



Dialogic Learning: Classroom communication / interaction between peers and teachers is the core of learning

- ✓ Language *for* learning: Language needed for learners to access basic concepts and skills relating to the subject theme or topic (bridging prior content knowledge)
- ✓ Language *of* learning: language needed to operate in a foreign language environment (bridging prior language knowledge)
- ✓ Language *through* learning: learners need language to support and advance their thinking processes. Acquiring new knowledge, and progress their language learning (Integrating content and language)

The 4Cs Framework



Coyle, D. Hood, P. and March, D. (2010). CLIL: Content and language integrated learning. Cambridge, UK: Cambridge University Press. (p.36)

A 4Cs Conceptual Framework



- ✓ Content: Progression in new knowledge, skills and understanding.
- ✓ Communication: Interaction, progression in language using and learning.
- ✓ **Cognition**: Engagement in higher-order thinking and understanding, problem solving and accepting challenges and reflecting on them.
- ✓ **Culture**: “self” and “other” awareness, identity, citizenship, and progression towards pluricultural understanding.

Social Issues in Education



Sex and Equality	Ocean	Environment
Technology	Resources	Family
Indigenous	Life Education	Moral
Human Right	Multiculturalism	Internationalization
Law and Life	Information	Safety
Outdoor	Career	Literacy

Cross-Curricular Collaborative Specific Domain Teaching



Four Steps for CLIL Unit Planning

- ✓ Step 1: Considering content
- ✓ Step 2: Connecting content and cognition
- ✓ Step 3: Communication – defining language learning and using (connect content and language by language of, for, through learning)
- ✓ Step 4: Developing cultural awareness and opportunities

Four Major Social Issues

- ✓ Gender Equality
- ✓ Human Rights
- ✓ Environmental Education
- ✓ Ocean Literacy

EFL Team Teaching



- ✓ Team teaching in English Classroom
 - The aim of “team teaching” in foreign language education is “to improve communicative activities in the classroom”
 - In Team teaching, both NNET (or LETs) and NET (FETs) made jointly in an English language classroom in which students, the LETs and the FETs are engaged in communicative activities
- ✓ Benefits of having FETs
 - ✓ Motivate students by introducing them to different cultures, creating an English learning environment and offering them stimuli, help enhance students’ English pronunciation
 - ✓ With regular interaction with the FETs, students feel that it is easier to interact with English-speaking foreigners without feeling fear
 - ✓ FETs serve as stimuli for LETs to improve their language skills, promote the diversity of worldviews, and infuse ideas of teaching in the classroom

Collaborative Teaching



- ✓ Styles:
 - ✓ Two or more teachers loosely sharing responsibilities
 - ✓ Team planning, but individual instruction
 - ✓ Joint planning, instruction, and evaluation of learning experiences
- ✓ Three components of successful collaborative instruction:
 - ✓ Trust between co-teaching partners,
 - ✓ Maintenance of the entire collaborative instructional cycle, including co-planning, co-teaching, co-assessment of student work, and reflection)
 - ✓ Leadership support

Taşdemir, Hanife & Yıldırım, Tuğba. (2017). Collaborative teaching from English language instructors' perspectives. 13. 632-642.

Discussions



Collaborative Teaching in CLIL (+Issues?)

- ✓ Roles and Expectation
 - ✓ Foreign English Teachers (FETs)
 - ✓ Local English Teachers (LETs)
 - ✓ Local Subject Teachers (LSTs)
- ✓ Challenges and Difficulties of implementing CLIL and social issues
- ✓ Picture books Suggestions



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