



雙語教學

Let's Have A Go!

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雙語教學的理念

- 提供學生多元學習的機會。
- 提供學生活化英語學習的機會。
- 確保領域概念學習成效，同時自然增加英語沉浸的機會。
- 在雙語課堂學生可以自由使用英語或母語
- 教師儘量使用課室用語、生活用語、簡單的語句進行教學，並透過多元輔助(圖片、影片、實物、示範操作、肢體語言等，必要時也可以少量使用母語)協助學生了解學習內容。



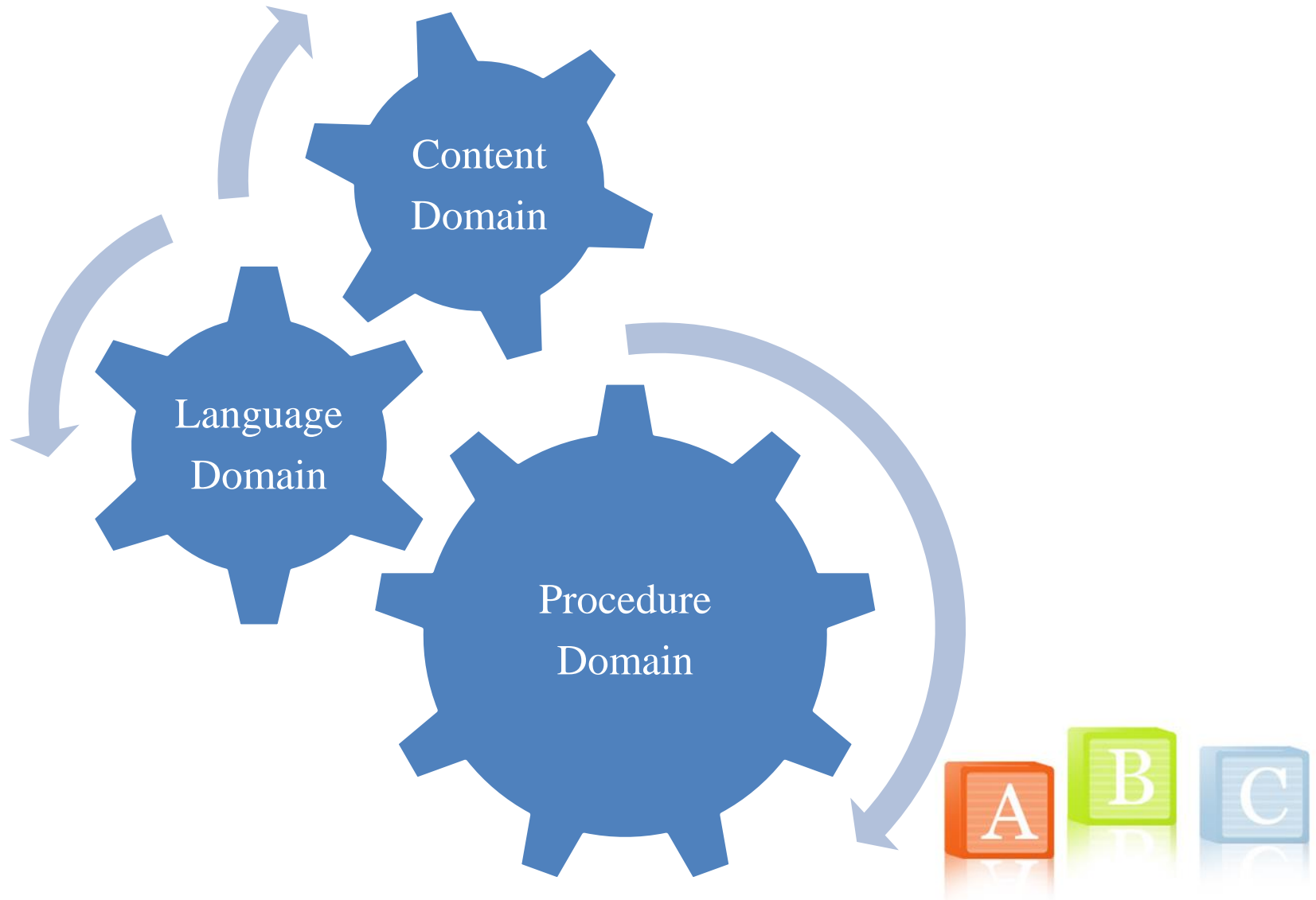


雙語教學活動設計理念

- 掌握領域學習內容與學習目標 (content domain)
- 運用適當語言(language domain)
- 設計有效的教學流程 (procedure domain)



Cross-curricular Lesson Planning Concerns





Cross-curricular Lesson Planning Concerns

- **Content Domain**

1. Lessons should be based on the goals/concepts of the subject/content.
2. Materials and teacher talking time should be modified for students' level.





Cross-curricular Lesson Planning Concerns


- **Language Domain**

1. Carefully choose the academic language / subject-related words and sentences.
2. Carefully choose the instructional language / language for communication.
3. Translanguaging can be a powerful tool for learning.





Translanguaging

- the use of different languages together – can be a powerful tool for learning.
 - L1 can be used to motivate and support curriculum learning.
 - Strategic use of L1 is more likely to meet the goals of EMI program.
 - Stimulate cognitive and academic growth.
 - Better communication and understanding of the curriculum learning
- 



Translanguaging

file:///D:/Lu/%E9%9B%99%E8%AA%9E%E5%AD%B8%E6%A0%A1/oup-expert-english-medium-instruction.pdf

When children are allowed to use their language as a cognitive tool, they learn better.

EITHNE GALLAGHER

Using their first language in school helps children to be motivated and engaged in learning.

EITHNE GALLAGHER





Cross-curricular Lesson Planning Concerns

• Procedure Domain

1. Learners need to be **exposed to comprehensible input**.
2. Use activities that can engage students in active learning.
3. Use activities that can enhance critical thinking.
4. Use activities for students to show / demonstrate their ideas / thoughts.
5. Classes should be **stress-free**.
6. First language is allowed for students to fully express their ideas/thoughts.



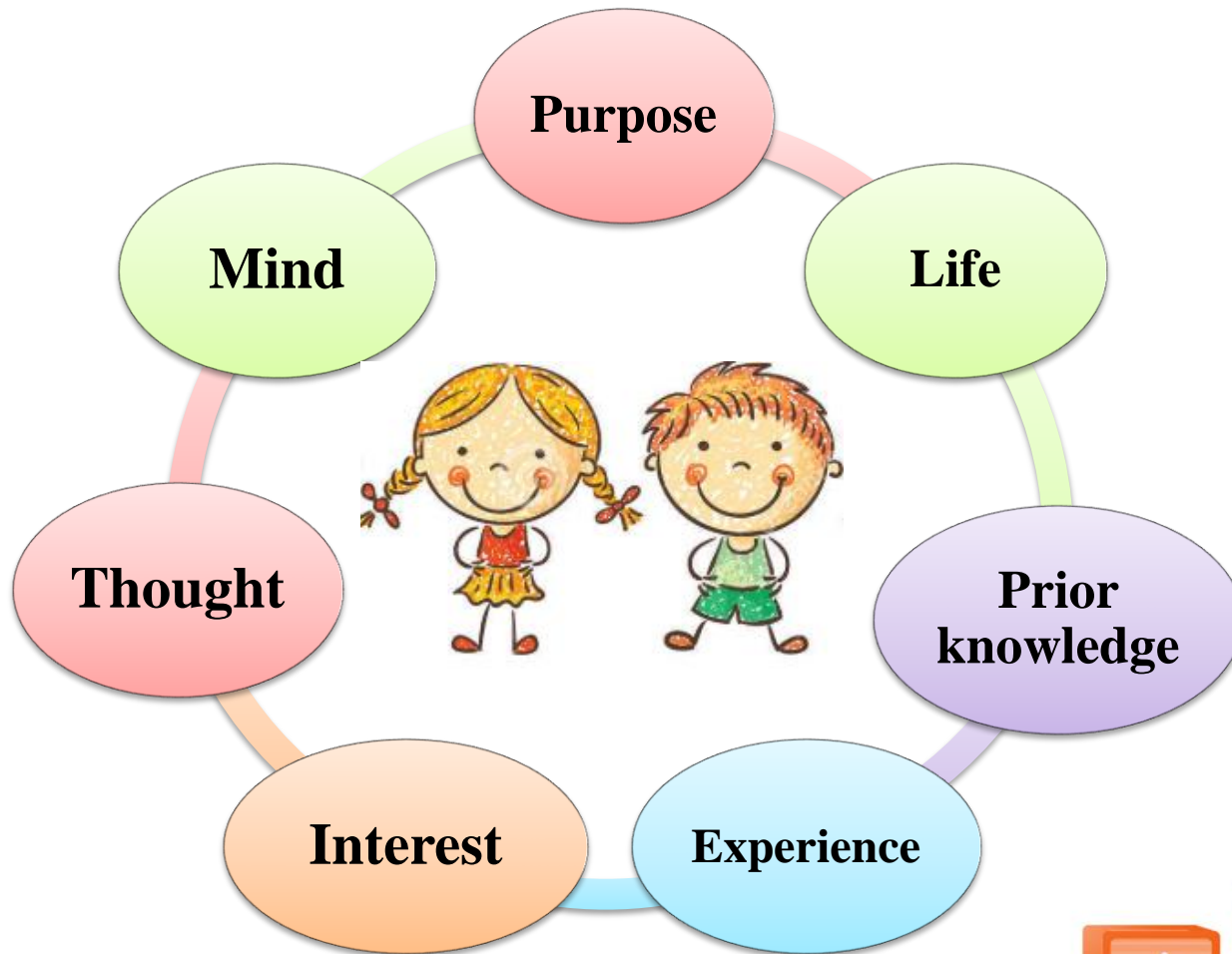


雙語教學活動設計原則

- 以學生為中心 (student centered)
- 安排學習脈絡 (contextualization)
- 基本教學模式 (teaching routine)



Student Centered



情境化脈絡化的導入

- 明確的目標感 Have a strong **purpose**
- 連結生活 Connect to students' **life**
- 連結先備知識 Connect to students' **prior knowledge**
- 連結舊經驗 Connect to students' **experience**
- 連結舊經驗 Connect to students' **interest**
- 連結思考力 Connect to students' **thought**
- 連結心思 Connect to students' **mind**

Student
Centered



Create A Teaching Routine

I. Warm up and Review

1. Warm up (and Review)
2. Bring up the idea of the content



**Student
Centered**

II. Presentation and Practice

1. Group work/task/experiment/discussion
2. Group presentation of findings/outcome/conclusion

III. Integrated Activity

1. Whole class discussion/clarification
2. Worksheet /Assessment

IV. Wrap up

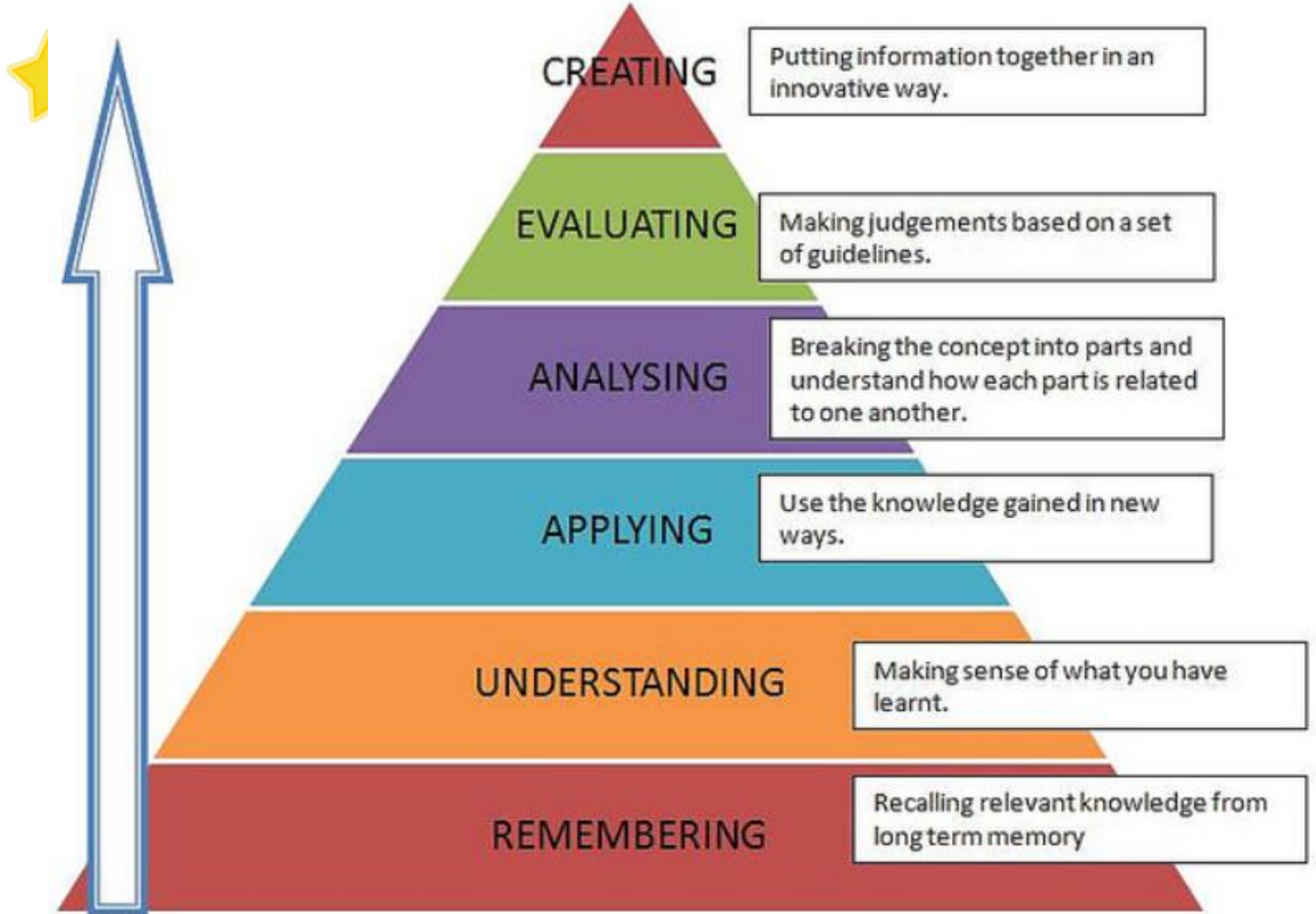


Tasks designed for production

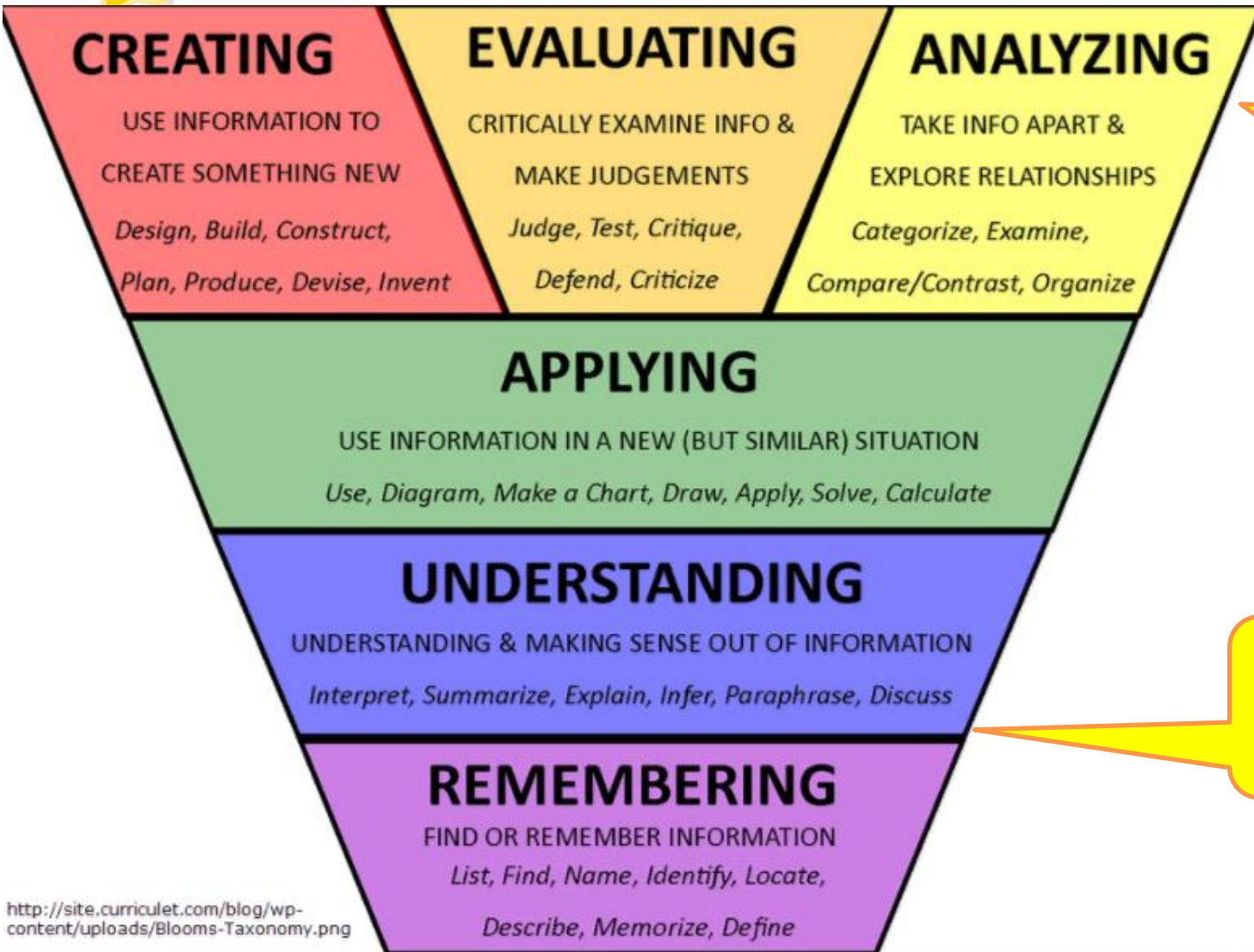
- need to be subject-orientated, so that both content and language are recycled.
- Since content is to be focused on, more an ELT lesson language support than usual in an ELT lesson may be required.
(academic words/sentences)



Bloom's Taxonomy of Learning



Higher Order Thinking



HOT

LOT





What is EMI?

- **English as a Medium of Instruction**
- 100% content driven.
- No explicit English language teaching.
- **Rationale:** language teaching is most effective when it is contextualized and integrated with content that is meaningful and motivating for the students.
- Learn English by using English.





What is CLIL?

- Content and Language Integrated Learning
- A term describing both learning another (content) subject through the medium of a foreign language and learning a foreign language by studying a content-based subject.





4Cs curriculum (Coyle 1999)

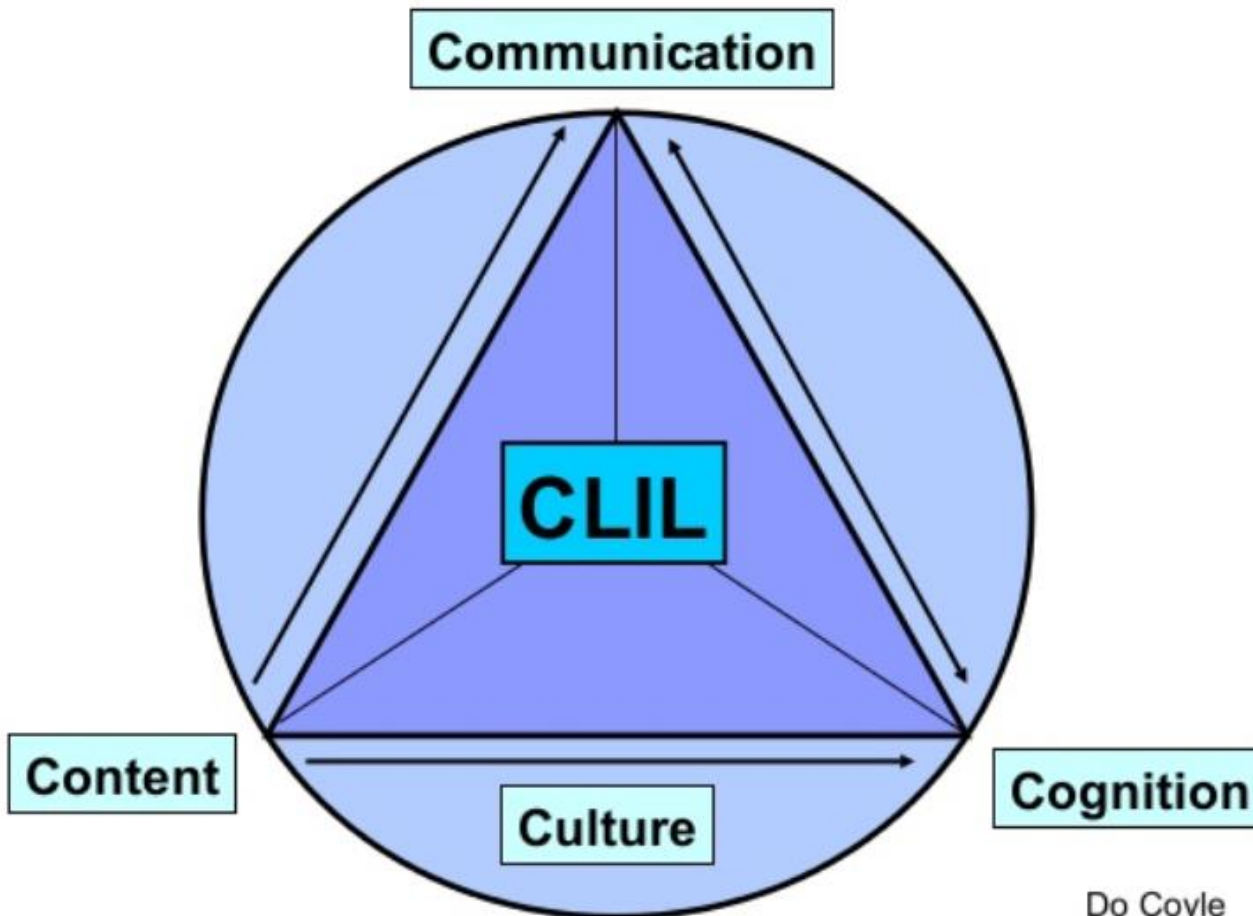
- **Content** - Progression in knowledge, skills and understanding related to specific elements
- **Communication** - Using language to learn while learning to use language
- **Cognition** - Developing **thinking skills** which link concept formation (abstract and concrete), understanding and language
- **Culture** - Exposure to alternative perspectives and **shared understandings**, which deepen awareness of otherness and self.





4Cs curriculum (Coyle 1999)

4Cs framework



Do Coyle





Types of CLIL

Soft CLIL

Hard CLIL





Co-Teaching Models

- **One teach, one observe and support**

One teacher plans and delivers instruction to the whole group, while the other observes students to identify learning gaps and actively supports struggling students.





Co-Teaching Models

- **Parallel teaching**

Students are divided into two groups and both teachers teach the same information simultaneously.





Co-Teaching Models

- **Station teaching**

Each teacher owns a piece of content and teaches mini-lessons to groups of students who rotate from one station to the next. An additional station can allow students to practice what they learned on their own.





Co-Teaching Models

- **Alternative teaching**

One teacher instructs most of the students while the other works closely with a smaller group at a back table or outside of the classroom.





Co-Teaching Models

- **Team teaching**

Both teachers are equally responsible for planning and instructing the lesson, play an equally active role throughout, and can be viewed as equal.





While teaching...

- **Inquiry** instead of introduction
- **Explanation** instead of Translation
- **Student centered** instead of Teacher centered





CLIL Technics

- **Comprehensible Inputs Scaffolding**

1. Repetition

When the teacher repeat the crucial words and phrases, the students are giving multiple chances to get the definition and usage right.





CLIL Technics

- **Comprehensible Inputs**

- 2. Animated gesturing**

use your whole body to convey nuanced meaning to your students.





CLIL Technics

- **Comprehensible Inputs**

- 3. Use of visual aids and props**

A picture is worth a thousand words.

If showing pictures isn't enough, get the actual thing!

Video clips are useful, too.





CLIL Technics

- **Scaffolding**
 - 1. Pre-teaching vocabulary/sentences**
 - 2. Discussion and presentation demo**
 - 3. Direct translation**

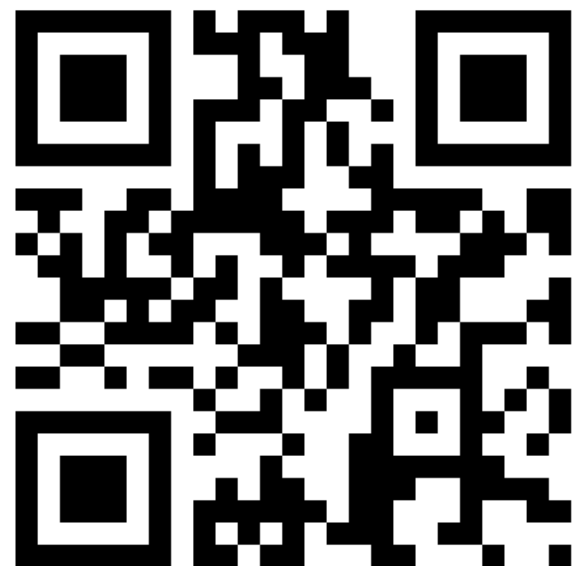


Scaffolding Strategies



教育部沉浸式計畫網站

- <http://immersion.ntue.edu.tw/>



CLIL教學資源書

- **Exploring CLIL_ A Resource Book**

- <https://englishresource.tainan.gov.tw/index.php?inter=resources&kind=0&id=30>



臺北市自編**CLIL**雙語教材

- <https://sites.google.com/view/tp-clil>
- 全國首創！臺北市自編**CLIL** 雙語教材是由教育局、輔導團與民間團隊合作研編，也是全國第一套官方雙語教材！





雙語教案實作與分享

