

# 雙語/CLIL教育理論基礎與教室用語 (I) 暨課程規劃淺談

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# 2030雙語國家政策發展藍圖

Blueprint for Developing Taiwan into a Bilingual Nation by 2030



## 力推雙語教育 教育部「學校國際化2.0」明年起全面上路



NOWnews 今日新聞

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▲教育部明年起將全面推動學校國際化2.0，致力打造「2030雙語國家」政策願景。（圖 / 新北市教育局提供）

蔡英文政府力推「2030雙語國家」政策，教育部5月便發布「國際教育2.0」白皮書，並積極展開協助中小學國際化的推動，透過六個面向的具體指標，逐步改造學校國際化環境，期能在今年12月底前檢視各學校國際化執行之可行性，明年起便全面推動學校國際化2.0。

# Bilingual Learning

A MUST IN TODAY'S WORLD





**事事沒有標準答案，只有  
不斷思考與嘗試！**



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**課室英語( I )**  
**Classroom**  
**English ( I )**

# 課室英語的重要性

- 增進師生用目標語互動。
- 學生習慣聽到目標語(有更多語言輸入)。
- 協助老師重新思考如何用英語引導學生做活動或完成課堂任務。
- 增加老師在課堂使用英語的信心！



### 3<sup>rd</sup> Grader

English	Mandarin
Hi / Hello!	嗨/哈囉；你好！
Good morning.	早安。
Good afternoon.	午安。
Stand up.	請起立；請站起來。
Sit down.	請坐下。
Listen!	仔細聽！
Look!	注意看！
Open your book.	把書打開。
Close your book.	把書關上。
Be quiet.	安靜。
Come here, please.	請過來。
Good job. / Very good.	好棒；很好。
Thank you.	謝謝你。
Goodbye. / Bye.	掰掰；再見。

## 4<sup>th</sup> grader

English	Mandarin
Come in, please.	請進。
Any questions?	有問題嗎？
Raise your hand.	請舉手。
Put down your hand.	(手)請放下
Repeat. / Repeat after me.	請跟我唸。
Good idea.	好主意！
Take out your <u>book</u> .	把 <u>書</u> 拿出來。
Turn to page <u>28</u> .	翻到第 <u>二十八</u> 頁。
Let's go.	一起走。
Let's read.	一起讀。
Let's count.	一起數。
Let's sing.	一起唱。
How are you?	你好嗎？
I'm fine.	我很好。
I'm sorry.	對不起。
It's okay.	沒關係。

## 5<sup>th</sup> grader

English	Mandarin
Are you ready?	準備好了嗎？
How about you?	那你呢？
Hurry up.	快一點！
Are you sure?	你確定嗎？
Try again.	再試一次。
Have fun. / Have a good time.	好好玩吧！ / 祝你有美好的時光！
Don't talk.	不要說話。
Don't run.	不要跑。
Don't shout.	不要大叫。
No eating.	不能吃東西。
No drinking.	不能喝東西。
May I go to the restroom?	我可以去上廁所嗎？
See you.	再見。
Sorry, I'm late.	對不起，我遲到了！
Sorry, I don't know.	對不起，我不知道！

## 6<sup>th</sup> grader

**English**

**Mandarin**

**Are you done?**

完成了嗎？

**Go ahead.**

去吧！

**Louder, please.**

請大聲一點！

**Time's up.**

時間到！

**Who's next?**

誰是下一個？

**Turn on the light.**

請開燈。

**Turn off the light.**

請關燈。

**Excuse me.**

不好意思。

**May I borrow your book?**

我可以借你的書嗎？

**You're welcome.**

不客氣。

# KWL Chart

What I already  
know

What I want to  
know

What I learned

## 如何教課室英語？

- 示範課室英語的意義讓學生理解，利用各式圖片、肢體動作來協助學生了解。
- 將課室英語建構在所有課程之中，將課室英語的使用變成一種習慣和例行的事務。
- 課室英語的使用要有一致性。
- 一次不要教太多課室英語。

# 淺語(plain language)的使用

- 淺語(plain language)是教授課程時，當學生聽到或看到時，他們能夠理解的語言。



# 淺語的重要性

- 1 25. Geographical terms  
---area, bank, beach, coast, desert, environment, forest, hill, island,  
lake, mountain, ocean, plain, pond, pool, river, sea, spring, stream,  
valley, woods
20. Countries and areas  
---Asia, country, nation, world science  
---America, China, Japan, Korea, Taiwan, R. O. C. /ROC, U. S. A. /USA t food  
market,  
men' s room, women' s room, movie theater, museum, office, park, pool,  
post office, police station, restroom, restaurant, shop, stationery  
store, store, supermarket, temple, theater, waterfalls, zoo  
---city, country, downtown, farm, place, town, village  
---local, international



A young man with short dark hair, wearing a white t-shirt, is smiling broadly. He is looking slightly to his right. The background is a blurred indoor setting with framed pictures on the wall. Two large black question marks are overlaid on the image: one on the left side and one on the right side.

???

???

## 改寫文字成為淺語的技巧

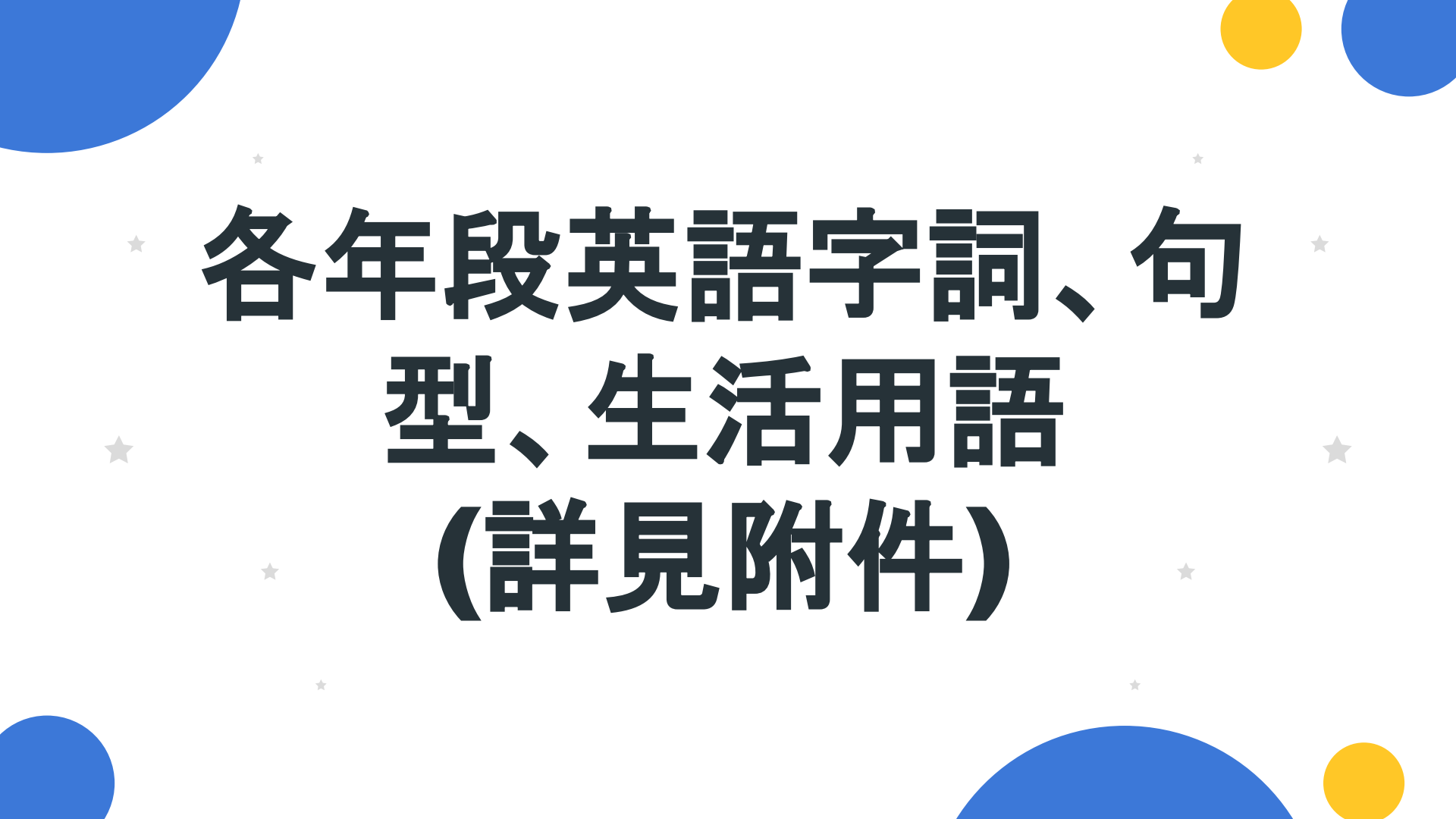
- ★ 注意你的觀眾是誰？使用他們程度能懂的語言。
  - 訊息是否清楚、簡單？
  - 觀眾能否理解你說的話？
  - 是否是觀眾能力的英語文？
  - 若有超過能力的，教學上是否提供多種媒材(multimodality)和鷹架的協助。

## 改寫文字成為淺語的技巧

- ★ 刪去不重要的細節，將資訊精簡到觀眾需要理解、知道的部份。
- ★ 使用清楚簡潔的語言，像是能用“use”就不用刻意用”utilize”、能用” since/because”就不用“owing to the fact that”。
- ★ 避免術語和被動式的使用。
- ★ 舉例說明來幫助理解文意或內容。

# 改寫文字成為淺語的技巧

- ★ 避免多重否定。
  - Example: I don't think you won't give up playing the piano. → I think you will give up playing the piano.
- ★ 語言使用的一致，使用同樣的字眼指的是同樣的事情。
- ★ 觀眾測試，用他們的回饋來修正語言的使用。



**各年段英語字詞、句  
型、生活用語  
(詳見附件)**

# 1<sup>st</sup>, 2<sup>nd</sup> graders

## ※ Daily Expression (22 sentences)

1. Are you ready? (Yes./No.)
2. Be quiet./Quiet (, please).
3. Circle the word "**fish**."
4. Come here (, please).
5. Go back to your seat, (please).
6. Good job./Very good.
7. Good morning, **Ms. Wang**./  
Good afternoon, **Mr. Lee**.
8. Goodbye./Bye.
9. Hi!/Hello!
10. How are you?
11. I'm fine./I'm (not) O.K.
12. Listen!/Listen to me!/Listen carefully!
13. Look!/Look here!
14. Open/Close **your book**.
15. Point to **the word "fish"**.
16. Raise your hand (, please)./  
Put your hand down (, please).
17. Repeat./Repeat after me (, please).
18. Sit down (, please).
19. Stand up (, please).
20. Take out/Put away **your book**./  
Take **it** out./Put **it** away.
21. Thank you.
22. You're welcome.

# 1<sup>st</sup>, 2<sup>nd</sup> graders

## ✂ Simple Sentences (3 sentences)

1. This is my *book*.
2. What color is it? It's *green*.
3. What's this?/What's that?/What is it?  
It's *a book/an apple/my pencil*.

# 1<sup>st</sup>, 2<sup>nd</sup> graders

**Table 3.A The Table of productive words in the order of topics for 1<sup>st</sup> & 2<sup>nd</sup> graders**

	<b>Topics</b>	<b>1<sup>st</sup> &amp; 2<sup>nd</sup> graders</b>	<b>No. of Words</b>
T-1	People	boy, girl	2
T-2	Family	dad, mom	2
T-3	Food	apple, cake, egg	3
T-4	Colors	blue, green, red, yellow, color	5
T-5	School	ball, bag, book, box, pencil	5
T-6	Animals	bird, cat, cow, dog, fish, pig	6
T-7	Places & Locations	Zoo	1
T-8	House	Cup	1
T-19	Pronouns	I, it, my, you	4
T-20	WH-words	What	1
T-21	Be & Auxiliaries	be(am, are, is)	1
T-22	Articles & Determiners	a(an), this, that	3
T-25	Other Nouns	yo-yo	1
	<b>Total No. of Words</b>		<b>35</b>



# 3rd, 4th graders

✂ Daily Expressions (45 sentences, including 2 sentences learned in 1<sup>st</sup> & 2<sup>nd</sup> grade)

23. Any questions?

24. Come in (, please).

25. Don't *talk/run/shout*.

26. Excuse me.

27. Good idea.

28. (I'm O.K.) How about you?

29. It's *your* turn.

30. I'm sorry.

31. Let's go.

32. Let's *read/count* (together).

34. May I go to the *bathroom/restroom*?

35. Please turn to page **12**.

36. Put down/Pick up *your pencil*./

Put *it* down./Pick *it* up.

37. See you./See you later.

38. Show me *your homework* (, please).

39. Sorry, I don't know.

40. Spell the word "*book*."

41. Time's up.

42. Turn on/off the light (, please).

43. Which one (do you *like*)?

44. Who's next?

45. Write down the *word/sentence* (, please).

# 3rd, 4th graders

✂ Simple Sentences (18 sentences, including the 3 sentences learned in 1<sup>st</sup> & 2<sup>nd</sup> grades)

4. a. I am tall.

b. He/She is *tall*.

5. a. What are these/those? They are *tigers*.

b. Are these/those *bears*?

Yes, they are./No, they aren't.

6. a. Are you a *teacher*?

Yes, I am./No, I'm not.

b. Is he/she a *doctor*?

Yes, he/she is./No, he/she isn't.

7. a. Is it/this/that *a banana/an apple*?

Yes, it is./No, it isn't.

8. a. Can you *dance*? Yes, I can./No, I can't.

b. Can he/she *dance*?

Yes, he/she can./No, he/she can't.

9. a. What are you doing (now)? I'm *reading*.

b. What is he/she doing? He/She is *singing*.

10. Who's he/she? He/She is *my teacher*.

11. a. How old are you? I am *eight* year(s) old.

b. How old is he/she?

He/She is *ten* year(s) old.

# 3rd, 4th graders

12. a. Where is the *pen*?

It's in/on/under the *box*.

b. Where are the *books*?

They're in/on/under the *desk*.

13. a. Where are you?

I'm *in the park/at school*.

b. Where is he/she?

He/She is *in the park/at school*.

14. a. What time is it? It's *one* (o'clock).

b. Is it *four* (o'clock)? Yes, it is./No, it isn't.

15. a. What day is today? It's *Sunday*.

b. Is it *Monday* today?

Yes, it is./No, it isn't.

16. How's the weather? It's *sunny*.

17. a. How many *pencils* (are there)?

(There are) *three*.

b. How many *balls* do you want?

I want *two*.

18. How much is it? It's *five* dollars.

# 3rd, 4th graders

**Table 3.B The Table of productive words in the order of topics for 3<sup>rd</sup> & 4<sup>th</sup> graders**

Topics		Productive words for 3 <sup>rd</sup> & 4 <sup>th</sup> graders	Productive words for Speaking	No of words
		Productive words for Writing		
T-1	People	boy, girl, kid (3)	student, teacher, doctor, friend (4)	7
T-2	Family	dad, father, mom, mother, brother, sister (6)	grandma, grandpa (2)	8
T-3	Food & Drinks	egg, apple, cake, banana, milk, rice, tea, water, cook (9)	orange, juice, hamburger, ice cream, pizza (5)	14
T-4	Colors	blue, green, red, yellow, color (5)	black, white (2)	7
T-5	School	ball, bag, book, box, pencil, desk, door, marker, pen, table (10)	chair, eraser, ruler, window (4)	14
T-6	Animals	bird, cat, cow, dog, fish, pig (6)	bear, monkey, lion, rabbit, tiger (5)	11
T-7	Places & Locations	zoo, home, park, school (4)	bookstore (1)	5
T-8	House	cup, fan, key (3)	(0)	3
T-9	Numbers	one, two, three, four, five, six, seven, eight, nine, ten (10)	eleven, twelve, many, much (4)	14
T-10	Parts of the Body	head, eye, nose, ear, hand, arm, leg, foot, face (9)	mouth (1)	10

# 3rd, 4th graders

T-11	Personal Characteristics	old, short, tall (3)	thin (1)	4
T-12	Weather & Climate	cold, cool, hot, warm (4)	cloudy, rainy, sunny, windy (4)	8
T-13	Time	(0)	Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, time, day, week, year, now, today (13)	13
T-19	Pronouns	I, it, my, you, he, she, they, we (8)	(0)	8
T-20	WH-words	what, how, who, where (4)	(0)	4
T-21	Be & Auxiliaries	be(am, are, is), do(does), can (3)	(0)	3
T-22	Articles & Determiners	a(an), this, that, the (4)	these, those (2)	6
T-23	Verbs	cry, dance, jump, like, read, sing (6)	draw, sleep, swim, want, write (5)	11
T-24	Prepositions	at, in, on, under (4)	(0)	4
T-25	Other Nouns	yo-yo, kite, name (3)	o'clock, weather (2)	5
T-26	Other Adverbs	no, not, yes (3)	(0)	3
T-28	Others	big, small, long (3)	(0)	3
Total No. of Words		110	55	165

# 5th, 6th graders

## ✂ Daily Expressions (69 sentences including)

46. Are you done/finished?
47. Are you sure?
48. Give me a hand (, please).
49. Go on./Continue.
50. Have fun./Have a good time.
51. Hurry up (, please).
52. Is that all?
53. It's time for **lunch**.
54. Just a minute (, please).
55. Make a sentence (, please).
56. May I **help you/borrow your book**?
57. One more time (, please).
58. Share the **book** (with your friends).
59. Sorry, I'm late.
60. Stop it./Don't do it again.
61. Take it easy.
62. That's all (for today).
63. That's okay/all right.
64. Try again (, please).
65. Turn **left/right**.
66. Watch out!
67. What happened?/What's the matter?
68. Work in pairs/groups.
69. (Speak) Louder (, please).

# 5th, 6th graders

## ✂ Simple Sentences ( 30 sentences including 18 sentences learned in 3rd & 4th grades )

19. a. Are you **happy**? Yes, I am./No, I'm not.  
b. Is he/she **tall**?  
Yes, he/she is./No, he/she isn't.
20. a. Do you like **apples**?  
Yes, I do./No, I don't.  
b. Does he/she like **bananas**?  
Yes, he/she does./No, he/she doesn't.
21. a. What do you like? I like **dogs**.  
b. What does he/she like?  
He/She likes **cats**.
22. What would you like for **breakfast**?  
**Juice and bread**, please.
23. a. Do you have **a pen/an eraser**?  
Yes, I do./No, I don't.  
b. Does he/she have **a ruler/an orange**?  
Yes, he/she does./No, he/she doesn't.
24. How do you go to **the park**?  
I go to **the park by bike/on foot**.
25. How do you feel? I feel **tired**.
26. When/What time do you get up?  
I get up at **six**.
27. a. Whose **key** is it? It's **his (key)**.  
b. Whose **shoes** are they?  
They're **my shoes/mine**.
28. a. What are you drawing?  
I'm drawing **a plane**.  
b. What is he/she drawing?  
He's/She's drawing **a train**.
29. a. Where are you from? I'm from **Taiwan**.  
b. Where is he/she from?  
He's/She's from **Japan**.
30. a. What do you do? I'm a **nurse**.

# 5th, 6th graders

Table 3.C The Table of productive words in the order of topics for 5<sup>th</sup> & 6<sup>th</sup> graders

Topic	Productive Words for 5 <sup>th</sup> & 6 <sup>th</sup> graders		No. of Words
	Productive words for writing	Productive words for speaking	
T-1 People	boy, girl, doctor, friend, kid, student, teacher, nurse, singer (9)	police officer, mailman (2)	11
T-2 Family	dad, mom, mother, father, brother, sister, grandma, grandpa (8)	uncle, aunt (2)	10
T-3 Food & Drinks	apple, cake, egg, banana, orange, juice, hamburger, ice cream, milk, pizza, rice, tea, water, cook, candy, pie (16)	bread, breakfast, coffee, cookies, dinner, food, fruit, lunch, noodles, sandwich, soup (11)	27
T-4 Colors	blue, green, red, yellow, color, black, white, pink (8)	brown, gray(grey), purple (3)	11
T-5 School	ball, bag, book, box, pencil, chair, desk, door, eraser, marker, pen, ruler, table, window, card, computer (16)	classroom (1)	17
T-6 Animals	bird, cat, cow, dog, fish, pig, bear, monkey, lion, rabbit, tiger, bee, duck (13)	chicken, elephant (2)	15



# 5th, 6th grader

T-7	Places & Locations	zoo, bookstore, home, park, school, here, shop, there (8)	hospital, library, police station, post office, restaurant (5)	13
T-8	House	cup, fan, key, sofa, TV (5)	bathroom, bedroom, kitchen, living room, telephone (5)	10
T-9	Numbers	one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, many, much, , some thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, (including number 21~100) (22)	twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred (9)	31
T-10	Parts of the Body	head, eye, nose, ear, mouth, hand, arm, leg, foot, face (10)	(0)	10
T-11	Personal Characteristics	old, short, tall, thin (4)	(0)	4
T-12	Weather & Nature	cloudy, cold, cool, hot, rainy, sunny, warm, windy, moon, sky, star, sun (12)	(0)	12
T-13	Time	time, day, week, year, now, today (6)	Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, spring, summer, fall, winter (11)	17

# 5th, 6th grade

Topic	Productive Words for 5 <sup>th</sup> & 6 <sup>th</sup> graders		No. of Words
	Productive words for writing	Productive words for speaking	
T-14 Transportation	bus, bike, car, MRT, plane, ship, taxi, train (8)	(0)	8
T-15 Feelings & Emotions	bad, good, happy, mad, sad, sick (6)	angry, excited, hungry, tired (4)	10
T-16 Clothes	coat, glasses, hat, pants, shoes, shorts, socks, T-shirt (8)	jacket, sweater (2)	10
T-17 Countries	(0)	Japan, Taiwan, UK, USA (4)	4
T-18 Subjects	(0)	art, Chinese, English, math, music, PE, science (7)	7
T-19 Pronouns	I, it, my, you, he, she, they, we, his, her, our, your (12)	mine (1)	13
T-20 WH-words	what, how, who, where, when, whose (6)	(0)	6
T-21 Be & Auxiliaries	be(am, are, is), do(does), can, have/has (4)	(0)	4
T-22 Articles & Determiners	a(an), this, that, the, these, those, their (7)	(0)	7

# 5th, 6th grade

T-23	Verbs	cry, dance, draw, jump, like, read, sing, sleep, swim, want, write, close, clean, come, drink, drive, eat, feel, fly, get, give, go, listen, live, ride, open, play, run, say, see, sit, speak, study, take, talk, wear, walk, wash, watch, work (40)	(0)	40
T-24	Prepositions	at, in, on, under, for, from (6)	(0)	6
T-25	Other Nouns	yo-yo, kite, name, o'clock, weather, e-mail, tree, flower (8)	(0)	8
T-26	Other Adverbs	no, not, yes (3)	(0)	3
T-27	Conjunctions	and, but (2)	(0)	2
T-28	Others	big, small, long (3)	dirty(1)	4
	Total No. of Words	250	70	320

# 淺語練習

- **Original:** Five hamburgers were eaten by me.
- **Modified:**

# 淺語練習

- **Original:** "It is suggested that the wire should be connected to the terminal by the engineer when the switch-box assembly is completed."

- **Simplified:**

# 淺語練習

- **Original:** It is important to note that you need to be very careful when modifying your source code.
- **Simplified:**

# 淺語練習逗陣來

Original:

Twatutia was an important trading port in the 19th century, and is still a major historical tourist attraction and shopping area.

Simplified:



# 淺語練習逗陣來

Original:

The district is known for the local Taiwanese cuisine, the Chien-Cheng Circle, and also being the center of the February 28 incident.

Simplified:





# 協助轉換淺語工具

1. 母語者
2. [Longman Online Dictionary](#)
3. Youtube
4. [Epic](#)
5. Picture books

# 這首歌中出現幾種語言？



- 不看歌詞聽懂全部？
- 看歌詞聽懂全部？
- 誰能無礙聽懂全部？

# 翻譯和跨語言實踐(Translanguaging)

1. 翻譯 ≠ 跨語言實踐

2. 翻譯：源語轉換至目標語，反之亦然。

**跨語言實踐**：在雙/多語及多元文化環境下，使用雙/多語和多模態(肢體語言、圖像語言、文字...等)來表達，並更完整呈現意義(García & Li, 2014; Ke, I. C., & Lin, S., 2017)。



**雙語課能不能使  
用中文？**

# 雙語 **Bilingualism**

1. 添加式雙語教學(Additive bilingualism)
2. 削減式雙語教學(Subtractive bilingualism)
3. 同時性早期雙語(Simultaneous early bilingualism)
4. 連續性早期雙語(Successive consecutive early bilingualism)
5. 晚期雙語(Late bilingualism)
6. 被動式雙語(Passive bilingualism)

# 雙語教育課程目的

1. 過渡性課程 (Transitional programs)
2. 語言保存課程 (Maintenance programs)
3. 充實性課程 (Enrichment programs)



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**Take a break!**



**內容與語言整合學習**  
**(Content and Language**  
**Integrated Learning, CLIL)**



# CLIL是什麼？

- 將外語學習整合在學科領域中，課堂中會有學科學習和語言學習兩個目標。
- 「內容和語言整合學習」已經變成一個雙語教學的教法總稱，藉由外語為媒介，學習學科，也同時在學習學科時，習得語言。

European Commission (2005: 2)

# CBI, CLIL & EMI: Differing Approaches and Goals

Focus on Language

Focus on Content

## CBI – Content-based Instruction (of language)

- Content acts as a vehicle for language learning
- Intended outcomes are language / performance oriented
- Students are assessed on language learning outcomes
- Content learning outcomes are peripheral or at a general knowledge level
- CBI approach often used in language classes by language teachers
- Also known as Content-based Language Teaching (CBLT)

## CLIL – Content and Language Integrated Learning

← Soft CLIL    Hard CLIL    →

- Classes have a dual focus, on both content and language learning
- Intended outcomes are language / performance and content oriented
- Students are assessed on language and content learning outcomes
- CLIL courses often taught by language teachers (Britain, Japan, South America) or content-specialist teachers (Europe)
- Also known as Integrating Content and Language in Higher Education (ICLHE) or Integrating Content and Language (ICL)

## EMI – English-medium Instruction (of content)

- English acts as a vehicle for content learning
- Intended outcomes are content oriented
- Language learning aims are implicit or incidental
- Students are assessed on content learning outcomes
- Language proficiency outcomes are peripheral
- EMI courses often taught in content classes by subject content specialists

## Complications

- Blurred edges between categories
- Classroom activities often not that different, especially as more EMI programs adopt active / participatory learning
- Both CLIL and EMI often used as umbrella terms for anything on the continuum
- Terms used differently in ESL / EFL contexts, regional variations
- Shifting definitions over time, lack of wide consensus on definitions
- Lack of explicit training in each of the approaches



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# 如何設計CLIL課程：4Cs原則

- 1、**內容(Content)**: 知識、技能
- 2、**溝通(Communication)**: 用語言進行人際互動和學習
- 3、**認知(Cognition)**: 發展思考能力, 連結到概念形成、理解和語言學習
- 4、**文化(Culture)**: 自我與他人的認識

# 利用4Cs原則：內容(Content)

利用以下問題來協助設定教學內容：

- 教什麼？
- 學生會學習到什麼？
- 我們教學目標是什麼？
- 學習的成果會是什麼？

# 利用4Cs原則：連結內容(Content)到溝通 (Communication)

將語言和內容形成關聯。

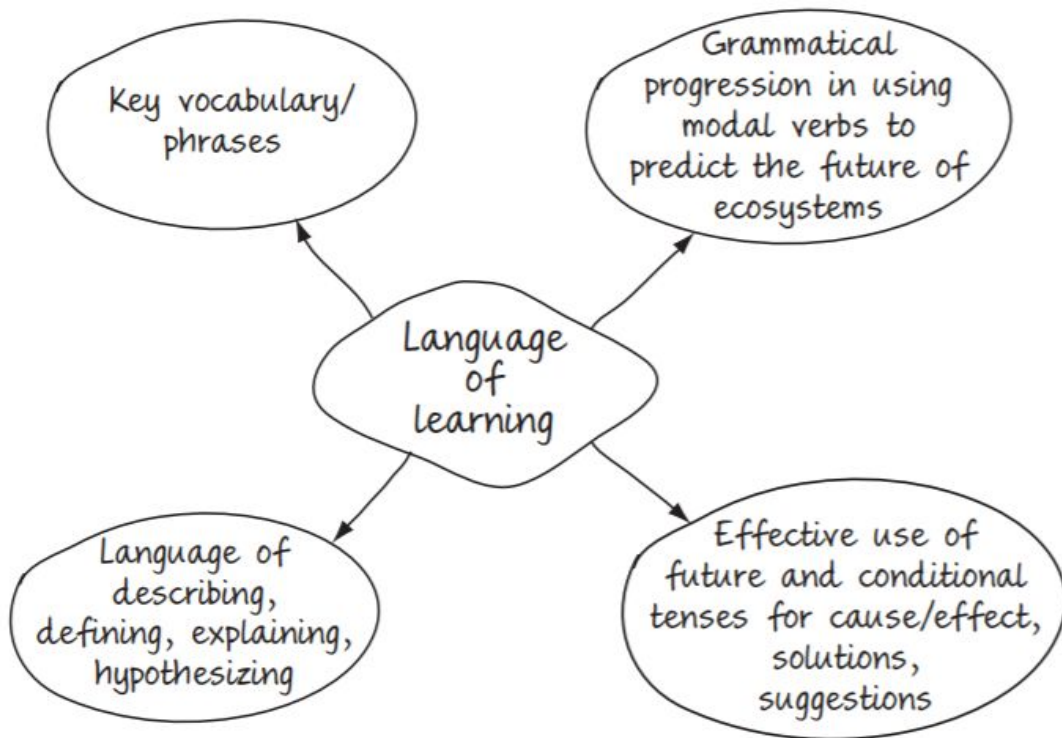
- 詳列要使用的字彙和片語。
- 學生間會有什麼交談？
- 是否需要關注語法？
- 課堂任務和活動需要哪些語句來引導？
- 是否有討論和辯論？

# 利用**4Cs**原則：連結內容(**Content**)到溝通(**Communicaiton**)

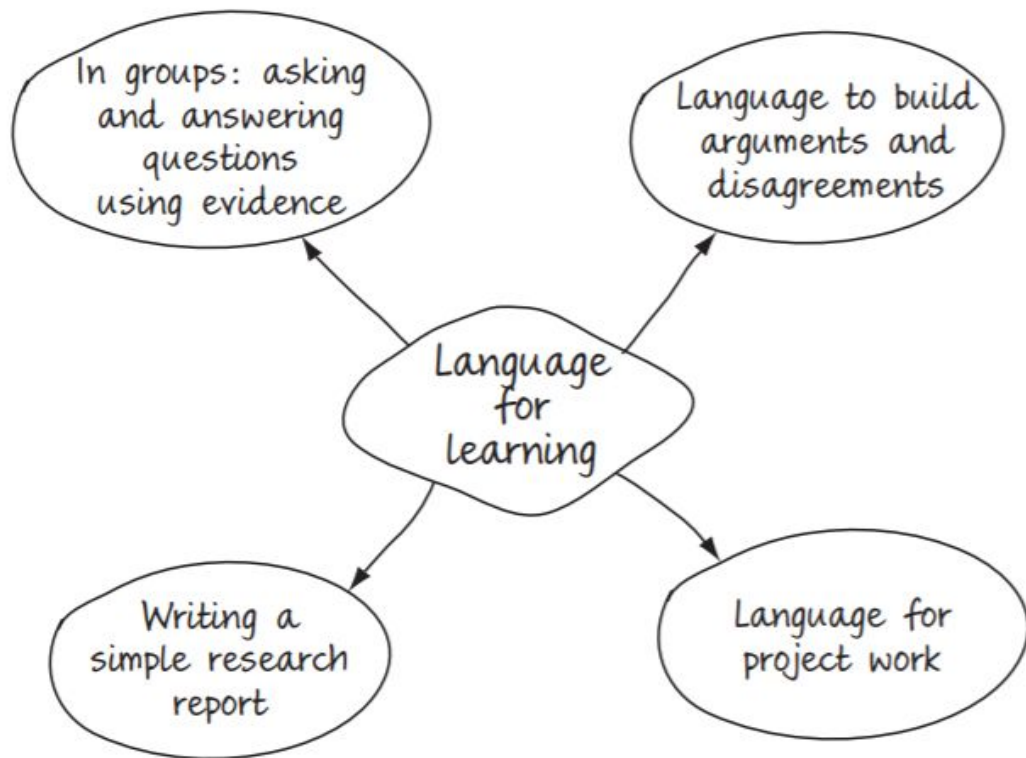
設定以下三個溝通目標：

- 1、本次要學習的目標語句(language of learning)
- 2、幫助學習所使用的語句(language for learning)
- 3、學習過程中習得語句(language through learning)

# 本次要學習的目標語句(language of learning)

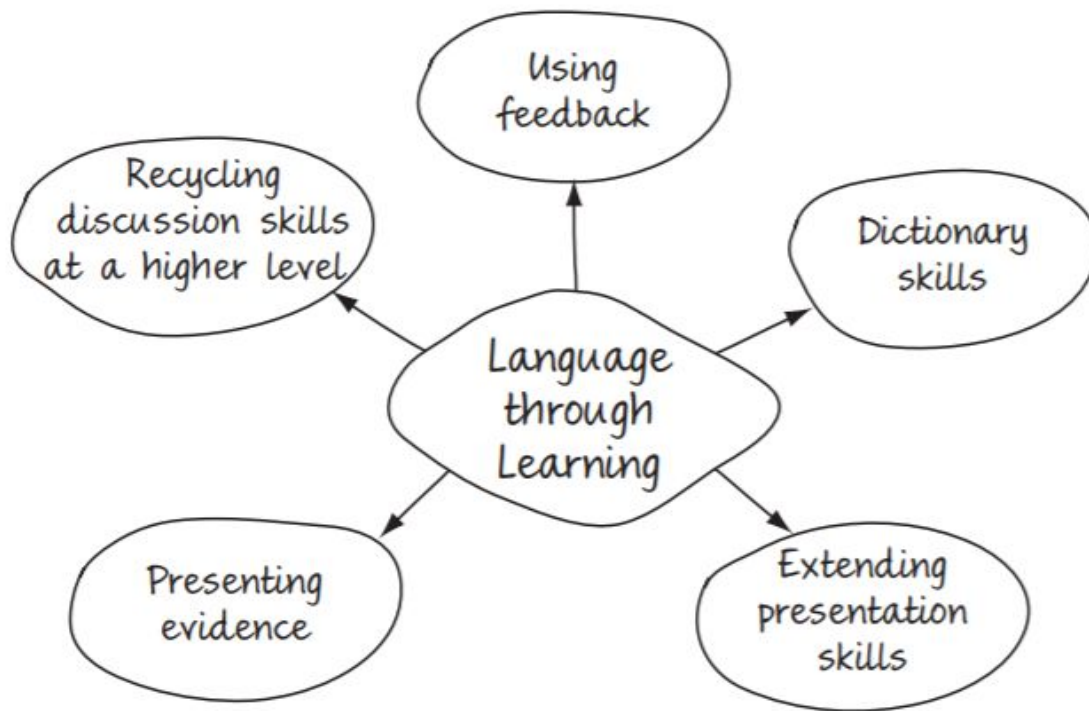


# 幫助學習所使用的語句(language for learning)





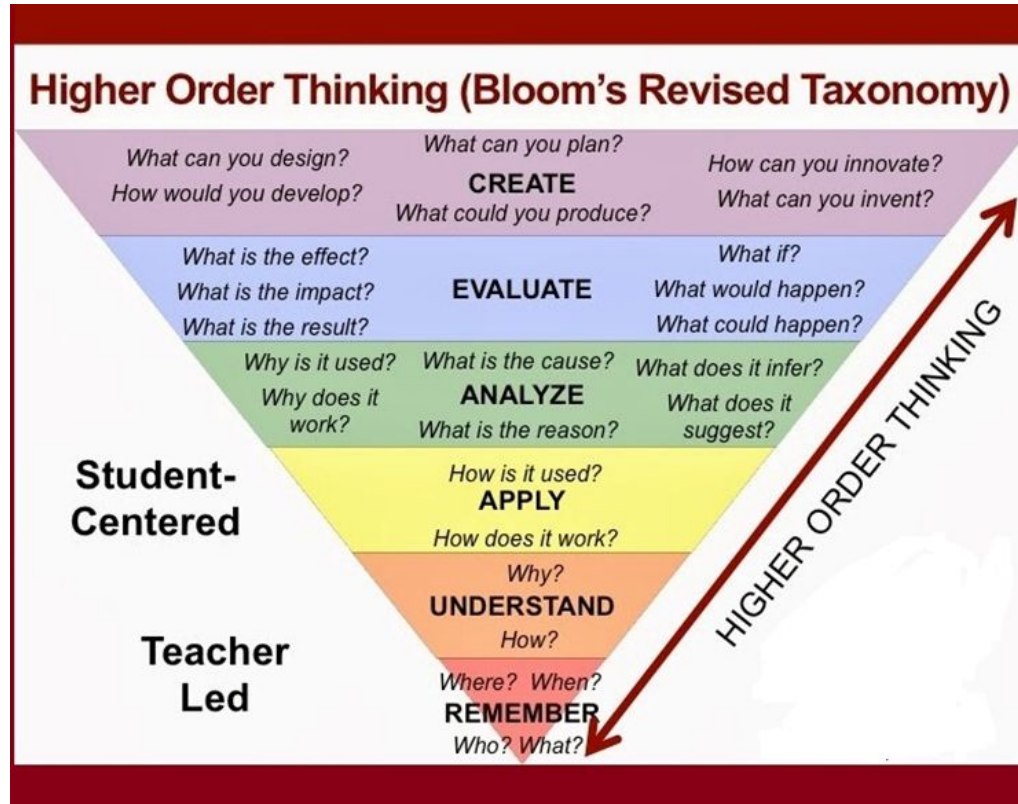
# 學習過程中習得語句(language through learning)



# 利用4Cs原則：認知(Cognition)

- 除了已知的表面問題，還有什麼問題可以讓學生深入思考？
- 哪些學習任務可以促進學生高層次思考？
- 語言和內容中有什麼意涵？
- 哪些思考能力我們需要放入？
- 哪些思考任務適合這些內容？

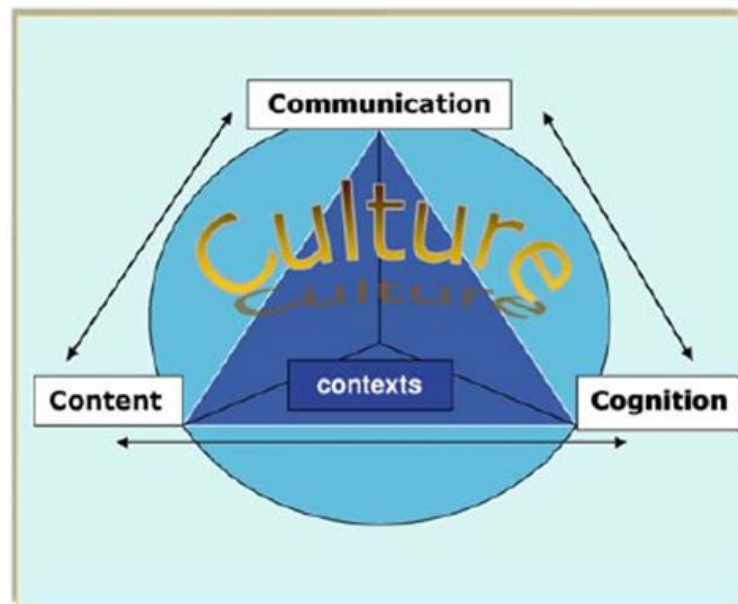
# Higher Order Thinking (Bloom's Revised Taxonomy)



認知目標層次	行為動詞
知識 (Knowledge)	列舉、說明、標明、選擇、背誦、配合、界定、描述、指出、識別、依序排出、回憶
理解 (Comprehension)	區(辨)別、轉換、解釋、歸納、舉例、摘要、分類、標出、表達、複述、推斷、翻譯、重寫、預估、引申
應用 (Application)	計算、演算、示範、操作、發展、預估、運用、套用、使用、連結、修飾、改編、轉譯、解決、建造
分析 (Analysis)	細列、圖示、細述理由、分辨、區分、評估、比較、對照、批判、推衍、檢測、實驗、概算、差別、再認
綜合 (Synthesis)	安排、蒐集、聯合、組成、計畫、企劃、總結、重建、重組、設計、編纂、創造、擬定、組織、處理、修改
評鑑 (Evaluation)	評量、評價、鑑別、對比、標準化、判斷、檢討、闡釋、證明、選擇、支持、預測、推測、結論、關聯、排序

# 利用4Cs原則：文化(Culture)

- 文化是包住所有Cs的一個圓圈。每一個面向都涵蓋了文化的層面！
- 文化討論的不只是文化(culture)本身的差異，也是自我與他人在多元文化情境中，彼此間的不同！



The 4Cs framework for CLIL (Coyle, 2005).

# 利用4Cs原則：文化(Culture)

- 這主題有什麼文化意涵？
- 這樣的CLIL情境有什麼額外加值的東西，讓學生可以學習到？
- 其他人和自我的差異？
- 如何連結到其他的Cs？

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**Let's try.**

# 教學目標(Objectives)

## 1. 內容目標(Content objective):

學生能夠藉由日常生活的經驗，推斷物體是否能浮上水面，並預測未知物體的浮沈，最後猜測原因。

## 2. 語言目標(language objective):

### a. Language of learning:

- i. 單字: float, sink, air, air pocket, water, lighter, metal
- ii. 句型: Will they/it float? Yes, they/it will./No, they/it will sink.



## **b. Language for Learning:**

- i. 能夠聽懂老師指示語、課室英語像是”Raise your hand. Put the object into the water.”
- ii. 學生能夠提問，像是”How do you spell the word? Can you help me?”

## **c. Language through Learning:**

- i. 學生能夠理解各種物品的名稱。
- ii. 學生能互相討論是否物品會浮或會沈。

# 認知(Cognition)

- 1、能根據生活經驗推測物體是否能夠浮在水面。
- 2、能理解為何物體能浮在水面。
- 3、能夠收集物體，預測物體是否能浮在水上，並實驗驗證預測結果，並完成實驗紀錄表格。

# 文化(Culture)

1、能比較自己的物件和同學的沈浮的情況，有沒有可能同樣的物件卻有不同的結果？能找出自己的物件和別人的差異。



Float

or

Sink?

**Let's guess.**

**Will It Float?**

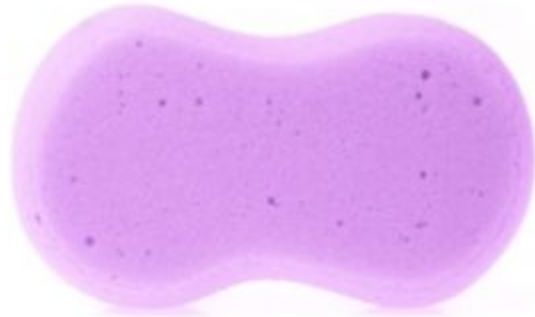


**straw**

**Yes, it will.**

**No. It will sink.**

**Will it float?**



**sponge**

**Yes, it will.**

**No. It will sink.**

**Will it float?**



**spoon**

**Yes, it will.**

**No. It will sink.**

**Will it float?**



**screw**

**Yes, it will.**

**No. It will sink.**



**Will it float?**



**cork**

**Yes, it will.**

**No. It will sink.**

**Will it float?**



**penny**

**Yes, it will.**

**No. It will sink.**

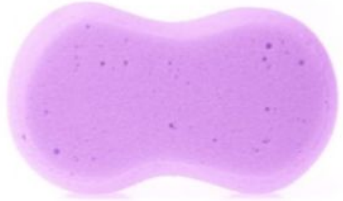
**Will it float?**



**rubber duck**

**Yes, it will.**

**No. It will sink.**



**Why do they float?**





**Let's see one  
more example.**

**Will it float?**



**Yes, it will.**

**No. It will sink.**

**Will it float?**



**Yes, it will.**

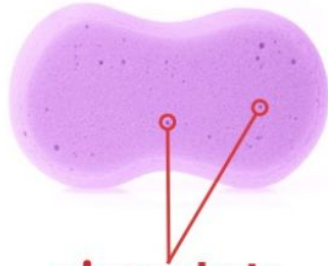
**No. It will sink.**

**The rind has small air pockets.**





# Air pockets



**air pockets**



**air pocket**



**air pocket**



**air pockets**

**They have no air pockets.**



**screw**



**key**



**spoon**



**penny**

# Will it float?



**Yes, It/They will.**

**No. It/They will sink.**

# Fill in the form: find 5 objects at home and find out whether they will float or sink.

Object	Prediction (Float or Sink)	Results (Float or Sink)
An apple	sink	



# 課程規劃初嘗集

# 組織共備小組

- 1、內容(Content) → 學科老師
  - 2、溝通(Communication) → 英語老師
  - 3、認知(Cognition) → 學科、英語老師
  - 4、文化(Culture) → 學科、英語老師
- ★ 以學科和英語老師所形成的共備小組，才能有效率準備雙語課程！



# 課程內容

- 1、課程內容完全自編。
- 2、參照課本，並抓出上課的內容，設計成CLIL模式。
- 3、完全照課本上，照CLIL模式 → 課程可能上不完，一開始學生可能跟不上進度。

# 節數分配

- 1、該科全以雙語模式授課
- 2、依據學科節數分配中文和英語課程
- 3、嘗試一節課加入英語成份，像是慢慢加入課室英語，讓學生熟悉英語並漸漸加入一、兩個單字，讓學生的學習。





# 雙語課程成為課程改革的新契機

1. 使用英語，故讓老師更注意學生是否能理解
2. 重新解構再建構知識
3. 理解知識而不是只有背誦知識
4. 學習活動更多的高層次思考
5. 學習的知識連結日常生活，甚至全世界
6. 教師中心學習變成學生中心學習
7. 重新整合教師能力與專長

# Thanks

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Do you have any questions or feedback?

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