

# The Know-How of Bilingual Teaching in Physical Education



Topic

By : C.A.J.H. Teacher Johnny

# 臺灣雙語政策目標

- 行政院2030雙語國家政策發展藍圖
- ✓ 培養臺灣走向世界的雙語人才、全面啟動教育體系的「雙語活化」為目標。
- 教育部雙語教學活化及生活化措施
- ✓ 強化中、小學英語聽力及口說練習
- ✓ 推動中、小學部分領域/學科採英語授課
- ✓ 逐步落實中、小學英語課採全英語授課
- ✓ 推動高職以英語教授專業群科實用英語
- 臺北市雙語課程實驗學校
- ✓ 109學年度全市國中小合計28所



# 雙語教育之定義

Mandarin  
&  
English

「以兩種語言作為教學媒介的教育系統，其實施旨在維繫既有的語言能力，並促進新語言的學習，最終目標是使學生能精通這兩種語言，建立對不同語言文化的尊重與包容」。

國教院雙語詞彙學術名詞暨辭書資訊網

- ALL ABOUT -  
**DEFINITION**

THE PROBLEMS ABOUT DEFINITION AND ITS CRITICISM

## 雙語教育源起



ORIGIN

- 「雙語教育」一詞源自美國
- ✓ 17、18世紀大批移民湧入美國，多種民族文化交相衝撞，「大熔爐理論」者主張弱勢族群文化應融合入主流文化；「沙拉盤理論」者則主張各文化應多元並存共容，兩相激盪下建構出多元文化的社會環境。
- ✓ 美國政府為保障移民子女的受教權，遂提供ESL（English as a Second Language）等雙語教育法案，使非英語移民減少了因語言隔閡而產生的學習落差，也造就了較為平等的教育機會。（國家教育研究院，2012）

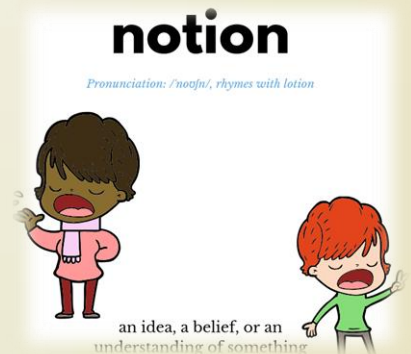
## 臺灣雙語教育目的

- 接軌國際而厚植英語力與國際競爭力
- 達成2030年英文第二官方語言之目標
- 除正式英文教學外，跨學科延伸英文聽.說.讀.寫的運用機會與環境
- 擴增英文學習範疇~學科術語



# 學科雙語教育觀

- 建置雙語環境
  - ✓ 提供友善英文聽.說.讀.寫的環境及擴大延伸運用英文的課堂
- 樹立學習榜樣
  - ✓ 教師以身作則為學生學習模範，一種教學相長的英語學習模式(Role model)。
- 朝向雙贏共好
  - ✓ 拔尖菁英與扶攜弱勢併行



# 臺灣雙語教育實施現況



## ➤ 實施模式~

- ✓ 沉浸式 ( Immersion )
- ✓ CLIL ( Content and Language Integrated Learning )
- ✓ EMI ( English as a Medium of Instruction )
- ✓ IB (International Baccalaureate)

## ➤ 實施領域~

- ✓ 國高中~偏向操作性的領域/學科為主
- ✓ 國小~有少數是用英文教自然和數學科

## ➤ 師資來源~

- ✓ 現職英文老師/英文第二專長教師為主，搭配外師為輔
- ✓ 領域/學科教師(稍具英文能力且有勇氣者)

## Résumé

Volunteer

Predecessor

Facilitator

- 臺北市長安國中體育教師兼導師
- 國立體育大學師培中心兼任講師
- 12年國教健體領域課綱研修委員
- 12年國教體育班課綱審查委員
- 12年國教總綱宣講種子培訓講師
- 12年國教領綱宣講種子培訓講師
- 12年國教總綱Q&A專輯編撰小組
- 12年國教健體領綱學習手冊編撰委員
- 12年國教體育素養導向標準本位評量諮詢教師
- 12年國教課綱體育學科教材教法專書編撰委員





## 雙語教師面臨的困境



- 缺乏自信~英文能力不夠好
- 脆玻璃心~學生譏笑，尊嚴受損
- 不知所措~沒有教英文的經驗
- 憂心成效~影響原學科進度/學生熱情被消磨/  
語言學習成效不彰...
- 教學無助~缺少經費、人力、時間與資源
- 冷嘲熱諷~內、外部的冷言冷語
- 期待落差~成效數據/家長質疑與過度要求

## 建議作法與步驟

- 建立正確的**雙語教育價值觀**
- 做好健全的**心理準備與調適**
- 尋找合作協力的**社群夥伴**
- 從**最熟悉**的內容和**低年級**學生開始
- 應用最**淺顯易懂**的英文單字與句型
- 建立班級**雙語課堂規範**
- 應用**教學策略**引導聽說英文
- 持續精進**英文與雙語教學能力**



'I hope to make a difference!'

## 體育雙語教學策略



### ➤ 輸入策略(Input strategies)

- ✓ 掌握學習階段英文深廣度，引導應用、練習的機會。
- ✓ 中、英文與肢體、表情夾雜授課。
- ✓ 課前讓學生熟悉日常及課室用語；課中給予中、英對照講義、海報等視覺輔助；課後學習單或作業(雙語)。
- ✓ 課程相關之英文剪輯短片(film clip~3分鐘左右為宜)
- ✓ 猜字謎(Word puzzle)紙上作業遊戲
- ✓ 境教~設備器材張貼或印製相關英文單字等情境布置

1

## ➤ 輸出策略(Output strategies)

### Make an Experiment (Q & A)



#### ➤ Teacher

- If something flies toward your belly, what would you do ?
- And if it flies toward your head, what would you do ?

#### ➤ Students

- Make an action to protect his belly.
- Make an action to protect his head.

## ✓ Repeat & Practice

\*repeat  
repeat

### ➤ Teacher

- Open legs are as wide as shoulders.
- One leg forward, the other backward & bend knees.
- Upright body & lean forward a little.
- Look up at the ball & make a "heart" shape .
- Straighten arms up & toss the ball to the sky.

### ➤ Students

- **Repeat** after teacher.
- **Work in pair** and follow the tips~  
One practice first, and the other watch partner carefully and give suggestions of the wrong parts.
- And then switch.



## ✓ Charades Game

- One group reads the English actions on the words card.
- The other group make consistent actions.
- It depends on which group takes a shorter time to complete all instructions will win the game.



## ✓ Hopscotch

- A group of people are responsible for an English word.
- On the English alphabets pad with a single foot to jump out of the word.
- The others groups compete to say the text of the sentence.



## ✓ Body Spelling

- All group members use body gestures to spell out the English word.
- The group which completes the instructions the fastest will win the game.



What's the word?



## ✓ Performance Task

- The whole class is divided into two groups.
- Can only be compared with the underhand pass and overhand toss.
- Requires that as much as possible communicate with teammates in English during the competition.



Rest

# 10 Minutes



臺北市雙語課程	
課程名稱 Topic	長安健身操 (Chang-An-Style Gymnastics)
教材來源 Teaching materials	No textbook, teacher-designed curriculum and materials.
適用年級 Students' level	Grade 7 <sup>th</sup>
教師作者 Designer	程峻 Teacher Johnny
教材來源 Teaching material	1. Textbook - Kang Hsuan version health and P. E English vol. 7-2. 2. Teacher-designed curriculum and materials.
教學設計理念 Design conception	實施十二年國教在教學方式與內容的把知識轉化成能力, 計與實施, 亦是重視體育教學研究中研的方法, 雖然教的上課行為多, 是真正學習成應該堅持體育發展學習, 因為經驗中不會教學, 可以在重要
學科核心素養對應內容 Core competencies	領
學科學習重點 Subject Guidance	

臺北市雙語課程	
單元主題 Topic	君子之爭 - 藝林區志精神 Gentleman's Competition - The Olympic Spirit
教材來源 Teaching materials	No textbook, teacher-designed curriculum and materials.
適用年級 Students' level	Grade 9
教師作者 Designer	程峻 Johnny
教學設計理念 Design conception	在日常生活, 我們常發現球場上原非單純的體育活動, 卻因少了裁判而採用自由心證的方式進行; 再加上球員彼此攻守因身體的接觸、碰觸、而致容易發生動作過於激烈、犯規及裁定不一而引發口角衝突, 甚至暴力相向等情事發生, 尤其青少年在氣血未定、更定容易, 中國古代的射藝活動中, 有所謂「君子無爭, 立也射乎, 讓讓而射, 下而後, 其爭也君子。」之說。此便是運動與禮教相配合教育的最佳例子; 且若能與學生日常的體育課相結合, 相信當更具積極的培養。人倫、法治與道德教育之說。即在於此。法治教育應是法治教育的基礎, 並與法治教育相輔相成, 而法治的目的即在保護人權, 三者息息相關。人倫、法治與道德教育之說。即在於此。法治教育應是法治教育的基礎, 並與法治教育相輔相成, 而法治的目的即在保護人權, 三者息息相關。人倫、法治與道德教育之說。即在於此。法治教育應是法治教育的基礎, 並與法治教育相輔相成, 而法治的目的即在保護人權, 三者息息相關。
學科核心素養對應內容 Core competencies	
學科學習重點 Subject Guidance	

國立臺灣師範大學體育教學研究中心素養導向體育雙語課程單元教案設計	
校名: 臺北市立長安國	
單元主題 Topic	君子之爭 - 藝林區志精神 Gentleman's Competition - The Olympic Spirit
教材來源 Teaching materials	No textbook, teacher-designed curriculum and materials.
適用年級 Students' level	Grade 9
教師作者 Designer	程峻 Johnny
授課時間 Time	本單元共 3 節 135 minutes in total
教學設計理念 Design conception	在日常生活, 我們常發現球場上原非單純的體育活動, 卻因少了裁判而採用自由心證的方式進行; 再加上球員彼此攻守因身體的接觸、碰觸、而致容易發生動作過於激烈、犯規及裁定不一而引發口角衝突, 甚至暴力相向等情事發生, 尤其青少年在氣血未定、更定容易, 中國古代的射藝活動中, 有所謂「君子無爭, 立也射乎, 讓讓而射, 下而後, 其爭也君子。」之說。此便是運動與禮教相配合教育的最佳例子; 且若能與學生日常的體育課相結合, 相信當更具積極的培養。人倫、法治與道德教育之說。即在於此。法治教育應是法治教育的基礎, 並與法治教育相輔相成, 而法治的目的即在保護人權, 三者息息相關。人倫、法治與道德教育之說。即在於此。法治教育應是法治教育的基礎, 並與法治教育相輔相成, 而法治的目的即在保護人權, 三者息息相關。
學科核心素養對應內容 Core competencies	
學科學習重點 Subject Guidance	

# NO DISC, NO LIFE



# Bilingual Teaching Template

Template



# Scenario Decoration



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Layout

# Campus



**Sweep Area 打掃區域**  
 Physical Education Section Office  
 體育組辦公室  
 Class 班級 806



**2/1**  
**CANNING OF VEGETABLES**  
**DRYING OF FRUITS & VEGETABLES**  
**REDUCING FOOD WASTE**

凡事  
始於態度

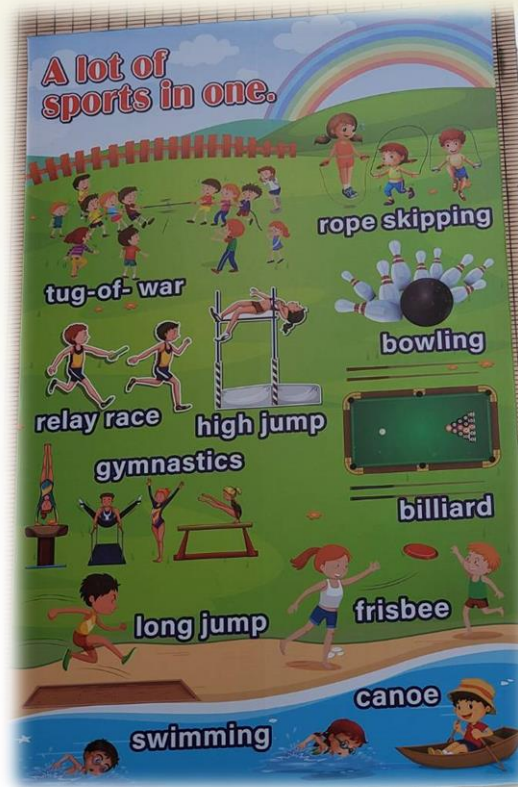
It all starts  
with attitude.

抬頭看、  
站起來、  
絕不放棄

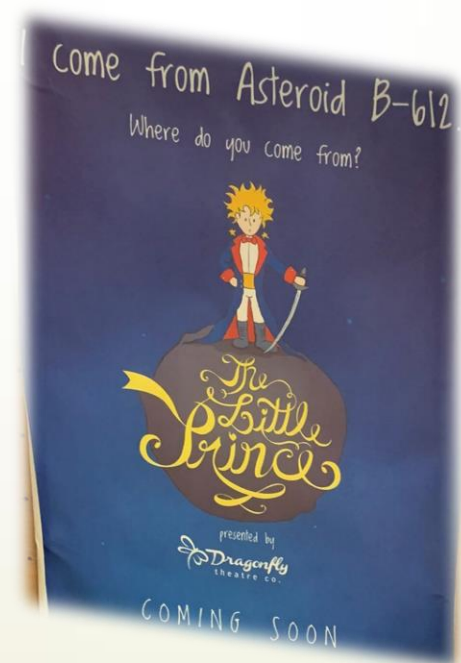
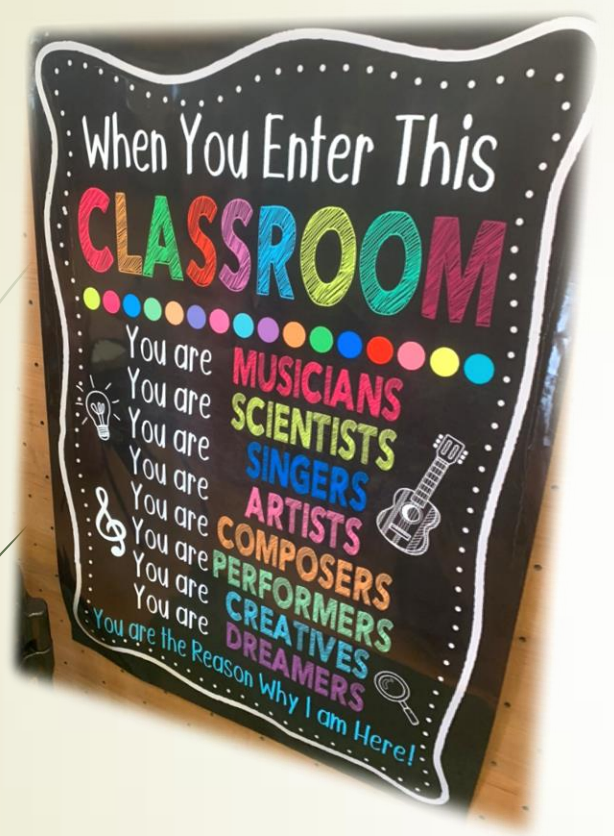
Look up,  
get up,  
but never give up.

贏者不棄；  
棄者不贏

Winners never quit  
and quitters never win.



Performing Arts





# Scouting class

- Bilingual
- Work together.
- On time.
- Follow rules.
- Bring all the stuff.
- Keep the classroom tidy.

學 生 作 品 觀 摩



I made a mistake!

Mistakes are proof that you are trying!

This is as good as it gets!

what can I do to make it even better?



請來瞧一瞧



Brain

Heart

Pancreas

Kidneys

Bladder

Lung

Liver

Stomach

Spleen

Large intestine

Small intestine

# 準備活動



- 點名動作
- 安全提醒 ~ 學生身體狀況
- 引起動機 ~ 貼近學生生活
- ✓ 該運動項目發展之歷史源由
- ✓ 與該運動項目有關之生活點滴
- ✓ 最近校園話題或新聞事件
- ✓ 其他...獻一下身手/吟詩作對...等
- 暖身操或活動 ~ 與專項內容有關

# Greeting & Introduction

例句

- Hello, everyone. How are you today?
- What's wrong with you. today?
- If you have anything wrong with your body. Please let me know anytime. OK?
- Now, I'm going to call the roll. Is everybody here? Who's absent today?
- It's time to start now. / It's time for class now.
- Today's lesson is called...
- I wish everyone will try to ask and answer me in English as often as you can.

# Warm-up Activity

- Line up! Make two lines. Girls against boys.
- Center hands up. Be warm-up exercise formation. Extend! Hands down.
- Be assemble formation. Close/Assemble! Dress! Count off!
- Eyes right to the leader. Eyes front.
- Let's do warm-up exercises. Switch! /Take turns!
- Good job! Well done! Excellent! Awesome! Perfect!
- Jumping jack, Lunge, Squat, March... etc.

# Motivation Activity

- Did you remember that we have learned last time/class?
- Let's review what we learned last time.
- Who can tell me that? Sb., could you try to answer this question? Who else?
- Do you know...? How do you feel? What do you like?
- How to do it? Do you like it?
- Have you ever played...?
- Be careful! Hurry up! / Quick! Attention!

# 主要活動



- 說明與講解動作要領 ~ 分段講解
- 連續動作示範 ~ 2次
- 動作要領口訣與複誦
- 練習活動(個人)
- 練習活動(小組)
- 練習活動(團體)

說明、操作、指導、提問與省思

# Presentation Activity

- What will you do? Why/What do you think?
- Please pass on the handouts for everyone!
- All divide into four groups. 4 in a group.  
Work in pairs/groups. Discuss in groups.
- Pay attention to...
- Let's move on to the next page/game/play.
- What is this called?
- Are you ready? Action/Go!

# 例句

## Presentation

- Time's up. Please go back to your seat.
- First / Next / After that / Then / Finally.
- Let's do it once more/again.
- Look at the picture/ball...
- Watch me carefully.
- Follow me! Make a circle! Circle around!
- Come here. Over there!
- Be quiet! Keep silent!
- Don't do that.



# 統整活動



- 請學生示範（好與壞、男與女）
- 請學生發表所見、所感
- 教師給予示範同學稱讚與鼓勵
- 給予學生今日課程表現之整體評價
- 提供課後練習的方法與替代器材參考
- 預告下節課程進度
- 清點與歸還器材
- 下課喊“散” 謝謝老師！謝謝同學！

# Wrap-up Activity

- Johnny, come out to the front.
- Could you show dribbling/shooting for us?
- Clap a big hand. / Clap hands.
- Did you find something good or bad during the game?
- If you are not skillful after these practices. It doesn't matter; we will practice the next class. Besides, you can...at home.
- Please finish your homework and hand in it on time.

# Ending

- That's today's lesson.
- Don't forget what you learned today.
- Next time we will learn sth.
- P.E. leader, please check what we borrowed, and put them back.
- Class dismissed. /Class is over.
- See you next time. Bye! Bye!

# Resources

- ▶ 國家發展委員會雙語資料庫學習資源  
<https://bilingual.ndc.gov.tw/#radio-content>
- ▶ 臺北市自編CLIL雙語教材  
<https://sites.google.com/view/tp-clil>
- ▶ 臺灣測驗中心~識字工具  
<http://www.taiwantestcentral.com/Toolbox.aspx?MainCategoryID=4>
- ▶ 手機 APP~ Duolingo



## 結語

CONCLUSION



- 雙語教學 ≠ 英語教學 ≠ 全英教學
- 學科教學仍應為重+英文便是加分
- 以現職教師補足英文師資缺口，雖是可行的緩兵之計。但相對應的配套措施也應投入更多經費、資源與減少課務壓力等作為。
- 教育乃百年之計，應有長時間等待育成的心態，而非汲汲營求短期顯著的成效。

# Thank You for Listening.



Ending