雙語教學
Let's Have A Go!

盧貞穎

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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
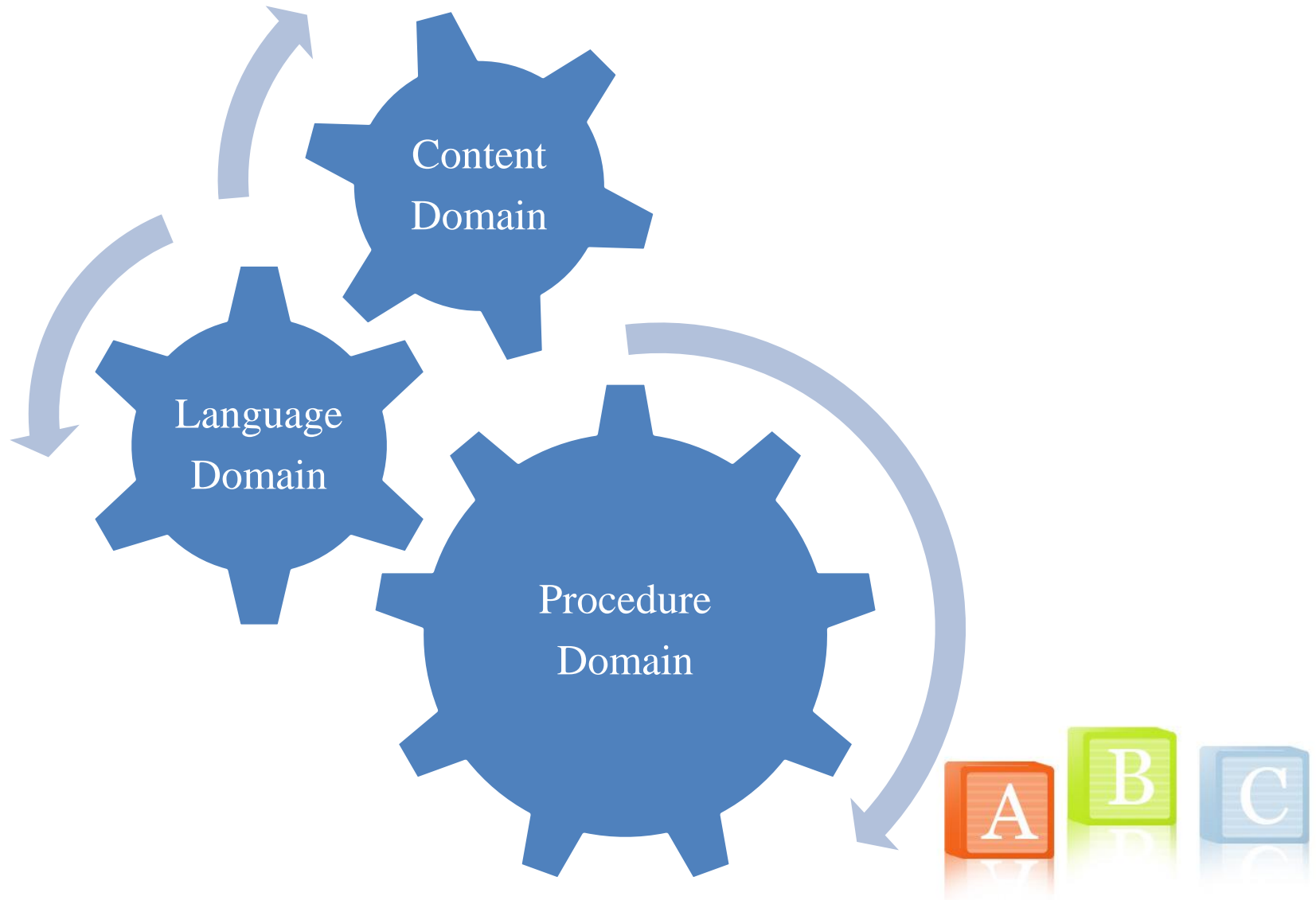- 教師儘量使用課室用語、生活用語、簡單的語句進行教學，並透過多元輔助(圖片、影片、實物、示範操作、肢體語言等，必要時也可以少量使用母語)協助學生了解學習內容。

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.

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)

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**

Student Centered

➤ 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**

Create A Teaching Routine

I. Warm up and Review

1. Warm up (and Review)

2. Bring up the idea of the content

II. Presentation and Practice

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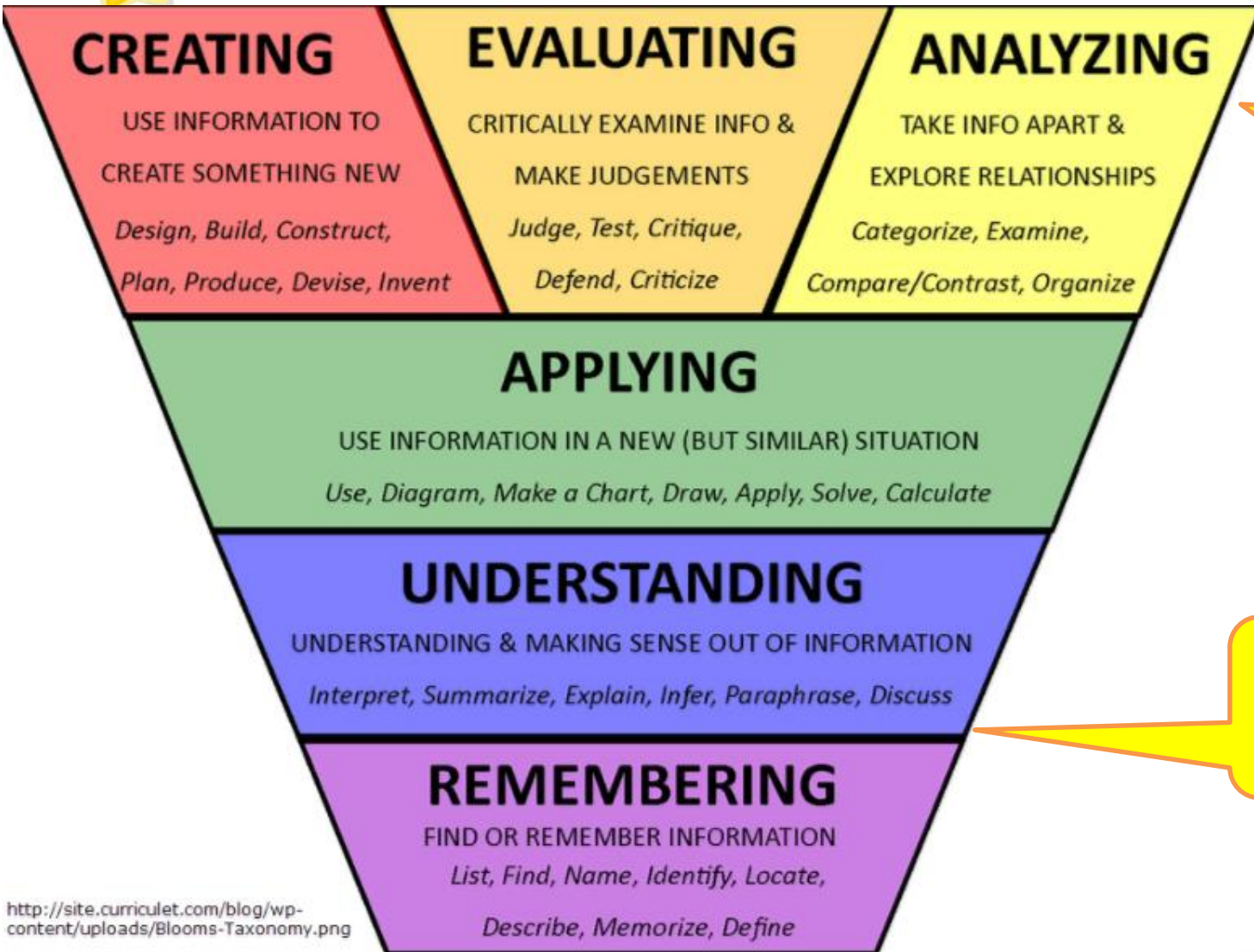
2. Group presentation of findings/outcome/conclusion

III. Integrated Activity

1. Whole class discussion/clarification

2. Worksheet /Assessment

IV. Wrap up

Student Centered

Higher Order Thinking

CREATING
USE INFORMATION TO
CREATE SOMETHING NEW

Design, Build, Construct,

Plan, Produce, Devise, Invent

EVALUATING
CRITICALLY EXAMINE INFO &

MAKE JUDGEMENTS

Judge, Test, Critique,

Defend, Criticize

ANALYZING
TAKE INFO APART &

EXPLORE RELATIONSHIPS

Categorize, Examine,

Compare/Contrast, Organize

HOT

APPLYING
USE INFORMATION IN A NEW (BUT SIMILAR) SITUATION

Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate

UNDERSTANDING
UNDERSTANDING & MAKING SENSE OUT OF INFORMATION

Interpret, Summarize, Explain, Infer, Paraphrase, Discuss

LOT

REMEMBERING
FIND OR REMEMBER INFORMATION

List, Find, Name, Identify, Locate,

Describe, Memorize, Define

http://site.curriculet.com/blog/wp-content/uploads/Blooms-Taxonomy.png

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

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！