雙語教學模式與執行現況
Bilingual Teaching Models in the Elementary Schools

Presented by Pei-Lan, Wang

A B C

王佩蘭 *Pei-Lan, Wang (Athena)*

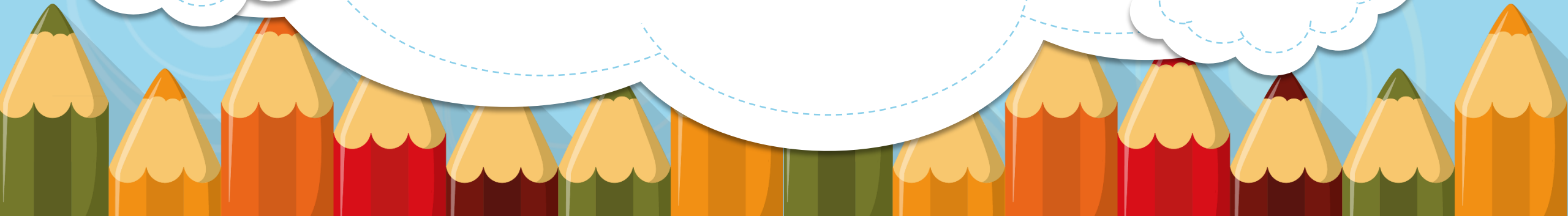**Keelung Jhengbin Elementary School
Principal**

**Ph.D. National Taipei University of Education
Assistant Professor, Department of Education, NTUE.
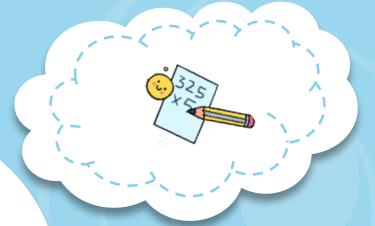Director, Keelung English Teaching Resource Center**

What are the important Elements In Bilingual Teaching?

Subject Content + Language

A B C

Life Curriculum:

Knowledge

Attitude

Skill

Teaching Principles

1、Learning Topic is from their life. 🟠🟢🟡

2、Leaning actions: explore, experience, create, solve problems, communicate, collaborate, etc.. 🟠🟢🟡

3、Respect the differences of school children. 🟠
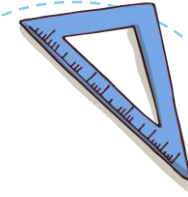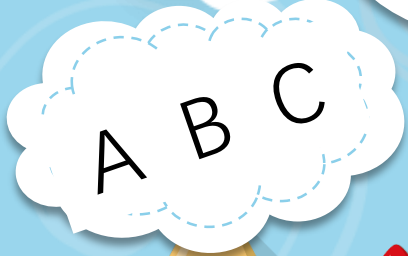
Subject Matter(Content)
(Knowledge + Skill+ Attitude)

Will affects language use ,
teaching materials and teaching strategies

Will affects assessment design
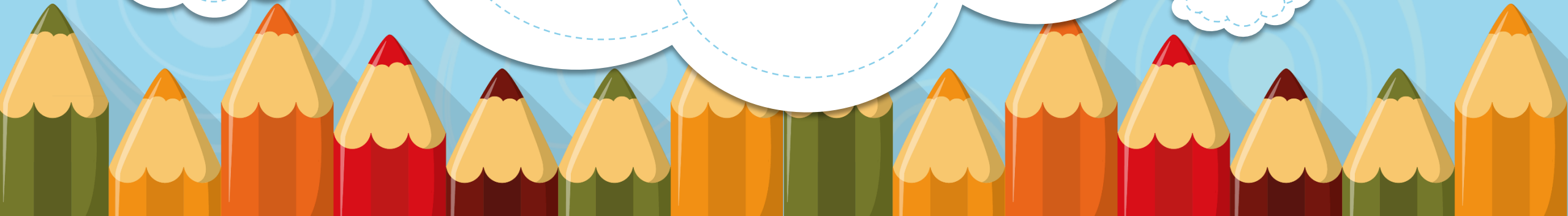
Input and Output during Language Learning Process

Input(L,R)
輸入端

Teacher's language
教師語言

Context
情境

Content
內容
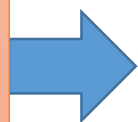
Output(S,W)
輸出端

Student's language
學生語言

Context
情境

Content
內容

The Goals of Learning

Language Knowledge and skills
語言知識與技能

Learn how to use language to communicate
運用語言溝通

Subject knowledge

Learn Language
學習語言

Learn knowledge through Language
藉由語言學知識

E-LEARNING

Learning Language

Name:_____

Class:_____

This is John. He's eight years old.
He's tall and fat. He's got blonde hair and big brown eyes.
He can ride a bike and swim.
He can't skip and he can't dance.
His favourite toy is a boat. It's red.
He's got three blue yoyos and a yellow yoyo too.

1. What's his name? _____
2. How old is he? _____
3. Has he got blue eyes? _____
4. Is he fat? _____
5. Is he short? _____
6. Can he swim? _____
7. Has he got red hair? _____
8. Is his boat blue? _____
9. Has he got three yoyos? _____
10. Can he ride a bike? _____
11. Draw and colour his toys

Learning Subject Content with English

A balancing act

Background knowledge
A healthy diet is a balanced combination of food for growth and repair, energy-giving food, and vitamins and minerals. You also need food that contains fiber. You cannot digest fiber, but it helps move food through your digestive tract. The amount of food you need depends on how active you are and how much you are growing. If you eat too little, you can suffer from *malnutrition* because your body is not getting the nutrients it needs. If you eat too much, you can become overweight, which can lead to health problems such as diabetes.

Science activity
Here are some meals with an item missing form each one. Decide what food item you would add to make each meal part of a balanced diet. Write the name of the item and which food group it is from.

1. • Boiled potato
   • Cabbage
   • Carrot
   • ....

2. • Pizza (cheese and tomato topping)
   • ....
   ....

3. • Boiled rice
   • Grilled lamb chop
   • Bacon
   • ....
   ....

4. • Chicken drumsticks
   • Peas
   • ....

5. • Lettuce
   • Spring onions
   • Grated carrots
   • Bread
   • ....

6. • Fried egg
   • Bacon
   • Toast
   • Pudding
   • ....
   ....

Science investigation
Collect pictures of food and make a collage of a healthy dinner, by sticking them on paper plates. Lable each food group.

Differing Approaches and Gaols

同一個教材

有不同的雙語融入方式

各有不同目的

對語言學習有不同的貢獻

A balancing act

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Let's Review
Bilingual Teaching Models

CLIL   EMI

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)
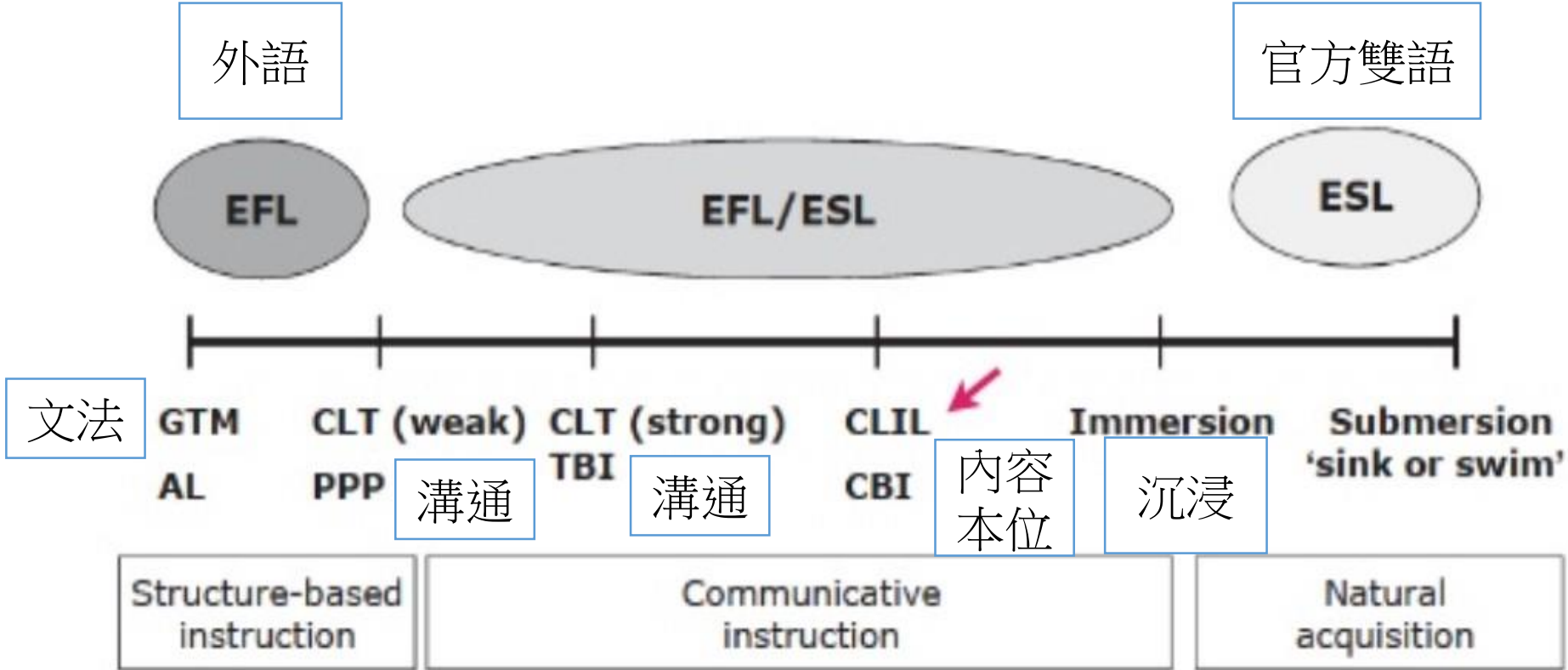
CLIL – Content and Language Integrated Learning

← **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

https://jalt-publications.org/files/pdf-article/jalt2016-pcp-042.pdf (2022.09.01)

Differing Approaches and Goals

CLIL and CBI compared

From Dale & Tanner, 2012, p. 4

	More language ←—————	CBLT	CLIL		Immersion	More content →

	CBLT	CLIL		Immersion
Who teaches?	language teachers	CLIL language teachers (in language lessons)	CLIL subject teachers (in subject lessons)	Immersion subject teachers
What kind of language work do they do?	work on language through content	work on general language while supporting subject-related topics and language related to them in their language lessons	work on the language as it comes up in the subject teaching	little or no attention to language per se as teaching is done in another language
What is the aim?	to teach language	to teach language	to teach content and some language	to teach content
What do they teach?	non-curricular subject matter (extra topics) in another language	the language curriculum as well as the language of the subject to support subject teachers	subject matter and subject language	subject matter

参考資料JALT2015 CLIL presentation Laura MacGregor:https://www.slideshare.net/LauraMacGregor1/jalt2015-clil-presentation-laura-macgregor

CLIL(Content Language Integrated Learning) and CBI(Competency-Based Language Teaching）的比較

雙語學校課程　　沉浸式學校課程

	CBLT	CLIL		Immersion
教學者	語言老師	語言老師	學科老師	學科老師
聚焦哪一種語言	重視內容中的語言成分	在語言課程內容中有涉及一點學科語言	重視學科知識中的語言	完全自然融入不重視語言教學成分
教學目標	語言教學	語言教學	學科知識的教學	學科教學
教學內容	沒有學科內容	在語言教學中融入一些支持學科學習的內容。	學科內容及學科語言	學科(沒有任何語言教學)

王佩蘭翻譯(2020.09.20)參考資料

8/24/2023

CLIL 課程的 4C 要素 (The 4Cs Framework)

Bilingual Learning Context

Context

Culture

Context

Context

Culture

Context

Culture

Content

Communication

Cognition

Culture

Language learning input (listening, reading)

Language using output (oral , writing)

Knowledge

Attitude

Skill

Inter culture understanding

Edgar Dale's Cone of Experience

People generally remember... (learning activities)

People are able to... (learning outcomes)

- 10% of what they read — Read
- 20% of what they hear — Hear
- 30% of what they see — View Images / Watch Videos
- 50% of what they see and hear — Attend Exhibitis/Sites / Watch a Demonstration
- 70% of what they say and write — Participate in Hands-On-Workshops / Design Collaborative Lessons
- 90% of what they do. — Simulate, Model, or Experience a Lesson / Design/Perform a Presentation - "Do the Real Thing"

Define List Describe Explain

Demonstrate Apply Practice

Analyze Define Create Evaluate

語言三角第一個語言元素是 language of learning（知識的語言）。在學習學科新知時所涉及該學科特有的專業知識或術語，皆屬此類型。

Language
of
learning

三角的最後一個面向是 language through learning，就是隨著螺旋式的學習歷程，奠基於已學習的內容，逐步發展並習得新知，讓學生不經意地說出教師未先預知的單字或句子，展現可以自我建構新語言的能力

CLIL linguistic progression

Language learning and language using

語言三角的第二個面向是 language for learning（溝通的語言）

Language
for
learning

Language
through
learning

(出自Coyle et al., 2010)

Teacher's Instruction
Content's key words
Or sentences

Design in advance

Classroom Languages
Functional Language for students on tasks

Language
of
learning

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CLIL linguistic progression
Language learning and language using

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Language
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Language
through
learning

(出自Coyle et al., 2010)

EMI: English Medium Instruction

content

interaction

Learning materials

demonstration

assessment

All English

Student to student

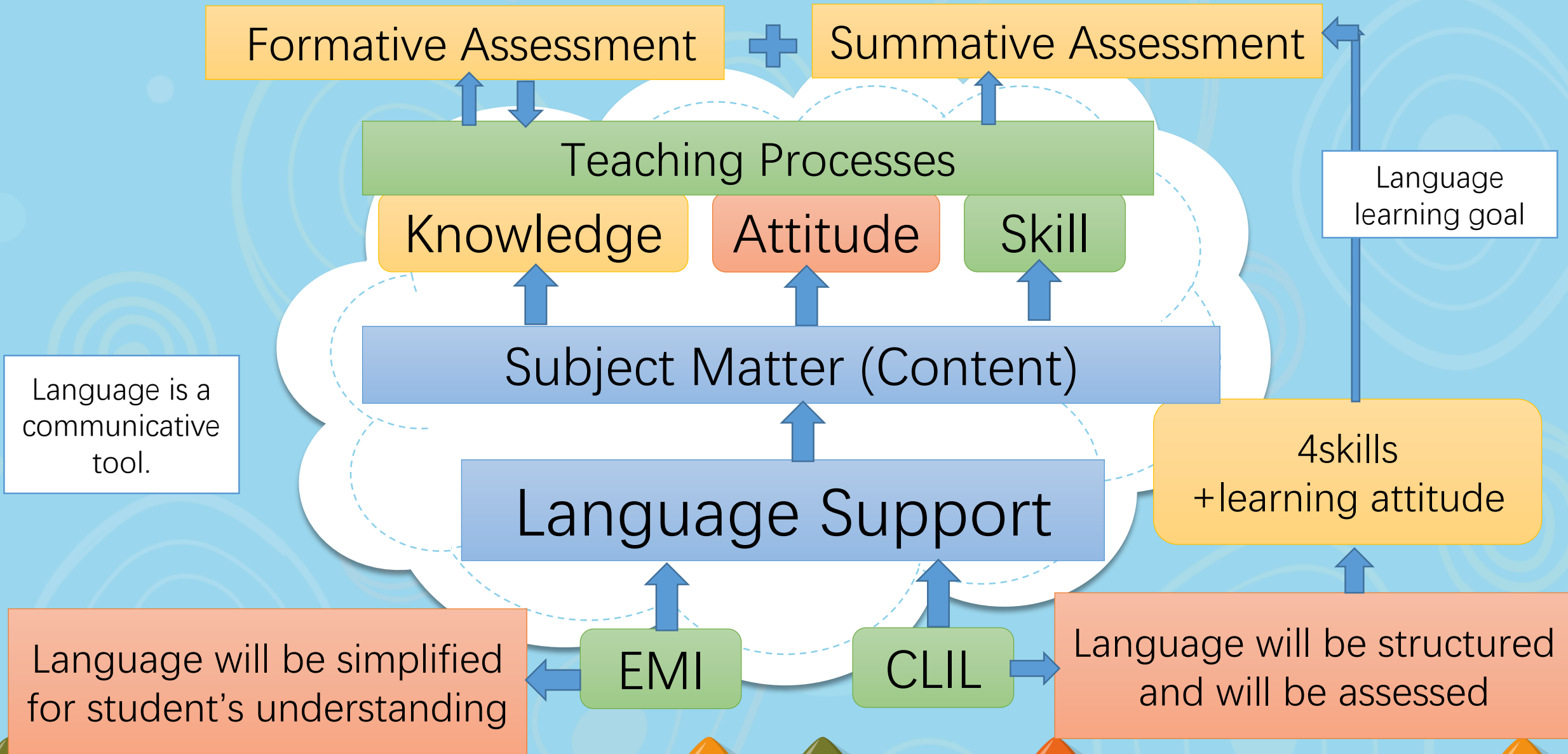Chinese may be used in a principled and limited way in specific circumstances

Teacher to some students during pair or group works

at least 70% of class communication takes place in English (Dearden and Spain 2021)

How different
Bilingual Teaching Models
Affects the design of bilingual
assessment?

1+1=?