




雙語教學模式與執行現況

Bilingual Teaching Models in the Elementary Schools

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A B C





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

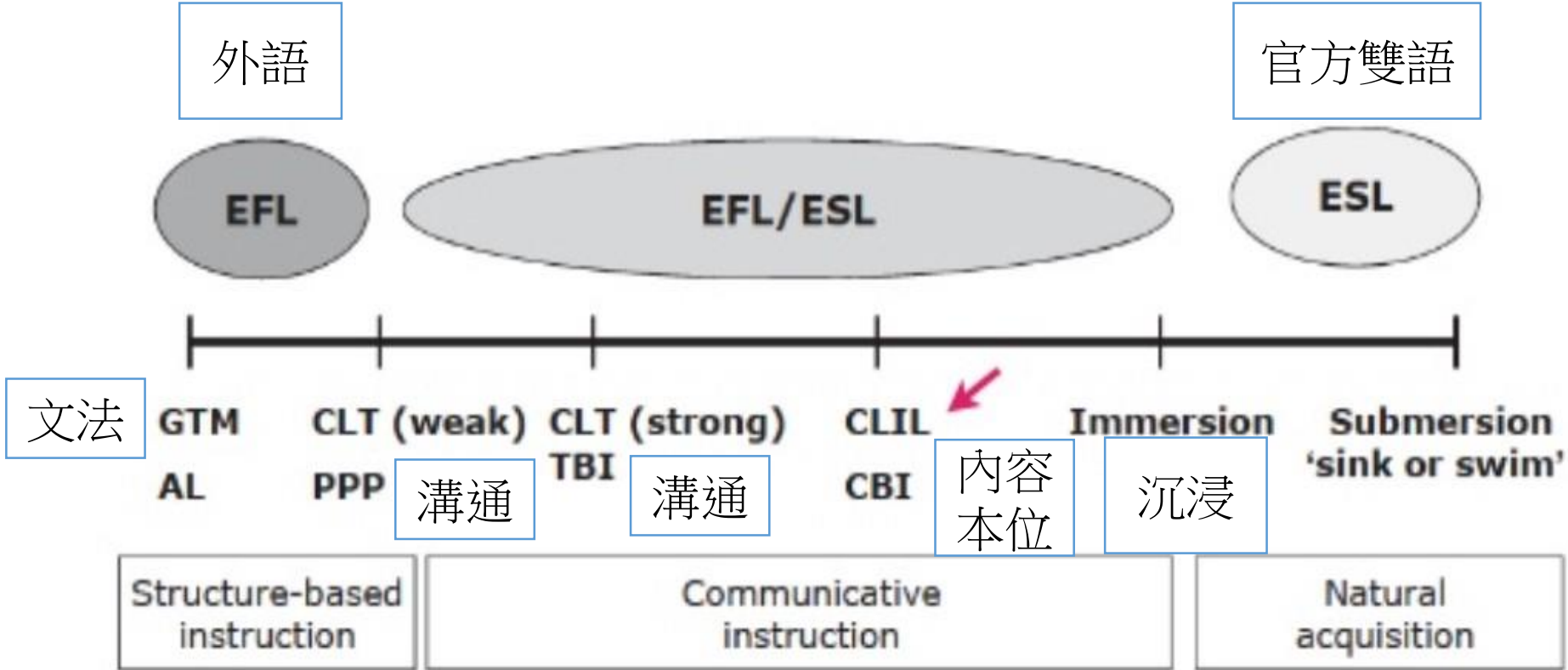
← Soft CLIL Hard CLIL →

- 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

Differing Approaches and Goals



EFL = English as a foreign language
 ESL = English as a second language
 GTM = Grammar translation method
 AL = Audiolingualism

CLT = Communicative Language Teaching
 PPP = Presentation-Practice-Production
 TBI = Task-based instruction
 CBI = Content-based instruction

CLIL and CBI compared

From Dale & Tanner, 2012, p. 4

	← CBLT	CLIL →		Immersion
More language				More content
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

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

Teaching) 的比較

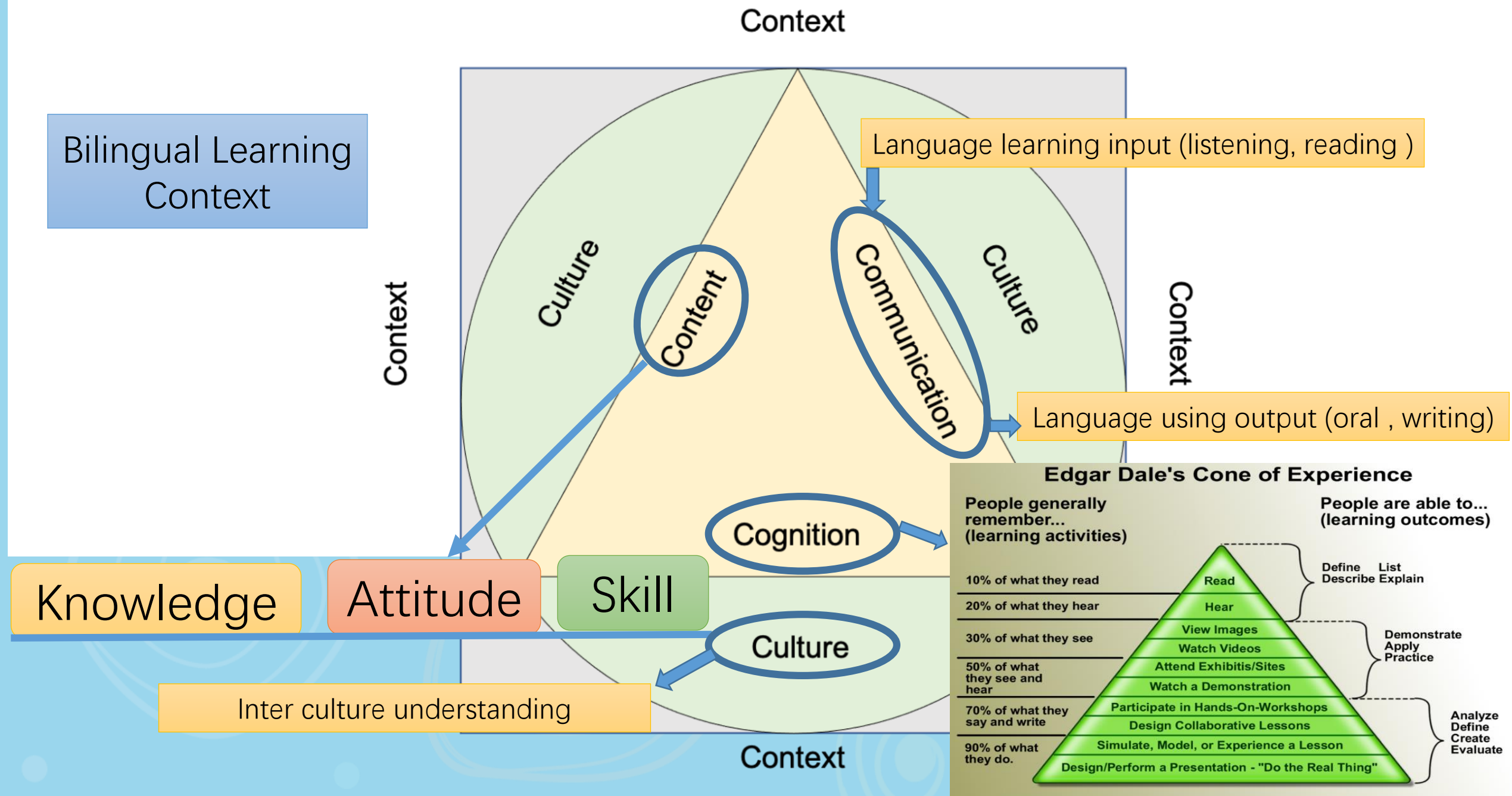
雙語學校課程

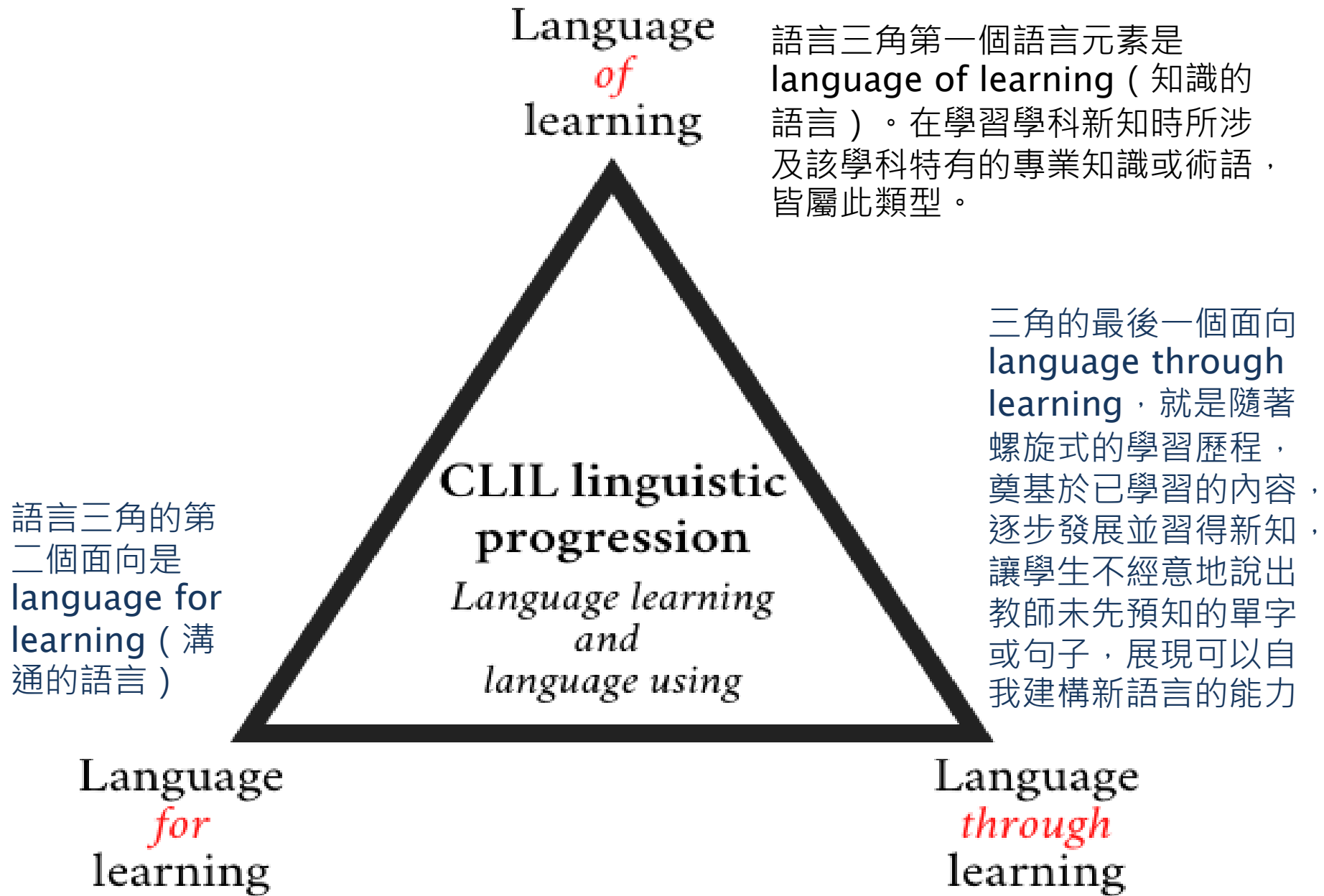
沉浸式學校課程

	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

CLIL 課程的 4C 要素 (The 4Cs Framework)





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

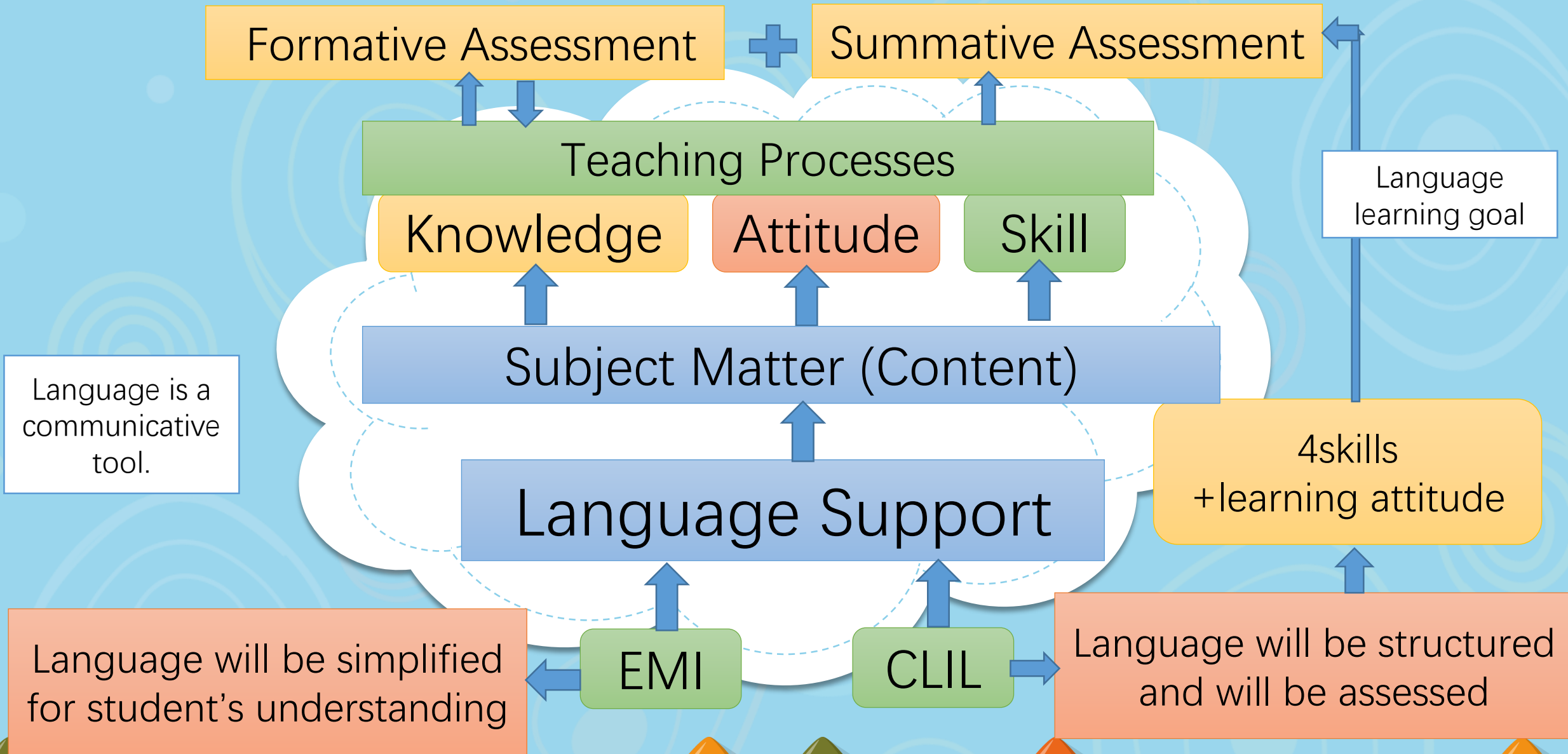
Teacher to some students during pair or group works

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?





Formative Assessment

Summative Assessment

Teaching Processes

Knowledge

Attitude

Skill

Subject Matter (Content)

Language Support

EMI

CLIL

Language will be simplified for student's understanding

Language will be structured and will be assessed

4skills + learning attitude

Language learning goal

Language is a communicative tool.