

110 年師資培育之大學外語領域教學研究中心（小學組）

師培社群讀書會記錄：第四場

共同閱讀圖書：CLIL: Content and Language Integrated Learning

作者：Coyle, D., Hood, P., Marsh, D. (2010)

出版社：Cambridge, UK: Cambridge University Press

閱讀章節：第四章：The CLIL Tool Kit: Transforming Theory into Practice

第四章導讀者：陳怡伶教授 靜宜大學

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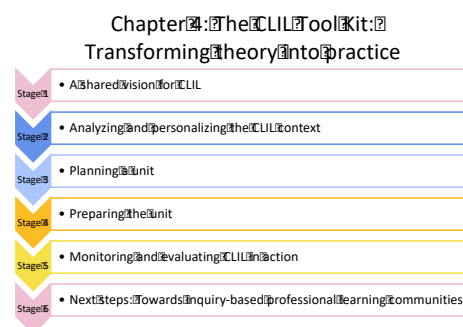
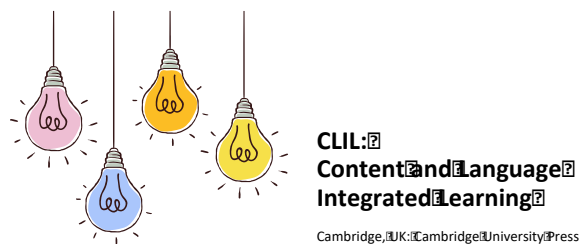
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讀書會摘要：

第四章為理論要過渡到實踐的部分，此章節提到社群的組成、課程的設計到探究。課程實踐包含六步驟，如簡報所示。



第一階段也特別強調 vision，學科老師和語言老師要有共同的理念。先前第一章也有提到，CLIL 有雙重目標，學科老師和語言老師必須從中去達成共識。

Stage 1: A Shared Vision for CLIL

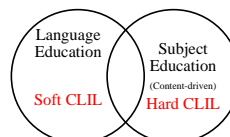


Vision allows us to look beyond the problems that beset us today, giving direction to our passage into the future. Even more important, vision energizes that passage by inspiring and guiding us into action.

(Papert and Caperton, 1999)

Review Chapter 1

CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.



第一階段提出一些問題讓老師們去反思，如簡報所示。第四點特別強調 CLIL 教師和學生希望達到的目標是什麼，讓老師在設計課程中去反思，並達成共識。

Reflection points

- Who are the key players needed to form a CLIL teaching team?
- How can we communicate and share out ideas?
- Do we have a shared vision for CLIL? If so, what is it? If not, how shall we construct one?
- What is our ideal classroom and what goes on there?
- In an ideal setting, what do we want our CLIL learners and teachers to be able to achieve?
- Have we achieved which is 'owned' by the group and which prioritizes different elements of our vision? (i.e. what are our global goals?)

第二階段分析學科和語言學習的要素有哪些，並也提供問題讓老師在設計課程時反思。老師們也可以思考，從理論到實踐的過程中，有沒有遇到什麼問題，可以提出與大家討論。

Stage 2: Analyzing and Personalizing the CLIL Context

CLIL has a valid contribution to make to personal development and preparation for working in a plurilingual world through the integration, in some way, of content learning and language learning.

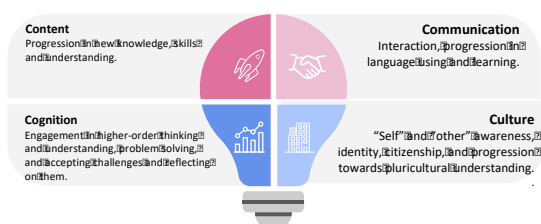


Reflection points

- How can we as teachers share our ideas and skills?
- Is there leadership support for CLIL? What are the implications of the support?
- Who is involved in the teaching and the learning- subject teachers? Language Teachers? General teachers? Assistants? All of these?
- What are the implications of the above for constructing our own CLIL model? (e.g. which subjects, themes, topics and languages? Which learners, classes?)
- Does our CLIL program have a dominant language, subject or citizenship orientation or are these integrated? What are the implications?
- How do our global goals impact on our CLIL model?
- How do we involve the wider community, such as parents, carers and significant others?
- Have we agreed on contextual opportunities and constraints?

第三階段為規劃課程內容，4Cs framework 又再次被提出。

Stage 3: Planning Unit



Content 提到用語言學內容，用新知識運用這個語言。Communication 裡語言被視為溝通工具。Cognition 如何問問題，讓學生有高層次的思考和應用。Culture 最後運用的部分，會跨到不同文化，地球村的概念。



Content

It does not have to be part of a discrete curriculum discipline such as math or history, it can be drawn from alternative approaches to a curriculum involving cross-curricular and integrated studies.

Communication



Language is a conduit for communication and for learning which can be described as *learning to use language* and using language to learn.

Cognition

Anderson and Krathwohl's revised taxonomy explores the relationship between cognitive processing (learning) and knowledge acquisition (of content) particularly relevant to CLIL.



Culture

CLIL offers rich potential for developing notions of pluricultural citizenship and global understanding...i.e. setting the context of the content in different cultures (investigating patterns in Asian and European architecture in a math or design class.



了解 4Cs framework 的內涵後，可以透過這個 Mind map 去設計課程。

4C Mind map template

- **Global Goal:** Encourage learners to talk more confidently
- **Unit Title:** Habitats



第三階段內包含四個細項步驟。第一步驟是從學科的內容去發想去不同面向。第二步驟檢視不同學科內容如何與認知層面作結合。第三步驟設定語言目標，包含學科語言、課室語言和課堂中習得的語言。Language triptych 分別敘述如下。第四步驟為文化層面，學科與文化的關聯性是什麼，也是設定課程目標時必須考慮的要素。

Stage 3

Step 1: Considering content

- Is there a choice of content If so, which is the most appropriate for our CLIL setting?
- Do we have to use an existing syllabus or curriculum?
- How will we select new knowledge, skills and understanding of the theme to teach?
- What will the students learn? (i.e. What are the learning outcomes?)
- Is progression in learning taken into account?
- Do we have to prioritize the content to be included?
- How does the content develop our global goal(s)?



Stage 3

Step 2: Connecting content and cognition



Stage 3

Step 3: Communication- Defining language learning and using



Language of learning

- What type of language (genre)? Descriptive, Narrative, Argumentative, Persuasive, Informative
- Key words, phrases and grammatical demands of the unit
- What kind of talk? Discussion, Presentation
- What is the most effective way of teaching the language of learning? (e.g. specific tasks, content-embedded practice, grammar rules)
- Which identified language and skill shall we target for development in this particular unit? Reading, writing, listening, or speaking



Language for learning (most crucial)

- What are the possible language demands of typical tasks and classroom activities? (e.g. how to work in groups, organize research)
- Which language skills will be developed?
- How are we developing metacognitive strategies? (learning how to learn: e.g. reading strategies, comprehension strategies)
- How can learning be scaffolded by the teaching and learning of specific language? (e.g. language used to seek additional info, assistance, explanation, and access to other sources)
- How do students practice their new language and recycle their familiar language?
- Have we prioritized the language for learning in this unit?



Language through learning

- What necessary language functions and notions do the students know already? How can these be practiced and extended?
- What strategies can our learners use to access new language for themselves?
- When new language emerges, how shall we capture and select language for further development?
- How can we define language progression in this unit?



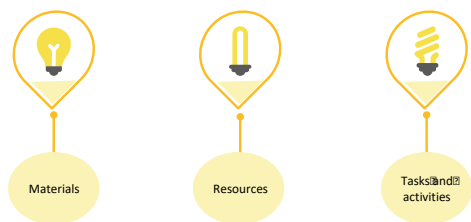
Stage 3

Step 4: Developing cultural awareness and opportunities

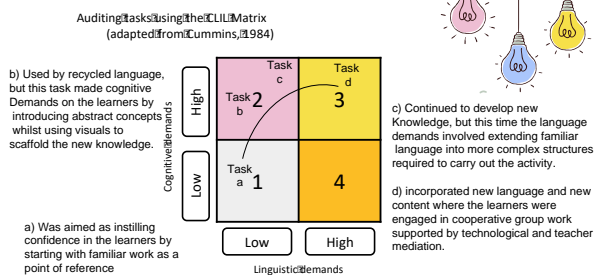


如何規劃課程如前面所述，接下來第四階段要探討如何準備課程，包含蒐集教材和資源，還有如何設計任務和活動。第五階段提到 CLIL matrix，老師需要先了解學生原先的語言能力與認知能力，再去規劃課程內容。

Stage 4: Preparing the Unit

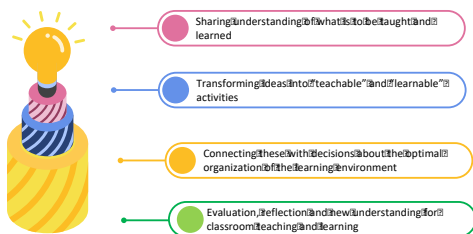


Stage 5: Monitoring and Evaluating CLIL in Action



最後一個階段提供問題讓社群老師檢視 CLIL 教學的成效，分為四步驟，如簡報所示。此節也提到 LOCIT 課堂觀察，透過討論和觀察去探究實踐的結果。

Stage 6: Next Steps - Towards Inquiry-based Professional Learning Communities



LOCIT: Lesson Observation and Critical Incident Technique

- LOCIT is a technique used to share and discuss classroom practice
 - Classroom research cycle: Plan-do-review cycle
 - Inquiry-based practice
 - Bottom-up perspective
 - Critical friends
- CIT: Critical incident Technique
 - Used for reflection and in-depth, focused discussion
 - Identify learning moments
 - Inquiries, i.e. when did new learning occur in the lesson? how did it happen? Why did it happen?

楊志堅教授提出之討論問題：從英美文學中的三隻小豬、放羊的小孩到莎士比亞，我們不只教語言，也包含學科內容、歷史文化等等。CLIL 教學中如何與過去教學中有所區別？

楊志堅教授：提出這個問題，主要是過去學習經驗中，有些母語為台語的孩童，在初入小學學習時，就已經是使用第二語言學習。過去的英語教學實際上也同時教內容和語言，那與現在的 CLIL 有何差別？

陳怡伶教授：設定課程目標中，需要達到語言和學科的雙重目標。CLIL 差別在於如何從語言老師的角度去看到學科內容所強調的學習目標，因此需要學科老師和語言老師共備討論。

高千惠老師：以三隻小豬為例，老師教語言的過程中，也會帶到地理和文化等層面，讓學生更了解故事背景。CLIL 教學使用目標語言教學科內容，相比原先的英語教學，會依課堂時間多寡，加以延伸其他內容。

王雅茵教授：同意過去與現在教學有很多根本相同的整合領域特質，如同前面幾位老師所說，教學並非有很大的不同。以英語語言課來說，過去英語為外語的教學中當然

有文化內容，但評量時多強調句型和文法，相對來說價值和態度的部分就較為忽略，這也就是為什麼新課綱強調素養導向教學。

討論問題：CLIL 的概念似乎以前就有，卻沒有被落實的教學法嗎？它與過去的教學法有何不同？語言老師和學科老師是否都有能力使用這種教學法？

王雅茵教授：過去就有小學以國語和台語雙語教授小學生數學、或生活課，讓孩子理解語言只是生活中溝通的工具。所以像先前提到的，多語並存的教學都是可能的。

楊志堅教授：受過專業師培教育的教師，不分語言和學科老師，應該都有能力使用 CLIL 教學法。只要老師願意嘗試，都能使用 CLIL 教學法。

簡雅臻教授提出之討論問題：4Cs 當中 culture 在數學、科學領域時，應如何發展？

丁玫瑛教授：在各領域發展文化時，因為學習方式與我們先前所學有所不同。要將文化議題普遍融入到教學各層面，並能使用各種方法引起學生動機。

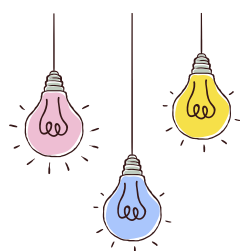
陳怡伶教授：期待下次能有更多交流時間探討 CLIL 語言老師扮演的角色及學科融入「文化」的部份。我個人目前在做學科融入文化的部分，多是搭配聯合國的 SDGs 議題來討論，供各位參考。

王雅茵教授：謝謝分享。我將 culture 解讀為 affective skills，就是素養裡面的 attitude and values。通常請學生思考學科中重要的情意能力。例如，自然科的好奇與探索。

周秋惠教授：今天沒有時間多討論細項。書中第 41 頁的內容，給大家參考思索。

范莎惠教授：可參考 Claire Kramsch 的演講「Do we teach language using culture or do we teach culture using language」。Culture is not a set of facts or principles, but a third space to negotiate knowledge between two or more languages.

Thanks!



結語：

CLIL 教案設計裡，語言和學科內容的規劃，需要老師們共備訂定出合適的教學設計。這個章節提供一個完整的課程設計步驟，從理論到實踐，讓老師們參考。