

# 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：第八場

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

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

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閱讀章節：第八章：Future directions

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讀書會摘要：

第八章的主題為 Future directions，將分別介紹為五項影響未來 CLIL 發展的因素。



CLIL 包含國際化與在地化需求的考量。因為國際化，有些英語為非主流語言的國家，也開始嘗試 CLIL 教學，例如西班牙和卡達等。這些國家和臺灣一樣沒有 CLIL 的歷史淵源，使用 CLIL 為國際化的需求。設計 CLIL 課程的時候，社會面向包含國際需求和在地化需求會影響課程，課程設計和語言設計等都會有其需求。素養是二十一世紀重要的能力，國際競合力是未來教學重要的內涵。語言在各學科都有不同強調重點，會依造個人需求而有不同的 CLIL 發展。語言的情境不只是單純的英語和中文，未來台灣可能會有更多的語言出現。



此部分強調多語的重要性，語言的界線變模糊。4C 中的 intercultural understanding 將來會是 CLIL 中重要的一環，將呈現語言之間的交流。



CLIL 課程設計需要語言和學科老師共同發展，也強調學生的 L1 和 L2 都可以是學習的工具。不管是母語的教學、英語為外語的教學或是 CLIL 教學，只要有強調語言的學習都會有相似的語言教學方法。CLIL 課程中的語言老師、學科老師和帶班老師都要對 CLIL 教學有所覺知。語言在 CLIL 課程中不僅是教學的工具也是教學的目的。雙語教師所應具備的資格不只是有好的英語，不只包含 CEFR，而是需要包含學科的專業語言。英語聽說讀寫是基本，學科專業語言也需要琢磨。

## 8.2 Integrating language across the curriculum

- Curriculum design needs to involve language teachers and subject specialists, or class teachers with dual roles...
- A learner's languages – first language, second language, foreign language, heritage language and so on – all connect and can all be exploited as tools for learning.
- Commonality of teaching approaches in language as a learning tool contexts
- Languages and classroom discourse mediate, support and advance learning.
- By enabling more learners to become pluriliterate, CLIL is accessing potential which often remains untapped.
- Holistic and inclusive approaches to language and inclusive literacies are suggested.

## 8.3 Sustainability and teacher education

- Key to sustainability and quality CLIL practice – teacher education!
- Quality CLIL teacher education programs... (check out the list on p.162)
- Changes in CLIL teacher education: go beyond language development, involve both content-subject and language teachers, boost teacher confidence, etc.
- The need for quality assurance!

“...quality measures will need to address fundamental issues, such as the language competence of teachers and the planning, monitoring and evaluation of units of work which address learning progression over time, rather than external visits which focus on individual lessons.” (p.163)

隨著數位溝通的進步，線上的數位資源共享是未來趨勢，如歐洲 CLIL 教師透過 telecollaboration 分享交流 CLIL 教學。CLIL practitioner 主要是 researcher，teacher 為教學現場的老師。

## 8.4 Growth of teacher-led learning communities



CLIL 最初還是語言老師的角度出發，強調語言成效。後面再加入認知發展和學科，學科定位也更明顯。beyond CLIL 書中提到的概念。下列為 emerging research themes，身為研究者可以參考，這些研究主題都是教育界非常重要的，常出現在各教育領域當中。

## 8.5 Expanding evidence-based research



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- Emerging research themes:
- Intercultural competence
  - Content-subject methodologies and discourse genres
  - Literacies
  - Cognition and neuroscience
  - Deep-level concept formation and information processing
  - Discourse as a learning tool
  - Etc.

CLIL is coming of age and asserting itself as a field of research in its own right.

以下幾個問題供大家參考，大家可以思考看看。

1. Which of the future CLIL practice/research is most pertinent to the Taiwanese educational context?
2. Which of the future CLIL practice/research sounds most interesting to you?
3. Which of the future CLIL practice/research would be a good research project for us as a joint venture?

## Discussion Questions (if time permits)



- Which of the future CLIL practice/research is most pertinent to the Taiwanese educational context?
- Which of the future CLIL practice/research sounds most interesting to you?
- Which of the future CLIL practice/research would be a good research project for us as a joint venture?



Thanks!

