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共同閱讀圖書：Beyond CLIL: Pluriliteracies Teaching for Deeper Learning

作者： Coyle, D., & Meyer, O. (2021)

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閱讀章節： 第二章：Problematising CLIL: Bringing the Outside In and Inside Out

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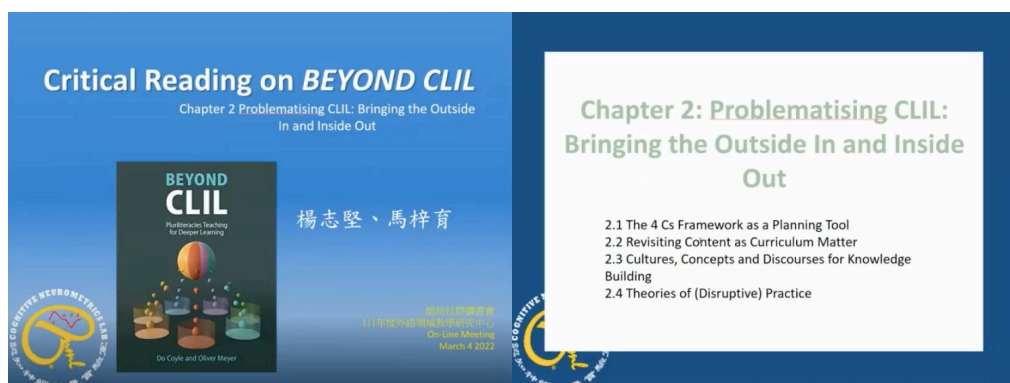
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讀書會摘要：

前半段的導讀會著重在 critical reading。



楊教授先解釋 problematization，因楊教授的專業知識領域不同，因此特別強調 defamiliarization of common sense，也是 Coyle 在書中強調的 critical thinking 和 pedagogical dialogue。接下來導讀會從書中的 17 頁和 18 頁來做摘要。

Wikipedia: Problematization

- Problematization of a term, writing, opinion, ideology, identity, or person is to consider the concrete or existential elements of those involved as challenges (problems) that invite the people involved to transform those situations. It is a method of **defamiliarization of common sense**.
- Problematization is a **critical thinking and pedagogical dialogic** process and may be considered demythicalisation. Rather than taking the common knowledge (myth) of a situation for granted, **problematization poses that knowledge as a problem, allowing new viewpoints, consciousness, reflection, hope, and action to emerge.**

Chapter 1 considered some of the milestones in the development of CLIL over several decades. It acknowledged the CLIL phenomenon as diverse and dynamic in developing theoretical principles and constructs that guide and situate classroom teaching and learning across different contexts. However, we suggest that the nature of 'intercurricular disconnect' (Lin, 2016) and the independent universes of language and curricular content as 'reified entities' (Dalton-Puffer, 2011, p. 196) should neither be underestimated nor seen as impermeable barriers with regard to changing classroom practices.

Perhaps it is useful to pause and reflect on those purposes by taking a critical view of developments in CLIL from the classroom perspective. It explores the challenges and necessity for CLIL to not only be context embedded – taking account of local, regional and/or national demands of educational 'systems' – but also to be curriculum embedded, alongside a growing awareness that integrated learning must be sustainable, equitable and of perceived value by societies and members of communities within them. Curriculum embeddedness relates to what is taught and learned, and why. It is situated within subject disciplines and the broader sense of educational values and purposes – all 'wrapped up' in the language of education. Abstract terms such as 'effective', 'high-quality' and 'excellence' permeate policy documents describing learning goals. Biesta (2015, p. 76) differentiates between what he calls 'good education', which is purposeful and values based, and 'effective education', which is often interpreted as quantifiable, measurable and compa-

在香港學者 Lin 於 2016 的文獻中提到課程不連貫的問題，Coyle 也在書中提到如何解決。CLIL 其中一個功能便是要解決課程不連貫的問題。

Click to add title

rable across nations. He emphasises that the point of education is *not* that students learn but that they learn *something* and for a *reason*, and that they learn it from *someone*. He problematises the 'language of education', seeing it as insufficient for expressing what matters in schooling in the same ways that theories of learning are insufficient to capture what education is all about.

The problem with the language of learning, both learning the language itself and the ways in which it is used and contextualised in research, policy and practice – is that it tends to prevent people from asking the key educational questions of content, purpose and relationships. (Biesta, 2015, p. 76)

We may describe our goal as a desire for 'quality learning' or 'effective learning', but in the sense of the rights, values and meanings it holds for all those engaged in classroom learning enacted through inclusion and social justice. We seek to

address these evolving tensions and challenges throughout the book, in which design for learning is explicit and purposeful. Purpose is very different from learning outcomes or aims and objectives of lessons. The 'why' of learning is at the core. The 'what' and the 'how' follow. We are mindful of tensions between policy demands, theoretical principles and their 'translation' into classroom realities, all of which impact on the quality of the experiences of both teachers and learners. In essence, the phenomenon of CLIL, with its potential as a contributory, transformative element of the regular curriculum, requires pedagogic enquiry, critique and confidence which is not only dynamic but within the realms of possibilities for practitioners across all areas of the curriculum.

Curriculum-making is a job that never ends and lies at the heart of good teaching. When educators talk about curriculum-making, we refer to the creation of interesting, engaging and challenging *educational encounters* which draw upon teacher knowledge and skills, the experiences of students and the valuable subject resources of the subject. Curriculum-making is concerned with holding all of this in balance (Lambert, 2016).

It is exactly such 'educational encounters' and sustaining 'the balance' that require analysis and review of everyday practices. This is not to criticise what many CLIL teachers do and constantly strive to achieve. Instead we take a hard look at the drivers which shape those practices and in Lambert's words focus on 'curriculum-making' as a more holistic approach to integrated learning.

Dalton-Puffer 在 2011 的文章中探討語言的本質。有些人認為英語是講文法，而沒有內容。

Angel M.Y. Lin (2016). *Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts: Theory and Practice*-Springer.

- Intercurricular disconnect (Lin, 2016)

Dalton-Puffer, C. (2011). *Content-and-Language Integrated Learning: From Practice to Principles?* *Annual Review of Applied Linguistics*, 31, 182–204. doi:10.1017/s0267190511000092

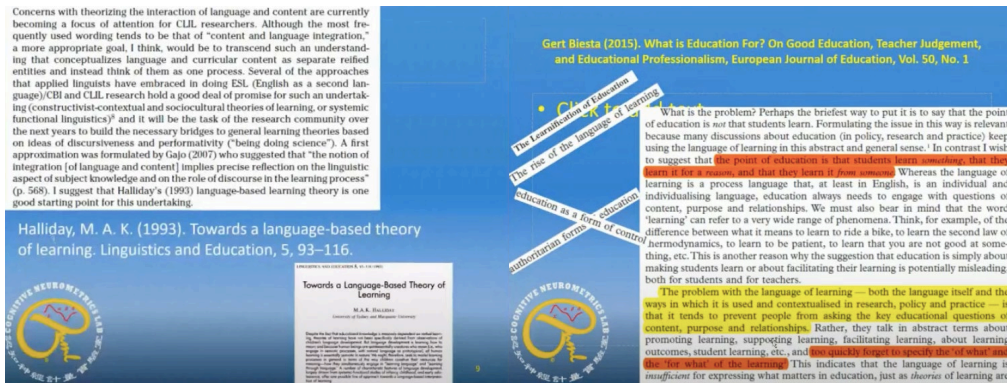
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Reified entities

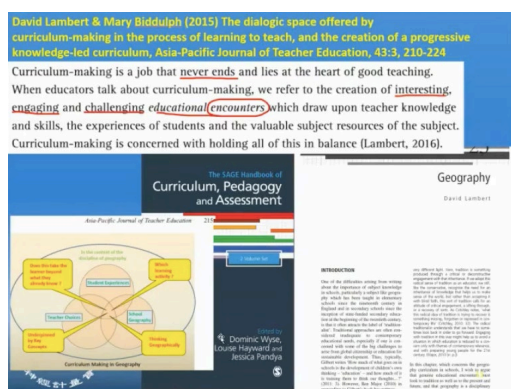
Christiane Dalton-Puffer

This article surveys recent work on *content-and-language integrated learning* (CLIL). Related to both content-based instruction and immersion education by virtue of its dual focus on language and content, CLIL is here understood as an educational model for contexts where the classroom provides the only site for learners' interaction in the target language. That is, CLIL is about either foreign languages or lingua francas. The discussion foregrounds a prototypical CLIL context (Europe) but also refers to work done elsewhere. The first part of the discussion focuses on policy issues, describing how CLIL practice operates in a tension between grassroots decisions and higher order policymaking, an area where European multi- and plurilingual policies and the strong impact of English as a lingua franca play a particularly interesting role. The latter is, of course, of definite relevance also in other parts of the world. The second part of the article synthesizes research on learning outcomes in CLIL. Here, the absence of standardized content testing means that the main focus is on language-learning outcomes. The third section deals with classroom-based CLIL research and participants' use of their language resources for learning and teaching, including such diverse perspectives as discourse pragmatics, speech acts, academic language functions, and genre. The final part of the article discusses theoretical underpinnings of CLIL, delimitating their current state of elaboration as applied linguistic research in the area is gaining momentum.

Halliday 在 1993 年的文章中認為過去是為了教語言而教語言，而造成所學跟現實有距離。Coyle 也有提到這個現象，因此呼應從過去到現在的問題。Biesta 在 2015 中的文章，黃底的部分是 Coyle 在書中引述的，楊教授根據前後文找出其重點。Biesta 發現教育是一種控制的狀態，教育和政治有些關聯。楊教授認為紅底部分也很重要，但書中尚未提到，他認為教育是學習者要主動學習的。若不斷將 CLIL 模組化，我們需要思考是不是災難的開始。我們應該反思使用 CLIL 的目的，也需要注意教育的本質。



圈出的部分是 Coyle 在書中所摘錄 Lambert 在 2015 所提出的文章。CLIL 不會是一成不變的，我們應注意課程設計的樣貌。



這一章使用楊教授剛提到的三位學者的文章，作為探討的依據。這一章節的概念在上一本書中已經有所介紹，這本書會有多一點的補充。



這一節的最後，Coyle 引述 Alice in Wonderland 中的對話作為結尾。這個結尾統整整個章節的重點，強調我們的教學應該如何教，要教什麼是老師在設計課程時需要注意的重點。2.1 討論 4C 的重點，並做整合。回到 Lin 在 2014 年的文章，他找了香港有關自然科核能的題目，卻發現教科書沒有相對應的答案。教師在設計課程時可以根據 4C 架構來設計。

2.1 The 4 Cs Framework as a Planning Tool

CLIL provides teachers with multifaceted opportunities for enhancing learning experiences for all learners, not only in the CLIL vehicular language but also in first-language learning contexts under clearly defined conditions.

These opportunities lie in the design of classroom learning by teachers, in everyday dialogic practices and in the 'balance' of planning, evaluation, inquiry and reflection with and for learners.

Intercultural disconnect (Lin, 2016)

Figure 2.1 The 4 Cs Framework (Coyle, Hood & Marsh, 2010)

2.2 主要是講教育的重點應放在哪裡，已不再是左邊的學科導向，而是由老師和學生共同討論。2.3 和上本書中提到的內容相似，在這邊就快速的帶過。文化的部分分為 macro 和 micro，這本書也多了許多細節上的補充。

2.2 Revisiting Content as Curriculum Matter

Content and language should not be seen as separate reified entities and instead think of them as one process (Dalton-puffer, 2011)

Good education is purposeful and values based (Biesta, 2015)

2.3 Cultures, Concepts and Discourses for Knowledge Building

C-Cognition	C-Content
Factual knowledge	• Terminology • Specific details and elements
Conceptual knowledge	• Knowledge of classifications and categories • Knowledge of principles and generalizations • Knowledge of theories, models and structures
Procedural knowledge	• Knowledge of subject-specific skills and algorithms • Knowledge of subject techniques and methods • Knowledge of criteria for determining when to use appropriate procedures
Metacognitive knowledge	• Strategic knowledge • Knowledge about cognitive tasks • Self-knowledge

Anderson & Krathwohl (2001)

Language of learning 和 for learning 和前一本書的定義大致相同。重點可以放在 through learning，是學習者用來表達所學的知識，是非常重要的一个環節。

2.3 Cultures, Concepts and Discourses for Knowledge Building

C-Culture needs repurposing.

2.3 Cultures, Concepts and Discourses for Knowledge Building

Figure 2.2 The Language Triptych (adapted from Coyle et al., 2010)

最後則是 theories of disruptive practice，這一章節試著回應這幾個核心面向。教學已從 this is what we do 昇華到 this is what we are exploring together。CLIL 已經不是運用在第二語言的學習，也可運用在其他方面的學習。

2.4 Theories of (Disruptive) Practice

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graph TD; C-Content --- C-Cognitive; C-Cultures --- C-Communication; C-Content --- C-Cultures; C-Cognitive --- C-Communication; C-Content --- Theories_of_Practice; C-Cognitive --- Theories_of_Practice; C-Cultures --- Theories_of_Practice; C-Communication --- Theories_of_Practice; subgraph Theories_of_Practice; direction TB; T1[This is what we do>>>]; T2[this is what we are exploring together]; end;
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Thanks!

鄭錦桂教授分享：回應先前雙語和 CLIL 劃上等號的問題。大部分研習會覺得 CLIL 比較適合臺灣，不論是雙語還是多語都有許多不同的模式，因此 CLIL 不等同於雙語。如同楊教授提到 CLIL 是否會變得過於模組化，4C2++在初期可以提供一個初步的架構，但也不能因此被侷限住，臺灣應走出自己的模式。臺灣應去探索並找出適合自己的方式。

陳怡伶教授分享：透過先前在職老師雙語學分班的培訓，也了解到老師也常在學科跟語言的比例中做取捨。目前尚未探討到評量，老師會不太確定要檢核學科還是語言。透過今天的分享，也更清楚學科和語言中該如何衡量。目前大家也慢慢的更清楚雙語教育的內容，CLIL 可以幫助老師在雙語教育的了解有所幫助。這也是我們目前正在探索的，希望能找出適合臺灣的雙語教育。