

# 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：第七場

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：第七章：Evaluating the impact of CLIL programmes

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讀書會摘要：

第七章的主題為 Evaluating the impact of CLIL programmes。



導讀者透過與學校音樂老師的共備過程，探索 CLIL 課程的樣貌。英語老師和學科老師對於 CLIL 課程有不同的想法。從英語老師角度，則樂見其成，教師教學內容和方向會改變。學科老師可能會擔心英語變強但學科變差，又或擔心無法勝任。教育政策的實施若要長遠不能忽略孩子的學科學習。此章節的重點摘要如下。

### About CLIL in TW, here are some thoughts...

- From English teachers**
  - “窺見其流”：“教師教學內容和方式會改變”
  - “小朋友學習成效高要教師課程設計和學習經驗豐富，如何在授課時設計和選擇使用核心語句，對學生輸入有幫助，恐怕是重要的元素”
- From Subject teachers**
  - “雙語教學和單多此一弊”
  - “英語能力是變強了，但學科知識會不會變差？”
  - “我的英文能力不好，無法擔任雙語教學”

中華教育通訊社與國立清華大學教育學院共同主辦之「CLIL 研討會」

### Overview

- 7.1 Research background**  
How far is immersion research applicable to CLIL?
- 7.2 Evaluation template**  
Four elements:  
Performance evidence  
Affective evidence  
Process evidence  
Materials & task evidence

透過加拿大的 immersion program 來區分與 CLIL 的差異。Total 為全面性使用目標語言，partial 則為部分使用。Late 為在學生成熟的年齡才加入。

### 7.1 Immersion & CLIL

#### Immersion Programs

- Canada, French as the target language
  - Total immersion ✓
  - Partial immersion ✗
  - Late immersion ✓

此為四個面向用來評估 CLIL 課程，分別為 performance、affective、process、materials 和 task，一般教學法著重在前兩個（performance 和 affective）。課程設計中的評量很重要，需要檢視學生學習成果。

### 7.2 Evaluation Template

Performance, Affective  
Process, Materials & Task

“Any programme can be effective in promoting language learning. The key issues are how it has been made to work, and which factors and events have shaped success... **Evaluation** then becomes a set of strategies to document and understand the programme.”

—Kiely, 2009: 114 (p. 135)

Learners 強調不只要詢問學生還有學生家庭，教學方式若是對學生有益，家長都是樂觀

其成。Performance evidence 可分為有加分數和簡易的學習歷程檔案(Portfolios of work)。

### Portfolio of evaluation measures (p. 136)

Evaluation element	Subjects	Nature of data	Analysis method
Performance	Learners	Testing, portfolios, etc.	Statistical, comparative
Affective	Learners & Teachers	Questionnaires, interviews	Statistical, qualitative
Process	Learners	Transcripts	Qualitative
Materials & Task	Materials & tasks	Material tasks	Qualitative

### Performance Evidence

- Statistical:
  - Comparative test results
  - Predictive and value-added data
- Non-statistical:
  - Simple **portfolios of work**

在評量學生表現時也需要考慮學生先備知識。CLIL 教學應強調 Learners' testimony 和 Teachers' testimony 讓學生在快樂的環境下學習。

"In this case of this study it is possible that CLIL students could be **more gifted** and **motivated** to learn English as a foreign language than their non-CLIL counterparts, and this is obviously a question to be considered."

- Lasagabaster, 2008, 38 (p. 148)


### Affective Evidence

- Learners' and teachers' testimony
  - Questionnaires & interview transcripts

**Learners' testimony**

Teachers' testimony

以下教學情境與導讀者在 CLIL 教學者中相同。



### 1st Year of CLIL

CLIL: Geography in French  
R: Researcher  
P1-P4: Learners (11yrs old)  
(p. 142)

### Extract 1

R: What do you think so far of doing geography in French?  
P1: This is crazy.  
P2: No!  
P3: I was expecting that she [the teacher] was going to **translate** but she didn't.  
P4: I didn't know what to think—we wanted her to speak English, not French.

(Hood, 2006)

### Extract 2

R: So is it different in French lessons—do you learn more or less in geography?  
P4: You do pick up words.  
P1: I did know what she meant if she **points at things**.  
P2: **French lessons** are different—they're, like the **basics**.  
P4: You learn a lot more than just the basics. French geography is something different. You do pick up on things—it's more interesting. It's not just, like, one, two, three—you're learning a proper subject.  
P1: When you say to other people—I've learned geography in French', then they think **'Wow!'**

(Hood, 2006)

第二年的 CLIL 教學慢慢上手，逐漸熟悉 CLIL 的學習和教學。



**2<sup>nd</sup> Year of CLIL**  
 CLIL: Geography in French  
 R: Researcher  
 P5-P7: Learners (12-13yr old)  
 (p. 143)

**Extract 3**

P5: When we started it in Year 7 we felt we didn't understand it at all, but now it's not as bad.

(Hood, 2006)

**Extract 4**

P6: In French, you just learn about animals and stuff like that, but in geography you have to learn about the world. Because we're doing geography in French, our levels are **higher**.

(Hood, 2006)

**Extract 5**

P7: **Each subject is helping the other subject.** It's easier to understand the French lessons, because you're doing geography.

(Hood, 2006)

**Extract 6**

P6: **You have to take more notice in French geography.** In French you don't really need to concentrate.

(Hood, 2006)

一般 CLIL 課程主要看 performance evidence 和 affective evidence。也需要強調 process evidence，考慮到學生的認知層面。

**Performance evidence + Affective evidence**

**Process Evidence**

- the **LOCIT** process
  - Lesson Observation and Critical Incident Technique (p. 70)
    - ◆ A supportive "critical friend" needed
    - ◆ Filming a whole lesson/ series of lessons
    - ◆ Editing the key learning moments
    - ◆ Comparing edited clips with learners & colleagues

**Materials & Task Evidence**

- Connectionism

**What is Connectionism?**

Video clip starting from 2:19 **Field of Education**  
Edward Thorndike's viewpoints:  
Learning is active-  
association between stimulus & response

**討論問題：**2030 年的國中雙語會考會是雙語嗎？

周秋惠教授：以香港為例，香港為市場取向，學生有兩份考卷可以選擇。現在台灣是從大學開始，慢慢向下延伸。未來十年的評量方式是大家可以思考的。

**討論問題：**以導讀者教學為例，如何評量學生有學到東西？

鄭錦桂教授：評量方式要回頭看學習目標，再來訂定評量方式。建議設定 rubric 再來評量學生學習表現。

**Conclusion**

We do not have to contain everything in all evaluations.

**Questions**

**Portfolios**  
How to evaluate the data inside? Take WXES Earth Day teaching for example.

**Comprehensive Assessment for Junior High**  
The future: change?

