

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：第五場

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：第五章：Evaluating & creating materials for CLIL classroom

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讀書會摘要：

第五章的主題為 Evaluating & creating materials for CLIL classroom。



CLIL: Content and Language Integrated Learning
Cambridge, UK: Cambridge University Press
Coyle, D., Hood, P., & Marsh, D. (2010)



目前推雙語困難的地方在於很少有現成的教材，老師們必須找尋和修改教材，或從零開始自編教材。除了編教材之外還需要設計學習任務。因為 CLIL 是有雙重目標的教學法，必須要兼顧到學科和語言，也需要考慮學生角色、教師角色、情感因素和認知因素。這個章節分為三節，第一節主要討論影響因素，包含情意和認知因素。第二節是搜集和修改教材時要考量的因素。第三節則是自編教材時要考慮的因素。

Chapter 5 Outline

Introduction

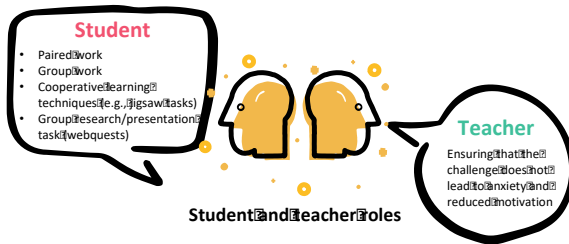
- very few ready-made CLIL materials
- select and modify texts, create materials "from scratch", design tasks
- focus on both content and language
- Other factors to consider: student roles, teacher roles, affective factors, cognitive factors

1. Factors influencing materials and task evaluation and design
2. Evaluating, assembling and modifying materials
3. Creating materials

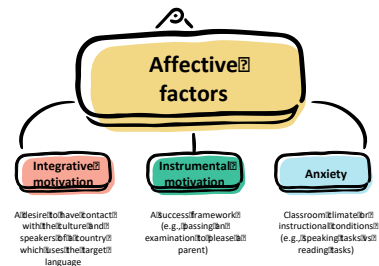


CLIL 強調學生為中心。CLIL 內容較為困難，使用學生比較不熟悉的語言，若是用傳統單向溝通，執行上會比較困難。課堂上常使用小組合作，除了老師的教導，學生之間也可以互相協助。老師除了要兼顧學科和語言兩種目標，還要注意困難度。否則會造成學生的焦慮或是降低學習動機。情感因素又可分為整合性動機、工具性動機和焦慮。整合性動機為學生對文化的興趣或認同。工具性動機為學生成功與否和取得好成績等相關。教室氣氛或是教學模式都可能會影響學生學習的焦慮，例如對學生來說，口說任務會比閱讀任務困難，造成學生學習上的焦慮。

5.1 Factors influencing materials and task evaluation and design



Affective factors



若要提升學生學習動機，老師要著重學生的成長，而非比較學生學習表現。盡量使用合作學習和形成式評量。因為 CLIL 包含學科和語言，學生可能會因喜歡其中一個科目，而引起學習動機。避免學生學習焦慮，老師應營造正面學習氣氛和教學模式，並且在學習過程中幫助學生減低焦慮感。讓學生降低學習焦慮的方法包含避免學生間互相比較、使用小組合作、教導學生接受失敗、讓學生了解和討論評分標準等。

Affective factors: Motivation and anxiety

- Focus more on learning goals than performance goals
- Collaborative tasks and formative assessment
- The "double-subject" effect of CLIL
- The impact of classroom climate and the instructional conditions on anxiety
- Anxiety occurs at input, processing and output stages of language learning and so takes different forms.
- Anxiety-reduction should be considered at every step, including task-level.

Affective factors: Motivation and anxiety

Anxiety-reduction strategies:

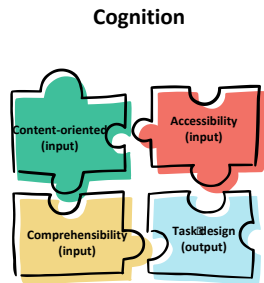
- **Avoid social comparison**, even in its subtle forms.
- Promote **cooperation** instead of competition.
- Help learners **accept** the fact that they will make **mistakes** as part of the learning process.
- Make test and assessment completely **"transparent"** and involve students in the **negotiation** of the final mark.



Dornyei (2001)

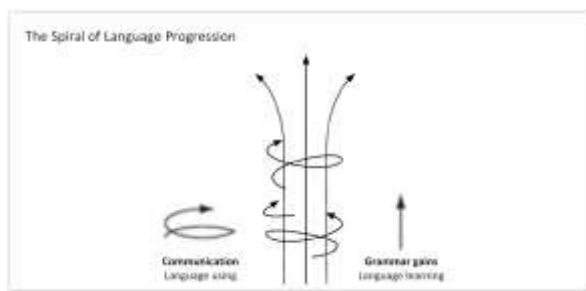
認知因素有四個層面，Content-oriented、accessibility 和 comprehensibility 是 input 相

關。Task design 則是和 output 相關。CLIL 為學科導向，學習是透過 incidental learning 和 peripheral attention。透過任務設計，讓學生在自然的情況下學習英文，將英文作為溝通語言。



- Cognition**
- > Incidental learning instead of intentional learning
 - > Peripheral attention rather than local attention
 - > Focus on the content rather than on language-learning objective
 - > Design content-oriented tasks → create both the repeated activation sequences and real purposes for communication
 - > The key language is repeated—but by using it for these real purposes and not just for the sake of repetition.

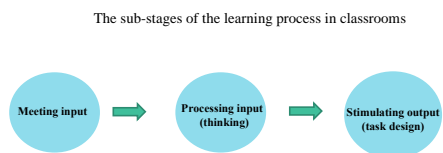
這是第三章提到的 the spiral of language progression，強調讓學生不斷使用語言，並促使語言的學習。書本中也提到 comprehensible input (i+1) 的概念，可以提供稍微有挑戰性的語言。學習任務的產出為 output，透過學生的產出，才能知道學生了解的程度。



- Cognition**
- > Comprehensible input (i+1): The input contains new linguistic items but it still remains accessible
 - > Comprehensible input is not enough to develop language skills; output is also necessary
 - > The nature of the task will determine how students make sense of the material and how they express that understanding.

第二節提到在搜集和修改教材時，必須考慮學習過程，包含 meeting input、processing input (thinking) 和 stimulating output (task design)。第一階段 meeting input 選擇文本時必須考量以下七個因素。如果需要修改文本時，後四項因素需要特別考量。

5.2 Evaluating, assembling and modifying materials



When we find a text to use in a CLIL unit we need to consider from different viewpoints, including:

- the focus of the message
- the clarity of the message
- the mix of textual styles for presentation
- the level of subject-specific specialist vocabulary
- the level of general vocabulary
- the level of grammatical/syntactical complexity
- the clarity of the thread of thinking?

More important when there is a need to modify text.

規劃教材時，必須考量學生對學科和語言的熟悉度。暖身階段使用的是學生熟悉的學科內容和語言。Introductory stage 使用的則是熟悉的學科內容和新語言。主要學習階段使用新學科內容和熟悉的語言。Extension 則是新的學科內容和語言。強調循序漸進，讓學生做好準備。文本種類可分以下四種，Continuous text 包含許多文字，需要專注

度和聽讀技巧。中間粉紅色的部分，語言較簡單，只需要理解句型或單字。

Table/diagram/flowcharts 的部分，學生可能不用使用到目標語言，語言不影響學生學習。Artefacts/visuals 類型的教材作為學習的起始點是很好的。

Content and language familiarity and novelty continuum

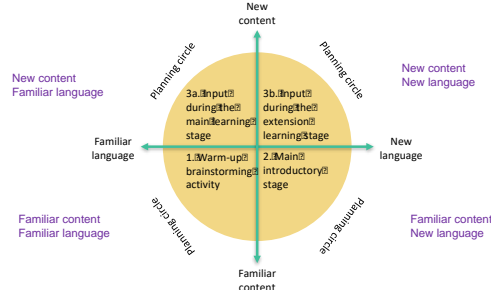
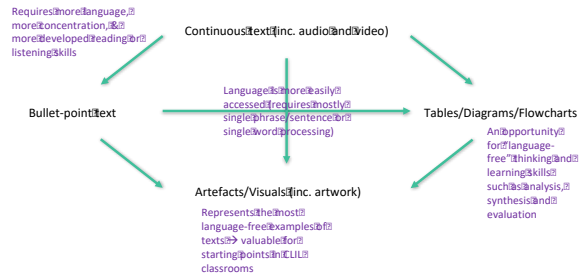


Figure 3.3: A suggested hierarchy of text types

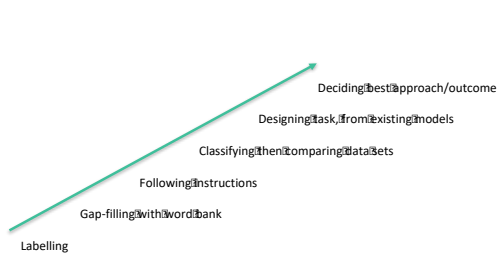


第二階段書中比較兩個學生的 processing input，學生 A 讀的是 continuous text，需要花較多時間。學生 B 則是使用 table 學習，不需要花太多時間和精力去學習。學生 A 會覺得 CLIL 很難，反之學生 B 覺得 CLIL 沒有那麼困難。從另一角度來看，學生 A 花了比較多時間學習，學習成效可能較佳，但也需要考慮難度過高會降低學生學習興趣。第三階段 task design，需要考量老師和學生的角色、老師協助活動的程度、任務的學科和語言程度。



此圖 hierarchy of task types，根據不同的 cognitive demand 可以將任務分為圖中的項目。Linguistic demand 則可以透過圖 hierarchy on the basis of language levels，了解任務是在 word level、sentence level 或是 text level。

Figure 3.4: Hierarchy of task types



hierarchy on the basis of language levels

- WORD LEVEL**
Recognition and use of new vocabulary in order to understand new concept.
Example: Creating a labelled flowchart or presentation
- SENTENCE LEVEL**
Recognition/use of key concept/phrases and/or attention to linguistic accuracy.
Example: Ordering sentences to show a process with or without correction of minor inaccuracies.
- TEXT LEVEL**
Showing overall gist/understanding of an aspect of a topic.
Example: Making simple decisions – using knowledge of the characteristics of two environments to classify information. This offers many opportunities for repetition/consolidation of key vocabulary as part of the process.

第三節提到自編教材，以下四點是老師需要考量的。資訊必須要正確且相關。學習任

務要從低層次思考到高層次思考。文本可以是海報、文字和圖片。學習過程中也需要提供學生協助，幫助他們學習。考量這些因素，可以讓學生積極參與、降低學習焦慮和提升學習動機。書中提供四種不同的文本，根據文本設計不同的學習任務。

5.3 Creating materials

- We must remember that the content subject will demand that any material has **accurate and relevant information**.
- Set the task progressing from lower levels to a more challenging task.
- Text types: poster, continuous text, photo, worksheets, etc.
- Consider the content needs and language needs of learners
- **Methods of scaffolding** is vital throughout the learning process.
- **Learner roles** should have been activated effectively and anxiety reduced through this peer support process.
- **increased motivation**



Task: Choose a gear/pulley system for the mechanical toy you are designing and say why it is the best option



Task: Look at modern advertisements which use mythical images and to respond to questions?



Task: Describe the photograph/picture to a friend who hasn't seen it



Task: Make a PowerPoint presentation to argue for launching or not launching the new business



Task: Describe the photograph/picture to a friend who hasn't seen it

5.3 Creating materials

1. How many people can you see?
2. Who are these people?
3. Are they in a swimming pool?
4. How do you know this?
5. When was the photograph taken (winter/summer/daytime/weekend)?
6. What are the children doing?
7. How do the children feel?
8. Why do they feel...?
9. What is the title of the picture?

progressive questioning

spider diagrams



substitution table

	Why are they not happy?	Why are they not sad?	Why are they not laughing?	Why are they not smiling?	Why are they not joking?	Why are they not singing?
I think that...	some of the children are not happy	because they are	because	because	because	because
the boys are			and they look so			
the girls are			laughing			
	worried		reluctant			

總結此章內容，選擇和修改 CLIL 教材時，需要考慮學科和語言雙重目標，也需要考慮影響因素，包含學生和老師角色、情感因素，和認知因素。也要了解教材在學習過程，包含 meeting input、processing input 和 stimulating output 是如何被使用。最重要的是老師要在學習過程中提供鷹架，將能促進學生認知和語言發展。

Conclusion

- Dual-focused: content and language
- Student and teacher roles, affective factors, cognitive factors
- Selecting, modifying and creating materials
- Meeting input, processing input, stimulating output
- Scaffolding throughout the process
- more sophisticated thinking and more complex linguistic expression

Discussion Questions

1. Have you seen some well-designed or poorly-designed CLIL materials before? Can you provide some examples and describe why you think they are well-designed or poorly designed?
2. In addition to the factors mentioned in this chapter, what other factors should also be taken into consideration when evaluating and creating materials and tasks for CLIL classrooms?



Thank you for listening!



討論問題：教學現場 CLIL materials 分享

陳怡安教授：小學老師在師培課程中發展出許多很棒的 CLIL 教材，但礙於手邊沒有資料，無法與大家分享。

洪月女教授：小學老師大部分是依造原本教科書下去設計，比較少從零開始設計教材。老師會選定課本單元後去做相關設計，從網路找英文相關主題，影片或是文本，依造語言是否適合學生去修改。較花時間的是簡報和學習單設計，優點是教材有連貫性。好的教案就是目標設定明確、引導步驟合乎邏輯和學習過程中提供鷹架。

簡雅臻教授提出之討論問題：老師們認為教材中可以同時呈現中英文嗎？

丁玫瑛教授：中英文的使用取決於學生是否理解，中英文的雙軌進行是必要的。不必拘泥於多少比例，主要是課堂上和學生的互動中，去觀察學生是否理解。

周秋惠教授：中文作為輔助語言，英語應作為學生可習得的語言。

王雅茵教授：總整玫瑛老師和秋惠老師所說，中英文的呈現應該回歸到教學目標來決定。若單字難只是要讓學生理解概念，中文可作為支持鷹架在簡報上呈現，但是必須聚焦，而非全部中英對照。學科老師運用 hard CLIL 和語言老師採用 soft CLIL 也會影響教材上中英文的比例。

簡雅臻教授提出之討論問題：老師們是否同意 substitution table 的呈現模式？是否會形成框架？

楊逸君教授：學生在設計跨領域教案時，我會特別強調背景知識。學生可以事先準備專有名詞中英對照，教學時可以先呈現給學生，幫助對語言較不熟悉的學生。