

# 112 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：A Shared Vision for Developing Inquiry-based Bilingual Professional Learning Community

導讀者：李旻珊主任 中華國小

讀書會成員：

- 北： 臺北市立大學鄭錦桂教授、清華大學簡靜雯教授、周秋惠教授、
- 中： 臺中教育大學王雅茵教授、楊志堅教授、林佳慧教授、靜宜大學陳怡伶教授、中華國小李旻珊主任、文心國小高千惠老師、
- 南： 南臺科技大學蘇雅珍教授、文藻外語大學周宜佳教授、
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讀書會記錄：（計畫工讀助理）臺中教育大學碩士生陳奕均

讀書會摘要：

李旻珊老師先從主題切入，說明將雙語教育與探究式教學(Inquiry-based Learning)並列主題之原因，是因考量到現今雙語政策的推行，希望能藉此幫助於教學現場的老師，而李旻珊老師也為大家介紹新加坡目前的英語教學現況。新加坡目前主要推行的英語教學即著重於探究教學(Inquiry-based Learning)，並強調“Teach Less, Learn More” (TLLM)，同時新加坡於2015年開始於學校體系就不使用制式英語課本，而是讓教師針對學生需求自行設計課程。李旻珊老師接著進一步導入臺灣雙語教學的現況觀察，說明有許多老師在尚未進行充分雙語教學培育前即已開始獨自於現場進行教學，並且英文科正式教師或是代理教師多為雙語教學之先驅者；再者，許多學校學科教師與英語教師缺乏足夠的雙語課程共備時間。此外，雙語教育推動上不同計畫間因缺乏一固定主軸，故設計課程的格式及教學法等不同也為一問題所在。而學校內行政支援及專業增能協助缺乏，以及外師擔任英語課外雙語課的學科教師也為現階段雙語教學推動之觀察狀況。



### Some observations with bilingual programs operating at school

- some teachers not receive any training but doing alone
- English teachers & substitutes often as pioneers
- insufficient time for collaborating on bilingual lesson plans between subject teachers & English teachers
- approaches for designing bilingual curriculum varying from plan to plan and with different goals
- lack of administrative support and professional assistance
- foreign English teachers involved in teaching subjects of other learning domains besides English lessons

李旻珊老師接著以一些問題引導，首先為「理想中的雙語教室為何？」，以及「政策推行的政府期望教師與學生達到的目標為何？」，與臺灣之雙語政策現況連結比較。李老師強調推展雙語教學的目的應在於在英語課外增加學生接觸英語的時間，以及提供學生在領域學科課堂上增加英語學習情境與使用英語的機會。第三個問題探討實行雙語教學的總體首要目標，其主軸在增加學習者之參與度、發展學習者在不同場域中使用內容語言整合學習(CLIL)之能力、讓學習者得以建立自己為語言的擁有者之共識。在語言溝通方面，語言三角(Language Triptych)可以協助教師界定出學生應學習之語言，但仍會因計畫執行內容的不同而造成所界定出的語言知識範圍不盡相同。李旻珊老師也在此處強調儘管如此，在內容語言整合學習(CLIL)教學模式中，讓學生最終能夠使用其學習到的語言進行溝通表達應是共同的目標。許多教師常常忽略了學習者學到了學科知識語言，但是卻無處使用此知識語言的缺失。學生不管是透過教師的任務帶領或是活動設計，只要能適當透過情境融入，學生就能很好的將學科知識語言與相關情境結合，從而了解如何使用語言。而如何適當創造語言使用情境雖會根據不同的學科，教學法也不同，大致上透過活動與任務的安排，學生也能成功將學習到的學科知識語言進行應用。

### Reflection Questions

- #1. What is our ideal bilingual classroom and what goes on there?
- #2. What do the government want students and teachers to be able to achieve?



### Overview of the Bilingual Policy 2030

前職基礎建設— 人才培育促進就業建設—2030雙語政策(110至113年)計畫

推展雙語教學的目的：  
在英語課之外增加接觸英語的時間  
在領域學科課堂增加英語學習情境  
及使用英語的機會

### #3. What are the overarching goals (global goals) for implementing bilingual programs?

- To increase learner engagement.
- To develop confidence learners who use the CLIL language spontaneously in a range of settings.
- The global goals are 'owned' by the professionals involved. (reflecting and shaing a bilingual vision using 'I want' statement)



### Communication in CLIL CLIL 教學模式中的語言溝通

#### Interaction 互動

Communicating between teachers and students/peers to get meaning across or make meaning for individuals  
Context is the key to consider before language.



#### Progression in language using and learning

Learning to use language and using language to learn

### Language of learning 學科知識語言

學生需要哪些語言才能學習學科內容呢？

This explores what language learners will need to **access new knowledge and understanding** when dealing with the content. For example, it consists of the **key vocabulary and phrases** related to the topic. However, it goes beyond a list of key phrases. It is not enough to simply identify key words and phrases without considering **how learners** will need to **use them** in order to learn.

### CLIL 為引導學生使用語言主動建構新知識的過程

In CLIL lessons students **make meaning** through hands-on work. They need the **language of learning** to be able to understand the subject and communicate ideas.

### Language for learning

學生需要哪些語言才能完成學習活動/任務呢？

The language for learning is **linked to** the language students will need during lessons to **carry out the planned activities effectively**. For example, if the students are required to organize, research and present a mini-project, then they will need language which will enable them to work successfully in groups, carry out their research and present their work without reading from a sheet.

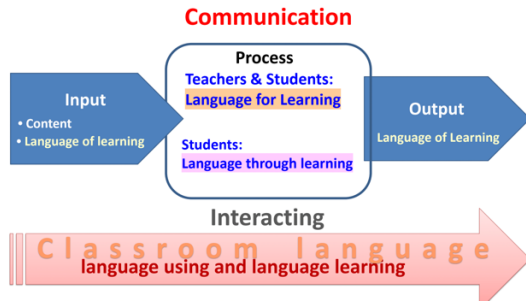
第四個問題李旻珊老師為大家導讀探討在雙語教室中如何增進英語使用之情境，並強調由學者 Do Coyle 所提出的內容語言整合學習 (CLIL) 4C 模型中認知思考層面發展之重要性——學科教師如何讓學生投入知識，而非透過填鴨式注入知識應是教師需深入思考的部分。而在教室內溝通互動的過程中，在課程初發展輸入階段時，教師會給予內容語言 (language of learning)，在課程進行過程中，會使用輔助語言 (language for learning) 及自發語言 (language through learning) 協助學習者的學習，而李旻珊老師也強調到了輸出知識階段時，內容語言 (language of learning) 應再次強調，以免課程進行到收尾階段時內容語言過於發散。此外，課室語言 (classroom language) 的適當使用也可以創造教室中的語言情境，有助於學生發展真實語境的溝通。在運用語言使用情境協助學生的語言學習時，也須考量情境使用之目的，以及其溝通的技巧使用，例如澄清、說服、想法表達等等……，如此才能真正有效幫助學習者。針對國中小英語教學，國教署也提供了許多相關資源，包含課室英語手冊、建制校園雙語環境實用手冊，以及全英語授課參考手冊等等……，李旻珊老師透過課室英語海報的展示，強調教師在不同領域皆應具備的提問力以及營造擴增全英語環境之重要性。

#### #4 How to increase contexts for using English in a bilingual classroom?



CLIL Model by Coyle





Why use classroom language?




- agreeing or disagreeing
- asking questions
- clarifying what has been said
- comparing and contrasting
- describing cause and effect; diagrams; images; a process
- evaluating work (own and others')
- expressing ideas
- giving examples; information; reasons
- hypothesising
- instructing
- interpreting data
- justifying answers or opinions
- persuading
- predicting
- presenting solutions; presenting work
- stating facts and opinions
- suggesting changes; ideas.

Communication Skills across the Curriculum

Keep your procedural language simple, short and clear.

What is classroom language?





**Classroom Language for Music Class**

Work with the English teacher to give examples of classroom language suitable for your students.

Warm-Up	Presentation	Practice
Production	Wrap-Up	Online Instructions

最後，李旻珊老師再次回到探究式教學(Inquiry-based Learning)，並導讀了關於雙語課程設計的步驟。第一步為課程內容的考量設計，透過許多問題作為反思點，教師更能清楚知道如何從固定且單一的課本內容拓展至更廣更深的範圍。第二步為連結內容與認知，第三步則是從語言溝通面向定義語言學習與使用。李老師也強調在未來雙語教學展望上，除了希望能夠協助現場教師社群的建立以共備課程外，也希望能在教師增能方面多一些助力，舉行工作坊等活動協助教師發展雙語課程教學。

#### 4 Steps for Bilingual Unit Planning

##### Step 1. Considering content



**Reflection points**

- 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)?

#### 4 Steps for Bilingual Unit Planning

##### Step 2. Connecting content and cognition

**Reflection points**

- Use a taxonomy of thinking skills such as Bloom's (1956) or Anderson and Krathwohl's (2001) for reference (refer to Chapter 2). Which cognitive skills seem to be most appropriate for development in terms of the content?
- Are we encouraging the use of higher-order thinking (HOTS) such as hypothesizing and problem solving as well as lower-order thinking (LOTS) such as remembering, understanding and applying new knowledge?
- Which activities or task types are likely to encourage the development of these skills?
- How do we deal with the linguistic demands of these tasks to ensure linguistic progression?
- What kind of questions must we ask in order to go beyond 'display' questions and present students with challenging problem-solving, hypothesizing, analysing and evaluation tasks?
- What kind of questions do we want our learners to ask?
- Have students been given opportunities to discuss their new knowledge and understanding?
- How do we know what the students have learned? How are our formative assessment tasks used to inform further learning?
- How does/do our global goal(s) fit with developing cognition?

#### 4 Steps for Bilingual Unit Planning

##### Step 3. Communication-Defining language learning and using Language of Learning

**Reflection points**

- What type of language (genre) does this subject or theme use? How shall we ensure learners have access to this?
- Define the content-obligatory language, such as key words, phrases and grammatical demands of the unit (e.g. the language of discussing, hypothesizing, analysing). How is this introduced and practised?
- What kind of talk do learners need to engage in and how do we build in progression over time? (e.g. the extension of the language of discussion over several lessons)
- What is the most effective way of teaching the language of learning? (e.g. specific tasks, content-embedded practice, grammar rules)
- Which of the identified language and skills shall we target for development in this particular unit?

#### 4 Steps for Bilingual Unit Planning

##### Step 4. Developing cultural awareness and opportunities

**Reflection points**

- What different types of cultural implications are there for development in this topic?
- Can the content be adapted to make the cultural agenda more accessible?
- How do we actively involve the learners in developing their pluricultural understanding?
- What is the approach to CLIL culture in our school and beyond?
- What kind of curriculum links are available with other schools (regional, national, global)? How can these be best used?
- Where is the added value of studying this topic through the medium of another language? What opportunities arise?
- How does culture impact on the other Cs?

**Vision & Mission**

- Building collaborative strategies for bilingual lesson planning
- Conducting workshops on IBL
- Encouraging and supporting cross-school professional learning development on questioning skills

王雅茵教授回應：透過旻珊老師將兩本書的內容以及教學現場的執行狀況進行整理與分析，讓老師們獲益良多。

簡靜雯教授回應：針對旻珊老師提到不被單一固定的課本內容所侷限，而能夠拓展課程內容的部分，因為自己以前執行過不使用課本上台教學，也因此非常能共感此部分。透過不使用課本進行教學，教師更能夠深入並全面了解所要教學的範圍內容。教師可在先界定出欲教學的概念後，再與情境連結。

高千惠老師回應：我們學校在一二年級實施不使用課本也已經三四年，但在現場仍是有老師認為使用教科書是較為安全的選擇。

蘇雅珍教授回應：透過老師的分享學到很多，尤其是分享內容中提到關於可使用於跨領域溝通面向的句型，非常受用。

鄭錦桂教授回應：透過今天的分享收獲許多，尤其是語用部分，強調語言學習到後要能真正做到應用，並跟學習者的生活做連結非常值得深思。另外在不使用教科書方面，不僅學生是知識的建構者，老師也是，也因此透過“Teach

Less, Learn More” (TLLM)這句話，讓自己能反思教學歷程，從以前的輸入非常多知識給學生，到現在給學生多一些時間思考與應用。