Bilingual, CLIL & Taiwan's Immersion

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Bilingual Education/ Immersion

- 美加 immersion
- 以西語、華語、法語母語教學之雙語教學
- 強調母語習得self-esteem建立
- 學科、母語並重
- Early immersion (G1) Late immersion (G3) Partial immersion

- 歐盟 CLIL
- 某一種外語教學工具
- 強調 plurilingualism (horizontal mobility)
- 學科、外語並重
- 中小學教師具外語能力、英語C1
- Hard /Soft CLIL

雙語教學/外語沉浸式教學

- Canada: English immersion in French Area
  French immersion in English Area
- USA: For native Americans and immigrants
  Spanish/ Chinese/ Native Language
  (early/late; partial/full immersion)
- Europe: CLIL, content and (foreign) language
  integrated learning
- Current Taiwan: whole English, CLIL-based
  immersion (學科為主、外語為輔)

Taiwan's English Immersion Education

- 各縣市 2016～「雙語教學 or CLIL」
- 全英語教學
- 強調英語字彙和句型的習得
- 彈性教學、校本位課程
- 外師主教、中師協同
- 英語課綱、英語教學活動設計
- 評量:英語能力

- 2018 教育部「英語融入其他學科」
- 中英語教學
- 學科知識技能習得為主
- 潛移默化習得英語能力
- 中師主教、英語與學科教師共備、專家學者輔導
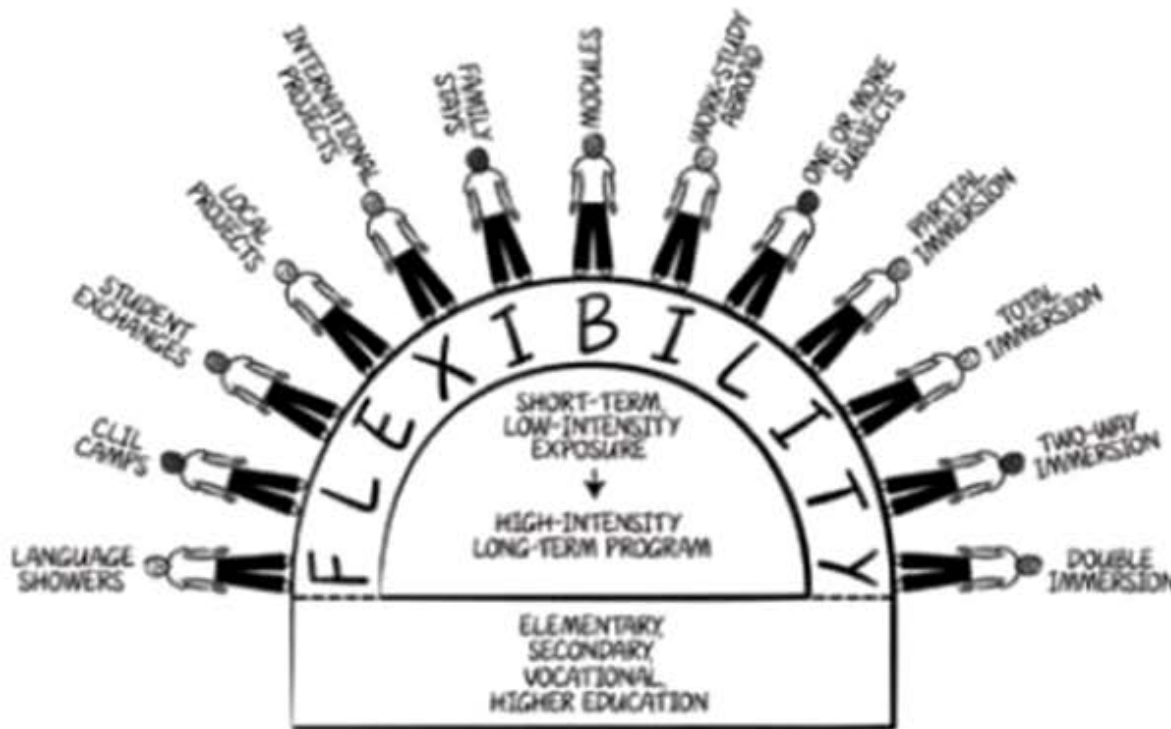- 一般學科上課時間
- 以學科課綱為主軸
- 評量: 學科與英語字彙、聽說能力

沉浸式雙語教學之理論基礎 CLIL

- CLIL, coined by David Marsh, University of Jyväskylä, Finland in 1994, refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.
- CLIL is part/ another type of immersion program of language education.

Milestones of European CLIL

Year	European Commission	Reason/ Definition
1994	D. Marsh, Uni of Jyväskylä, Finland	Promotes CLIL, which refers to situations where subjects, or parts of subjects, are taught through a foreign language with **dual-focused simultaneous aims: learning of content and of a foreign language**.
1995	White Paper of EC: "Teaching and Learning – Towards the Learning Society" 歐盟白皮書	Emphasize on **plurlingual education** in Europe –especially on the importance of innovative ideas and the most effective practices for helping all EU citizens to become proficient in 3 European languages.

CLIL Umbrella

THE MANY FACES OF CLIL

FLEXIBILITY

SHORT-TERM LOW-INTENSITY EXPOSURE → HIGH-INTENSITY LONG-TERM PROGRAM

ELEMENTARY SECONDARY VOCATIONAL HIGHER EDUCATION

LANGUAGE SHOWERS · CLIL CAMPS · STUDENT EXCHANGES · LOCAL PROJECTS · INTERNATIONAL PROJECTS · FAMILY STAYS · MODULES · WORK-STUDY ABROAD · ONE OR MORE SUBJECTS · PARTIAL IMMERSION · TOTAL IMMERSION · TWO-WAY IMMERSION · DOUBLE IMMERSION

- Language showers
- CLIL camps
- Student exchanges
- Local projects
- International projects
- Family stays
- Modules
- Work-study abroad
- One or more subjects
- Partial immersion
- Total immersion
- Two-way immersion
- Double immersion

Mehisto, P., Marsh, D. and Figols, M.J. (2008) *Uncovering CLIL* Oxford: Macmillan

Milestones of European CLIL

| Year	European Commission	Reason/ Definition
1996	EuroCLIC Network UniCOM – Finnish Uni. of Jyväskylä 成立歐盟CLIL聯盟	The term CLIL implemented: **Learning and teaching non-language subjects** through a foreign language with double aims: L*earning content* and *a foreign language*. CLIL – an **umbrella** term for all existing approaches (**content-based instruction, immersion, bilingual education**) (Marsh & Langé, 2002)
2001	European Year of Languages CLIL Compendium 手冊	Suggestion for the promotion of language learning and linguistic diversity to be achieved through a wide variety of approaches, including CLIL type provision – a comprehensive typology of **European CLIL.**

Milestones of European CLIL

Year	European Commission	Reason/ Definition
2003-11	Council of Europe: Language Policy Division 實際執行	**A set of actions** suggested to promote the integrated learning of content and language. -Language is used to teach certain subjects in the curriculum other than the language lessons themselves.
2008	Mehisto, Marsh, Frigols 發展出不同型態的CLIL	CLIL – umbrella term for a whole variety of approaches
(1994/6) ~2011	European Framework for CLIL Teacher Education (Frigols, Martin, Marsh, Mehisto, & Wolff) 培育CLIL師資	A framework for the professional development of CLIL teachers (學科知識的培訓)

Theoretical Framework of CLIL

- **CLIL Principle: 4C**
- **Content:** Knowledge skills of a subject or theme of the lesson.
- **Communication: L**anguages (spoken and written) use to convey and engage meaning, thoughts, attitudes and opinions related to the lesson content.
- **Cognition:** Critical thinking skills with understanding of content, problem solving, reflect learning.
- **Culture:** From community to social, local to global. To promote international awareness and understanding.

4Cs Approach to Integrated Curriculum Planning

Communication

Content

Culture

Cognition
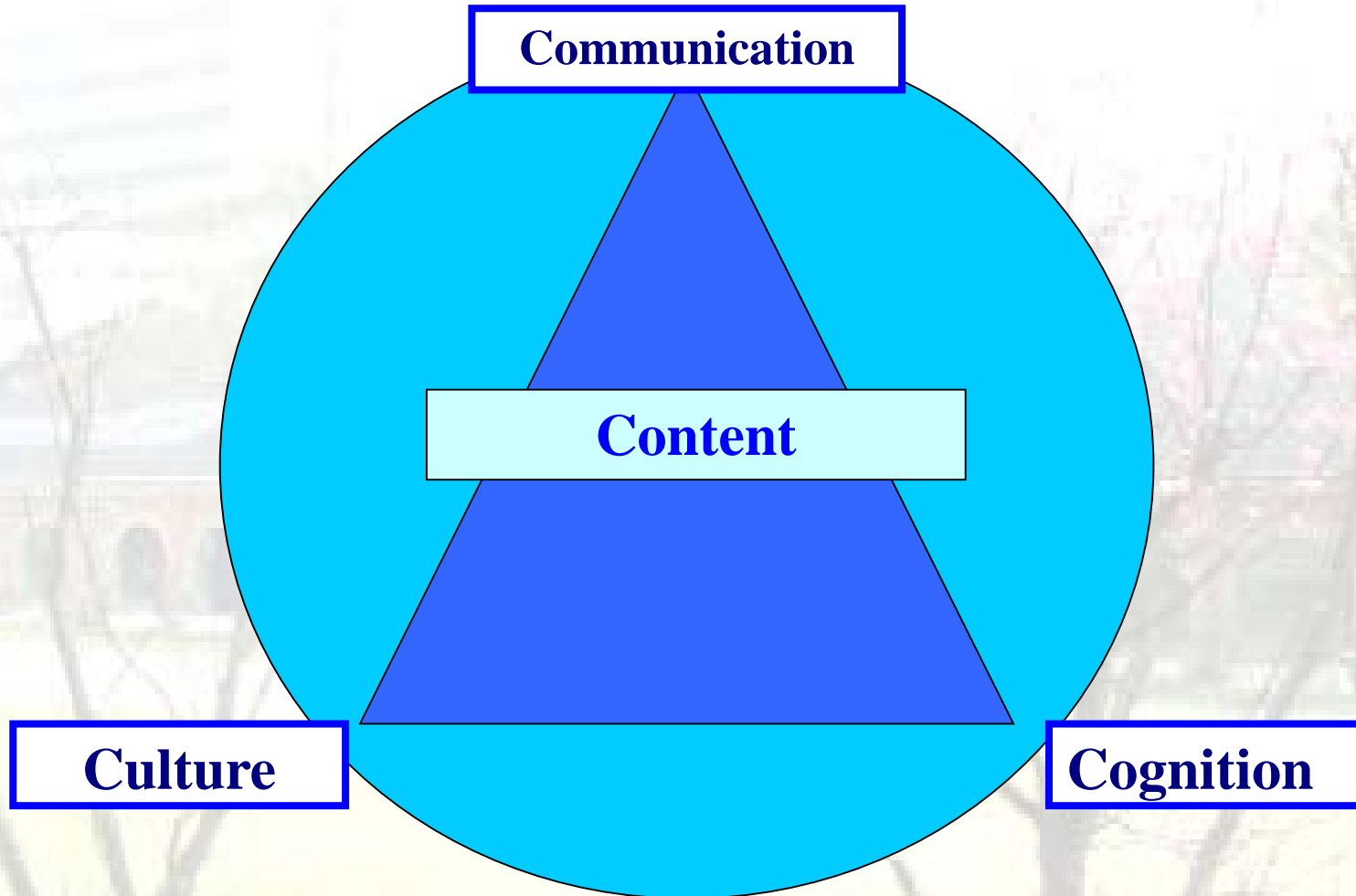
Teaching and Learning through a foreign language

Reconceptualizing Foreign Language Learning: 3L

- **Language of Learning** - linked to an analysis of content, thematic, syllabus demands - grammar, vocabulary, structures, functions.

- **Language for Learning** - builds up learner repertoire linked to meta-cognitive skills & talk for learning in contexts real for the Learners.

- **Language through Learning-** emergent knowledge building & skill development, cognitive development, BICS/CALP.(Basic Interpersonal Communicative Skills/ Cognitive Academic Language Proficiency)

Linguistic Demand of CLIL

CUMMINS' MATRIX

High cognitive demands

3   4

Low linguistic demands   High linguistic demands

2   1

Low cognitive demands
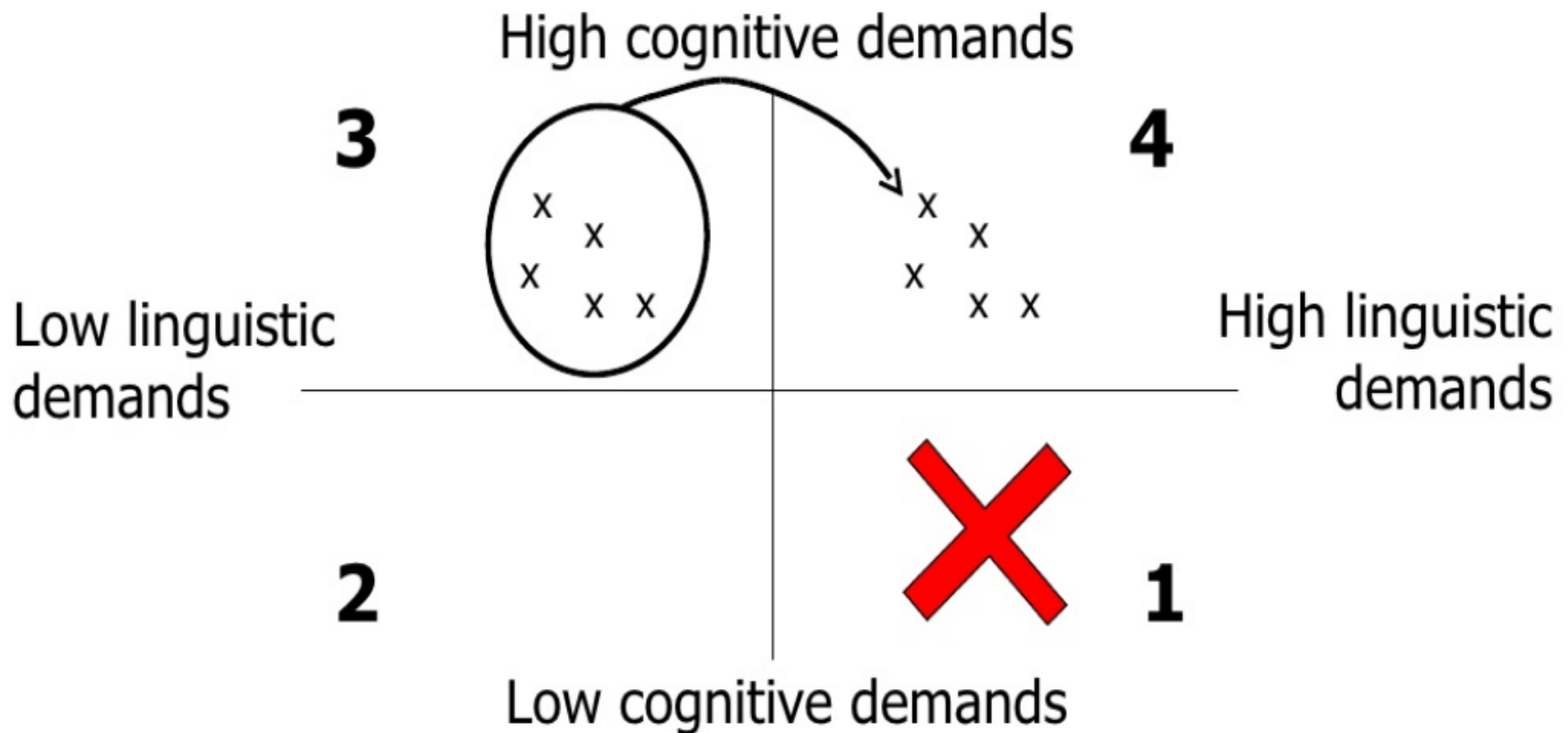
What is CLIL NOT?

•Backdoor language teaching (improper, secret 偷偷教)

•Additional subject teaching (另外多加學科教學)

•"Dumbing down" of subject content (犧牲學科內容)

•A threat to subject specialism (威脅到學科專家)

•Elitist and only for more able students (菁英化教學)

•For foreign teachers (使用外師)

•Teach what students already know in another language
(用另一個語言 如母語 再教一次)

- Do Coyle, University of Nottingham

Taiwan MOE's Immersion Program

- 領域 ： 藝術與人文、健康與體育、綜合活動/其他學科領域。
- 每份計畫書由兩位委員就其專業領域進行審查。

- 以英語融入單科領域教學為原則。
- 以全年級實施為原則，視學校班級數(超過8班者) 可採一個年級至少2分之1以上班級實施
- 具英語能力檢定中高級以上之合格英語教師，或具英語能力檢定中級以上之合格學科領域教師，不可以鐘點教師或外師擔任
- 成立英語融入其他領域之跨領域教學社群，邀請相關學者定期入校輔導

核准學校執行任務

行政安排與教學資源 10%	教師資源與教學社群建構 20%	學科領域課程綱要與教學設計活動之適當性 30%	英語融入的內容與方式 30%	實施領域學科語年段的選定與說明 10%	總 分

- 八月底前修訂整學期教學架構、上學期的教學教案(詳案)上傳 http://immersion.ntue.edu.tw 推薦學者資料庫
- 以教學單元為主，整理歸納教學所使用的英語用語及學科領域專用英語。
- 學校應以學期為期程，進行學科領域知識之多元評量，就學學科領域評量採質化(如，作品發表、學習履歷、回饋問卷或訪談)或量化(如，學科領域之知識評量)
- 英語認字與聽力評量，說的能力則採形成式評量
- 108-11 訪視初次執行學校，109-5 全面性訪視，決定續辦和敘獎學校。
- 第二學期期末(109-6)計畫執行成果發表。

計畫執行期程

- 期程：108年8月1日起至109年7月31日止。
- 108-8 ：課程架構設計、教案設計、邀請學者入校輔導
- 108-9 ：辦理區域性教師增能研習會
- 108-9~109-1 ：進行第一學期之實驗教學、繳交輔導教授名單
  　　　　　　　上傳教案、教學影片和整理單元英語用字
  　　　　　　　紀錄學者輔導情形（訪視和結案報告所需資料）
- 108-11 ：訪視初次執行學校之教學現況和提出建議（不做評量）
- 108-12 ：學科與英語學習成效檢測、教學回饋問卷施測
- 109-3 ：辦理區域性教師增能研習會
- 109-2~6：進行第二學期之實驗教學（如上）
- 109-5 ：全面訪視，評量執行成效，推薦續辦和敘獎教師名單
- 109-5 ：學科與英語學習成效檢測、教學回饋問卷施測
- 109-6 ：各校執行成果發表會
- 109-7 ：各校繳交執行成果報告書

Thanks for Listening
http://immersion.ntue.edu.tw/

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