

# 語言與學科內容整合式教學

## Content and Language Integrated Learning

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2019/10/26



# Hello!

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&site\\_id=0&func=show\\_teacher&teapro\\_id=40](http://140.127.52.23/engnknu/main.php?mod=teacher_build&site_id=0&func=show_teacher&teapro_id=40)



- 什麼是CLIL？
- 為什麼選用CLIL？
- 如何打造CLIL課程？
- 如何評量CLIL課程？
- CLIL設計1 2 3

# What is CLIL?



- The basis of CLIL is that content subjects are taught and learned in a language which is **not the mother tongue** of the learners.
- Content and Language Integrated Learning (CLIL) has become the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language, such as English.
- This teaching model has been popularly adopted in many European countries and the United States (called **Content-Based instruction** instead).



# Why choosing CLIL?

- Flexible teaching approach

## Soft CLIL



- Up to 90% of Chinese use
- Focus on developing language skills, such as pronunciation, vocabulary, grammar forms

English for  
Specific Purpose  
(ESP)

## Hard CLIL

English as Media  
of instruction  
(EMI)

- Up to 90% of English use
- Focus on Content teaching



# How does CLIL work?

When learners are **interested in a topic** they are motivated to acquire language to communicate.

- **Fluency** is more important than accuracy and errors are a natural part of language learning. Learners develop fluency in English **by using English to communicate for a variety of purposes.**
- **Reading** is the essential skill.
- The idea of **Translanguaging**  
(the use of L1- Chinese)



What is the role  
of CLIL teachers ?



Let's brainstorm (have a quick chat)  
with the person sitting beside you!



## What is the role of CLIL teachers ?

- Have a good command of L2 and **use the students' L1 with care**
- Use a variety of teaching techniques with clear paralinguistic language.
- Speak clearly, **break tasks down into their component parts**
- Teach **critical thinking** skills
- Use technology
- Encourage knowledge building in both content and language
- Encourage **cooperative learning and peer education**

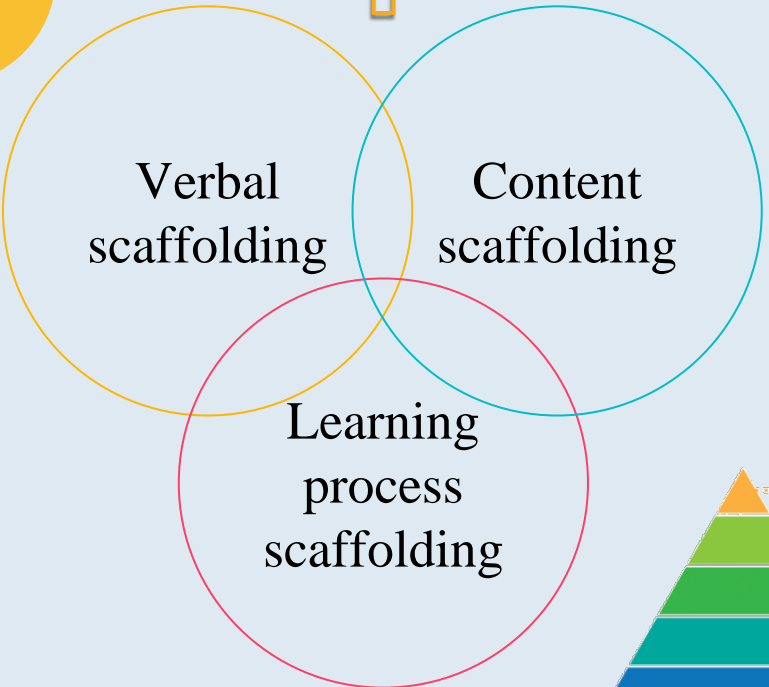




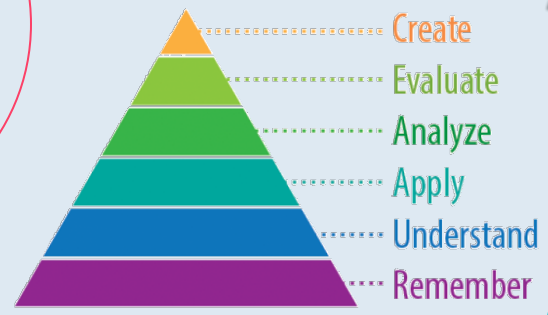
# Key concepts



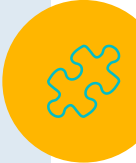
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BLOOM'S TAXONOMY





1.  
**Content  
scaffolding**





- CLIL teachers need to consistently applying techniques to assist and support students' **understanding** of and **engagement** with the content.







# Supporting the understanding of content

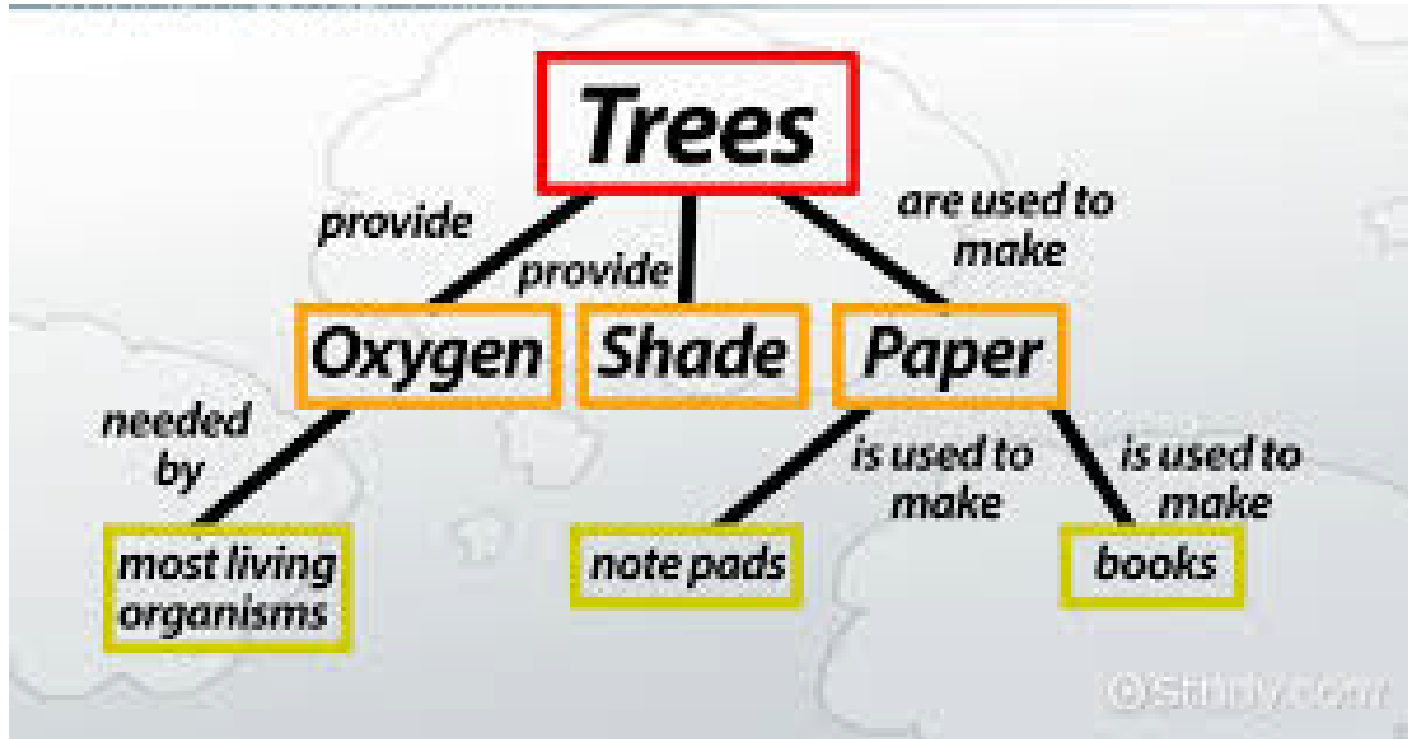
12

- Selecting and adapting content knowledge to students' developmental and cognitive level
  - Referring to **previous knowledge and experiences/learning**
  - Linking to students' interests and lives
  - Defining, **displaying** and reviewing content and language objectives with students
- 
- 

A yellow circle containing a white outline of a lit lightbulb, symbolizing an idea or concept.

## Explaining content concepts

- **Visualization** techniques
  - **Active discovery** of concepts
  - Group work on content concepts
  - Review of key vocabulary and key content concepts during lessons
  - Regularly checking understanding and giving feedback (part of the assessment)
- 
- A red circle containing a white outline of four interlocking puzzle pieces, symbolizing problem-solving or understanding.
- 
- A teal circle containing a white outline of a hand with the thumb pointing up, symbolizing approval or feedback.



A yellow circle containing a white outline of a lit lightbulb, symbolizing an idea or explanation.

## Explaining tasks

- Using clear instructions for assignments and activities
- Providing a model of a process, task, or assignment
- Checking the understanding of task instructions



- Find examples of content scaffolding in the video

*Electronics and circuit*

<https://www.youtube.com/watch?v=p4W566b0qZM>





2.  
Verbal scaffolding



- CLIL teachers need to find ways and methods to make their input **comprehensible** for the students, which means that they have to adapt their language according to their students' language proficiency.
- CLIL teachers need to find methods by which to **enable their students to participate** in the lesson actively and meaningfully, despite possible limitations of their current linguistic competence.



## Input-oriented scaffolding techniques:

- Focus on making teacher's L2 input accessible to students
- Using language appropriate to the students' L2 proficiency level
- **Animating language use** (miming, gestures, facial expressions)
- Building redundancy into the lesson
- Teacher modelling of correct language use
- Scaffolding through careful L1 use



# Output-oriented scaffolding techniques 1

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- Focus on how students can be assisted in expressing understanding and to participate actively in a CLIL lesson even with limited L2 competence.
- Providing key vocabulary and phrases
- Using supportive error correction
- Allowing for sufficient wait time for student responses



## Output-oriented scaffolding techniques 2

- Translanguaging
- Offering verbal scaffolding to students (bridging/prompting)
- Offering alternative ways of expressing understanding (or misunderstanding)



- Find examples of verbal scaffolding in the video

*Art class*

<https://www.youtube.com/watch?v=a2UPHrN7T3A&feature=youtu.be>





3.  
**Learning process  
scaffolding**



- Use techniques to assist CLIL teachers in supporting students' **working processes** as well as their **learning processes**.
- They can involve **strategies** to improve learning or to develop reflection skills and promote learner autonomy.





A yellow circle containing a white outline of a lit lightbulb, symbolizing an idea or technique.

## Here are the techniques...

- Reading texts
- Using scanning techniques to read a text
- Teaching content specific working strategies
- Teaching with the help of advance or graphic organizers
- Using mnemonics



# Skimming and Scanning

● Skimming (*Pre-read strategy*):  
to read quickly and look for important ideas, but not to focus on every word, and not to read the entire sentence.

Scanning (*second time reading*):  
to quickly read through the text in order to find specific information

Ex: To find....

Capital letters

Numbers

Symbols

**Bold** or *Italics* type

## Triple-entry journal

<p><b>Significant to me...</b> (texts, visuals, layout, features, etc.)</p>	<p><b>Made me wonder/think about...</b> (questions, responses, reflections, connections to self/ text/ world, commentary, etc.)</p>	<p>After more reading/ thinking, <b>I now think...</b></p>

## Mnemonic

Please	<b>P</b>	- Parenthesis
Excuse	<b>E</b>	- Exponent
<b>My</b>	<b>M</b>	- <b>Multiplication</b>
Dear	<b>D</b>	- Division
Aunt	<b>A</b>	- Addition
Sally	<b>S</b>	- Subtraction





- Find examples of teacher's scaffolding in students' learning process

*Trial and error:*

[https://www.youtube.com/watch?v=Lf\\_a9-nXwuY&feature=youtu.be](https://www.youtube.com/watch?v=Lf_a9-nXwuY&feature=youtu.be)



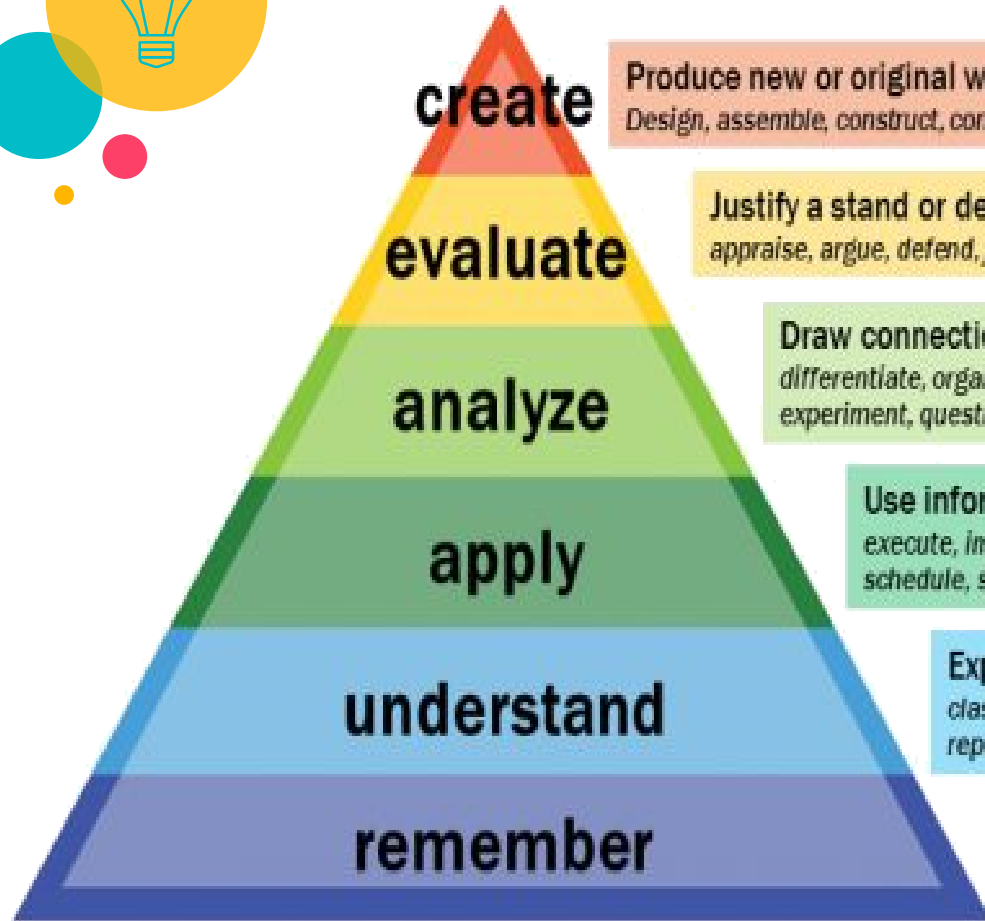


4.

## Bloom's Taxonomy (1956)

Six cognitive levels of  
intellectual skills and  
behavior important to  
learning

# Bloom's Taxonomy



**create**

**Produce new or original work**

*Design, assemble, construct, conjecture, develop, formulate, author, investigate*

**evaluate**

**Justify a stand or decision**

*appraise, argue, defend, judge, select, support, value, critique, weigh*

**analyze**

**Draw connections among ideas**

*differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test*

**apply**

**Use information in new situations**

*execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch*

**understand**

**Explain ideas or concepts**

*classify, describe, discuss, explain, identify, locate, recognize, report, select, translate*

**remember**

**Recall facts and basic concepts**

*define, duplicate, list, memorize, repeat, state*



## Bloom's Taxonomy- Remember

- Recall or retrieve previous learned information
- *Examples:*  
Recite a poem/Quote prices from memory to a customer



## Bloom's Taxonomy- Understand

- Comprehending the meaning, translation, and interpretation of instructions and problems.
- *Examples:*
  - Explain in one's own words the steps for performing a complex task
  - Translate an equation into a computer spreadsheet

## Bloom's Taxonomy- Apply

- Use a concept in a new situation/ Apply what was learned in the classroom into novel situations in the work place.
- *Examples:*  
Apply laws of statistics to evaluate the reliability of a written test

## Bloom's Taxonomy- Analyze

- Separating or breaking a whole into parts to discover their nature, functional and relationships.
- *Examples:*  
Gathers information from a department and selects the required tasks for training

## Bloom's Taxonomy- Evaluate

- Make judgments about the value of ideas or materials.
- *Examples:*  
Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.

## Bloom's Taxonomy- Create

- Builds a structure or pattern from diverse elements/  
Put parts together to form a whole, with emphasis on creating a new meaning or structure.
- *Examples:*
  - Write a company operations or process manual.
  - Design a machine to perform a specific task.
  - Integrate training from several sources to solve a problem.
  - Revise and process to improve the outcome.



- Find examples of Bloom's Taxonomy in the video

*Electricity and energy:*

<https://www.youtube.com/watch?v=jMpbExcSb-w&feature=youtu.be>





# CLIL lesson plan Design

1- 2- 3



## Step 1

choose your content







## Step 2

Design activities that integrate content with your English teaching approaches





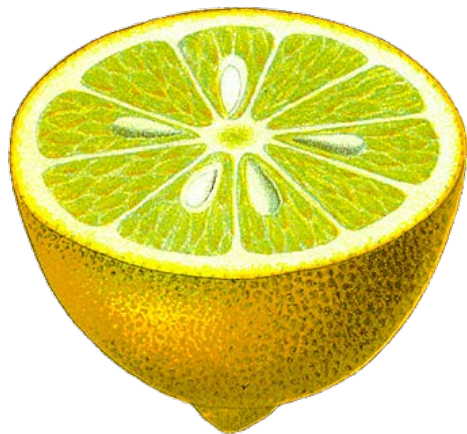
### Step 3

Think about how you would assess your students' learning outcomes (both content knowledge and English abilities)



The graphic features a teal background with a large white circle in the center. The text "Lesson Plan Examples" is written in teal inside the white circle. Surrounding the circle are several colorful circles (yellow, orange, red, pink) and icons: a puzzle piece, a lightbulb, and a thumbs up. There are also several small white and yellow dots scattered around the central circle.

# Lesson Plan Examples



*Thank you!*

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已加入 ▾

✓ 通知

↗ 分享

⋮ 更多

✍ 撰寫貼文

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📺 直播視訊

⋮ 更多

新增成員