5.27

星期五 Friday ● 慈濟科技大學

2022雙語教育實踐國際論壇
2022 International Forum on Bilingual Education Practices

研習手冊

Contents　目次

Call for Papers

　　本次活動進行論壇研討口頭發表徵件，就雙語教育之理念及實踐經驗議題，歡迎各界研究者踴躍投件。

一、徵稿對象：各校師長、研究人員（大專院校或中小學具雙語教學相關經驗之教師），針對進行中或已完成之計畫、論文、研究、觀察及分析報告等，進行投稿。

二、徵稿主題：
 (一) English as a Medium of Instruction (EMI)全英語授課教學設計、策略及實踐
 (二) Bilingual Education and Internationalization　雙語教育與國際化
 (三) Content and Language Integrated Learning (CLIL)　內容和語言整合學習
 (四) Second Language Acquisition　第二語言習得
 (五) Blended Learning　混成式教學
 (六) Educational Technologies　科技增進學習
 (七) Teacher Development　教師專業發展
 (八) Testing and Assessment　測驗及評量
 (九) Other Relevant Topics　其他相關主題

三、研討會形式：論文口頭發表

四、論壇研討會之重要期程：
　　(一) 論壇日期：111 年 5 月 27 日（五）
　　(二) 摘要徵件截止：111 年 4 月 27 日(三)
　　(三) 摘要接受通知：111 年 5 月 06 日(五)
　　(四) 活動報名截止：111 年 5 月 13 日(五)

五、投稿須知
本論壇審查需繳交英文摘要（300 字為限），口頭發表可選擇以中文或英文進行；若以中文發表，請同時附上中文摘要（500 字為限）。內容包括：題目、作者姓名、服務單位、關鍵字（3-5 個）

Program

<table>
<tr><td colspan="2">

2022 雙語教育實踐國際論壇
International Forum on Bilingual Education Practices
27 May 2022

Room 1 : https://reurl.cc/M06kjK

Room 2 : https://reurl.cc/n1q5m1

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10:30
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11:00

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Room 1
報到及連線測試　Online Registration

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11:00
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11:10

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Room 1
開幕致詞　**Opening Ceremony**

Wen-Jui Lo　羅文瑞

(President, Tzu Chi University of Science and Technology)

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11:10
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12:10

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Room 1
專題演講　**Keynote Speech 1**

Virginia Shen 李香蘭

(CEO, Center for EMI Teaching Excellence /

Associate Dean, Si Wan College, National Sun Yat-sen University)

"Enhancing Bilingual Environment on Campus"〈打造雙語化校園〉

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12:10
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13:20

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午餐　Lunch Break
13:00-13:20 下午場次報到及連線測試

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13:20 — 15:10	論壇研討　Presentations / Parallel Sections	

Room 1	Room 2
EMI and Internationalization	**CLIL and Bilingual Education**
Moderator 主持人: **Yun-Yin Huang 黃芸茵** (Assistant Professor, College of Education, National Tsing Hua University)	**Moderator 主持人:** **Rosa Huiju Chen 陳惠如** (Associate Professor, Department of Foreign Languages and Literature, National Ilan University)
(1) **Chao-Shun Chen 陳昭勳** (Research Student, Institute of Education, National Taiwan Ocean University) "English Only vs Bilingual Education: A Pilot Study of Students' Learning Motivation, Interest and Self-efficacy in Junior High School" (2) **Yu-Hsuan Lin** (Assistant Professor, Department of Economics, the Catholic University of Korea, Republic of Korea) "English-Mediated Instruction Practices in Higher Education: A case study of South Korea" (3) **Lee-Chun Tang 湯麗君** (Assistant Professor, Two-year Junior College of Long-term Care, Tzu Chi University of Science and Technology) 〈以學科內容與語言整合教學促進外籍生專業識能之初探〉 "Using Content and Language Integrated Learning to Promote International Student Professional Knowledge: A preliminary study"	(1) **Yu-Mei Tsai 蔡裕美 &** 　　**De-Yin Shih 釋德愍** (Associate Professor & Lecturer, Holistic Education Center, Tzu Chi University of Science of Technology) "Rural Children's Perceptions of English Learning at an English Camp" (2) **Huei-Yun Lin 林慧芸** (PhD student, Graduate Institute of Education, National Chung Cheng University) 〈降低英語學習焦慮的跨國協同教學研究〉 "Reducing Language Learning Anxiety in a Cross-country Team-teaching Class" (3) **吳美靜** (Research Student, Graduate School of Education, Chung Yuan Christian University) 〈雙語教學之困境與因應策略〉 "Dilemma and Countermeasures of Bilingual Teaching: An Example of a Public Elementary School in Taoyuan City" (4) **Meng-Shan Tsai 蔡孟珊,** 　　**Rosa Huiju Chen 陳惠如 &** 　　**Chih Ming Chu 朱志明**

(4) Chun-Min Lin 林俊銘 & Hsiou-chieh Teng 鄧琇介 (Assistant Professor & Lecturer, Department of Marketing and Distribution Management & Holistic Education Center, Tzu Chi University of Science and Technology) 〈以語料庫與共詞分析法建置行銷專業英語詞彙集〉 "The Construction of a Marketing English Word List by Using Corpora and Co-word Analysis"	(Student, Associate Professor & Assistant Professor, Department of Foreign Languages and Literature & Department of Computer Science and Information Engineering, National Yilan University) 〈雙語可以線上嗎？CLIL 教學法在數位學伴的應用〉 "Is Online Bilingual Education Feasible? The Application of CLIL in E-Tutor Project" **(5) Sheila Zhou 周秋菊** (English teacher, Elementary Division of Tzu Chi Senior High School Affiliated with Tzu Chi University) "Practice and Reflection on the Integration of English Learning Passport Teaching into Elementary School English Teaching"

15:10 | 15:40	中場休息、報到及連線測試　**Break**

	Room 1
	專題演講　**Keynote Speech 2**
15:40 | 16:40	**Ben Beaumont** (Senior Trainer and Consultant at Oxford EMI Head of Teacher Education at Trinity College, London) **"EMI and Interactive Pedagogy"**
	閉幕　**Closing**
16:40 | 16:50	**Pei-Hsuan Lo 羅珮瑄** (Director, Bilingual Education Center, Tzu Chi University of Science and Technology)

<u>Rules for Presentation</u>

1. 論文發表人依議程順序發表論文，每人 20 分鐘。時間結束前 5 分鐘以及時間結束時，將由司儀出聲提醒。
Each presenter is allotted 20 minutes to present his/her paper. A gentle reminder of time limit is given 5 minutes before the allotted time is up by the timer in each presentation room. A long ring signals the end of the allotted time.

2. 每場次發表與討論時間及順序請尊重主持人安排。
Presenters are expected to follow the moderator's directions in order to have the paper presentations and interactive discussions run smoothly.

3. 請各場次論文發表人提早 20 分鐘進入 Teams 會議室，測試論文發表所需之設備。
Presenters are expected to arrive in the presentation rooms 20 minutes earlier than the scheduled time and settle the equipment needed for the presentations.

4. 請各場次主持人準時開始與結束，並嚴格控管時間，以確保研討會流程順利進行。
Please follow the time schedule of the conference in order to have the conference proceed as planned.

5. 進入線上會議室前，請將麥克風設為靜音模式，除發表、提問及回覆問題外，請勿隨意開啟麥克風及視訊鏡頭。
Please switch off your microphone before entering a conference room and keep the microphone and webcam closed unless you do your presentation or have interactive discussions.

Keynote Speeches

Keynote Speech 1

"Enhancing Bilingual Environment on Campus" (打造雙語化校園)

李香蘭博士　簡介

　　李香蘭教授為美國亞利桑那州立大學西班牙文博士 (輔修拉丁美洲研究); 哥倫比亞 Instituto Caro Y Cuervo 學院拉丁美洲文學碩士；輔仁大學西班牙文學士 (輔修國際貿易)。李教授任教於美國高等教育多年，其教學及研究領域包括外語教學、跨文化溝通、拉丁美洲文學與文化、西語裔女性文學，及美國西語裔文學與文化等。

　　本著念茲在茲，回饋鄉里的志業，李教授於109 學年加入國立中山大學西灣學院教師行列，頃力於全英語課程創新設計及教學，以提升學生外語溝通能力、環球視野及國際競爭力。李教授於 110 學年起擔任國立中山大學西灣學院全英語卓越教學中心執行長及西灣學院副院長，協助校方推展全英語通識課程計畫、規劃及執行大一通識英文課程及學生英語能力提升活動等相關業務。

Dr. Virginia Shen - Brief Biographical Notes

　　Dr. Virginia Shen received her Ph.D. in Spanish (Concentration in Latin American Studies) from Arizona State University, U.S.A.; M.A. in Latin American Literature from Instituto Caro y Cuervo, Colombia, and B.A. in Spanish (Minor in International Trade) from Fu Jen Catholic University, Taiwan. As a senior academic professional, Dr. Shen's teaching and research centered in Foreign Language Teaching and Acquisition, Cross-Cultural Communication, Spanish American Literature and Culture, Hispanic Women Writers, and U.S. Latinx Literature and Culture.

　　In 2020 Dr. Shen joined Si Wan College at the National Sun Yat-sen University where she teaches English enhancement courses to develop students' language skills, global perspectives, and international competitiveness. Dr. Shen is currently the CEO of the Center for Teaching Excellence and Associate Dean of Si Wan College. In her capacity she administers Freshman English general education curriculum, promotes EMI general education courses, and coordinates student English enhancement activities in support of the University's goal of building a bilingual campus.

Keynote Speech 2

"EMI and Interactive Pedagogy"

Ben Beaumont

Ben Beaumont is Oxford EMI Senior Trainer and EMI Consultant. For your reference, Oxford EMI is a training and consulting institution specializing in English Medium Instruction in Higher Education.

Ben is an experienced researcher and trainer in EMI. He has published together with Julie Dearden on Teacher Development in EMI. He has trained university teachers worldwide on how to teach their academic subjects through English Medium Instruction.

Ben's research interests include the effects of lecturers changing to English as a Medium of Instruction (EMI) and identifying the type of support universities can take to minimize difficulties during such a transition.

Ben's publications include:

Beaumont, B. (2018). 'From reflective to the reflexive practitioner: helping teachers effect conceptual and pedagogic development.' In Thomas, J. (Ed.). (2018). *ILS Brno: The 2017 Papers*. Brno: Versatile.
Beaumont, B. (2019. May). 'Researching our practice.' *ETP*. Issue 122, pp4-6.
Beaumont, B. (2019). 'Identifying In-Service Support for Lecturers Working in English Medium Instruction Contexts' in Carrió-Pastor, M. L. (Ed.). (2019). *Internationalising Learning in Higher Education: The Challenges of English as a Medium of Instruction*. Springer.

Ben is also Head of Teacher Education at Trinity College, London. He is the academic and operational lead for a suite of qualifications taken by approximately 3,000 teachers every year.

Ben has worked in all the educational sectors, such as primary, secondary, vocational education, and higher education and is keen to share his knowledge from across the sectors to help teachers and lecturers create effective learning environments.

Ben is part of the Oxford EMI team, which is working on the BEST project in Taiwan, and therefore has an excellent background for this talk.

Abstracts

Room 1

EMI and Internationalization

國中生雙語與全英語教學對學生
學習動機、學習興趣與自我效能之先導研究
English Only vs Bilingual Education:
A Pilot Study of Students' Learning Motivation, Interest and
Self-efficacy in Junior High School

Chao-Shun (Sally) Chen

Research Student, Institute of Education, National Taiwan Ocean University

Abstract

Introduction: In the era of globalization, training students with global competence is one of the main goals of bilingual education. Competency indicators for global competence typically include professional skills, language and communication skills, and intercultural understanding. The government has launched a Bilingual Nation 2030 Policy to enhance the competitiveness of the younger generation in Taiwan. This research paper explores a one-semester bilingual health education course in Taipei Junior High School and argues that bilingual education needs teaching methods and techniques to support the language input in the subject matter.

Purpose: The research aims to determine the factors of students learning interests, motivation, and self-efficacy in Bilingual Education (BE) and English-only (EO) in health education.

Participants: The research participants were 129 students from Taipei Junior High School.

Design and Methods: I applied the Situation Operation Performance (SOP) strategy to study student learning factors. This research follows the Health Education Curriculum to teach the English language in the Taipei Junior High School; the focuses were on the English language percentage used in one semester (i.e., eighteen lessons). The study uses a quasi-experimental design and quantitative method, using a 52-item questionnaire (i.e., Learning Interests, Motivation, and Self-efficacy Questionnaire). The sample size was 432 students to measure the reliability and validity content validity index (CVI). We selected the six classes in 7th grade into treatment and control groups.

The treatment group indicates that the experimental group conducts the Bilingual Education (BE) teaching model. The Control group means that the recipient takes experimental treatment, in which the control group runs English-Only (EO) teaching model. Before the first class, the student will behold a pre-test, and the post-test will accept after the experiment.

Findings: The results revealed that 92.23% of students are always interested, 86.93% are always motivated, and 87.8.% of students are always looking forward to this bilingual health education class.

Recommendations: The research findings support the integration of bilingual education in health education in seventh, eighth, and ninth-grade classes.

Keywords:

Bilingual Education (BE), English-Only (EO), English Medium Instruction (EMI), Situation Operation Performance (SOP), Translanguaging, Junior High School

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職稱 Job Title	研究生
個人簡介 Biodata	擔任木柵國中雙語健康教育教師 擔任木柵國中雙語推動教師
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職稱 Job Title	教授
個人簡介 Biodata	國立臺灣海洋大學師資培育中心/教育研究所教授

English-Mediated Instruction Practices in Higher Education: A case study of South Korea

Yu-Hsuan Lin
Assistant Professor, Department of Economics, the Catholic University of Korea,
Republic of Korea
Email: yuhsuan.lin@catholic.ac.kr

Abstract

Background: English-medium instruction (EMI) has become a common practice to improve competitiveness among higher education institutions in Korea. In the past two decades, many universities have established and implemented institution-wide EMI policies. By doing so, the universities have had significant development in University ranking. English proficiency achieved through EMI could develop employability and competitiveness of home students in the global job market and overseas study. Also, EMI can benefit the recruitment of international students. Nevertheless, the literature revealed that instructors perceived EMI negatively due to less funding, lack of qualified teaching staff, lack of students' understanding and interest, and cultural opposition.

Method: This study explores university students' class satisfaction in a case study of EMI adoption in Korea (*N=636*). Responses from three types of courses: major elective, general elective and seminar courses. To address the current challenges in EMI education, a hybrid teaching approach which consists of classroom experiments, flipped learning, and project-based learning was proposed.

Findings: We found that overall satisfaction was higher in seminar courses, compared to general elective courses. Particularly, students in general elective courses less agreed that the lecture was delivered in an understandable way and the teaching approach was appropriate. This might be due to the large student number in the class and most students had taken relative courses. In addition, students in major elective courses felt the instructor lectured with enthusiasm and the assessments were clear and justified.

Conclusion: This study presents a teaching approach for EMI education to address the language barrier and improve students' engagement and motivation via classroom peer effects. Practical guidelines were provided to promote learner autonomy and create an effective formative and summative assessment. The future development of EMI policy and implementation needs to consider students' feedback and the educational purpose of instructors.

論文投稿人資料 **Information of Authors**

作者人數 the Number of Authors	■單一作者 Single Author □多位作者 Multiple Authors
作者 1 Author 1	
姓名 Name	Yu-Hsuan Lin
服務單位 Affiliation	Department of Economics, the Catholic University of Korea
職稱 Job Title	Assistant Professor
個人簡介 Biodata	Dr. Yu-Hsuan Lin has served at the Catholic University of Korea since 2014. He is an experimental economist. His recent research interests include experimental methodologies and specific topics include higher education reform, consumer behaviour, decisions under uncertainty, and agricultural and environmental policy. As a rich experience English-mediated Instruction (EMI) instructor at multicultural universities, he had developed a hybrid teaching approach which consists of flipped learning, classroom-experiment and project-based learning.

Using Content and Language Integrated Learning to Promote International Student Professional Knowledge: A preliminary study

Lee-Chun Tang

Assistant Professor, Two-year Junior College of Long-term Care, Tzu Chi University of Science and Technology

Abstract

Low proficiency in language and subject matter content is a challenge for international students and Taiwanese teachers; this issue impacts the depth and width of knowledge convey. On premises, the school must assess the language proficiency, learning motivation, and learners' background to adopt proper learning theory and teaching strategies. This study explores the two-year long-term care program for Philippines students to become long-term care workers. The courses adopt Content and Language Integrated Learning (CLIL) theory as scaffolding to reinforce their learning of professional terminologies and knowledge. Additionally, the courses apply Visible Learning Theory as a base to integrate culture and communication in services learning to promote future job adaptation and use the "Push and pull model" to analyze students' learning motivation. The two courses in the study are "Professional Terminologies in Chinese" and "Introduction of Age-Related Diseases." The design and arrangement of teaching materials are applied to fit the students' learning levels. The instructors provide visuals such as Chinese vocabulary and spelling, English descriptions, graphs, photos, videos, scenarios, and dialogues as teaching strategies in the courses to integrate CLIL 4 Cs (content, cognition, communication, and culture) principles. Service-learning in community long-term care stations provides opportunities for students to interact with elders to get to know their life experiences and context. The quantitative and qualitative data analysis on learning feedback of the two courses reflected positive and observable self-growth.

Keywords: Content and Language Integrated Learning, International students, Chinese, Long-term care, Care worker

以學科內容與語言整合教學促進外籍生專業識能之初探

湯麗君

慈濟科技大學 長照科 助理教授

摘要

　　教學對象的語言限制及對專業的生澀，對外籍生及教授專業課程的教師均是一個挑戰，並且會影響專業知識傳授的深淺及廣度。因此，了解教學對象的語言限制、學習動機、及學習背景對教師選擇或設計運用之教學理論及教學策略是非常重要的前提。此兩年制國際產學合作專班長期照顧服務領域的課程， 其教學對象為菲律賓公費學生，以培育具備專業及華語溝通能力的高齡長期照顧服務員為目標。因此， 專班課程涵蓋了初級華語、專業華語、專業實作課程、及實習課程等，尚未具備足夠華語能力前，專業課程的教授則以雙語方式進行，以提升對專業的理解。

　　本文運用了「學科內容與語言整合教學」（Content and Language Integrated Learning, CLIL）理論作為課程的架構， 將語言及學科內容融合，以雙語教授學科知識，並運用「可見的學習」（Visible Learning）理論， 將文化及溝通融入，以提升對於未來職業場域及照顧對象的認知，並以推拉模型（push and pull model）分析教學對象的學習動機。本文以兩門必修課為施測的課程，教學教材之設計及編列符合學習對象的語言程度需求，教學策略則以英文解釋及圖示輔助來說明專業中文單字、並加註華語拼音協助正確發音、設計情境對話強化應用，並安排學生於社區長照據點擔任志工，以服務學習方式應用課程所學之知識及職業所需的語言，以促進文化溝通及了解服務對象的生活脈絡。

關鍵字：學科內容語言整合教學、外籍生、華語、長期照顧、照顧服務員

論文投稿人資料 Information of Authors

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職稱 Job Title	助理教授
個人簡介 Biodata	自 2019 年開始擔任國際產學合作專班課程教師，參與菲律賓學生專業的學習及生活的輔導。

The Construction of a Marketing English Word List by Using Corpora and Co-word Analysis

Chun-Min Lin
Assistant Professor, Department of Marketing and Distribution Management, Tzu Chi University of Science and Technology

Hsiou-chieh Teng
Lecturer, Holistic Education Center, Tzu Chi University of Science and Technology

Abstract

This study aims to establish an English for Specific Purposes (ESP) vocabulary list for Marketing and Distribution Management (MDM) students. Colleges and universities in Taiwan have been committing to improving students' English ability. Researchers have shown that having students more exposed to ESP in their professional field can increase their learning motivation and effects (Altalib, 2019). It is applicable for vocational school students who usually show low motivation in English learning. However, the scope of ESP should be determined objectively. This research intends to use corpora and texts from English marketing webpages to form the database for analysis. The study will involve six stages. First, the WordNet corpus will be used to analyze the relationship between synonyms, hyponyms, and hypernymy of the word 'marketing' and generate appropriate query terms. Next, a web crawler will be used to search online and collect texts with these query terms. Then the frequency of each word in the collected texts will be calculated and the grouping relationship between the words be determined with co-word analysis technique. After that, a group of stop words will be found by comparing to the BNC corpus. As a result, the study can exclude common high-frequency words and keep only core high-frequency words on MDM. At this stage, the study will invite experts and scholars in the MDM discipline to examine the preliminary list of the top 500 words ranked according to the frequency of occurrences with a two-stage review using the Delphi method. The final result will be the Marketing English Word List (MEWL). MEWL could guide the teachers in designing teaching materials and allow teachers and students to narrow their focus to MDM professional vocabulary and set vocabulary learning goals accordingly. It can also serve as a reference ESP word list for students studying MDM and an English proficiency indicator for students with MDM majors.

Keywords: ESP, Corpus, Co-word Analysis, Marketing, Word List

以語料庫與共詞分析法建置行銷專業英語詞彙集

林俊銘
慈濟科技大學行銷與流通管理系助理教授

鄧琇介
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摘要

本研究的目的在於建置行銷管理領域的專業英文詞彙集，作為行銷與流通管理系學生專業英語能力學習方向的參考依據。台灣的大專院校都致力於提升學生的英語能力，而讓學生多接觸自己的專業英語，可提高學生英語學習動機與成效(Altalib, 2019)。對於英語學習動機普遍較低的技職學生，尤為可行。但專業英語的範圍為何，需要有步驟的進行客觀的認定。本研究以語料庫、行銷網頁文本作為分析依據。先藉由 WordNet 語料庫分析「marketing」一詞的同義字、上下位詞的關係，產生適當的查詢詞，再由查詢詞進行網頁爬蟲收集文本，從文本中計算詞頻，並以共詞分析法計算語詞之間的分群關係，之後再藉由 BNC 語料庫建立停用詞清單，比對並排除一般性的常用詞彙，以免一般性的高頻詞彙干擾高相關但詞頻相對較低的專業詞彙。以頻率最高的 500 字作為本研究的行銷專業詞彙集。最後再邀請行管領域專家學者以德菲法進行兩階段審查。本研究之詞彙集可提供行銷領域系所做為學生專業英語的練習的參考，在課堂上反覆應用，也可作為系所英語能力的一部分指標。

關鍵字: 專業英語、語料庫、共詞分析法、行銷、詞彙集

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Abstracts

Room 2

CLIL and Bilingual Education

Rural Children's Perceptions of English Learning at an English Camp

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De-Yin Shih
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Abstract

This study presented a preliminary investigation of rural children's mixed-grade anxiety toward English learning after participating in a two-day English camp in east Taiwan. The English camp used the content and language-integrated approach to English teaching across different subjects including reading, math, nature, nutrition, music, and science. Framed within the methodology of naturalistic inquiry, the thirty-three rural children involved shared their feelings by voting on how the course impacted their pleasure and knowledge. The voting was administered through written feedback, where the children colored stars to indicate how much they had learned in each lesson. The most impressive lessons that received more than ten votes from the children were the hands-on paper butterfly folding craft, numbers in life, baby animals, and veggie trump, that fall within the interdisciplinary subjects of nature, math, and science. Additionally, an English learning anxiety survey was conducted prior to the camp and before the end of the camp. The rural children's responses to the pre-test and post-test surveys were analyzed by paired t-testing, and the results revealed a difference in the category of test anxiety at $p < .10$. The interviews with the children and the parents supported the positive impact of these CLIL English activities on rural children's perceptions of learning English. In light of the findings, this study suggests that bilingual education for young rural children should tap into their familiarity with life experiences and curiosity for knowledge across disciplines. Furthermore, the learning climate of the family-like companions of college students and adult volunteers, along with the dining experiences of vegetarian dishes and desserts, may also have contributed to reducing anxiety and creating a feeling of belongingness during camp learning.

Keywords: bilingual education; content and language-integrated learning; English learning anxiety; rural children

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Reducing Language Learning Anxiety in a Cross-country Team-teaching Class

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Abstract

This study demonstrates how using new teaching techniques in the classroom can reduce anxiety in language learning. The methodology used in this study was action research, which involved an experimental class for my Taiwanese students to directly interact with teachers from the United States via video call. (As background knowledge, this happened from the 2018 Cloud Project, which was an exchange program for English teachers in elementary schools situated in remote areas in Taiwan.) Students were allowed to teach their foreign teachers Mandarin Chinese and play game-like environments. I collected and analyzed the interview data, classroom observation, and feedback from all the participants about how they felt about the exchange role in the following three different teaching styles (team-teaching online, face-to-face, and group activity). The results show that role-reversal technique, mother tongue integration, game-like environments, and a friendly learning environment can increase students' engagement and motivation. For example, I observed students were more confident and active in learning and less fearful of the foreign teachers when using the role-reversal technique. Therefore, these new teaching strategies are highly effective and should be used for a more engaged classroom.

Keywords: team-teaching online, mother-tongue assistance, language learning anxiety, remote school, role-reversal technique

降低英語學習焦慮的跨國協同教學研究

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摘要

自研究者加入「107 年度偏遠學校國中小英語教師海外進修計畫」後的一次中外師視訊協同教學現場看到偏鄉小孩極度害怕螢幕中的外師後,便決意探究「讓學生教外師中文」教學技巧是否能降低偏鄉學生學習英語的焦慮,本研究採行動研究,主要透過陸續投入三個不同協同教學場域產生的師生回饋單、訪談與課室觀察日誌等資料的蒐集後,再從中師、外師、學生三方角度審視資料,本研究結果如下:

一、「讓學生教外師中文」技巧導入偏鄉國小英語教學如何改變學生情緒:

(一)師生角色互換帶來學生心理場域變化(從學習焦慮變得有自信、主動學習)。

(二)母語融入帶給學生安全感。

(三)在遊戲合作競爭舞台上,外師放下身段共學共玩,降低學生對外師的陌生恐懼。

(四)中外師協同營造讓人放心的環境(耐心、信任感)在口語教學初期能大量降低低自信又有焦慮感的學生負面焦慮情緒。

二、「讓學生教外師中文」技巧導入偏鄉國小英語教學改變教師信念:

研究者發現用「玩」的態度所進行的課程,看到不同課室風景,反思自己原本在教學現場的角色定位、教學方法、師生互動等班級經營方式的僵化。

關鍵字: 視訊協同教學、母語融入英語教學、英語學習焦慮、偏遠學校、師生角色互換

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Dilemma and Countermeasures of Bilingual Teaching:
An Example of a Public Elementary School in Taoyuan City

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Abstract

Bilingual teaching is currently one of Taiwan's priorities in coordinating with the bilingual nation policy in 2030. Bilingual education in Taiwan is being promoted by the government and under the experimental development of public and private schools. Bilingual teaching involves teaching academic content in two languages, the mother tongue and the second language, and a different number of each language based on the course model. Bilingual teaching refers to the use of two languages as a means of instruction and as part or all of the school curriculum, which is different from only teaching a second language as a subject. This research found three dilemmas from the bilingual teaching site:

Item 1: From the perspective of school administration. The current bilingual teaching in Taoyuan Elementary School consists of foreign teachers and English teachers. Mainly delivered in a cross-field approach, combined with subject-based, such as bilingual life, bilingual Language sports, bilingual integration, bilingual music, and other methods are used for teaching in the absence of English textbooks. For textbook preparation, more administrative resources and experienced and professional subject teachers need to work together to achieve the accuracy of teaching the subject. How do professional subject teachers and English teachers integrate to provide co-prepared courses and reach the goal of win-win cross-field bilingual teaching? Therefore, this current dilemma needs to handle urgently.

Item 2: From the perspective of teachers. Some teachers can teach professional subjects, but they cannot teach English. Some of them are English teachers, but they cannot teach professional subjects which need lesson preparation. It takes a lot of time to write teaching plans in both Chinese and English. The bilingual teacher prepares many lessons and works hard. There the current bilingual is the second dilemma in the teaching scene.

Item 3: From the perspective of students. Due to the difference in English proficiency in each class, students have different levels of understanding when attending bilingual teaching. Teachers need to pay special attention to the vocabulary and English rate of using bilingual English. And adjustments make it difficult for bilingual teachers to teach. The difference in students' English proficiency is due to bilingual teaching dilemma three.

Therefore, teachers can use this research on bilingual teaching to solve the dilemma of on-site teaching. The Central Bureau provides instruction on how schools position bilingual education and coping strategies to improve students' ability to use daily English conversations and use English as a medium. Teaching and extensive use of English classroom language, using English to introduce festivals in Taiwan, such as Ghost Festival, Mid-Autumn Festival, Dragon Boat Festival, Chinese New Year, etc. Festivals allow students to have the bilingual ability to introduce Chinese culture to other countries to understand Chinese culture, which is also international diplomacy and exchange. Furthermore, in line with foreign festivals such as Easter, Halloween, and Christmas, Chinese and English cultural teaching allows students to learn about the experience of different countries and cultures in bilingual education.

雙語教學之困境與因應策略

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摘 要

雙語教學是目前學校配合 2030 年雙語國家政策的重點之一，臺灣的雙語教學在政府的提倡與公私立學校的努力實驗發展推行中。雙語教學涉及用兩種語言教授學術內容，使用母語和第二語言，並根據課程模式使用不同數量的每種語言。雙語教學是指利用兩種語言作為學生的教學手段，並被視為學校課程的一部分或全部，有別於只教授第二語言作為科目（陳幼君，2007）。

兒童發展心理學家皮亞傑（Piaget）認為語言能力與認知能力有著密不可分的關係。發展心理學家愛麗卡，霍夫（Erica，Hoff）曾經提到：「想培養擁有雙語能力的孩子，必須要讓他們大量接觸這門語言。」因此想實行幼兒雙語教育的父母們，建議能為孩子尋找合適的資源，不論是在學校或家中，努力為兒女營造出雙語溝通的環境，讓他們有更多機會能接觸第二語言。

本研究從雙語教學現場中發現三個困境：

第一項：從學校行政面來看，目前桃園市國小的雙語教學是以外籍老師與英文老師為主，以跨領域結合雙語的方式來進行，結合學科來教學，例如以雙語生活、雙語體育、雙語綜合、雙語音樂等方式來教學（曾姿瑋，2020）。在欠缺英文文本教科書為備課書的情況下，需要更多的行政資源的協助，亦需要有經驗和專業的學科老師協同共備，以達到教導此學科的知識準確性。

如何將專業學科老師與英文老師提供行政、課程、教學、學習評量，以達到跨領域雙語教學雙贏的目標？是目前急需挑戰的困境之一。

第二項：從雙語師資方面來看，有的老師有專業學科教學能力，卻欠
　　　　缺英文教學的能力，有的本身是英文老師，卻欠缺專業學科
　　　　的教學能力，造成備課需要花很多時間，需寫中、英文教案，
　　　　若遇到疫情時代，無外師的情況下，雙語中籍教師須一人飾
　　　　兩角，雙語中師備課量大且辛苦，這是目前雙語教學現場上
　　　　的困境之二。

第三項：從學生方面來看：由於每班學生的英文程度不一，導致上雙
　　　　語教學時，學生瞭解英語的程度不同，使用雙語英文的字彙
　　　　和上課老師說英語的比率，需要特別注意與調整，導致雙語老
　　　　師很難進行雙語教學，學生英語程度上的差異，是雙語教學困境之三。

　　因此，想藉此雙語教學之研究來解決現場教學的困境，可從中央局處的層級
到學校如何定位雙語教育，尋求解決的因應策略，提升學生英語生活語言的運用
能力，透過英語當媒介來教學和大量使用英文教室用語，運用英語來介紹台灣的
節慶，例如，中元節（Ghost Festival）、中秋節（Mid-Autumn Festival）、端午節
（Dragon Boat Festival）和過年（Chinese New Year）等節慶，讓學生有雙語能力
將我國文化介紹給其他國家了解我國文化，也是很好的國際外交與交流。進而與
外國節慶如復活節（Easter）、萬聖節（Halloween）、聖誕節（Christmas）等節慶
相呼應，中、英語文化教學，讓學生在雙語教學中，學習不同國家有不同文化的
體驗。

關鍵字：雙語教學、雙語師資、雙語困境因應策略

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Is Online Bilingual Education Feasible?

The Application of CLIL in E-Tutor Project

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Abstract

The E-Tutor Project, sponsored by the Ministry of Education in Taiwan, aims to provide university students teaching opportunities for online tutoring for after-school learning. This study is a case study using an 8-item interview questionnaire to investigate the teaching design and learning effectiveness of combining English and mathematics based on the CLIL framework in the E-Tutor online learning environment. The tutor in this case study is a university undergraduate student and a middle school male student tutoree with an intermediate level of English. The online tutoring lessons met once a week for 90 minutes. The learning objective is to combine English with the Pythagorean theorem using some of the online learning platforms as supplemental materials. Data collection was from the course recording, student interview feedback, and the tutor teaching portfolios. The findings show that the 5Cs (i.e., Cognition, Content, Communication, Community, Competence) of CLIL help verify the teaching objective, and the implementation of CLIL in an online learning environment improves student motivation. However, due to the student's low English and mathematics proficiencies, the bilingual learning framework can represent a principal challenge with the student's cognitive load. Finally, the study suggests that online bilingual education is feasible and providing scaffolding for students is essential.

Keywords: Bilingual Education, CLIL, E-Tutor

雙語可以線上嗎？CLIL 教學法在數位學伴的應用

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摘要

教育部數位學伴計畫旨在「生命陪伴生命，生活教導生活」，讓大專校院提供合作輔導機制，提供偏遠地區國民中小學學童一對一即時陪伴的線上學習環境。本案例研究旨在藉由數位學伴的線上學習環境特色，來探討以學科內容與語言整合教學法(CLIL)所結合英文與數學的教學設計與學習成效。本案教學端為東部某國立大學外文系大學部學生，學習端為東部某國二男學生，學生英文程度中上，實行 CLIL 教學的期程為兩堂課，共計 90 分鐘。教案設計理念是將英語與畢氏定理結合，並參考了因材網的數位學習資源。資料蒐集來源為課後學生訪談及教學端的教學日誌。由研究資料顯示，藉由 CLIL 中的 5Cs 架構來進行教學有助明確建構教學主題及目標，同時在數位學習環境中實施 CLIL 教學較能引發學生的興趣，但因受限於學習端的英語及數學程度，在雙語學習環境中學生的認知負荷隨之增加，因此對於學習目標僅能達到理解且難以即學即用。最後，根據本案例研究之成果建議，無論學生程度高低皆可施行 CLIL 線上教學模式，但在教學前須有完整的學習鷹架來建構教材。

關鍵字：雙語教育、學科內容與語言整合教學法、數位學伴

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	4. 教育部109及110年度「國立宜蘭大學數位學伴計畫」主持人。教育部110年度「國立宜蘭大學STEM領域及女性研發人才培育計畫」主持人。教育部104~111年度「國立宜蘭大學全國高中職智慧鐵人創意競賽計畫」主持人。
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Practice and Reflection on the Integration of English Learning Passport Teaching into Elementary School English Teaching

Sheila Zhou
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Abstract

This paper reflects on the Tzu Chi handbook entitled the English Learning Passport: Handbook for Children (E.L.P). E.L.P. is a teaching program and serves as a supplemental English education course designed at Tzu Chi Elementary School in Hualien, Taiwan, to complement the core 'English as a Foreign Language' (EFL) curriculum at Tzu Chi Elementary School. In Taiwan, English learning has always been dominated by English classroom teaching. Using the E.L.P. program, students can use English to communicate with friends and family members by incorporating interactive English education activities in their daily lives both in the classroom and while away from school. This paper aims to share the practical experience of English teachers on how to integrate English learning passport teaching into English teaching courses.

The paper contains three parts: (1.) the origin and content of the elementary school level of the English Learning Passports program, (2.) how to integrate an E.L.P. program into a standard English teaching curriculum, and (3.) the final reflections.

The final reflections include (a.) the perspectives of English teacher self-evaluation reports; (b.) examples and descriptions of parental participation and interaction; and (c.) observations of student reactions and examples from student feedback sheets. These three key reflection sources demonstrated how integrating the E.L.P. program into the EFL curriculum of elementary schools can improve the professional growth of English teachers, encourage the active participation of parents, and cultivate successful lifelong foreign language learning habits in children.

For elementary school children, they use the E.L.P. program to learn English through fun interactive situational activities to build their confidence. For English teachers, a good E.L.P. program integrates a mainstay set of activities that bridge English language learning from the classroom into situational activities with homeroom

teachers, classmates, and parents. For families, the E.L.P. program invites family interactions as a significant contribution to language practice, parent-child relationships are enhanced, and English use becomes part of the student social environment. English is no longer merely another school subject, but more becomes a necessary and significant part of the child's everyday life. The results show higher language retention and improvements in fluency.

The E.L.P. program promotes intellectual curiosity and conversation skills using a flexible, broad range of profound cross-curricular topics. The handbook contents include topics ranging from environmental protection to country names, wisdom literature, practical aphorisms, weekly journal writings, popular songs, and at-home reading of English books. By creating meaningful opportunities for English use, students substantially internalize many practical English skills. Therefore, utilizing the E.L.P. program can significantly increase the potential success of any EFL program.

Appendix 1: The Development of English Teaching at the Elementary School in Hualien Taiwan (2000-2021)   By Sheila Zhou

	English Teaching Activity	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
1	Using text books for teaching	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎
2	Graded teaching		◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎										
3	College students from Colorado involved in English activities		◎	◎	◎		◎	◎															
4	The teachers from Singapore taught Jing Si Aphorisms			◎																			
5	English Club			◎	◎																		
6	Monthly English activity			◎	◎																		
7	English drama class performances			◎	◎	◎	◎	◎	◎	◎	◎	◎		◎	◎	◎	◎	◎	◎	◎			
8	Broadcasting of English program			◎	◎																		
9	Live TV broadcasting of English program					◎	◎	◎	◎	◎	◎	◎	◎	◎	◎								
10	Family English on weekends			◎	◎	◎	◎	◎															
11	Class English reading				◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎
12	"A Nice Phrase a Day" monthly worksheet			◎	◎																		
13	"A Nice Expression a day": A handbook (or English learning passport) with CD				◎	◎	◎	◎															

#		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
14	English teaching for lower achievement Students					◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎						
15	English learning after class						◎	◎	◎	◎	◎												
16	Parent volunteers						◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎					
17	English talent shows at the end of the semester					◎	◎	◎	◎	◎	◎												
18	Jing Si Story telling Competition						◎	◎	◎	◎	◎	◎	◎	◎	◎	◎							
19	Using handbook of "A Nice phrase a day" as homework for summer and winter vacation						◎	◎															
20	English Drama Club							◎	◎									◎					
21	Consultant from English Department of Tzu Chi University: Dr. Mike Hemsley							◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎					
22	Using the reading house books as homework during the winter break							◎															
23	Using Colorful English date cards in the							◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎

#		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	classroom for English emersion																						
24	Combined Education Bureau's content into English learning passport								◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎
25	English learning Passport certification with English teachers as the mainstay, homeroom teachers, classmates, and parents as supplements								◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎
26	English teacher club for teaching reading and drama										◎	◎											
27	"English Cottage " Helping lower achievement students and an All-English-Club for students												◎	◎									
28	Student video conference with International School in Indonesia												◎	◎									
29	Bilingual Class															◎	◎	◎	◎	◎	◎	◎	◎
30	Watch English videos every Wednesday morning															◎	◎	◎					
31	Students from English															◎	◎	◎					

	Department of Tzu Chi University helped our elementary school students																								
32	Video Christmas English teaching exchange with American Tzu Chi volunteers																								◎

Notes of English Learning Passport:

The second, third, fourth, and fifth levels were made using the English content from the Hualien Education Bureau and were then adapted and added to by the English teachers at our school.

The first and sixth level English Learning Passports were planned and created by the English teachers at our school.

The contents planned and developed by the English teachers are:

1. Daily English conversation

2. Jing Si Aphorisms (practical aphorisms)

3. Environmental protection

4. Popular songs

5. Country names

6. Reading book lists

7. The sight words,

8. Phonics

Appendix 2

The Experimental Elementary School of Tzu Chi University in the second semester of 2005
Compilation of the results of students' participation in the "English Learning Passport" Live TV Broadcast program Opinion Survey

Period: 30th May to 28th June 2005
Time: At 1:00 ~ 1:10 P.M. Mondays, Tuesdays, Thursdays, and Fridays.
Total number of participating students: 205
The total liking (%) of the 1st to 6th grades participated in the "English Learning Passport" Live TV broadcast program : 85%
The number of the 2nd to 5th grade English volunteers: 14
Instructor: Sheila Zhou
Video assistance: Zhang Yaowen

The results of the opinion survey are summarized as follows:

The number of students who participated in the Live TV broadcast program of "English Learning Passport"	like	dislike	likes （%）	Likeness ranking
The first graders:38	32	6	84%	3
The second graders:42	39	3	92%	1
The third graders:42	34	8	81%	4
The fourth graders:37	31	6	84%	3
The fifth graders:34	29	5	85%	2
The sixth graders: 12	9	3	75%	5
A total of 205 students from grades 1 to 6	174	31	85%	

Note: The number of participants in the sixth grade is relatively low due to the graduation series activities and the 6/21 graduation ceremony.

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