



Planning a Bilingual Lesson

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Today's Objectives

Students will be able to ...

- describe the goal of bilingual education
- write content and language objectives for a bilingual lesson



What is the goal of a bilingual education class?



Students, write your response!



Language Continuum

Local Dominant

Target Dominant



1

2

3

4

5

"I teach almost exclusively through Mandarin, but I sometimes add some English words in my lesson if there is time."

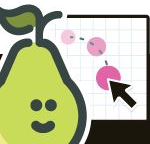
"I teach mostly in Mandarin, but we use English for everyday classroom purposes and sometimes for activities."

"I teach in both Mandarin and English. My goal is for students to learn through and use both languages in my subject."

"I want to teach exclusively in English, but sometimes I switch to Mandarin to support the students."

"I teach exclusively in English, and I encourage my students to use English only as well."

DISCUSS: Which do you think fits best for Taiwan?



Students, drag the icon!





Roles of Languages

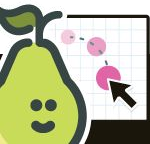
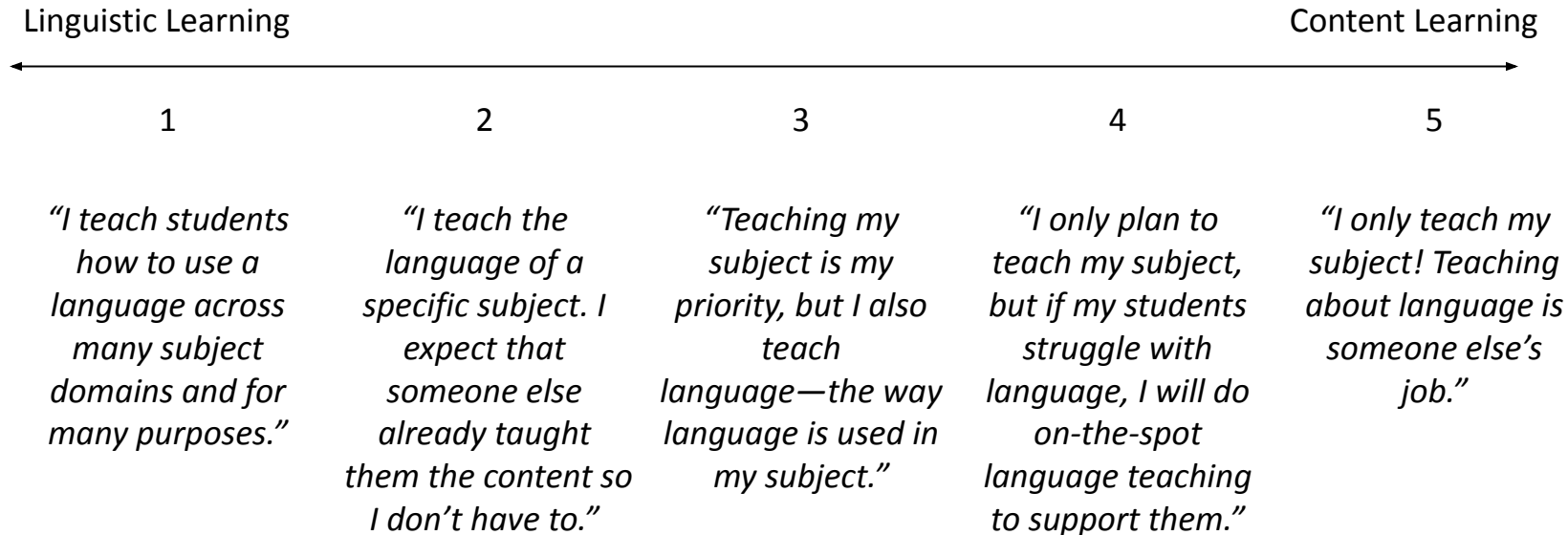
Junior High and Elementary School

發展部分領域/科目課程雙語教學模式，提供國內國民中小學運用及參考。

Source: 教育部國民及學前教育署補助國民中小學部分領域課程雙語教學實施計畫



Learning Continuum



Students, drag the icon!



DISCUSS: Which do you think fits best for Taiwan?



Academic Disciplines

以運用英語於藝術、健康與體育或綜合活動等領域/科目之課程教學為原則。

Source: 教育部國民及學前教育署補助國民中小學部分領域課程雙語教學實施計畫



Curriculum

“The various educational bilingualization strategies at senior high schools and below will neither involve adjusting implementation of the 2019 curriculum guidelines nor infringe on existing curriculum resources.” (Bilingual 2030, p. 15)



Language Skills

“As for students, the survey conducted by the British Council in collaboration with the Ministry of Education showed that many students have already reached CEFR B1 level or above in English listening and reading. The implementation of bilingual teaching will build on this basis to **enhance their speaking and writing skills.**” (emphasis added, Bilingual 2030, p. 17)

Bilingual Education Arrangements Grid

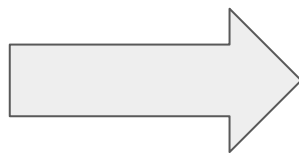
Graham (2021)

<https://doi.org/10.6084/m9.figshare.16551369.v3>

		Language Continuum		
Learning Continuum	Target Language Dominant	Language Multiplicity	Local Language Dominant	
	Content Learning	Content Learning	Content Learning	
	Target Language Dominant	Language Multiplicity	Local Language Dominant	
	Content-Language Learning	Content-Language Learning	Content-Language Learning	
	Target Language Dominant	Language Multiplicity	Local Language Dominant	
	Language Learning	Language Learning	Language Learning	



Applying to Lesson Planning



國民中小學部分領域課程雙語教學實施計畫
本土雙語教育模式之建構與推廣

雙語課程教案設計 The Design of Bilingual Lesson Plan

學校名稱 School	新北市三峽區 龍埔國民小學	課程名稱 Course	生活
單元名稱 Unit	My Neighborhood	學科領域 Domain/ Subject	視覺藝術
教材來源 Teaching Material	自編	教案設計者 Designer	楊明鑫
實施年級 Grade	2	本單元共 <u>2</u> 節 The Total Number of Sessions in this Unit	
教學設計理念 Rationale for Instructional Design	以簡單的故事作為情境脈絡，喚起兒童對現實的體驗和生活的想像，並透過教師的引導、提問及故事劇情輔助兒童心象表現，並讓兒童藉由現成物的組成展現想像及創造力。		



Learning Objectives in Lesson Plans



How do you think writing learning objectives for bilingual class is different from monolingual (Chinese-medium) class?



Students, write your response!



Planning Two Objectives

Content
Objective



Language
(Communication)
Objective



Objectives Connected to the Curriculum

1. The objective **MUST** be connected to the **outcomes** in the national curriculum.



2. The objective **MUST** actually matter. (Need/Nice/Don't Need to Know)

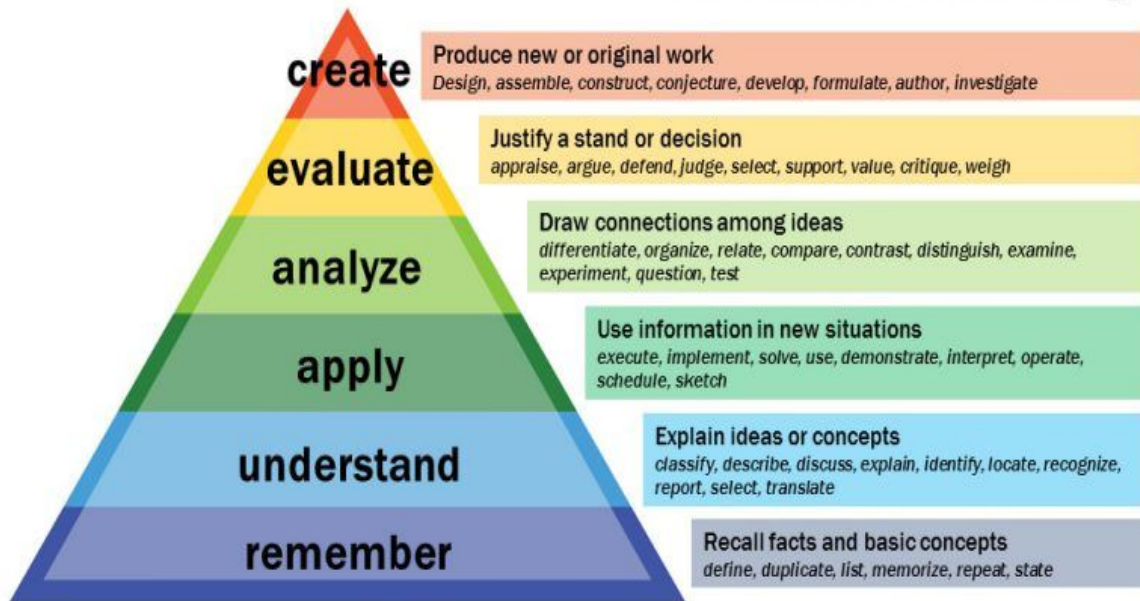
IMPORTANT: The content does not change in bilingual education.



Writing a Content Objective

Students can +
[Action] +
[Content] +
[Conditions].

Bloom's Taxonomy





A Word on Conditions ...

Students can write a bilingual lesson plan.

VS.

Students can write a bilingual lesson plan with content objectives, language objectives, and four learning stages.



Evaluating Content Objectives

學校名稱 School	新北市三峽區 龍埔國民小學	課程名稱 Course	生活
單元名稱 Unit	My Neighborhood	學科領域 Domain/ Subject	視覺藝術
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	B3 藝術涵養與美感素養	
	領綱 Domain/Subject Guidelines	生活-E-B3 感受與體會生活中人、事、物的真、善與美，欣賞生活中美的多元形式與表現，在創作中覺察美的元素，逐漸發展美的敏覺。	
	校本素養指標 School-based Competences	Not Applicable	
學科學習重點 Learning Focus	學習表現 Learning Performance	3-I-1 願意參與各種學習活動，表現好奇與求知探究之心。 4-I-1 利用各種生活的媒介與素材進行表現與創作，喚起豐富的想像力。	
	學習內容 Learning Contents	C-I-2 媒材特性與符號表徵的使用。 C-I-4 事理的應用與實踐。	
單元學習目標 Learning Objectives	<ul style="list-style-type: none"> ● Able to listen to the teacher attentively ● Able to utilize the principles learned in the design of their mini city. ● Able to follow instructions and finish the given tasks. 		



Let's Write Content Objectives.



Students, write your response!



Why Language (Communication) Objectives?

The goal of the policy is very much about communication:

“The implementation of bilingual teaching will build on this basis to **enhance their speaking and writing skills.**” (emphasis added, Bilingual 2030, p. 17)



Writing a Language (Communication) Objective

Students can +
[say/write] +
[content] +
using [words/ pattern].

Common Bilingual Sentence Patterns

1. There is/are ...
2. [Noun] is/are [adjective].
3. [Noun] has/have [object].
4. [Noun] [Verb] [Object].



Let's Write Language Objectives.



Students, write your response!

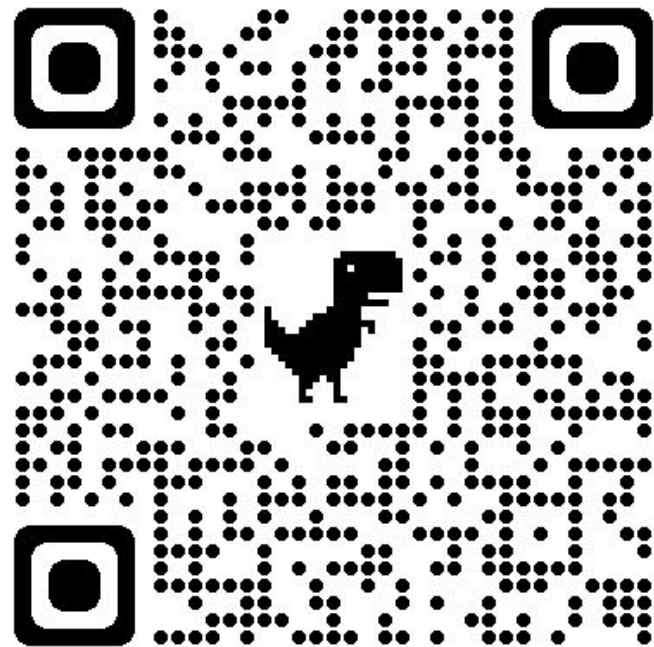


Example Lesson Plans



運用英語進行多領域學習
本土雙語教育模式之建構與推廣
Applying English to Learn Multiple Subjects
Localizing Bilingual Education Models in Primary and Secondary Schools

<https://clspro.ccu.edu.tw/p/404-1140-28515.php?Lang=zh-tw>



Questions?

Contact me at kmgraham@ntnu.edu.tw