【臺灣 CLIL 教師專業職能參考指標】研究

執行摘要

隨著實施 CLIL 的學校數量增加，相關之教師增能需求亦越加殷切；然臺灣屬於「以英語為外語」之情境，在雙語教育的施行上必須考量在地需求。本研究旨在因應國內學科內容與語言整合學習(Content and Language Integrated Learning, CLIL) 需求，發展【臺灣 CLIL 教師專業職能參考指標】，希望對教師增能有所助益。

本研究之研究問題如下：一、本地 CLIL 教師對各項教師專業職能屬性之認知為何(屬於必備基礎或進階能力)？二、教師本身之背景差異，是否會對專業職能屬性的認知造成影響？研究流程包含文獻分析、專家座談、線上問卷調查及訪談四個部分。

文獻分析涵蓋之文獻種類包含歐美主要的 CLIL 或雙語教師能力指標、國內外 CLIL 教師養成相關文獻，以及國內教師專業標準之相關文獻。我們據此提出初版指標草案，並召開專家座談討論。參與專家包括相關領域之學者專家、教育局代表以及雙語中小學校長。會後根據專家建議，除根據臺灣 CLIL 課堂實況調整指標內文外，並確認增加與在地教學情境相關之指標(如與學科/語言老師共同備課)，共計 38 條，分為六大領域。

線上問卷調查及意見訪談即依據上述版本之指標進行。問卷調查施行對象為全國雙語中小學之 CLIL 在職教師，以及師資培育大學主辦之中小學雙語教學在職教師增能學分班學員，共回收有效樣本 792 筆，填答者之背景分布與 CLIL 在臺灣之實行現況吻合(如以教學階段而言，國小老師佔多數)。本問卷採 Likert 三點式量尺，請填答者回答對專業職能屬性之認知。問卷資料通過 Cronbach's α 信度考驗及因數分析之效度檢測後，進行變異數分析。以下為主要發現：

- 整體而言，填答者認為指標所描述之專業職能以必備基礎能力居多(平均得分 2.27，標準差 0.1)。
- 現職 CLIL 教師針對各項專業職能指標屬性之認知未因教師背景相關因素(例：地域、教學對象、學科、教學年資以及 CLIL 經驗等)呈顯著差異。
- 雖未達統計之顯著水準，跨文化覺察及將在地文化融入教學之專業職能，有偏屬進階能力之趨勢；另外，相較於英語老師，學科老師認為二語學習(second language acquisition)之相關職能亦屬較進階之能力。
- 填答者自評其具備 CLIL 專業職能的程度高低，與其 CLIL 教學經驗多寡成正比。
- 與 CLIL 評量相關之專業職能中，填答者認為屬必備基礎能力者，卻多自評其尚未具備。

本研究以意見訪談與第二次專家座談確認以上量化及質化研究結果，刪併指標為 26 條，分屬知能、教學、評量及專業發展四大領域(詳見附檔，屬進階能力者以星號*另行標註)。本研究之意義及未來方向如下：

- 本研究提供各利害關係人共同之討論平台，使指標內容未來能夠持續優化。
- 本研究之發現可提供未來教師增能課程設計之參考，如加強評量素養及差異化教學。
- 未來可參酌本研究進行方式，針對大專之全英語教育(EMI)進行相關探索。

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Constructing Professional Competency Indicators for Content and Language Integrated Learning (CLIL) Teachers in Taiwan

Executive Summary

As CLIL teaching and related professional training burgeons in Taiwan, the need for CLIL professional development is also emerging. However, given that Taiwan is an English as a Foreign Language (EFL) context, we must take into account local needs when implementing any bilingual approach. Mindful of this, the present study aimed to develop a localized version of the Professional Competency Indicators for CLIL Teachers in Taiwan that can help in-service CLIL teachers evaluate their needs for professional development.

Research questions of the study include: (1) How do local CLIL teachers perceive the professional competency indicators proposed in the present study (fundamental core competencies or advanced competencies)? (2) Do local CLIL teachers perceive these indicators differently based on their backgrounds? The research process consisted of document analysis, expert reviews, and an online survey together with its follow-up interviews.

The document analysis used indicators related to CLIL or bilingual education as well as research related to CLIL teacher training and subject teaching expertise. The first draft of the indicators was then proposed by the LTTC research team and reviewed by an expert panel consisting of government officials, professors of teacher-training universities, and principals of bilingual primary and secondary schools. The experts all confirmed our suggestions on adapting existing indicators and adding local indicators (e.g., "Can collaborate with content/language teachers in course preparation"). In total, 38 competencies, divided into 6 categories, were included in the revised version of the first draft.

An online survey with follow-up interviews was conducted accordingly. For the survey, data were collected from in-service teachers from bilingual schools around Taiwan, and teacher-training universities' bilingual education programs. In total, 792 in-service teachers responded to the survey, and the overall distribution of the backgrounds of the respondents was consistent with the scenario of CLIL implementation in Taiwan (e.g., in terms of teaching level, elementary teachers formed the majority). How respondent teachers perceive each competency indicator proposed was coded with a 3-point Likert scale. The reliability and validity was first confirmed through Cronbach's α and factor analysis, respectively, and influence of individual background factors were then examined using analysis of variance (ANOVA). The main findings are as follows:

- In general, more indicators were perceived as core competencies by the respondent CLIL teachers (M=2.27, SD=0.1).
- No significance was found for the factors regarding CLIL teachers' backgrounds (e.g., school location, teaching level, discipline, years in

service, and CLIL experience).

- Though without statistical significance, competencies relating to global cultural awareness, and integration of local cultural elements into course design tended to be considered as more advanced. Moreover, those competencies relating to expertise of second language acquisition were considered as more advanced for subject teachers, as compared to English teachers.

- Self-reported performance at each competency was found to be positively correlated with teachers' CLIL experience.

- The respondent CLIL teachers perceived CLIL-assessment related competencies as fundamental, yet judged themselves to be lacking these competencies.

A follow-up semi-structured interview and a second expert panel were held to verify these results. Based on the conclusions of the expert panel, the number of the professional competency indicators was reduced to 26, which can be re-divided into four categories: knowledge, teaching, assessment, and professional development (please see the attached file for the details of all indicators; those belonging to "advanced" competencies are marked with asterisks *). Implications and future directions of this study include the following:

- This study provides a common platform both for ongoing discussion with the stakeholders and for future fine-tuning of the indicator contents.

- The findings can inform necessary changes and enhance the course design of future teacher enhancement programs, especially in relation to aspects such as assessment literacy and differentiated instruction.

- A comparable design can be applied to the investigation of English as a Medium of Instruction (EMI) for tertiary education.