

Collaboration with Foreign Universities to Improve on the Effectiveness of Bilingual Education at Elementary and Junior High Schools

(Courtesy of I-Ling Hsieh at the Division of Junior High and Elementary Education)



To assist subject teachers in strengthening their bilingual teaching abilities at elementary and junior high schools that implemented the Bilingual Teaching Program for Specific Subjects, the K-12 Education Administration, Ministry of Education, collaborated with the Queensland University of Technology, the Griffith University, and Auckland University of Technology in August 2021 to host the Transnational Video Workshop for School Teachers for the School Year 2021 Bilingual Teaching Program for Specific Subjects, while holding bilingual micro-teaching plan presentations based on subjects and classes from November 2021 to December 2021, with the aim of assisting 241 elementary and junior high school teachers in improving their bilingual teaching abilities.

The K-12 Education Administration stated that a transnational video workshop was held due to the COVID-19 pandemic this year. In the workshop, courses in various fields (based on the participating teachers' areas of specialties) were designed in alignment with the basic blueprint for the learning themes and fields under the new curriculum guidelines of the 12-Year Basic

Education. As such, the participating teachers had the opportunity to be exposed to foreign teachers' teaching skills and strategies on the same themes and in the same fields. Take courses in the field of art as an example, foreign teachers guided participants to create infographics by means of Padlet and Canva to strengthen the connection between art and real-life applications that served to attract learners' attention. In the field of integrative activities, when food was introduced, the global food map on a website was adopted, so that participants could not only gain the knowledge about this field but also enhance their English skills by introducing Taiwanese cuisines to foreigners in English. Furthermore, in a lesson plan designed to introduce body movement terms through body movements in the field of health and physical education, learners were encouraged to connect the theme of the course with their first-hand experience, thereby strengthening their physical experience and alleviating their physical and psychological stress as well.

Participating teachers stated that through this workshop, English teaching in the classroom could be conducted in English in a more systematic and structured manner; they could learn how to use different devices and materials in teaching; and met great partners from all over the world. Meanwhile, they realized that bilingual education, in essence, was not only to teach in English but create an immersive environment, in which students were willing to learn in a comfortable and joyful environment. After the end of this workshop, the participants in class B in the field of art even composed the chorus entitled *The Song for Vicki* as a team to express their gratitude toward the teacher Vicki from the Queensland University of Technology for her patient, gentle, and lively teaching style, while reminding themselves that "Learning is an endless journey".

The K-12 Education Administration stated that after two weeks of the transnational video workshop and the bilingual micro-teaching plan presentations from November to December, subject teachers have learned a variety of teaching approaches. Through mutual observation between teachers, they were guided to conduct classes in a diverse manner. In this way, students could learn English naturally and, in turn, stay informed of the global trends. We look forward to

planning and holding physical transnational exchange events after the pandemic eventually slows down in the future.