

Research Proposal from Qing He

by Qing He

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The Effects of Translanguaging in CLIL Classroom in the Chinese Tertiary Context 中国高校CLIL课堂超语实践 效果研究

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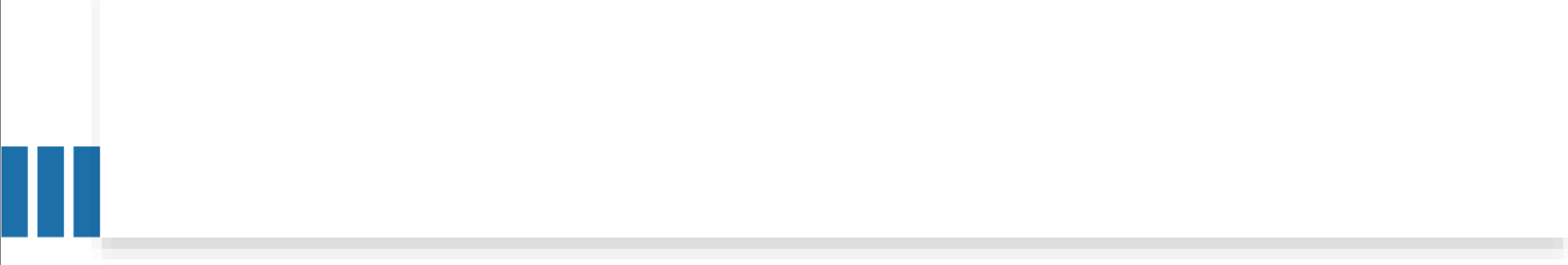
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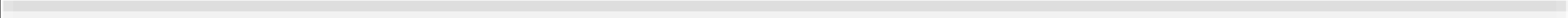
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1. Background & context

- 1.1 the origin and definition of 'Translanguaging'
- 'Translanguaging' was coined by the Welsh linguist, Cen Williams, in 1994, as 'trawsieithu' in Welsh in his doctoral thesis after observing specific bilingual practices in Welsh schools and later translated into English as 'translanguaging' by Baker (2001), which is regarded as a **method of teaching** in which the language of input and the language of output are switched in an deliberate way (García and Li, 2014).

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- At present, translanguaging refers to the use of language as a **dynamic repertoire** and not as a system with socially and politically defined boundaries (Garcia and Li, 2018). Translanguaging prioritizes the language of speakers as **a semiotic system of linguistic and multimodal signs** that together make up the speaker's own communicative repertoire.
 - The studies on translanguaging have **increasingly captured** the attentions of scholars due to its breakthrough towards semiotic and linguistic studies and a Google Scholar search suggested **23,000** publications in March 2022 (Li and Garcia, 2022).
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- 1.2 Pedagogical Translanguaging
 - Since translanguaging came into being, a door has been opened to the multilingual researchers from different perspectives. In pedagogical aspect, translanguaging was developed and researched as a language pedagogy that goes 'as **one linguistic repertoire** with features that have been societally constructed as belonging to two separate languages' (Gacia and Li, 2014, p4).
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- According to Lu, C., Gu, M.M. and Lee, J.C.-K. (2023) who conducted a [systematic review](#) of studies of translanguaging across regions and educational phases in multilingual educational contexts from [2015 to 2022](#), there are [increasing number of studies](#) around the practices of translanguaging in the multilingual educational contexts such as English medium instruction (EMI) classrooms and content and language integrated learning (CLIL) classrooms.
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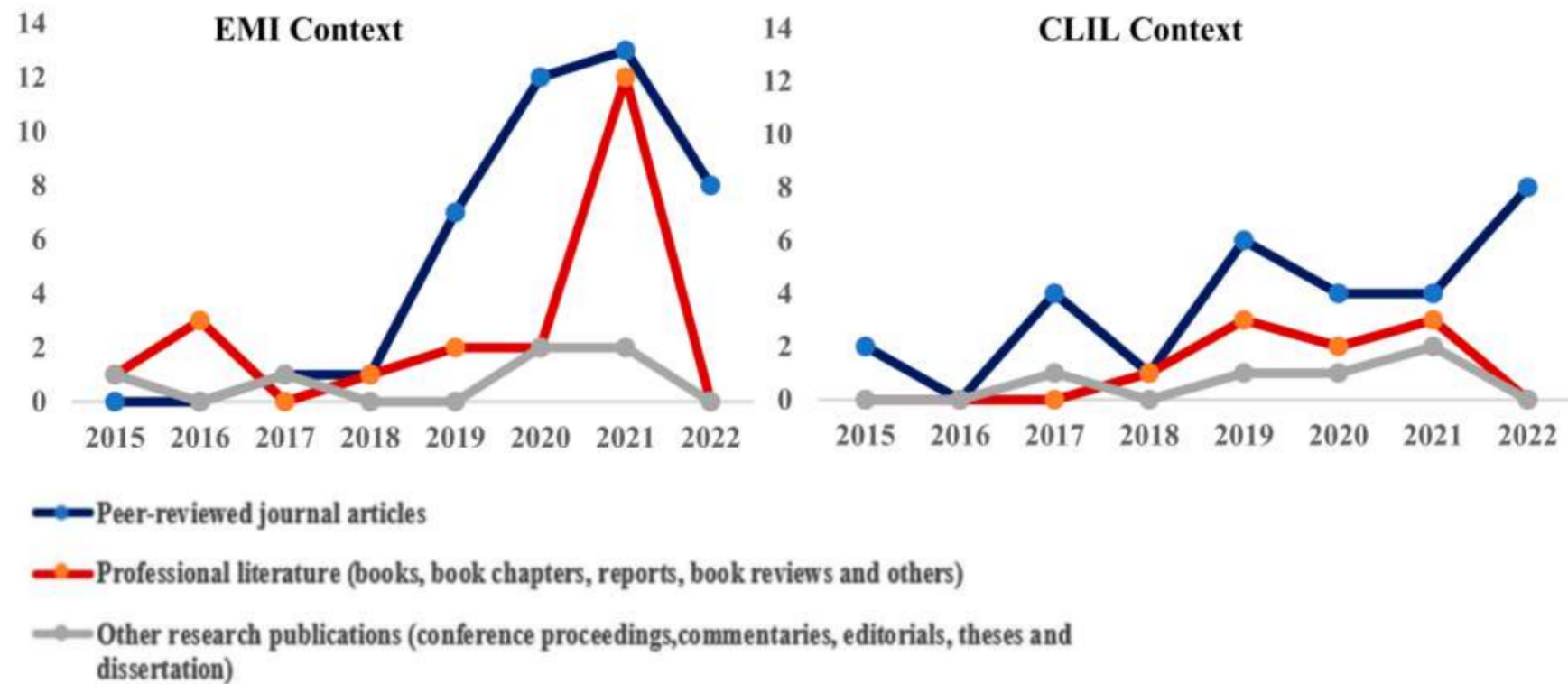


Figure 2. Distribution of the three types of translanguageing publications over time in the context of EMI ($n = 69$) and CLIL ($n = 43$)

Note. Nine publications focused on EMI and CLIL contexts.

Lu, C., Gu, M.M. and Lee, J.C.-K. (2023, p6)

Two Types of Translanguaging

Cenoz (2017) found that there are both **pedagogical** translanguaging and **spontaneous** translanguaging in multilingual contexts.

Cenoz, J. and Gorter, D. (2022) defines pedagogical translanguaging as the use of different **planned strategies** based on activating students' resources from their whole linguistic repertoire, while **spontaneous** translanguaging refers the **unplanned** translanguaging used in the classroom from the teacher.

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- 1.3 Content and Language Integrated Learning (CLIL)
 - CLIL refers to an approach which merges subject and (foreign) language development in educational contexts (Nikula & Moore, 2019).
 - In recent years, there is a trend in foreign language teaching shifting from teaching a foreign language to using a foreign language as a medium of instruction (Dearden, 2014), especially in English, which is known as Content-based Instruction (CBI). Content and Language Integrated Learning (CLIL) and English-Medium Instruction (EMI) are of two most common forms of CBI.
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- Since it has both content and language learning as the explicit goals, I argue that the study on CLIL is important since it is frequently emphasized and undertaken in Chinese ELT contexts, especially at the tertiary level where CLIL approaches are more adopted in optional English courses to satisfy the dual needs from learners.

- 1.4 Translanguaging in CLIL
- More specifically, in terms of the five research themes of empirical studies, most studies are conducted on teachers' and students' language ideologies and translanguaging practices, **no studies** were found to explore the effect of translanguaging **on content learning** and the exploration of the effect **on language learning** was only conducted **very rarely**, despite that CLIL is considered a dual-focused on both language and content.
- Cenoz, J. and Gorter, D. (2022) also suggests that further studies could examine **the specific effect of spontaneous translanguaging as compared to pedagogical translanguaging** in the learning of language and content

CLIL Context

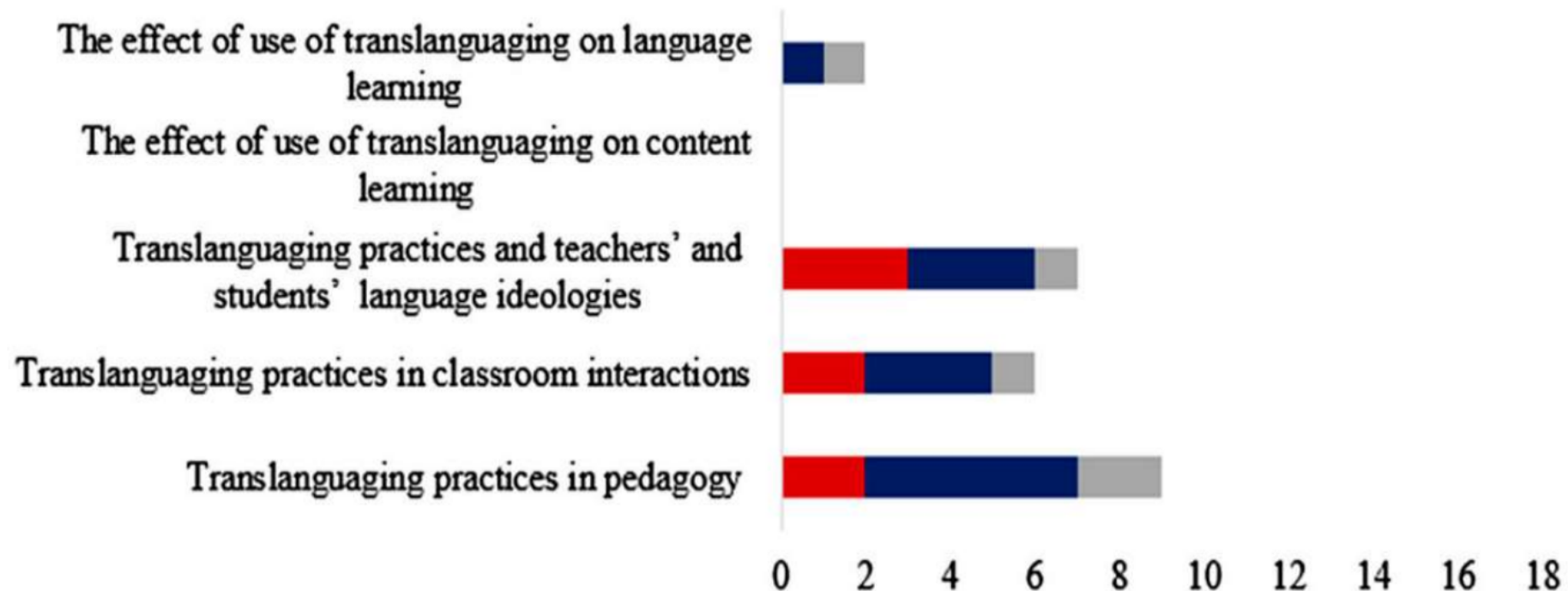


Figure 6. Distribution of the five research themes of the empirical study at primary, secondary and tertiary levels in EMI ($n = 36$) and CLIL ($n = 22$) contexts.

Lu, C., Gu, M.M. and Lee, J.C.-K. (2023, p11)

2. Aims and Objectives

- Based on what is void in above literature review, there is an apparent shortage of studies exploring the effects of translanguaging on both content learning and language learning in CLIL classroom, and as an ELT practitioner in Chinese tertiary context and who teaches the course of English public speaking with both language and content goals, the present researcher assumes that researching the effects of pedagogical translanguaging is of great significance to its further application. Therefore, the present study aims to investigate the effects of translanguaging in CLIL classroom in the Chinese tertiary context.

Research Questions

- **RQ1:** What are the practices of translanguaging in the CLIL classroom in the Chinese tertiary context?
- **RQ2:** What are the effect of pedagogical translanguaging on both content learning and language learning in the CLIL classroom in the Chinese tertiary context?
- **RQ3:** What are the effect of spontaneous translanguaging on both content learning and language learning in the CLIL classroom in the Chinese tertiary context?
- **RQ4:** What are the differences between pedagogical translanguaging and spontaneous translanguaging?

Conceptual Framework

1. According to Cenoz, J. and Gorter, D. (2022), **pedagogical** translanguaging refers to the **use of different planned strategies** based on activating students' resources from their whole linguistic repertoire. The present study focuses on the planned strategies **used from the teacher** in the CLIL classroom.
2. **Spontaneous** translanguaging refers the **unplanned** translanguaging used in the classroom from the teacher.
3. **CLIL classroom** in the Chinese tertiary context refers to the EFL settings in Chinese university where the discipline courses are instructed in English with **both language and content learning goals**.

3. Proposed Plan of Work



Planned Development	Targe Date	Supervision
Literature Review	1, July, 2024-31, July, 2024	monthly updating contact with supervisory team
Research Design	1, August, 2024-31, August, 2024	
Research Consent Application	September, 2024	
Pilot Study	October, 2024	
Data Collection and Confirmation	1, Nov., 2024-31, Jan., 2025	
Data Analysis	1, Feb., 2025-30, April, 2025	
Write up Draft	1, May, 2025-31, Jan., 2026	
Revision	1, Feb, 2026-31, March, 2026	
Submission	1, April-31, Sep, 2026	

4. Proposed Methodology

There are two components in terms of approaches to research: **philosophical assumptions** and **distant methods** and procedures (Creswell, J.W. and Creswell, J.D. ,2018, p4). The philosophical assumption, or paradigm of the present research is both on **positivism and interpretivism** and thus the **mixed methods** will be used.

4.1 Research Design (quasi-experiment in part)

Participants	Independent Variables	Dependent Variable 1	Dependent Variable 2
Experimental Group 1	pedagogical translinguaging	English language proficiency	Content knowledge
Experimental Group 2	spontaneous translinguaging	English language proficiency	Content knowledge
Control Group	English monolingual	English language proficiency	Content knowledge

4.2 Planned Research Setting and Participants

- **Setting:** One Chinese university where CLIL approach is used with dual teaching objectives of English language learning and content learning in a course usually instructed by an EFL teacher.
- **Participants:** **three** parallel classes taught by the same lecturer using CLIL. The size of each class is **at least 30 students**.

4.3 Research Procedure

Step 1	Step 2	Step 3	Step 4	Step 5
Pilot Study	Pre-test	Intervention	Post-test	Interview/Questionnaire
1 mon/6 participants	CET-4/content knowledge	18 weeks/three classes with about 30 participants each	CET-4/content knowledge	In-depth exploration to randomized participants

4.4 Mixed Methods

Purposes	Methods	Quantitative/Qualitative
test language proficiency and content knowledge	standardized tests	Quantitative
investigate translanguageing practices in classroom	Lesson records/reflective diary	Qualitative
teachers' ideologies on translanguageing	interview	Qualitative
in-depth exploration on the students' ideologies	questionnaire and interview	quantitative/qualitative

4.5 Ethic Issues Plans

Specific Plans

Submit the Ethical Approval Application

Have the ethic consideration with the guidelines of British Education Research Association (BERA)

Get the ethical guidelines and suggestions from supervisory team

Guarantee participants anonymity and confidentiality

Get the permission from the university authority

Get the permission from all the participants

5. Introductory Bibliography

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THANKS

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演讲人姓名

Research Proposal from Qing He

GRADEMARK REPORT

FINAL GRADE

74/100

GENERAL COMMENTS

Your aims and objectives are very clear.

Excellent use of references and command of the literature incorporating in-depth and critical thinking. Your work displays an excellent comprehensive understanding of the main principles of Translanguaging. Your ppt presentation has excellent visual impact and a suitable balance of text and graphics. Excellent delivery skills, fluid speech without unnecessary pauses. You managed to get the main points across within the timescale in an engaging way.

A thorough knowledge of the research the presentation was detailing.

You demonstrate thorough knowledge of the background research - well done excellent work.

Just ensure that the difference between Code-switching and translanguaging is clear cf Li Wei.

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