

Qing He PG1 TP Form

by Qing He

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PG1 - FULL RESEARCH PROPOSAL

This form is to be completed by both the student and supervisory team within **THREE** months for full-time students and **SIX** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

Student Details

Student Details			
Student Family / Surname:		He	
Student Given / First name:		Qing	
Student Number		2306690	
Start Date	Sep 18, 2023	End Date	

PhD by Research	PhD Practice Based	PhD by Published Works	Professional Doctorate (including DBA, DProf, Ed D)	MPhil by Research	MPhil Practice Based
☐	☐	☐	☒	☐	☐
MA by Research	MSc by Research	MRes			
☐	☐	☐			

Proposed Research

Current Proposed Title (20 / 30 words):
The Effects of Translanguaging in CLIL Classroom in the Chinese Tertiary Context
Background & Context (approx. 500 words)
In this section you will need to: - Place the research topic in its historical, cultural, and social context. - Explain why the research is significant and important. - Place the research in the current academic context. 1. The origin and definition of the term 'Translanguaging' Translanguaging was coined by a Welsh linguist, Cen Williams in 1994 (Williams, 2000), as 'trawsieithu' in Welsh in his doctoral thesis after observing specific bilingual practices in Welsh schools (Williams, 2000) 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 deliberately switched (García and Li, 2014). 'Trans-' indicates the perspective of regarding language as a complete linguistic and multimodal system rather than separate languages or modals, while '-ing' emphasizes the language use in specific practices. **defining research focus.** 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.

In recent years, the studies on translanguaging have captured the attention of scholars due to its breakthrough towards semiotics and linguistics and a Google Scholar search suggested 23,000 publications in March 2022 (Li and Gacia, 2022). **support for previous studies.**

2. Pedagogical Translanguaging

Since translanguaging came into being, a door has opened to multilingual research from different perspectives. In pedagogical aspect, translanguaging was developed 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, p. 4), which shed light on the traditional myth of monolingual domination. Constant efforts were made to investigate the practices, ideologies, and effects of bilingual or multilingual education.

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.

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.

3 Content and Language Integrated Learning (CLIL)

CLIL refers to an approach which merges subject and (foreign) language development in educational contexts (Nikula and Moore, 2019). **3**

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, 2015), 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.

Since CLIL has both content and language learning as the explicit goals, it is more frequently seen and undertaken in Chinese ELT contexts, especially at the tertiary level where more CLIL approaches are adopted in optional English courses to satisfy the dual needs from learners. Zhou, and Mann (2021) investigated both the teacher's strategies and attitude or ideologies of students in Chinese CLIL classroom of tertiary level, but little research on effects so far.

Moreover, 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. In recent years, there is a move in China away from the traditional English monolingual stereotype to translanguaging as a recognition (Wang and Curdt-Christiansen, 2019).

Therefore, it is significant to further investigate how and why pedagogical translanguaging is practiced in Chinese tertiary level.

Aims and Objectives (approx.. 250 – 500 words)

In this section you will need to:

- Explain what you want to achieve through the research.
- Outline the aims of the research.

As mentioned above, Lu, C., Gu, M.M. and Lee, J.C.-K. (2023) finds in terms of the five research themes of empirical studies of translanguaging, more 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 occasionally, even though CLIL is considered a dual-focused on both language and content.

Based on what is void in above literature review, there is an apparent shortage of studies to explore the effect of translanguaging on both content learning and language learning in CLIL, and as an ELT practitioner in Chinese tertiary context and who teaches courses of CLIL, such as public speaking, with both language and content objectives, the present researcher assumes that researching the effects of pedagogical translanguaging (pedagogical or spontaneous) is of great significance to its further application. The present study hypothesized that both pedagogical translanguaging and spontaneous translanguaging will cause positive effect on students' content and language learning and the present study aims to to verify this hypothesis by investigating the effects of translanguaging in CLIL classroom in the Chinese tertiary context.

Therefore, four main research questions are listed as follows:

RQ1: What are the practices of translanguaging in the CLIL classroom in the Chinese tertiary context?

RQ2: What are the effects of pedagogical translanguaging on both content learning and language learning in the CLIL classroom in the Chinese tertiary context?

RQ3: What are the effects 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?

Proposed plan of work including timetable

Proposed plan of work

In this section you will need to complete a proposed plan of your work explaining the timeline for key elements of the thesis. This can be set out as a table like below or as a gant chart (for example)

This plan should indicate that the research will be completed by the end of the fee paying period (the minimum period of candidature).

Planned Development (e.g. submission of form, completion of chapter, submission of thesis)	Target Date	Supervision
Literature Review	1, July 2024-31, July 2024	Actively Maintaining monthly updating contact with supervisory team/ supervision f
Research Design	1, Aug, 2024-31, Aug 2024	
Research Consent Application	1, Sep 2024-31, Sep 2024	
Pilot Study	1, Oct 2024-31, Oct 2024	
Data Collection and Confirmation	1, Nov., 2024-31, Jan. 2025	
Data Analysis	1, Feb., 2025-30, June 2025	
Write up Draft	1, July, 2025-31, Jan. 2026	
Revision	1, Feb, 2026-31, Aug. 2026	
Submission	Sep. 2026	

Proposed methodology (approx. 500 words):

In this section you will need to explain how you will achieve your aims and objectives:

- Explain your disciplinary orientation/ approach
- Describe the methods you will use to carry out your research: (eg library-based research, on-line research, fieldwork (interviews/ participant-observation), analysis of visual data, combinations of these)

1 The research paradigm: since 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) and the philosophical assumption, or paradigm of the present research is both on positivism and interpretivism and thus the mixed methods of empirical study will be used.

2 Academically, this is a more practice research based on the researcher's teaching experience. The researcher has taught in the CLIL course in Chinese tertiary context and the study is expected to facilitate the profession, which is in accordance with the requirements of a professional doctorate (Costley, C. and Fulton, J., 2019).

3 Research design: the empirical study is a quasi-experiment research with two experimental groups and one control group. Quantitative methods will be used to for two purposes, one is to test both content knowledge and English language proficiency with standardized exams before and after the intervention of translanguaging (lasting a whole term); the other is to investigate the learner's ideas towards translanguaging will be collected through close-ended questionnaire. Meanwhile, in-depth interviews and reflective diary from the instructor will be used to explore learner's observations and ideas towards diverse types of translanguaging. Furthermore, class observations are used to explore the specific practices of translanguaging in class. qualitative interviews.

3.1 The setting: one Chinese university where part of the optional English courses is learned with CLIL approach, namely, with dual objectives of English language learning and content learning in a course instructed by an EFL teacher. One specific course, such as English public speaking, will be chosen. In this course, one instructor teaches three parallel classes.

3.2 Participants will be three parallel classes taught by the same lecturer using CLIL. The size of each class is 30-40. Two classes are experimental groups with on purpose pedagogical translanguaging and spontaneous translanguaging respectively used. The third class is the controlled group with English monolingual only in class.

4. Research procedure:

4.1 pilot study: a small-scale study will be made with three mini-groups (2 members per group) undertaking the whole experiment within a month before an academic term. The purpose is to simulate and observe what needs to be improved and supplemented for the formal experiment.

4.2 pre-test: the three classes will be tested by both content knowledge and English language proficiency (through standardized test, such as College English Test (CET)-4).

4.3 intervention: The two experimental groups will be intervened respectively with pedagogical translanguaging and spontaneous translanguaging for a whole term. The control group uses English monolingual only in class. The instructor will use reflective diaries about specific translanguaging practices and the effects after each class.

4.4 post-test: the three classes will be tested again by both content knowledge and English language proficiency (through standardized test, such as College English Test (CET)-4).

4.5 interview/questionnaire: based on the tests, the questionnaires will be immediately made after the post-test to probe into students' existing impromptu ideas of the teacher's translanguaging practices. More in-depth interviews will be conducted with several participants.

5. Data collection and analysis

5.1 The pre-test and post-test will be marked by two qualified raters.

5.2 The teacher's reflective diaries will be collected, translated, and coded according to its specific descriptions of ideology, practices, etc.

5.3 The questionnaires will be designed in Chinese, but the results will be translated into English.

5.4 The SPSS ANOVA will be used to analyze the quantitative data.

Introductory bibliography:

In this section you should list a minimum of 30 titles that are relevant to your research.
You should include all works cited in this form.
The list should be alphabetical using the referencing system appropriate to your discipline.

- Baker, C. (2001). Foundations of bilingual education and bilingualism. Multilingual Matters LTD.
- Cenoz, J. (2017) 'Translanguaging in School Contexts: International Perspectives', *Journal of language, identity, and education*, 16(4), pp. 193–198. Available at: <https://doi.org/10.1080/15348458.2017.1327816>.
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- Cenoz, J. and Gorter, D. (2022) 'Pedagogical Translanguaging and Its Application to Language Classes', *RELC journal*, 53(2), pp. 342–354. Available at: <https://doi.org/10.1177/00336882221082751>.
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- Dearden, J. (2014). *English as a Medium of Instruction—A Growing Global Phenomenon: Phase 1. Going Global 2014, Interim Report*, Oxford: Department of Education, University of Oxford.
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- Jia, W., Fu, X. and Pun, J. (2023) 'How Do EMI Lecturers' Translanguaging Perceptions Translate into Their Practice? A Multi-Case Study of Three Chinese Tertiary EMI Classes', *Sustainability (Basel, Switzerland)*, 15(6), pp. 4895–. Available at: <https://doi.org/10.3390/su15064895>.
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- Li, W. (2018) 'Translanguaging as a Practical Theory of Language', *Applied linguistics*, 39(1), pp. 9–30. Available at: <https://doi.org/10.1093/applin/amx039>.
- Li, W. and Garcia, O. (2022) 'Not a First Language but One Repertoire: Translanguaging as a Decolonizing Project', *RELC journal*, 53(2), pp. 313–324. Available at: <https://doi.org/10.1177/00336882221092841>.
- Lin, A.M.Y. and He, P. (2017) 'Translanguaging as Dynamic Activity Flows in CLIL Classrooms', *Journal of language, identity, and education*, 16(4), pp. 228–244. Available at: <https://doi.org/10.1080/15348458.2017.1328283>.
- Lu, C., Gu, M.M. and Lee, J.C.-K. (2023) 'A systematic review of research on translanguaging in EMI and CLIL classrooms', *international journal of multilingualism*, pp. 1–21. Available at: <https://doi.org/10.1080/14790718.2023.2256775>.
- Makonye, J.P. (2019) 'The effect of translanguaging in teaching the Grade 6 topics of perimeter and area in rural schools', *Southern African linguistics and applied language studies*, 37(3), pp. 221–231. Available at: <https://doi.org/10.2989/16073614.2019.1671880>.
- Nikula, T. and Moore, P. (2019) 'Exploring translanguaging in CLIL', *International journal of bilingual education and bilingualism*, 22(2), pp. 237–249. Available at: <https://doi.org/10.1080/13670050.2016.1254151>.
- Ou, W.A. and Gu, M.M. (2022) 'Competence beyond language: translanguaging and spatial repertoire in teacher-student interaction in a music classroom in an international Chinese University', *International journal of bilingual education and bilingualism*, 25(8), pp. 2741–2758. Available at: <https://doi.org/10.1080/13670050.2021.1949261>.

- Ou, A.W. and Gu, M.M. (2023) 'Teacher professional identities and their impacts on translanguaging pedagogies in a STEM EMI classroom context in China: a nexus analysis', *Language and education*, In Press, pp. 1–23. Available at: <https://doi.org/10.1080/09500782.2023.2244915>.
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- Zhou, X. (Emily), Li, C. and Gao, X. (Andy) (2021) 'Towards a Sustainable Classroom Ecology: Translanguaging in English as a Medium of Instruction (EMI) in a Finance Course at an International School in Shanghai', *Sustainability* (Basel, Switzerland), 13(19), pp. 10719–. Available at: <https://doi.org/10.3390/su131910719>.
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Facilities and resources available for the investigation: please indicate if you expect to need any special resources

In this section you should indicate:

- What facilities you will need access to including libraries, archives, institutions, specialist IT facilities
- Whether you have permission to access the facilities and resources
- Whether you need to travel to access the facilities and resources – where do you need to go, for how long, and how will this be financed
- Whether you will be carrying out fieldwork or interviews and whether you have followed the correct protocols, secured permission and ethical clearance.

The planned research demands a variety of academic books and papers on translanguaging, CLIL, research design and methodologies, most of which can be found from the university library resources of UWTSD, the university where I work, and other academic search engine. The software used is available from the university. I plan apply for the fund of the University to attend the relevant academic conference in the UK for presenting papers or posters, since it is a very precious opportunity for me to have more academic exchange in the UK.

To complete the experiment and collect data, I am supposed to travel back to Lanzhou University in China where I live and work for an academic year to access the participants and the experimental setting. It is estimated that there is no more substantial cost for this research.

Besides, questionnaires data can be collected through an online platform.

In terms of ethical issues, I will submit the Ethical Approval Application if this proposal is approved. Based on the guidelines of British Education Research Association (BERA) and guidelines and suggestions from future supervisory team, I will get the permission from the university authority, department authority as well as all the participants and guarantee participants

Ethics. 

anonymity and confidentiality. I will not make use of my identity as a teacher to get the students' permission.

Intellectual Property IP

It is anticipated that Intellectual Property (IP) will be produced as a result of this research.

Tick /

	YES	NO
Is the IP already subject to a separate agreement with a third party (e.g. employer, sponsor or external funder)? If so please provide details below	☐	☒
Is the research dependent upon background IP owned by: If so, please provide details below	UWTSD ☒	A third party ☐
Text box will expand		

Tick /

I understand that:	YES	NO
If any party other than the student is likely to be involved in the development of IP a separate IP agreement will be needed and it may be necessary for the student to assign the IP rights to the University.	☒	☐
If there are no third parties involved in the creation of the IP the student is deemed to own the IP, however should the student wish to commercially exploit their IP and require the assistance of the University to do so, they will be required to assign their IP to the University. https://www.uwtsd.ac.uk/iiced/protecting-innovation-and-creativity---intellectual-property/	☒	☐

Student Signature

Signature or Print Name:		Date: Dec 12, 2023
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Supervisory Team

Has the student proposed a viable research project that is appropriate for this programme that should be supported by the Institute?

Supported: ☐

Not Supported: ☐

Authorisation

Director of Studies	Signature or Print Name:	Date:
Institute Manager of Research Degrees	Signature or Print Name:	Date:

Once complete, submit this form via the MyTSD Doctoral College Portal at
(<https://mytsd.uwtsd.ac.uk>).

Qing He PG1 TP Form

GRADEMARK REPORT

FINAL GRADE

74/100

GENERAL COMMENTS

This is an excellent Thesis Proposal which explores the research topic very effectively.

You provide an interesting rationale for the study and relate to extensive relevant background reading and your awareness of the Thesis Proposal module content.

You have succeeded in identifying a key area for further investigation in relation to current practice. This response indicates a level of critical understanding congruent with this level.

The style is coherent and reflective. You have obviously gained a great deal from this module and you are aware of the limitations of a small scale study. Good awareness of the research methodology , clear research questions and awareness

of shortcomings and this is communicated clearly.

You might like to consider:

1.
Making further references to the research methods literature. Refer to Punch (2009) and Thomas (2009) as discussed in class..

2.
It might be useful to include more detail in the third column of the Gantt chart, outlining what the supervision team will focus on in detail.

3.
Refer in further detail to data analysis

4.
Explaining how Translanguaging theory relates to TEFL in further detail earlier in the proposal.

I
enjoyed reading your research proposal.
Congratulations and the best of luck with the remainder of your course.

PAGE 1

PAGE 2

QM

defining research focus.

Explain further. How will your study be different? How do you define TL?

QM

support for previous studies.

Will your study support such studies?



Comment 1

light

~~Strikethrough.~~



Comment 3

link to previous paragraph.

PAGE 3



Comment 4

Will you research the functions and effects of Translanguaging on CLIL?

QM

supervision focus.

What exactly will the supervision focus on here?



clarification required.

clarify here.



Comment 5

perceptions of?



qualitative interviews.

Will you be adapting previous interview questions?



Comment 6

Contribution to existing literature?



Ethics.

Refer to UWTSD Ethics guidelines.

Additional Comment

<https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/REICoP-July-2022.pdf>