Research Proposal from Qing He

by Qing He

Submission date: 18-Nov-2023 09:34AM (UTC+0000)
Submission ID: 216149063
File name: 50188_Qing_He_Research_Proposal_from_Qing_He_527155_1134013587.pptx (1.1M)
Word count: 1704
Character count: 9888

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

Presenter: Qing He

2306690@student.uwtsd.ac.uk

Contents

1. Background & context
2. Aims and objectives
3. Proposed plan of work
4. Proposed methodology
5. Introductory bibliography

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).

- 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 Gacia, 2022).

- 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).

- 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 translanguaing in the multilingual educational contexts such as English medium instruction (EMI) classrooms and content and language integrated learning (CLIL) classrooms.

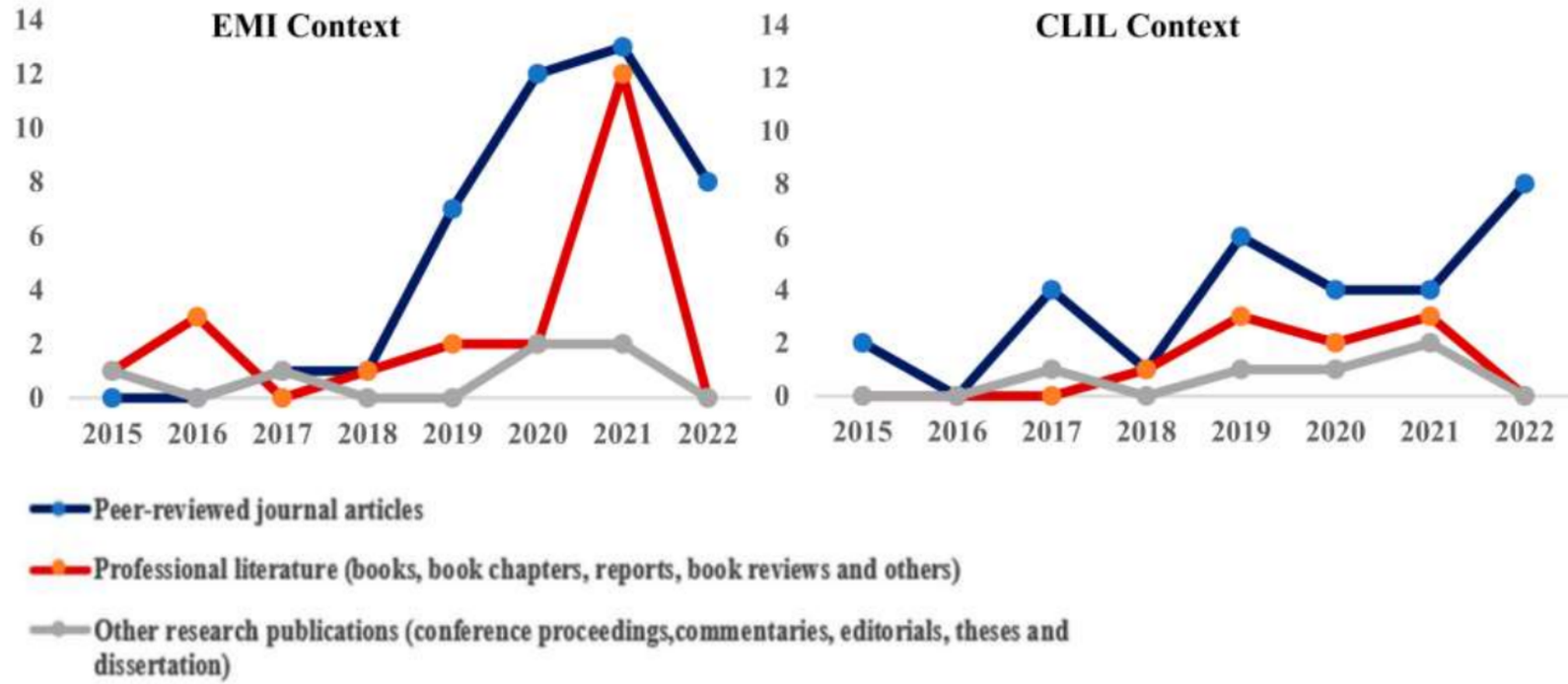

Figure 2. Distribution of the three types of translanguaging publications over time in the context of EMI ($n = 69$) and CLIL ($n = 43$)

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.

- 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.

- 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

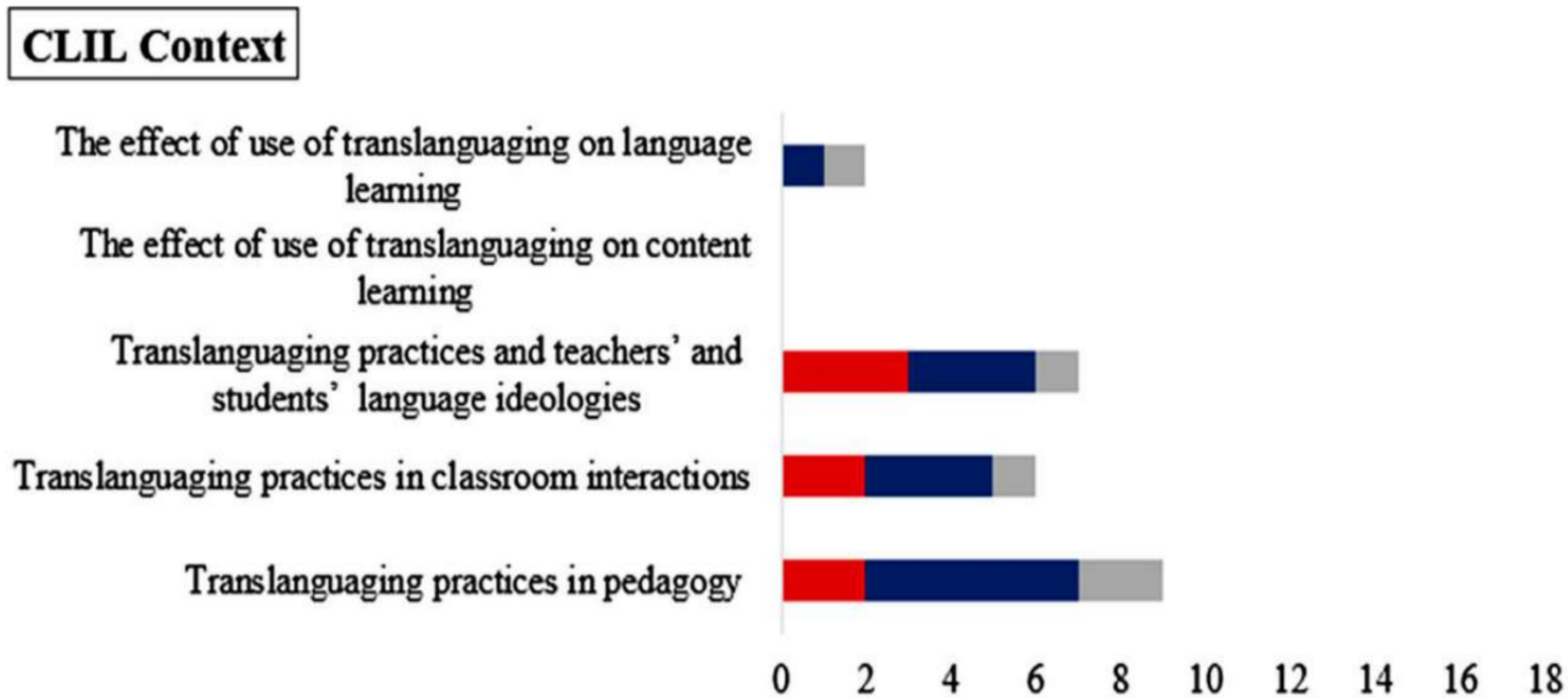

Figure 6. Distribution of the five research themes of the empirical study at primary, secondary and tertiary levels in EMI ($n = 36$) and CLIL ($n = 22$) contexts.

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 reseacher 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: philosopical assumptions and distant methods and procedures (Creswell, J.W. and Creswell, J.D. ,2018, p4). The philosopical 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 translanguaging	English language profiency	Content knowledge
Experimental Group 2	spontaneous translanguaging	English language profiency	Content knowledge
Control Group	English monolingual	English language profiency	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 partipants

4.4 Mixed Methods

Purposes	Methods	Quantitative/Qualitative
test language proficiency and content knowledge	standardized tests	Quantitative
investigate translanguaging practices in classroom	Lesson records/reflective diary	Qualitative
teachers' ideologies on translanguaging	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

- 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.Cenoz, J. and Gorter, D. (2021) *Pedagogical Translanguaging*. Cambridge University Press. Available at: https://doi.org/10.1017/9781009029384.
- 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.
- Charamba, E. and Zano, K. (2019) 'Effects of translanguaging as an intervention strategy in a South African Chemistry classroom', *Bilingual research journal*, 42(3), pp. 291–307. Available at: https://doi.org/10.1080/15235882.2019.1631229.
- Creswell, J.W. and Creswell, J.D. (2018) *Research design : qualitative, quantitative and mixed methods approaches*. 5th edition. Los Angeles: SAGE.
- 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.
- García, O., & Li, W. (2014). *Translanguaging: Language. bilingualism and education*. Palgrave Macmillan.

- 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.
- 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.
- Williams, D.G. (2023) ‘Trust and translanguaging in English-medium instruction’, *ELT journal*, 77(1), pp. 23–32. Available at: https://doi.org/10.1093/elt/ccac016.

THANKS

单击此处添加副标题

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 translanguage is clear cf Li Wei.

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

Comment 1

plural 's'

PAGE 15

PAGE 16

PAGE 17

PAGE 18

PAGE 19

PAGE 20

PAGE 21

PAGE 22

PAGE 23

PAGE 24

PAGE 25