Traslanguaging Pedagogy in CLIL Approach跨語言溝通策略

113-1 SYLLABUS

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**Course Objectives**

This course aims to enhance in-service teachers' understanding of translanguaging pedagogy and their ability to apply it in Content and Language Integrated Learning (CLIL). Through this course, it is expected that teachers will be able to:

1. Recognize the various languages and cultures in the classroom as assets for teaching and learning.
2. Understand the important role that the mother tongue plays in bilingual education and how providing students with familiar languages as cognitive scaffolds at appropriate times can increase learning efficiency.
3. By integrating translanguaging teaching strategies, design language tasks related to subject learning and guide students to use the target language to accomplish tasks, allowing them to learn and use the language simultaneously, thereby constructing subject knowledge and improving language proficiency.

**Course Outline**

1. What is translanguaging?
2. The importance of translanguaging in CLIL
3. Key aspects of translanguaging in CLIL
4. Code switching vs. translanguaging
5. Language scaffolding in CLIL
6. Translanguaging Pedagogy in CLIL Approach
7. Teaching Demonstrations and peer assessment

**Pedagogical Methods**

■ Lecture

■ Demonstration

■ Pair and Group Work

■ Presentation

**Course Materials**

■CLIL教學資源書:探索學科內容與語言整合教學。鄒文莉、高實玫 (主編)。

台北市:書林。

■台灣雙語教學資源書-全球在地化教學與課程實踐<https://emipd.tw/beitdownload>

■**CLIL和EMI、Immersion、Content-Based Instruction 有什麼不同?** <https://lttc-li.tw/clil101_003/>

■Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and language integrated learning. Cambridge University Press

■García, O. (2009). Bilingual education in the 21st century: A global perspective. West Sussex, UK: Wiley-Blackwell.

■García, O., & Li, W. (2014). *Translanguaging: language, bilingualism and education*.  New York, NY: Palgrave MacMillan.

# ■Introduction to CLIL: the 4 C's

[**https://www.youtube.com/watch?v=7QOPHRHJvPc&list=PLF49S01iIHl0nk2LDuwgjEqv5lgW6UzKI&index=2**](https://www.youtube.com/watch?v=7QOPHRHJvPc&list=PLF49S01iIHl0nk2LDuwgjEqv5lgW6UzKI&index=2)

■Ofelia García – Translanguaging <https://www.youtube.com/watch?v=Z_AnGU8jy4o&list=PLF49S01iIHl0nk2LDuwgjEqv5lgW6UzKI&index=32>

■Professor Li Wei: Traslanguaging Space <https://www.youtube.com/watch?v=O-ifgP0AXeI&list=PLF49S01iIHl0nk2LDuwgjEqv5lgW6UzKI&index=19>

■Vygotsky, L. S. (1978). Mind in society. Cambridge: Harvard University press

■Wei, L. (2011). Moment analysis and translangaging space: Discursive construction of identities by multilingual Chinese youth in Britain. Journal of Pragmatics, 43,

1222-1235.

\*Other timely, authentic and insightful materials chosen from different sources will be selected to provide opportunities for discussions and practices in class. It is expected that students will attend all classes and participate actively in discussion and activities.

**Grading**

Class Participation: 60%

Attendance: 20%

Oral presentation: 20%