

Course Description

MEDD8845 Principles and Practice: Bridging Pedagogy in Content and Language Integrated Learning

Course description	
This course focuses on introducing the principles and practice of bridging pedagogical approaches that are designed to assist ESL/EFL learners to develop the kind of academic literacies required in different subject disciplines. Specifically, it aims to introduce to both content and language teachers the principles and practice of socio-cultural scaffolding by making use of multi-media and multimodal resources and a range of linguistic bridging strategies.	
Course objectives	
Please refer to the above course description.	
Course learning outcomes	Aligned programme learning outcomes (PLOs)
1. Describe different principles of bridging pedagogical approaches.	PLOs 1, 2, 3, 4
2. Apply these principles to their teaching contexts to design and develop tasks, materials, and classroom strategies that can scaffold their students' learning.	PLOs 1, 2, 3, 4
3. Evaluate the effectiveness of different bridging pedagogical approaches in different contexts.	PLOs 1-5
Course assessment methods	
<ul style="list-style-type: none"> • Group Reading Presentations • Individual Research Presentation • Final Research Essay 	
Course content and topics	
<ul style="list-style-type: none"> • Identifying the Language Demands of Learning Academic Content through English • Classroom Interaction in the EMI and CLIL Classroom • Translanguaging as a Pedagogical Resource: Activating Students' Diverse Linguistic Repertoire and Multimodal Repertoire • Methodological Approaches in Analysing Translanguaging in EMI and CLIL Classroom Interactions • Formative and Summative CLIL assessment tasks 	
Required / recommended readings and online materials	
<p>Textbook</p> <p>Lin, A. M. Y. (2016). <i>Language across the curriculum and CLIL in English as an Additional Language (EAL) contexts: Theory and practice</i>. Singapore: Springer. – Especially Chapters 5 and 6</p> <p>Other Key Readings</p> <p>An, J., Macaro, E., & Childs, A. (2021). Classroom interaction in EMI high schools: Do teachers who are native speakers of English make a difference? <i>System</i>, 98.</p> <p>Biggs, J. (1999). What the student does: Teaching for enhanced learning. <i>Higher Education Research & Development</i>, 18(1), 57–75.</p> <p>Cummins, J., & Man, E. Y.-F. (2007). Academic language: What is it and how do we acquire it? In J. Cummins & C. Davison (Eds.), <i>International handbook of English language teaching</i> (pp. 797–810). Boston, MA: Springer.</p> <p>Haneda, M. (2009). Learning about the past and preparing for the future: A longitudinal investigation of a grade 7 'sheltered' social studies class. <i>Language and Education</i>, 23(4), 335–352.</p> <p>Huang, J. (2004). Socialising ESL students into the discourse of school science through academic writing. <i>Language and Education</i>, 18(2), 97–123.</p> <p>Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. <i>International Journal of Bilingual Education and Bilingualism</i>, 9(2), 159–180.</p>	

Tai, K. W. H. 2022. 'Translanguaging as Inclusive Pedagogical Practices in English Medium Instruction Science and Mathematics Classrooms for Linguistically and Culturally Diverse Students'. *Research in Science Education* 52 (3): 975-1012.

Tai, K. W. H. 2021. 'Researching Translanguaging in EMI Classrooms'. In J. Pun and S. Curle (eds.) *Research Methods for English Medium Instruction in Action*. London: Routledge. 119-132.

Tai, K. W. H. and Li, Wei. 2021. 'Constructing Playful Talk through Translanguaging in the English Medium Instruction Mathematics Classrooms'. *Applied Linguistics* 42 (4): 607-640.

Tai, K. W. H. and Li, Wei. 2021. 'The Affordances of iPad for Constructing a Technology-Mediated Space in Hong Kong English Medium Instruction Secondary Classrooms: A Translanguaging View'. *Language Teaching Research*. Epub ahead of Print.

Tai, K. W. H. and Li, Wei. 2021. 'Co-Learning in Hong Kong English Medium Instruction Mathematics Secondary Classrooms: A Translanguaging Perspective'. *Language and Education* 35 (3): 241-267.

Other additional course information

Nil