香港教育大學
The Education University of Hong Kong

ELE Seminar

'Language Aware' Content Education: Thematic Patterns and 'Concept + Language Mapping' (CLM) as an Innovative Approach to Content and Language Integrated Learning (CLIL)
by Prof Angel M. Y. Lin (Professor and Canada Research Chair, Simon Fraser University, Canada)

Abstract

How to integrate content learning with language learning has been a central issue in current research on CLIL (Dalton-Puffer et al.,2010). In this paper I present our experience in developing an innovative approach, 'Concept+Language Mapping' (CLM) (Lin & He, 2017; He & Lin, 2019), by drawing on Lemke (1990)'s 'thematic patterns' theory to tackle the challenge of integrating language scaffolding into the teaching of complex content topics in secondary science classrooms in Hong Kong. Implications for content-based language education as well as 'language aware' content education will be discussed.

Date: 10 Dec, 2019 (Tues)
Venue: B4-LP-07   Time: 12:45 - 14:15

Prof. Angel M. Y. Lin received her doctoral degree from the Ontario Institute for Studies in Education, University of Toronto,in 1996. Since then her research and teaching have focused on classroom discourse analysis, bilingual and multilingual education, academic literacies, language across the curriculum, Content and Language Integrated Learning (CLIL), and language policy and planning in postcolonial contexts. She has published six research books and over 100 research articles and book chapters. She serves on the editorial boards of international research journals including Applied Linguistics, International Journal of Bilingual Education and Bilingualism, Critical Inquiry in Language Studies, Language and Education. In 2018 Angel Lin moved from the University of Hong Kong to Simon Fraser University to take up the position of Professor and Canada Research Chair in Plurilingual and Intercultural Education. She is one of the pioneering researchers in translanguaging, trans-semiotizing, and multilingual approaches to classroom pedagogies and literacy assessment.

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