

**Project:** Integrating Content and Language Learning in EMI Education - Exploring "Thematic Patterns" as Pedagogical Strategies

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**Abstract:**

This research aims to develop innovative pedagogical strategies to integrate content and language learning in EMI education contexts. Drawing on Lemke's (1990) theory of 'thematic patterns', the research proposes a "Concept + Language Mapping" (CLM) approach to the integration of content and language learning in EMI secondary classrooms in Hong Kong. A pedagogy based on the CLM approach was designed and implemented in EMI classes of Integrated Science, Biology and Geography lessons in both junior and senior secondary schools. Design-based research methodology (Reeves, 2000) was adopted together with a mixed-methods strategy (Creswell, 2003) to explore the effect of the CLM approach in facilitating the development of content knowledge and language knowledge in EMI classrooms of different subjects. Lessons trying out the CLM pedagogy were observed and samples of CLM teaching materials were collected during the intervention with student/teacher interviews conducted afterwards. A quasi-experimental design was also adopted to evaluate the effectiveness of the CLM approach. Research findings indicated that the CLM pedagogy raised the language awareness of

the students and facilitated meaning-making in their learning of the content subjects in English as an additional language. The CLM teaching materials (i.e. C+L cards, C+L maps, sentence-making tables and essay writing guides) as well as the CLM teaching activities facilitated the development of both content and language knowledge. The implications of the CLM approach for EMI CLIL classrooms were discussed.

**Keywords:**

“Concept + Language Mapping” (CLM); Content and Language Integrated Learning (CLIL); English medium instruction (EMI); Language Across the Curriculum (LAC); thematic patterns