

國立中山大學教育研究所 114 年度第 1 學期

博士班資格考【雙語教育】參考書目

1. Baker, W., & Tsou, W. (2021). EMI and translanguaging in Asia through the ROAD-MAPPING lens. In W. Tsou & W. Baker (Eds.), *English-medium instruction translanguaging practices in Asia: Theories, frameworks and implementation in higher education* (pp. 183-195). Springer
2. Chang, Y. J. (2022). Re (Imagining) Taiwan Through “2030 Bilingual Nation”: Languages, identities, and ideologies. *Taiwan Journal of TESOL*, 19(1), 121-146.
[http://doi.org/10.30397/TJTESOL.202204_19\(1\).0005](http://doi.org/10.30397/TJTESOL.202204_19(1).0005)
3. Graham, K.M., Yeh, YF. Teachers’ implementation of bilingual education in Taiwan: challenges and arrangements. *Asia Pacific Educ. Rev.* **24**, 461–472 (2023).
<https://doi.org/10.1007/s12564-022-09791-4>
4. Lu, C., Gu, M. M., & Lee, J. C. K. (2023). A systematic review of research on translanguaging in EMI and CLIL classrooms. *International Journal of Multilingualism*, 1–21. <https://doi.org/10.1080/14790718.2023.2256775>
5. Luo, W. H., & Chen, Y. C. (2022). Constructing a teaching capability maturity model for content and language integrated learning teachers in Taiwan. *Humanities and Social Sciences Communications*, 9(1). <https://doi.org/10.1057/s41599-021-00928-1>
6. Marsh, D., Mehisto, P., Wolff, D., & Frigols-Martin, M. J. (2011). European Framework for CLIL Teacher Education. (下載網址<https://www.ecml.at/Portals/1/documents/ECML-resources/CLIL-EN.pdf?ver=2018-03-21-153925-563>)
7. May, S. (2017). *Bilingual Education: What the Research Tells Us*. Bilingual and Multilingual Education. Cham: Springer International Publishing, 81-100.
https://doi.org/10.1007/978-3-319-02258-1_4
8. Pavón, V., Callejas, L. N., & Bretones, C. (2020). Keys issues in developing teachers’ competences for CLIL in Andalusia: training, mobility and coordination. *The Language Learning Journal*, 48(1), 81-98. <https://doi.org/10.1080/09571736.2019.1642940>
9. Pérez Cañado, M. L. (2021). Inclusion and diversity in bilingual education: a European

- comparative study. *International Journal of Bilingual Education and Bilingualism*, 26(9), 1129–1145. <https://doi.org/10.1080/13670050.2021.2013770>
10. Pérez Cañado, M. L., Rascón Moreno, D., & Cueva López, V. (2021). Identifying difficulties and best practices in catering to diversity in CLIL: instrument design and validation. *International Journal of Bilingual Education and Bilingualism*, 26(9), 1022–1030. <https://doi.org/10.1080/13670050.2021.1988050>
 11. Scherzinger, L. and Brahm, T. (2023) A Systematic Review of Bilingual Education Teachers' Competences. *Educational Research Review*, 39. <https://doi.org/10.1016/j.edurev.2023.100531>
 12. Tai, K. W. H. (2023). Shaping student responses into academic expressions: analysing an English medium instruction history classroom from a translanguaging perspective. *International Journal of Bilingual Education and Bilingualism*, 27(4), 550–580. <https://doi.org/10.1080/13670050.2023.2232089>
 13. Xu, Z. (2018). Exploring English as an international language: Curriculum, materials and pedagogical strategies. *RELC Journal*, 49(1), 102-118.
 14. 臺灣雙語教學資源書（下載網址<https://emipd.tw/beitdownload>）