

Here and now

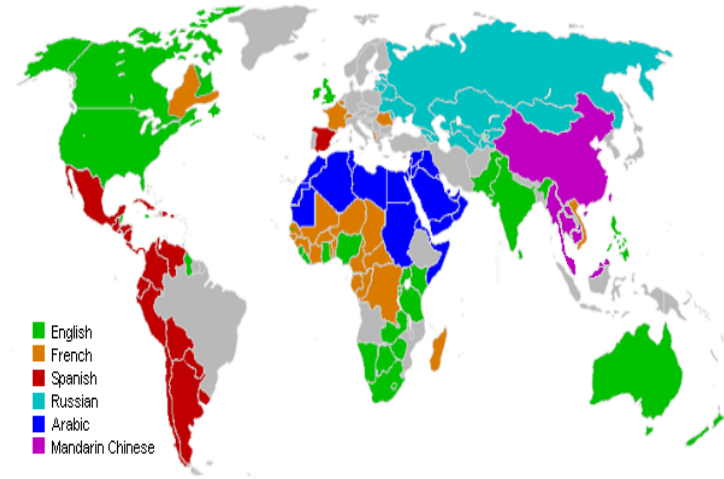
~~Future~~ directions for CLIL~ (classroom pedagogies) What matters and why?



Professor Do Coyle
University of Edinburgh
Stirling, August 2017

Shifts in Landscapes

- Societal changes
- Global concerns
- Policy and political imperatives
- Unprecedented digital advancement
- Fit-for-purpose education



The International Commission on Education for the 21st
Century advocates

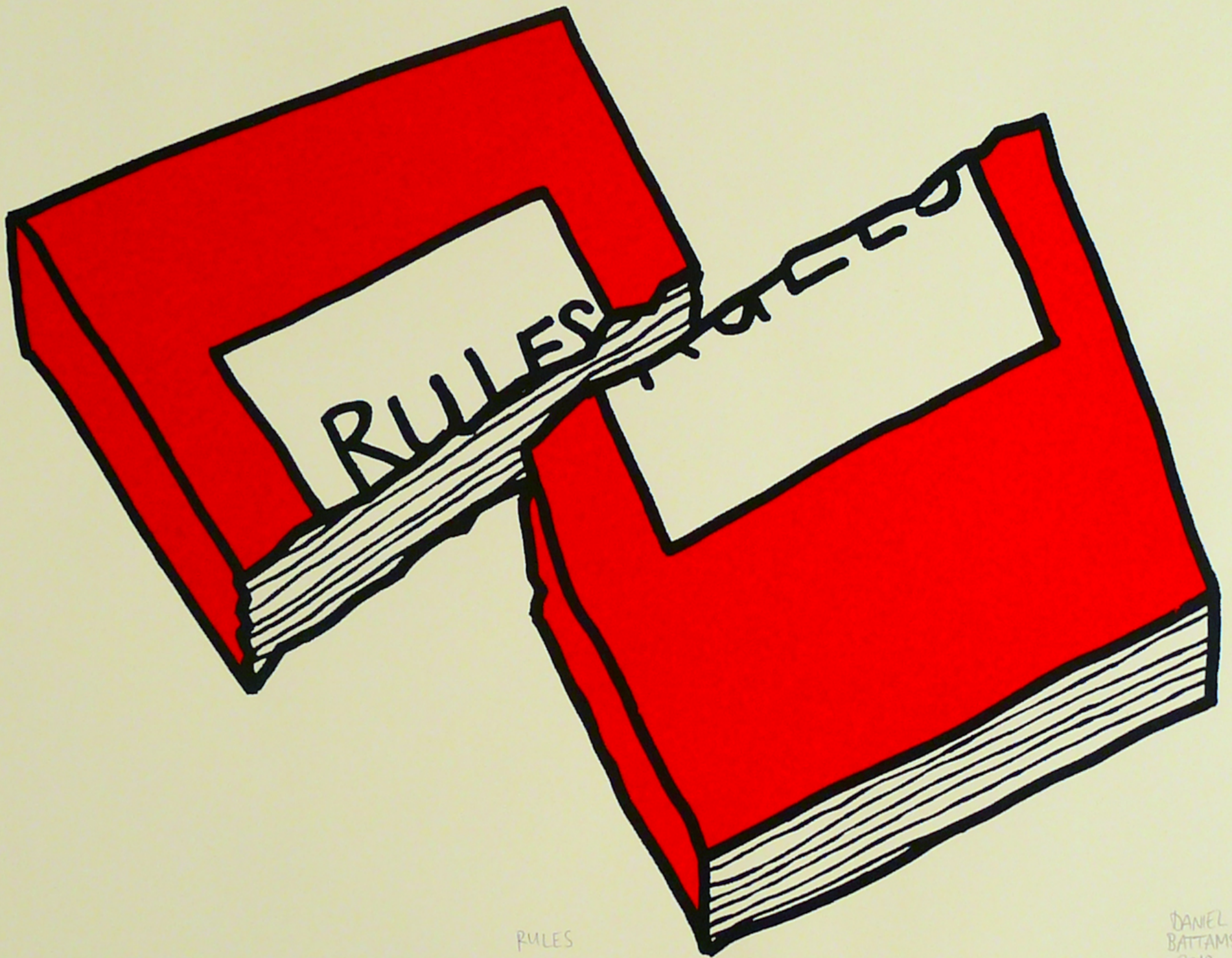
FOUR PILLARS OF EDUCATION

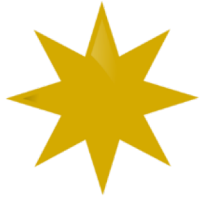


OECD 2016 proficiency in several information-processing skills – literacy, numeracy and problem-solving in technology-rich environments

 **Why skills matter**
FURTHER RESULTS FROM THE SURVEY OF ADULT SKILLS







The challenge

*... meeting the needs of the great diversity of children in our schools offers us new opportunities to strive for educational excellence for all, and a **focus on language in all subject areas** has the potential to create a more equitable educational environment in which all children succeed and are able to contribute to the development of our schools and society.*

Schleppergrell (2015)

Is CLIL in the balance?

Three phases:

- Content and Language
- Integrated Learning
- Learning and Literacies

towards: pluriliteracies





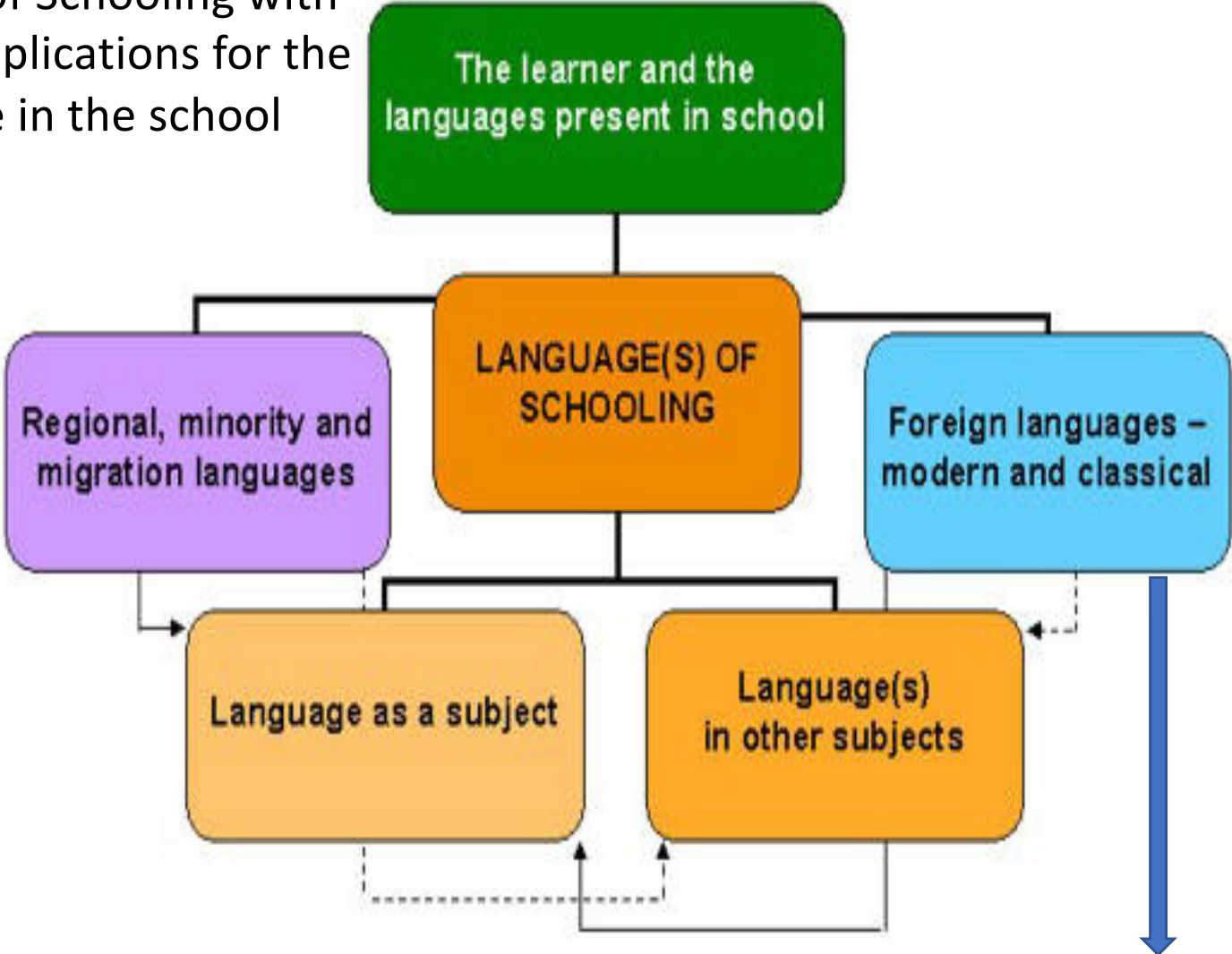


The Language of Schooling

In 21st century plurilingual societies, languages are not compartmentalized but rather they **overlap, intersect, and interconnect**. A fusion of languages, dialects, scripts, registers, and semiotic systems characterize how people communicate today. As political and economic alliances are shaped and technology advances, **literacy practices and literacy identities are variable and integrated.**”

(Sridhair in Garcia et al. 2014)

A holistic re-conceptualisation of the Languages of Schooling with fundamental implications for the role of language in the school curriculum



“Language teaching can no longer be seen as something done in a classroom separate from other subjects. For equity and quality in education for all, we need to infuse attention to language into our classrooms across the years and disciplinary areas of schooling” (Schleppergrell 2015)

Focus on Language v Focus on form?

We should not let ourselves be trapped inside a dichotomy between **focus on form** and **focus on meaning**, but rather focus on language... In practice it becomes impossible to separate form and function neatly in the interactional work that is being carried out

(Van Lier 1996:203)

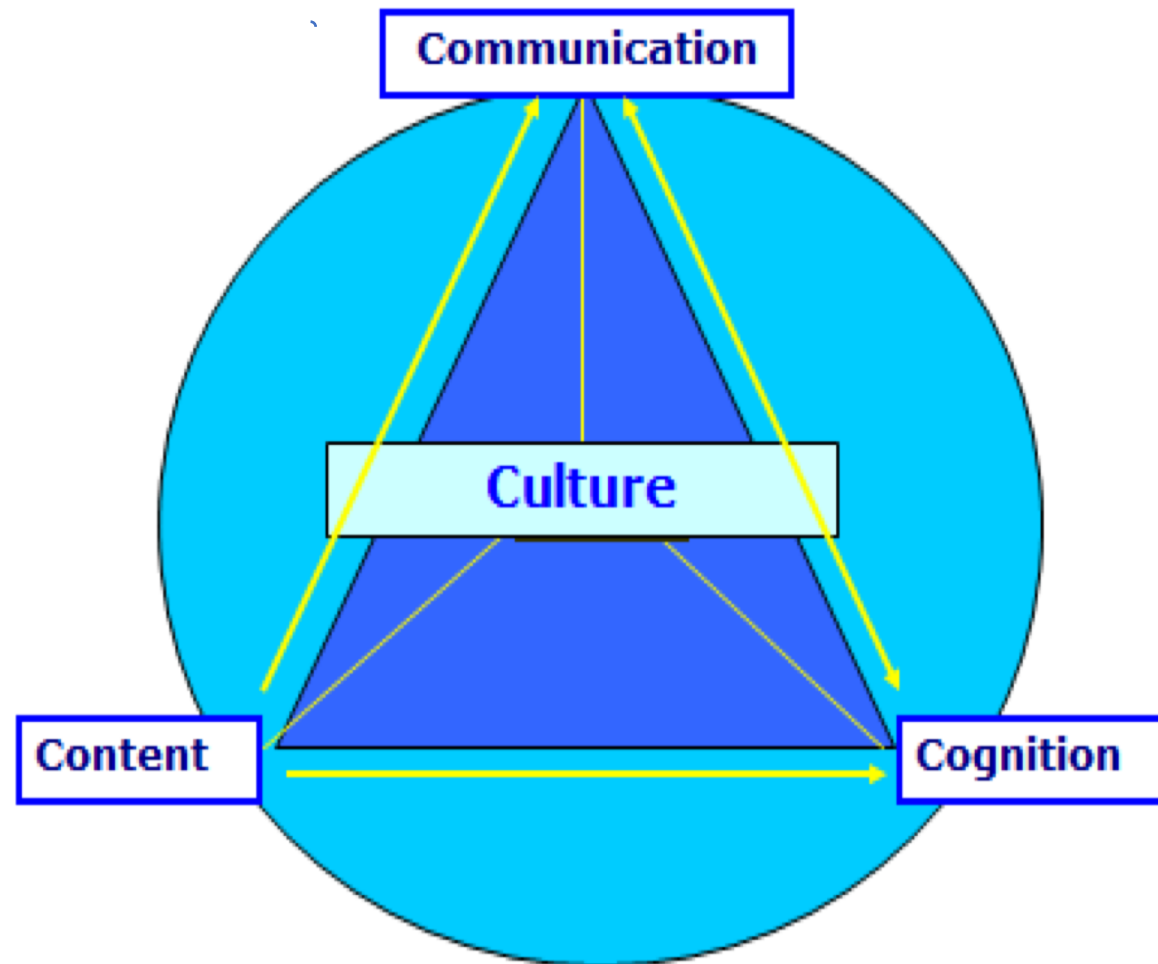
**And if we believe that language is
our greatest learning tool**

Grammatical Correction

We are not aware of any evidence or explicit and detailed claims that the correction of errors of **grammatical form** is a sufficient condition for the development of oral and written language as a **medium of learning**

Mohan & Beckett (2003:423)

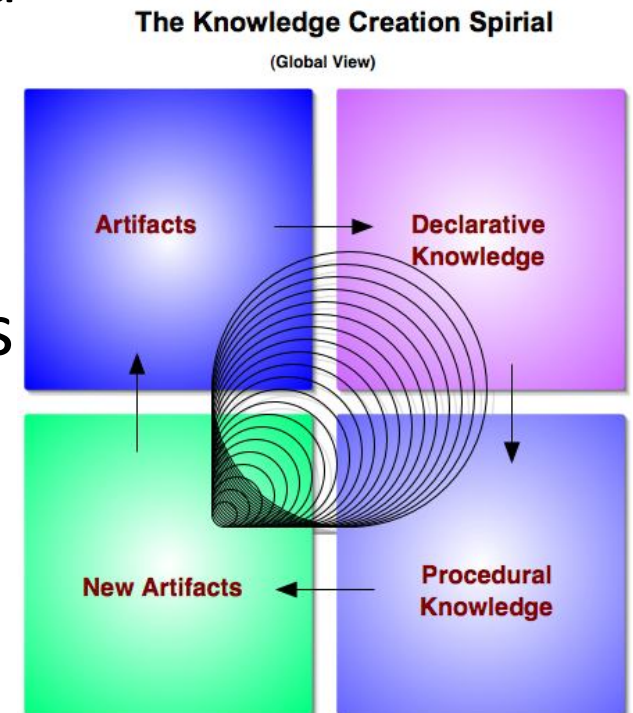
An Integrated Approach for Learning and Using Languages Across the Curriculum



Coyle, Hood and Marsh, 2010

Knowledge isn't just facts!

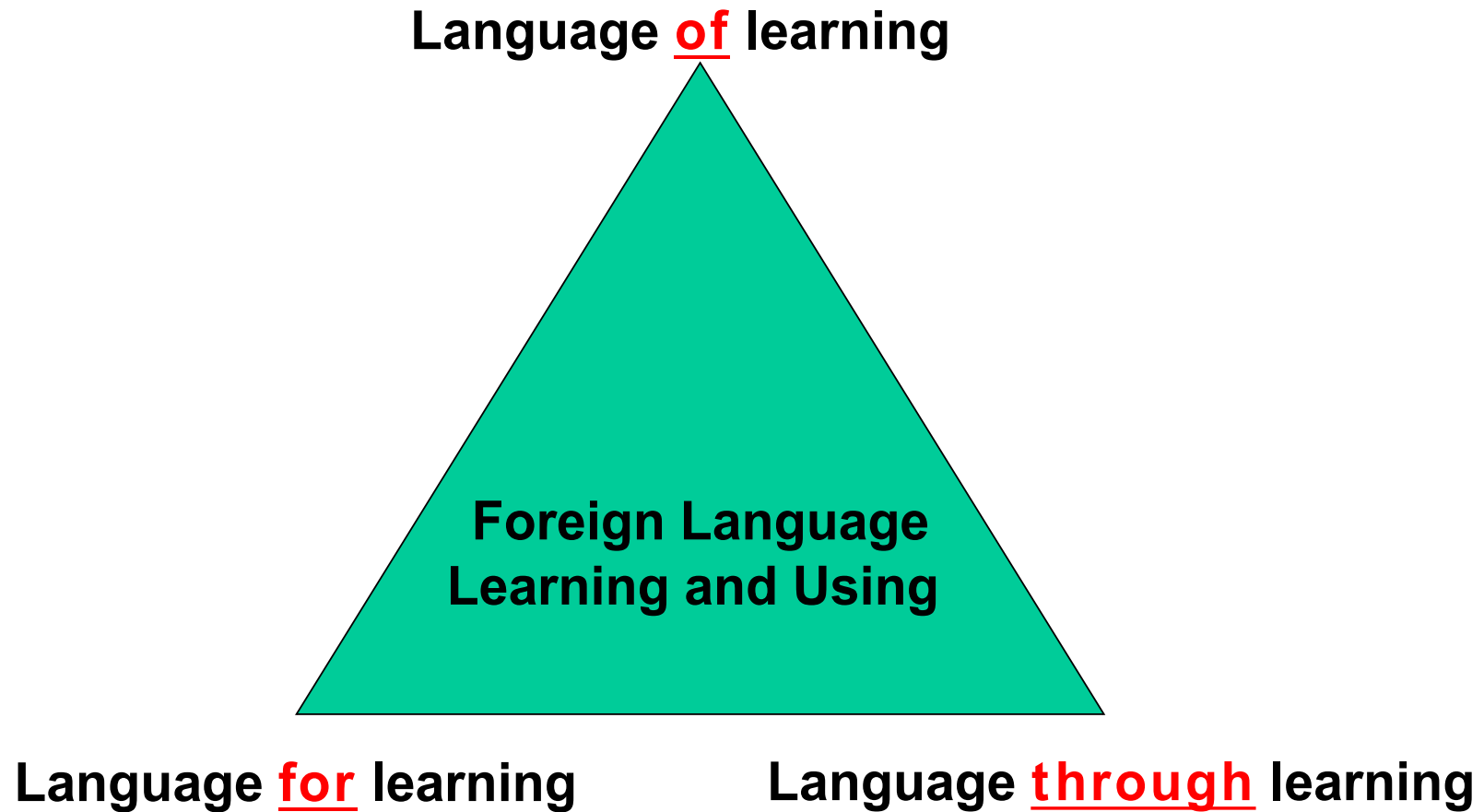
- **Factual** knowledge about
- **Conceptual** deeper knowledge about
- **Procedural** how to (applied)
- **Meta-cognitive** strategies



Grammar
Teaching
Structure
Clauses
Tense
Sentence
Forms
Present
Continuous
Past
Adverbs
Verbs
Word
Speech
Voice
Present
Future
Simple
Gerunds

grammar
verbs
prepositions
questions
english
nouns
articles
present
past
negative
conditionals
gerunds
workbooks
interrogatives
adverbs
infinitives
tenses
relatives
speech
adjectives
future
affirmative
genitive
exercises
passives
reported

The Language Triptych



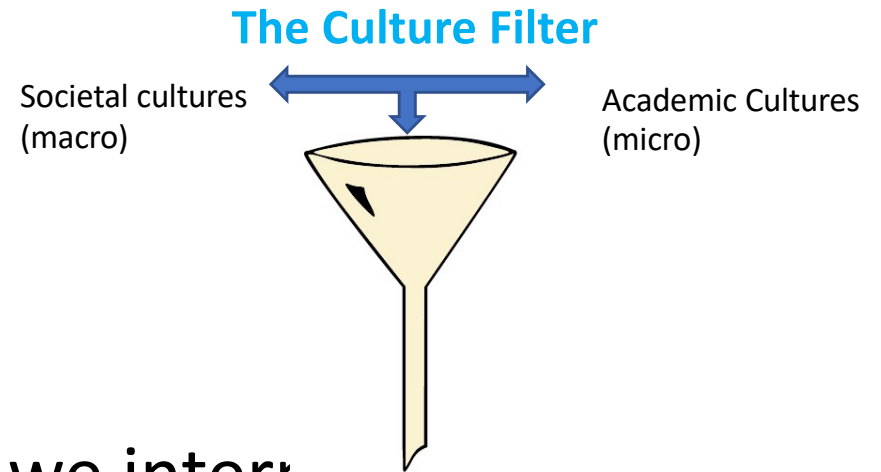
Cognition is.....



.....all about the processes involved in **meaning-making** such as:

- using new and existing knowledge
- engaging in problem-solving
- using higher order thinking skills
- being creative

Culture is.....



..... the **filter** through which we interpret our world.

- The **macro level** involves societal values in our home and other contexts
- The **micro level** focuses on academic and subject-specific cultures that impact on the ways we learn and think in different areas of the curriculum.



Integrating learning....

- Integrated learning is all about **progression**
- Content only becomes meaningful when it is understood (conceptualised) but...
- Conceptualisation requires language to be used creatively and according to subject- specific rules – **appropriate language use makes understanding visible.**
- This process involves **language learning** and using as embedded in content.
- This process also involves deliberate transparent processes for **deeper learning**



Growth principles

- Language is a resource - we must use it....
(trans)languaging, using more than one language
- Grammatical chronology as the only determinant of **language use** is **not** appropriate
- If we get it right, integrated approaches are about effective learning and can serve as a model for **monolingual L1 learning**

Academic Discourse

- Academic language suffers from misconceptions (BICS/CALP)
- Academic discourse (skills, knowledge) are rarely explicitly taught at any level in context hence
- Pedagogy of entrapment (Macedo 1994)

Academic Discourse for Knowledge Construction

- Thinking and knowledge construction require different kinds of language which do not automatically depend on grammatical knowledge and understanding.
- How learners articulate their knowledge and understanding will require learning and using language **appropriately** with **increasing sophistication** and connectivity to subject-specific ways of thinking and behaving.
- This is academic discourse and laying the foundations for academic literacies



**Academic Language
is
nobody's
mother tongue**

Growing importance of disciplinary or subject literacy on a global scale

Shanahan and Shanahan promote the idea of teaching disciplinary literacies that address the profound differences in the language used in various disciplines to construct and communicate knowledge and in ways different disciplines read and approach texts.

Dobbs et al. (2016), Fang and Coatoam (2013), Gillis (2014), Jetton and Shanahan (2012), Schleppegrell (2004) and Weinburgh and Silva (2012)

Consequences of absent discourse

Considering the fact that teaching subject specific concepts and their respective meaning extension is a central aspect of content teaching, definitions are a surprisingly infrequent phenomenon in the data. In 17 out of 43 lessons (40%) no instances of defining could be identified.

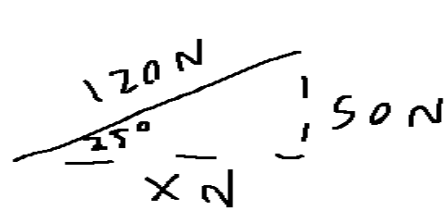
It may be unsurprising that the lexemes 'definition' or 'define' do not occur at all in the entire corpus. And since the genre is not even named, it is equally unsurprising that there is no meta-talk about it. The written materials used during the lessons did not contain any definitions written definitions can also be dismissed.

Dalton-Puffer, 2004:32

We have a problem....

Both groups of learners show considerable deficits in their academic language use....the specific competences in handling the language dimensions adequately and in expressing their thoughts and findings appropriately or functionally according to the genre(s) demanded are equally low, they show a serious lack of command over a sensitivity for the requirements of academic language use, both in L2 and in L1 (Vollmer, 2008:272)

And more are emerging....


$$\cos 25 = \frac{x N}{120 N}$$
$$120 N \cos 25 = x N$$
$$108.76 = x N$$

- Transmission models by content teachers
- Language teacher influence the way role of language in content teaching is conceived and taught (Viebrock, 2010)
- Deeper understanding of how integration can be conceptualised is only just emerging – few resources (Bonnet, 2012)
- Integrated assessment methods are not yet developed (Coetzee-Lachmann, 2007)



Shifting Sands: the LEARNING agenda

From knowledge transmission to meaning-making through 'linguaging' and dialoguing in more than one language to deepen conceptual / communicative understanding



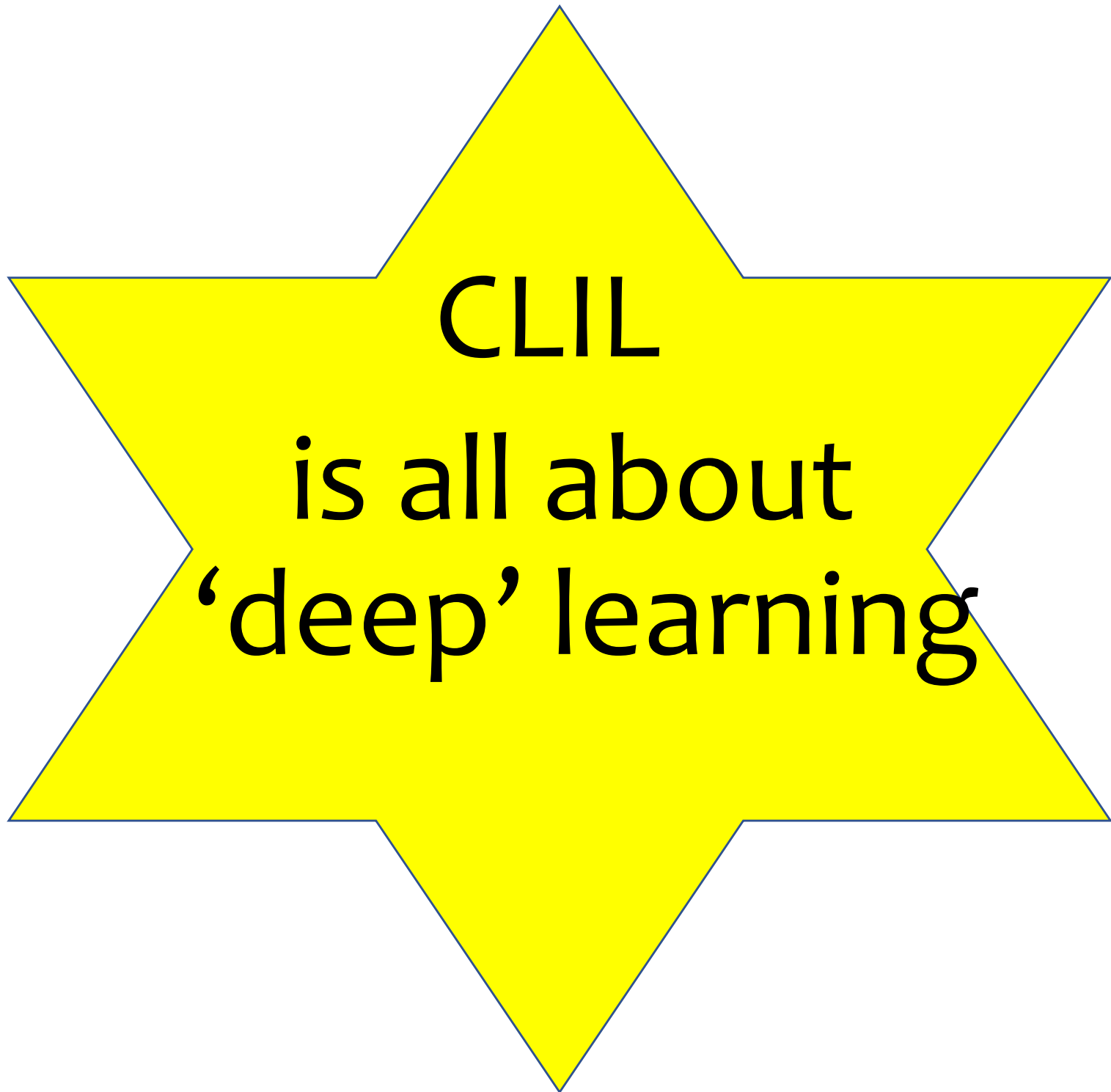
(Re)defining Language in Learning

- Complex phenomenon /wide interpretations/multiple perspectives.
- Simple but rich premise: language is at the core of education and is fundamental for deeper learning and sustainability.
- Literacies and pluriliteracies play a key role for all learners.

Let's Talk Together

The background features a central graphic with several light green, rounded, triangular shapes radiating outwards from a central point. Below these rays, there is a cluster of overlapping circles in various colors including yellow, orange, red, and green.

Argumentation and dialogue are not simply
alternative patterns of communication; they are
principled approaches to pedagogy
(Wolfe, 2008)



CLIL

is all about
'deep' learning

Quality and Appropriacy

Deeper learning is the successful internalization of conceptual content knowledge and the automatization of subject specific procedures, skills, and strategies – rests on learners' acquisition of disciplinary literacies.

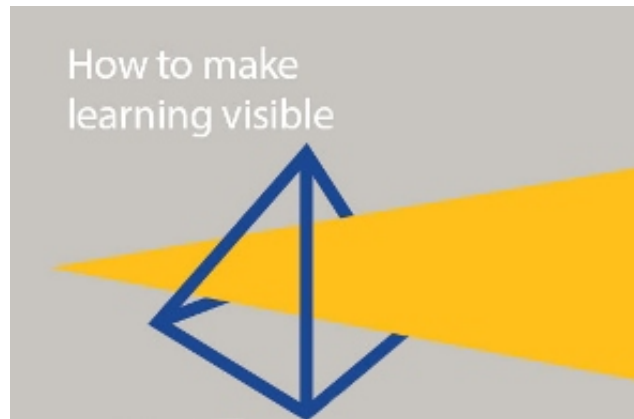
Deeper learning is supported through actively engaging learners in subject specific ways of constructing knowledge and teaching them how to language their understanding appropriately and in an increasingly complex and subject appropriate manner.

Academic Literacies: thinking like....

- **An expert mathematician** - close reading of text of essential even noting use of 'the' i.e. Precision reading for precision meaning
- **An expert chemist** - interested in the transformation of information i.e. reading text requires visualisation, formulas, going back and forth between diagrams and charts, where reading involves recursive processing of representations
- **An expert historian** - pays attention to author, source. Whilst reading working out a particular interpretation of historical events – where text is not taken as truth.

.....involves different approaches to reading text

What do we mean by making learning visible?



Cedefop

When learners put into their own words what they have learned and when the language they use is at an appropriate level of sophistication for the subject or thematic element of curriculum according to the age and level of learners.



To
Language
is a verb



Four Major Activity Domains (applies to all areas of the Curriculum)

- **Doing** (procedure)
- **Organising** information (descriptive taxonomic)
- **Explaining** (sequential, causal, theoretical, factorial, consequential explanation & exploration)
- **Arguing** (challenging, exposition and discussion)

(Veel 1997) (Polias 2006)

[Like a historian, mathematician, scientist, language expert –
according to subject literacies, rules and academic]

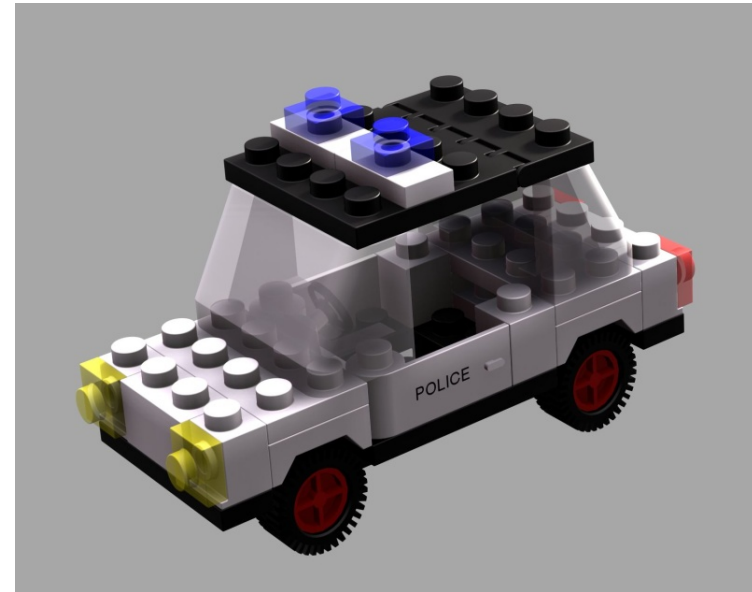


@etspeaksfromhome

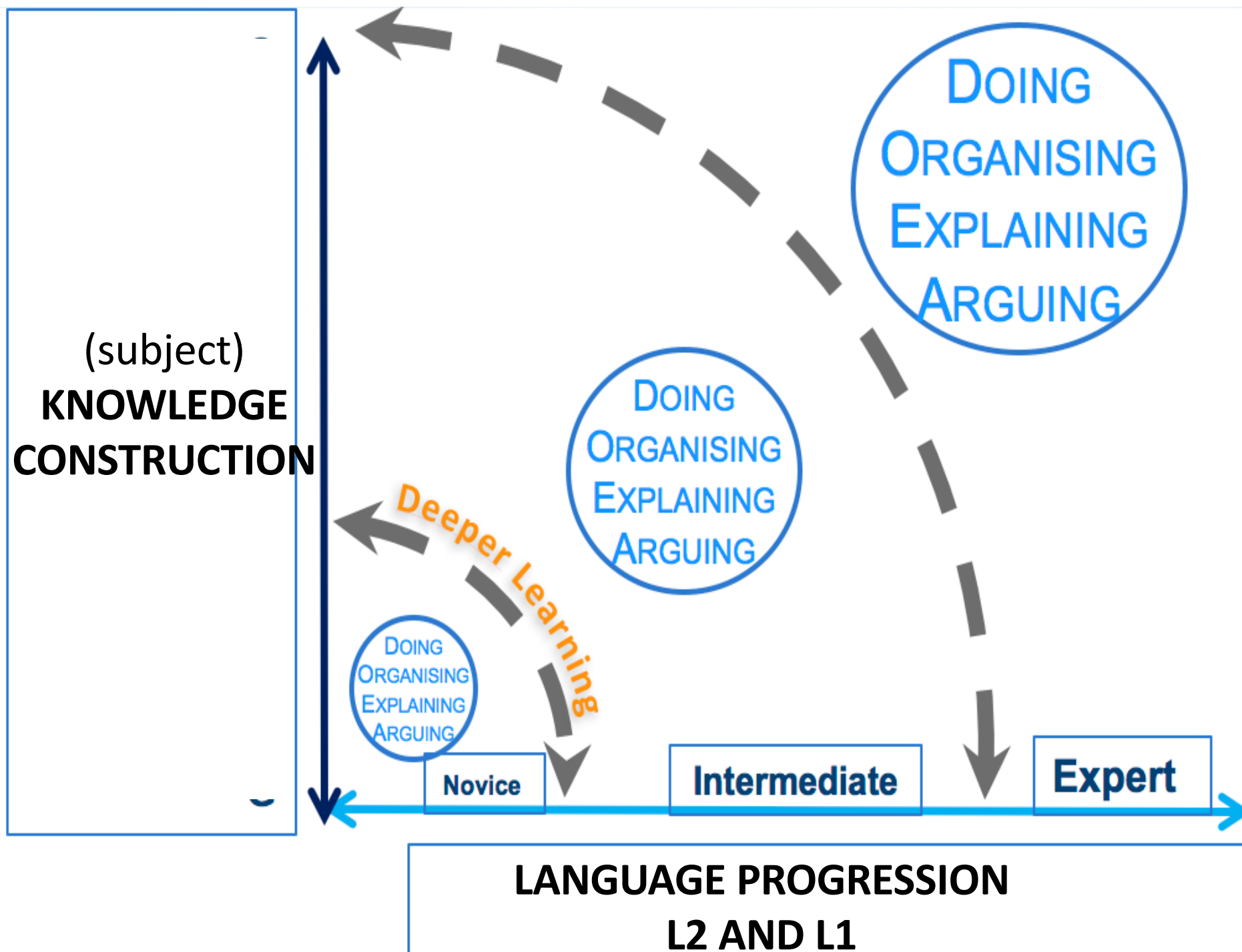




DuploLego.....Lego Technic



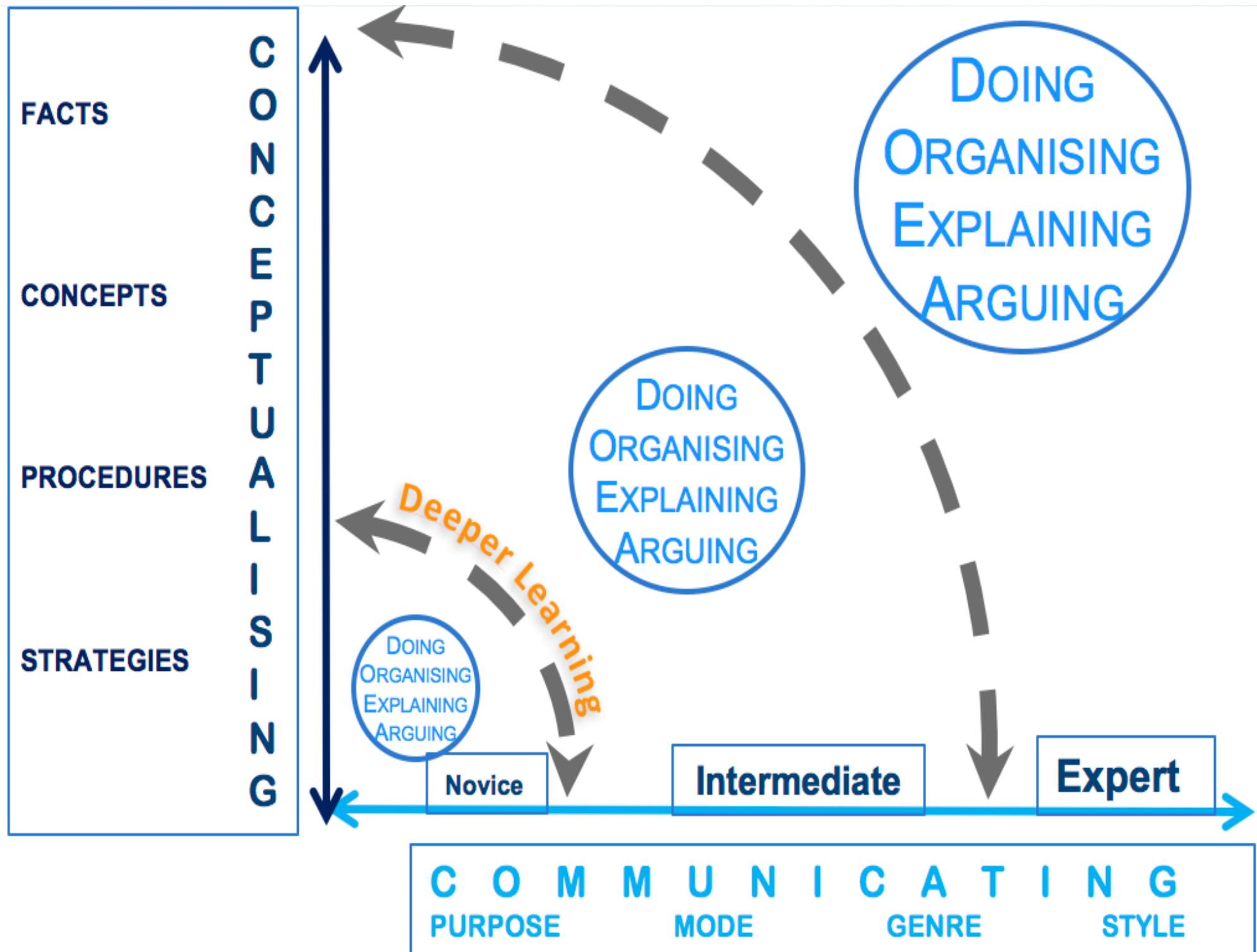
The Graz Group Pluriliteracies Model (Meyer et al., 2015)



Progressing knowledge pathways

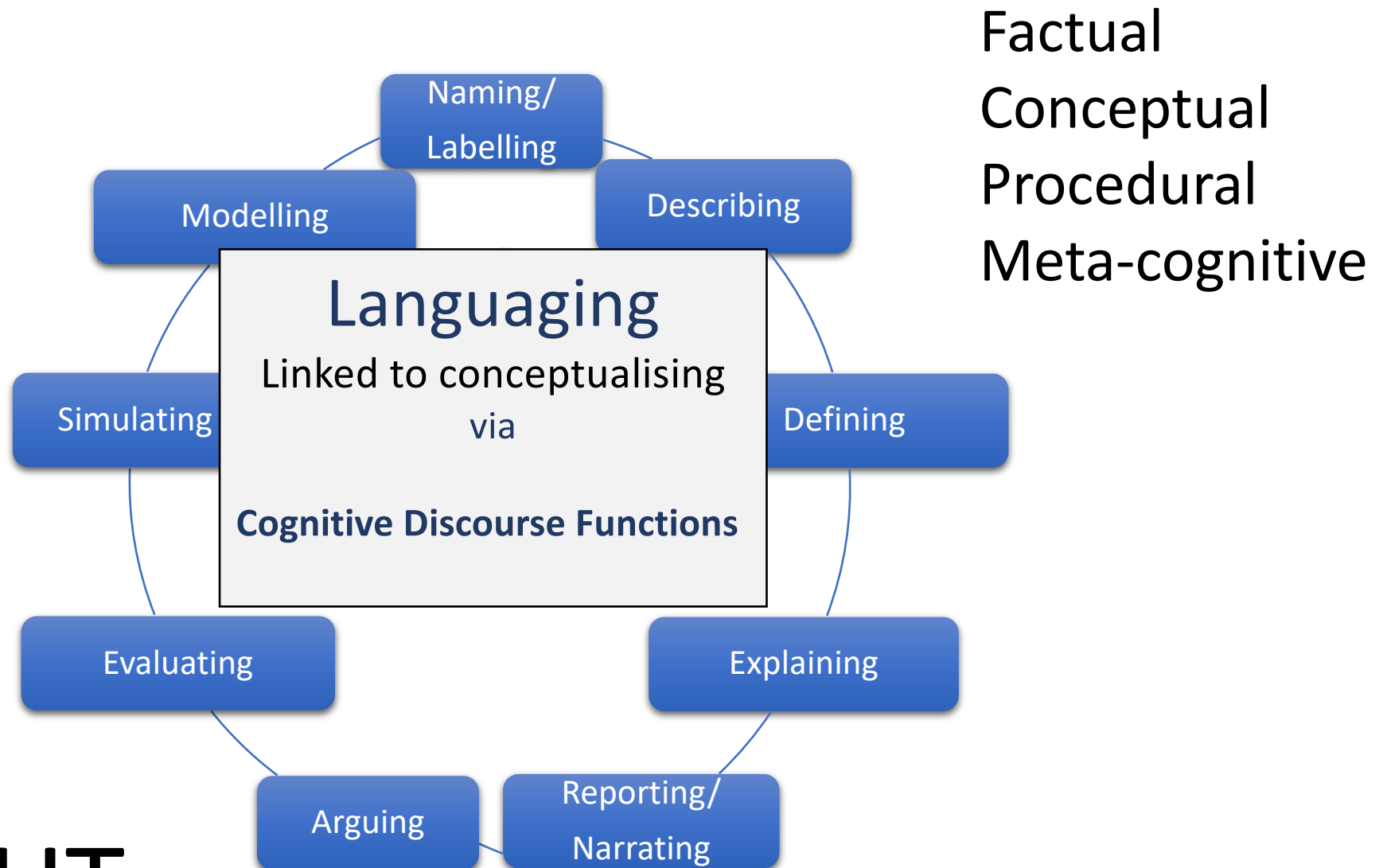
Progression is an individual's ability to communicate knowledge and understanding by:

- extracting information from increasingly complex texts in all relevant modes
- using more genres and genre moves
- expressing a deeper understanding of relevant concepts within those moves
- communicating understanding in a wide variety of subject specific modes (charts, maps, tables, formulas, drawings, etc., using both analogue and digital media)



Keys to **knowledge construction**

Different knowledges require different language



BUT

osmosis takes too long

KNOWLEDGE AND ACTIVITY DOMAINS IN SCHOOL SCIENCE	SPECIFIC GENRES	PURPOSES
Doing science	1 Procedure 2 Practical report	1 instructs someone in how to make or do things 2 provides a recount of the method undertaken in an experiment, as well as the results and the conclusions
Organising scientific information	Reports 1 descriptive 2 taxonomic	1 describes features of places or physical phenomena 2 describes different kinds of physical features
Explaining events scientifically	Explanations 1 sequential 2 causal 3 factorial 4 consequential 5 theoretical	1 explains a physical phenomenon by presenting the events producing the phenomenon in chronological order 2 explains the sequence of an event or phenomenon with reasons included 3 explains the multiple factors that contribute to a particular event or phenomenon 4 explains the effects or consequences of a particular event or phenomenon 5 a theoretical explanation illustrates a theoretical principle
Arguing aspects of science	Expository genres 1 argument – analytical argument – hortatory argument 2 discussion	1 analytical arguments present on an issue in order to persuade the reader/listener to agree with a particular point of view. Hortatory arguments both present and try to persuade the reader/listener to take some action 2 presents the case for more than one point of view about an issue



Literacies at the core

focus not only on communication (meaning for others, as supports for social interaction) but also on representation (or meanings for ourselves, as supports for thinking).

(Pluri)Literacies in the plural are central to all subject areas and all learning across languages.

Literacy instruction, therefore, must be embedded across the curriculum and developed through increasing complexity of content.

Which literacies as a language teacher?



The next big one:

Integrated Assessment

The assessment of content requires a language-based theory of knowing and learning that addresses characteristics of literate language use in all modalities but a major difficulty lies in the fact that the L2 community cannot as yet readily draw on a theory of language that places meaning and content at the centre of interest

Byrne 2002



CLIL the leveller for inclusion, social
justice and accessibility

The Language Triptych

Language of learning

Foreign Language
learning

Language for learning

Language through learning



PluriLiteracies

(Coyle, Hood, Marsh, 2010)

Which literacies as a CLIL teacher?

TEXT



And dealing with text means....

- A shift from grammatical chronological dependence
- Looking at genre, register and style
- Taking meaning-making seriously and enabling authentic creativity with language
- Understanding what deeper learning means
- Connecting with first language literacies
- Using digital means to transform materials into resources
- Re-thinking tasks design and sequencing

Read this!

Subject-specific literacy develops with a growing ability to express or verbalize subject specific concepts or conceptual knowledge in an appropriate style using the appropriate genre and genre moves for the specific purpose of communication. This process is languaging i.e. using language(s) to mediate increasingly cognitively complex acts of thinking and understanding i.e. “the process of making meaning and shaping knowledge and experience through language” (Swain, 2006).

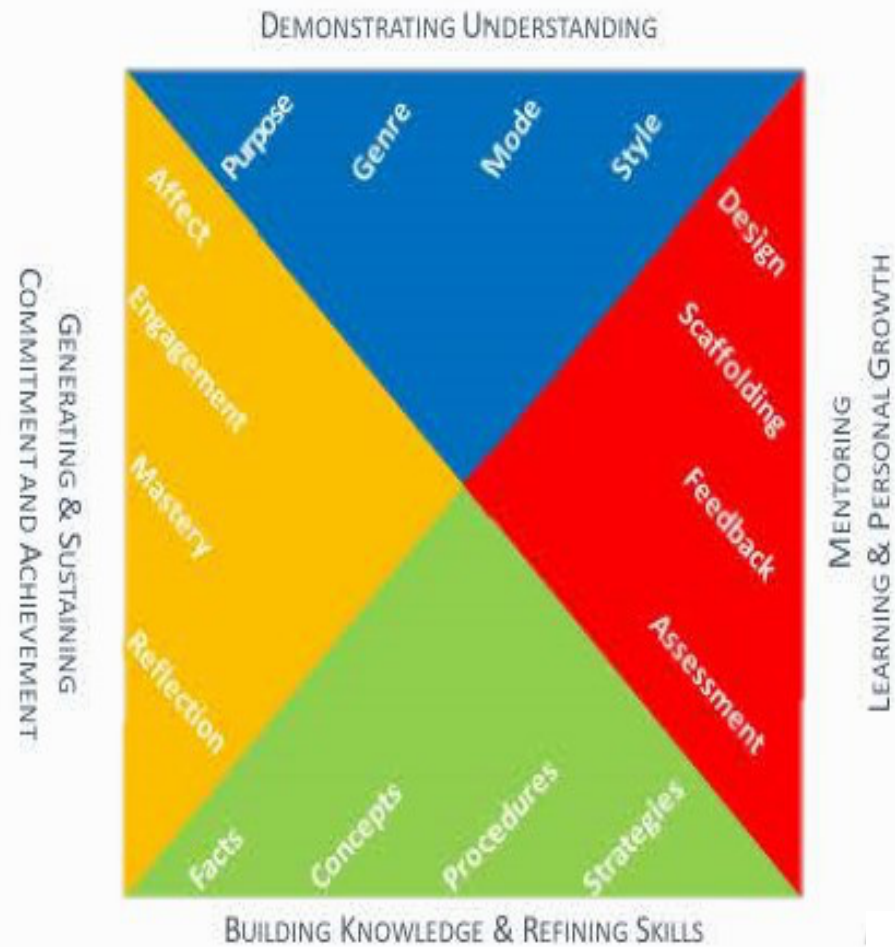
First Language Literacies.....



4Cs and Subject Literacies

Meaning-making involves knowing (**content**) and thinking (**cognition**) articulated (**communication**) in ways which demonstrate intercultural awareness and subject appropriate discourse (**culture**). These processes are all about developing subject literacies. SL is dependent on 4 dimensions....

The Pluriliteracies Model of Deeper Learning



Four dimensions of pluriliteracies for deeper learning

Building learning spaces for...

- Demonstrating understanding
- Building knowledge and refining skills
- Generating and sustaining commitment and achievement
- Mentoring learning and personal growth

Next stage.....

By putting pluriliteracies at the heart of our approach to learning we not only focus on enabling/empowering the learner to purposefully communicate across languages and cultures (in an appropriate style, genre and mode) but we also promote language's essential role in shaping our students' thinking and learning at the core lies developing cognitive potential and 'owned' knowledge building

So what does this mean for me?



CLIL....

- Is not a panacea nor an answer – it is complex
- Is not a formula to be followed
- Is context-dependent
- Is dynamic and evolving shared principles
- Makes theoretical and practical demands
- Is about pluriliteracies.....
- Requires rethinking and design of learning spaces and mentoring learning
- Demands different planning – it is not content teaching nor language teaching in the traditional sense
- Requires concept identification and subject specific language glue (CDFs)
- Attention paid to ways of dealing with text

Alice: This is impossible.
The Mad Hatter: Only if
you believe it is.



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謝



www.pluriliteracies.ecml.at