International Conference on Bilingual Education
National Taipei University of Education
ICB 21

Pluriliteracies Teaching for Deeper Learning _for_ multilingual classrooms:

The latest craze, critical responsiveness or responsible activism?

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The policy of developing Taiwan into a bilingual nation

Helping Taiwan's workforce connect with the world
Attracting international enterprises to Taiwan; enabling Taiwanese industries to connect to global markets and create high-quality jobs

Shifts, turns, uncertainties, post-truths and challenges

- Multilingual Turn ⟶ (*Literacies Turn*)
- Demographic shifts
- Post-truth behaviours
- Values-driven education (social justice, inclusion)
- Bilingual Education & CLIL
- Hegemony of English and Englishes, threats to LOTE
- Crises in language teaching and learning generally
- Enabling our young people to be prepared for an uncertain world with skills, mindsets and resilience
- The slow pace of change in classroom practices
- The need for greater investment in professional learning

Embracing multilingualism, multiculturalism & diversity as global citizenship

So how are we as educators preparing our young people?

Asking disruptive questions

Shifting Sands: the LEARNING agenda

From knowledge transmission to meaning-making through **'languaging'** and **dialoguing** in more than one language to deepen conceptual / communicative understanding
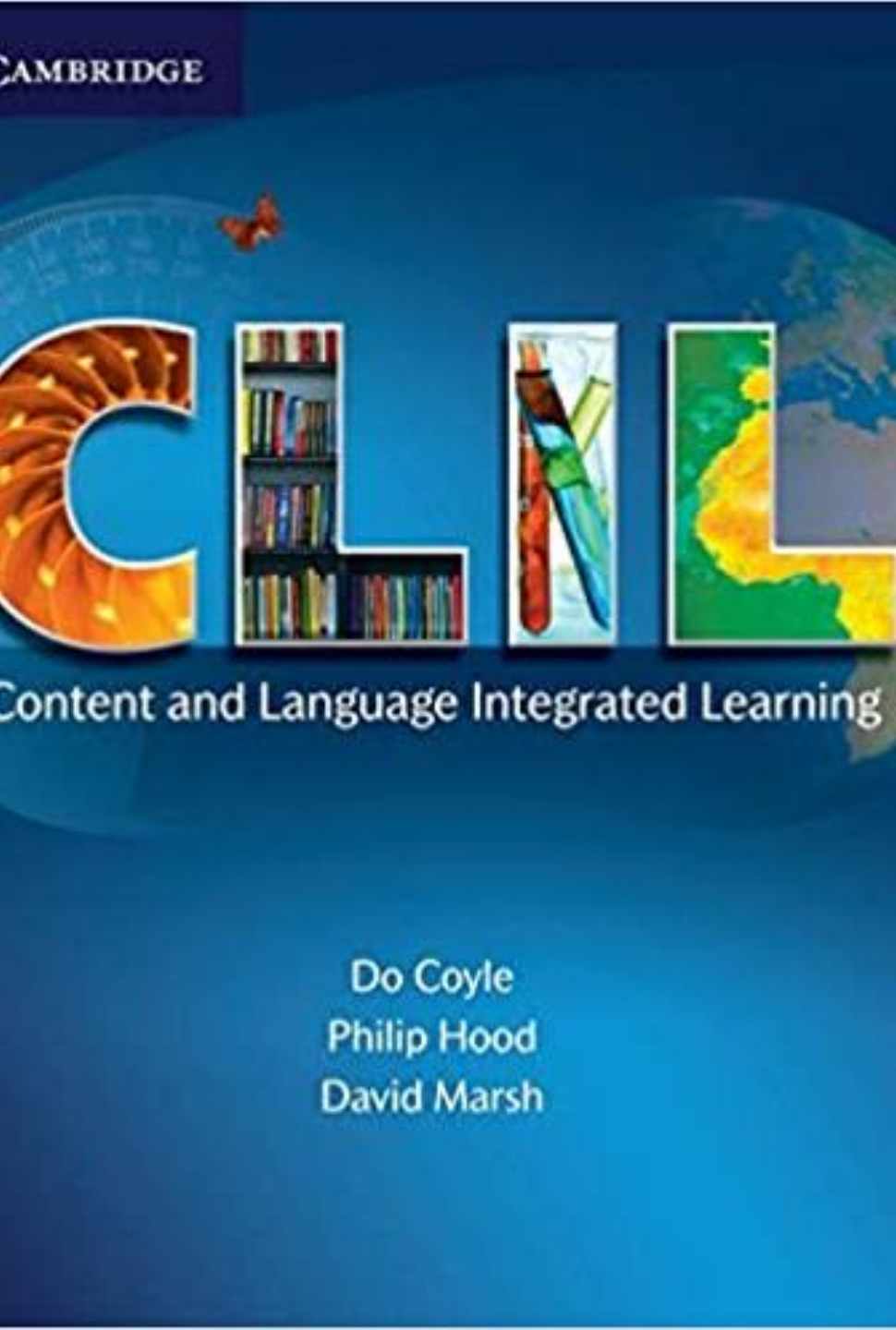
21st-Century Skills

Foundational Literacies
Students apply core skills to everyday tasks

1. Literacy
2. Numeracy
3. Scientific literacy
4. ICT literacy
5. Financial literacy
6. Cultural and civic literacy

Competencies
How students approach complex challenges

7. Critical thinking/problem-solving
8. Creativity
9. Communication
10. Collaboration

Character Qualities
How students approach their changing environment

11. Curiosity
12. Initiative
13. Persistence/grit
14. Adaptability
15. Leadership
16. Social and cultural awareness

Lifelong Learning

OECD Learning Compass 2030

Defining CLIL

A dual-focussed educational approach in which an **additional language** is used for learning and teaching of both content *and* language. That is, in teaching and learning processes, there is a focus not only on content and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.
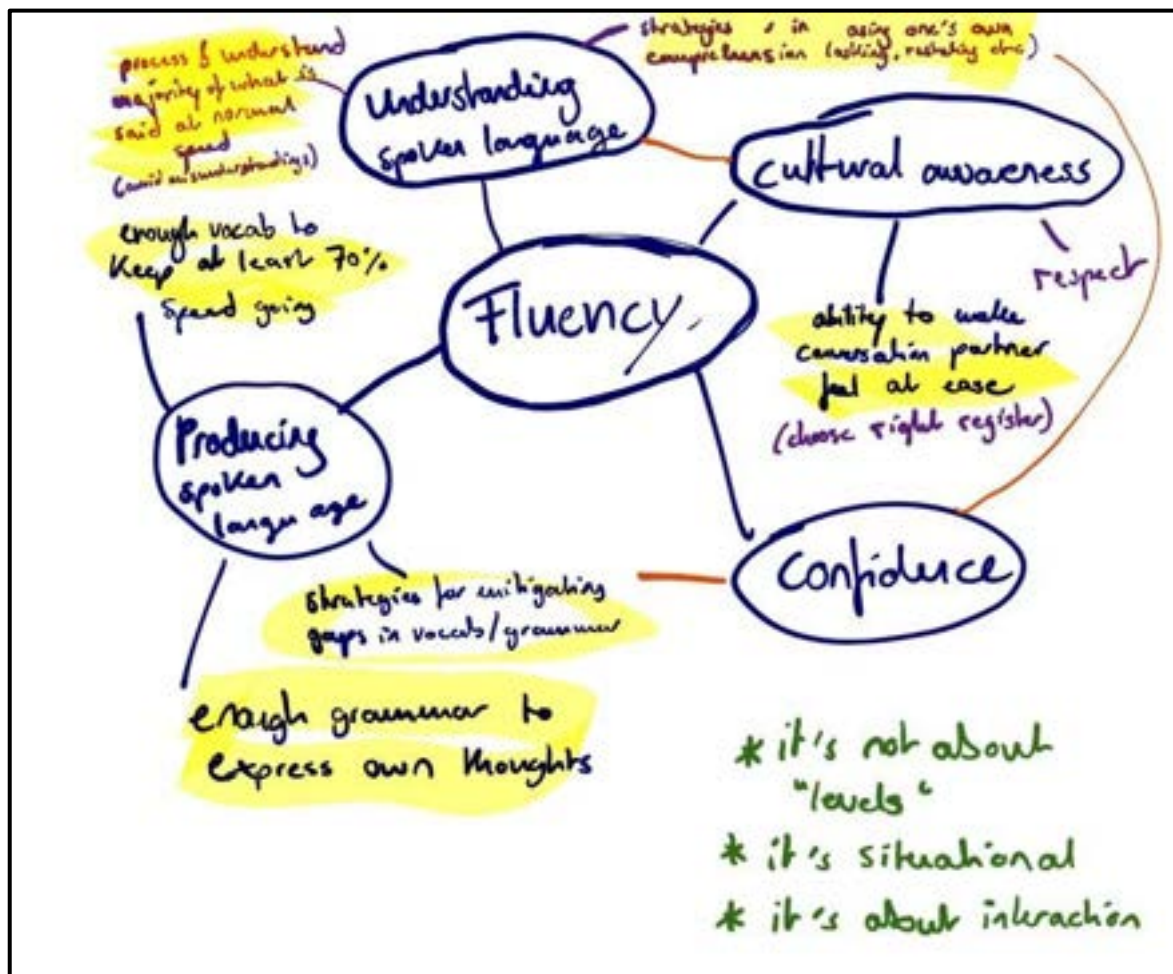
(Coyle, Hood and Marsh, 2010:1)

Language Using Language Learning

As teachers if we accept **language is a learning tool** as well as a **communication tool** then we have to re-conceptualise our classroom practices......to enable *'discourse-rich'* environments

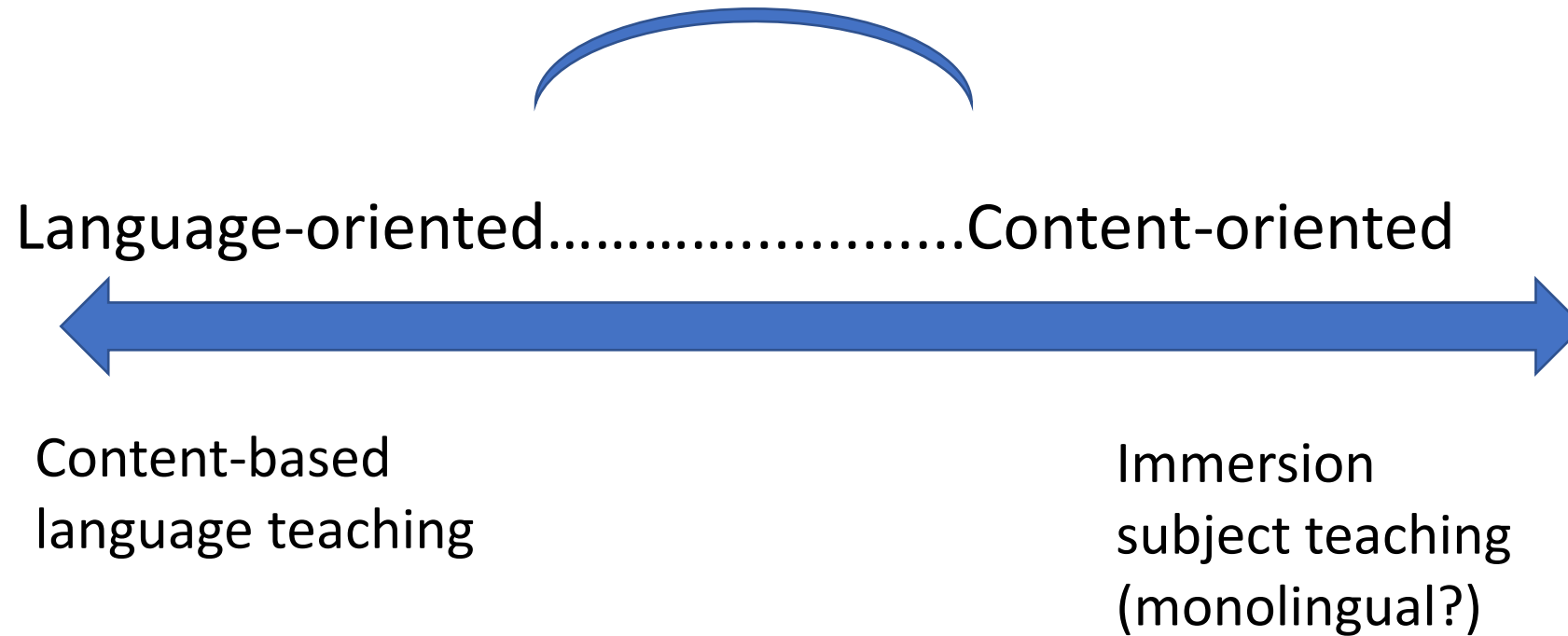*(Genesee 1994)*

Linguistic fluency the golden ticket?????

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**
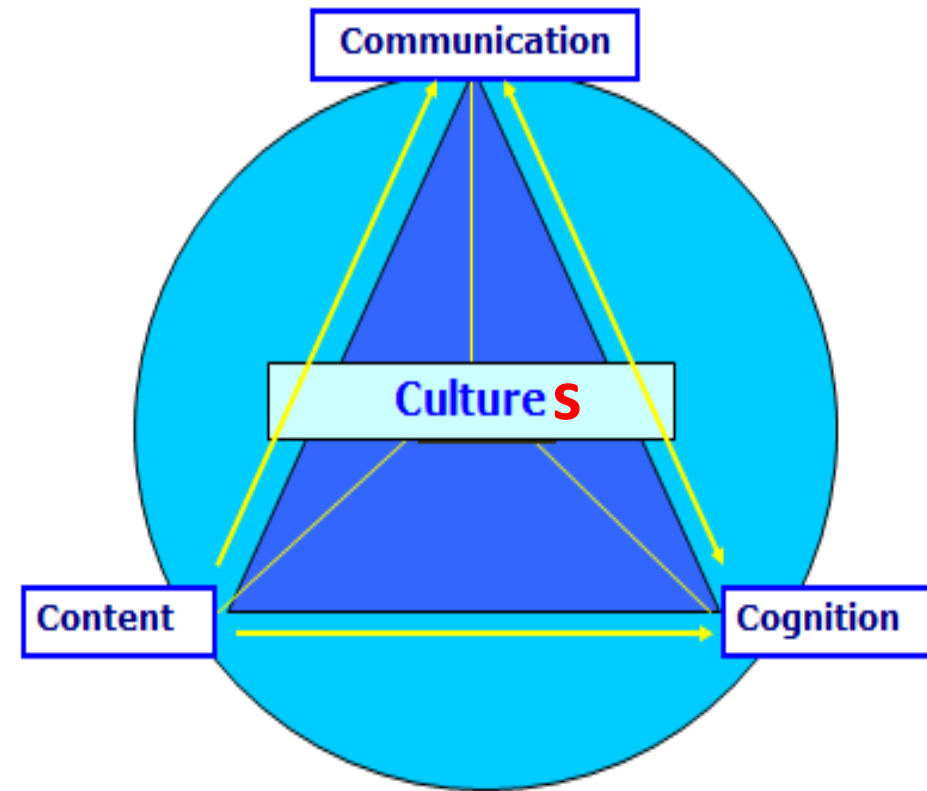
Mohan & Beckett (2003:423)

https://www.fluentlanguage.co.uk/blog/podcast-episode-91-fluency

The CLIL Continuum

No model is for export

Language-oriented…………………….Content-oriented

Content-based
language teaching

Immersion
subject teaching
(monolingual?)

An Integrated Approach for Learning and Using Languages Across the Curriculum

Communication

Culture **S**

Content

Cognition

Content involves different types of knowledges and skills

Table 2. The knowledge dimension — major types and subtypes			
concrete knowledge ———————————————————————————→ abstract knowledge			
factual	conceptual	procedural	metacognitive
knowledge of terminology

knowledge of specific details and elements | knowledge of classifications and categories

knowledge of principles and generalizations

knowledge of theories, models, and structures | knowledge of subject-specific skills and algorithms

knowledge of subject-specific techniques and methods

knowledge of criteria for determining when to use appropriate procedures | strategic knowledge

knowledge about cognitive tasks, including appropriate contextual and conditional knowledge

self-knowledge |

C- Content

C-Cognition is.....

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

- using new and existing knowledge

- engaging in problem-solving & problem-creating

- using higher order thinking skills

- being creative

- constant challenging deepening and expanding
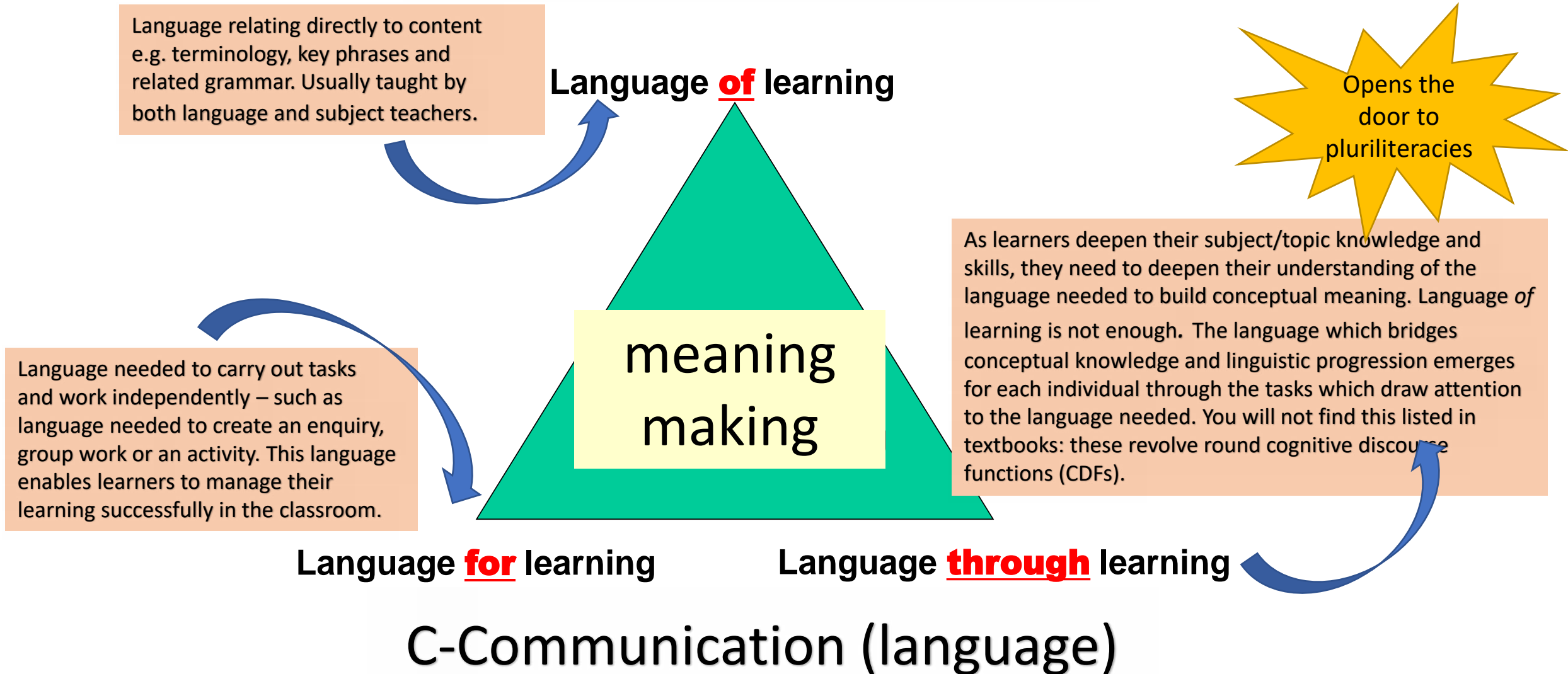
Bringing together content & cognition

Consider…what does integrating learning really mean?

Investigating how different kinds of learning require different kinds of language which require different kinds of thinking… to make our lessons accessible and increasingly progressive for **all** learners

The Language Triptych

Language relating directly to content e.g. terminology, key phrases and related grammar. Usually taught by both language and subject teachers.

Language _of_ learning

Opens the door to pluriliteracies

As learners deepen their subject/topic knowledge and skills, they need to deepen their understanding of the language needed to build conceptual meaning. Language _of_ learning is not enough. The language which bridges conceptual knowledge and linguistic progression emerges for each individual through the tasks which draw attention to the language needed. You will not find this listed in textbooks: these revolve round cognitive discourse functions (CDFs).

meaning making

Language needed to carry out tasks and work independently – such as language needed to create an enquiry, group work or an activity. This language enables learners to manage their learning successfully in the classroom.

Language _for_ learning

Language _through_ learning

C-Communication (language)

Coyle, Hood, Marsh, 2010

Culture is…..

Societal Cultures (macro) ←→↓ **Academic Cultures (micro)**
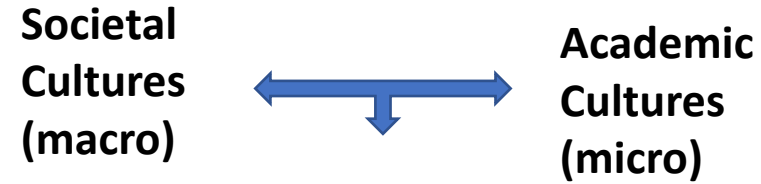
….the **filter or lens** through which we interpret our world.

- The **macro level** involves *societal* values in our home and other contexts

- The **micro level** focuses on the mix *of individual cultures academic and subject-specific cultures* that impact on the ways we learn and think in different areas of the curriculum including language learning.

Language
is never
neutral

• • • • •

4Cs towards PluriLiteracies

Meaning-making involves knowing, applying (**content**) and conceptualising (**cognition**), articulated or languaged (**communication**) in ways which demonstrate not only intercultural awareness but also subject appropriate discourses (**cultures**). These processes are all about developing pluriliteracies in and across curriculum subjects. The big question for educators is 'how'?

The time is now

- The 'present past' as the dominant model of education is in the process of change and subsequent transformation (Fullan and Langworthy 2014)

- 'Urgent need to 'transcend such an understanding that conceptualizes language and curricular content as separate reified entities and instead think of them as **one process**' (Dalton-Puffer, 2011,96).

- 'it would be illuminating to find new ways of talking about language and content that avoids that distinction'. (Barwell, 2016)

Active, successful participants in our global society must be able to:

- Build **intentional cross-cultural connections and relationships** with others so to **pose and solve problems collaboratively** and **strengthen independent thought**;

- Develop **proficiency and fluency** with the tools of **technology**;

- **Design and share information** for global communities to meet a variety of purposes;

- **Manage, analyze, and synthesize multiple streams of simultaneous information**;

- Create, critique, analyze, and evaluate **multimedia texts**;

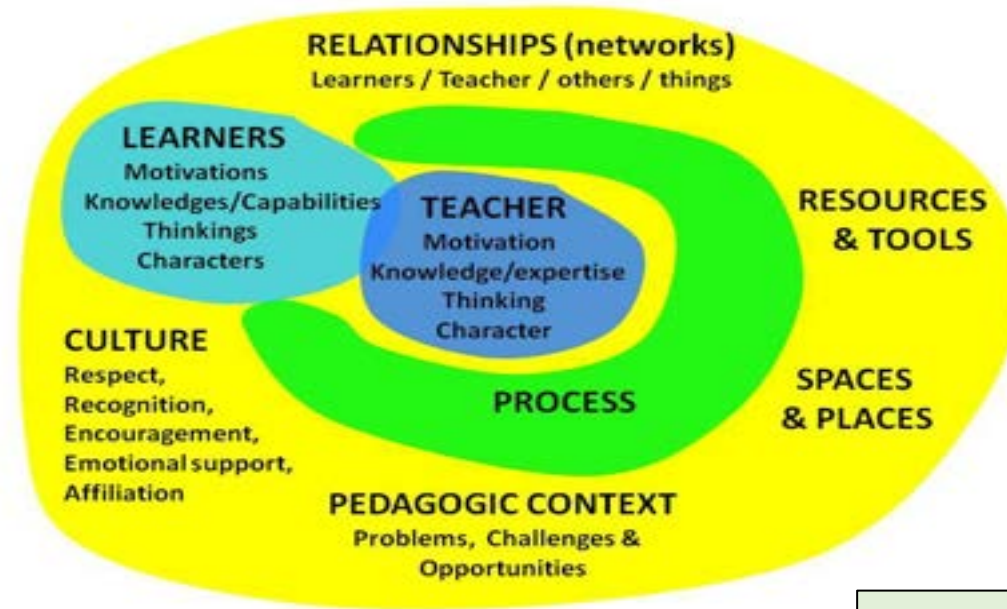- Attend to the **ethical responsibilities** required by these complex environments.

Seascapes

Landscapes

RELATIONSHIPS (networks)
Learners / Teacher / others / things

LEARNERS
Motivations
Knowledges/Capabilities
Thinkings
Characters

TEACHER
Motivation
Knowledge/expertise
Thinking
Character

RESOURCES
& TOOLS

CULTURE
Respect,
Recognition,
Encouragement,
Emotional support,
Affiliation

PROCESS

SPACES
& PLACES

PEDAGOGIC CONTEXT
Problems, Challenges &
Opportunities

Learnscapes

Significance of learning ecologies as dynamic spaces where learners and teachers engage in meaning-making

The Literacies Turn - a fundamental bridge

Literacies link subject and thematic knowledges and cognition with languages and cultures

Explicit noticing

We have spent a century of education beholden too this generalist notion of literacy learning – the idea that if we just provide adequate basic skills, from that point forward kids with adequate background knowledge will be able to read or write anything successfully….[most pupils need explicit teaching of]… genres, specialised language conventions, disciplinary norms and high-level interpretative processes.

(Shanahan and Shanahan,2008: 43)

Working with literacies

- Academic literacy must be made visible across all sectors of learning relating directly to subject learning. The teaching of specific academic literacy to all learners especially those in multilingual contexts is essential. It is very different from everyday language

- The continuum from everyday spoken language to highly specific subject-specific written language needs to be carefully designed through tasks, activities and ethos

- Good questions: How can we teach a subject without making academic literacy explicit?

(Gibbons 2018)

Disciplinary Literacy

Intermediate Literacy

Basic Literacy
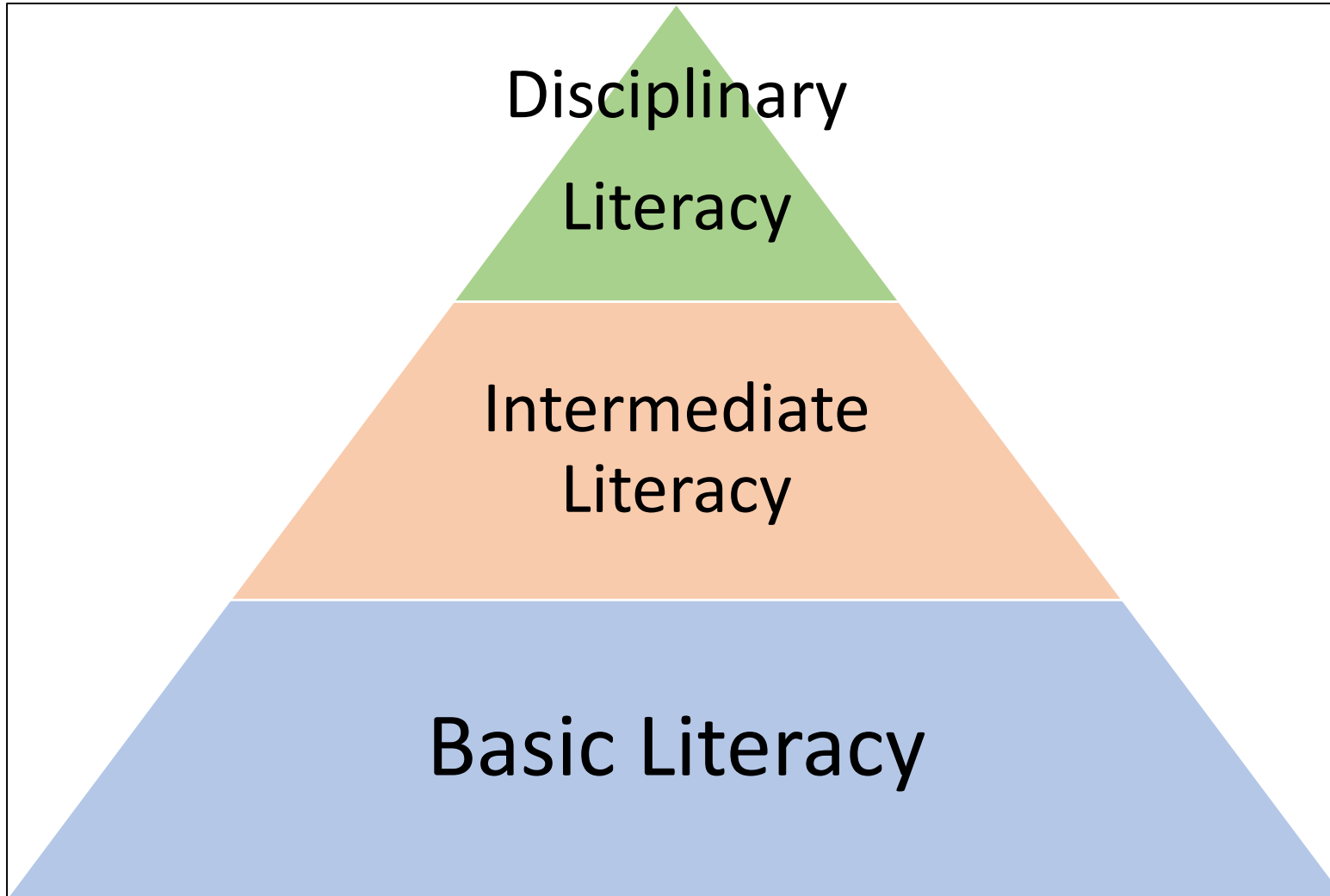
Academic Language
is
nobody's
first language

Traditional methodology	Literacies Approach
Language as object of study	• Sees language as a fundamental tool for knowledge building and communicating
Planning starts from grammatical structures/semantic fields	• Designs learning using different text types (oral, written) that students have to produce – aiming for 'textual fluency' **(Coyle & Meyer, 2021**)
Works on four communicative skills	• Involves integration of four skills: texts are read or listened to, talked about and responded to using different modalities
Works mainly at sentence level	• Works at text level
Texts especially in beginner and intermediate stages are used to illustrate use of grammatical structures	• Texts are fundamental from the very beginning

Literacies – but what do we mean?

Literacies focus not only on communication (meaning with others & social interaction) but also on representation (meaning for ourselves, to support and deepen thinking).
(Pluri)Literacies in the plural are central to all subject, thematic areas and all learning across languages – the discourses comprising genre, purpose, field, style, mode.

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

Where have we been and where are we going?
The Graz Group
https://pluriliteracies.ecml.at/

Reconceptualising the complex practices of plurilingual education

Neither the theorization of learning, nor of language on its own* is sufficient to provide an adequate account of second language learning and using for contemporary times and that a more **interdisciplinary** approach to language and learning is required.

Scarino, A. and Liddicoat, A. J. (2016)

* field of applied linguistics

Unravelling key constructs to Create accessible knowledge pathways for any (bilingual) learning

Literacies

Languaging

Deeper Learning

Knowledge Pathways

Joining up (CDFs)

Interrelationship linguistic and textual fluency
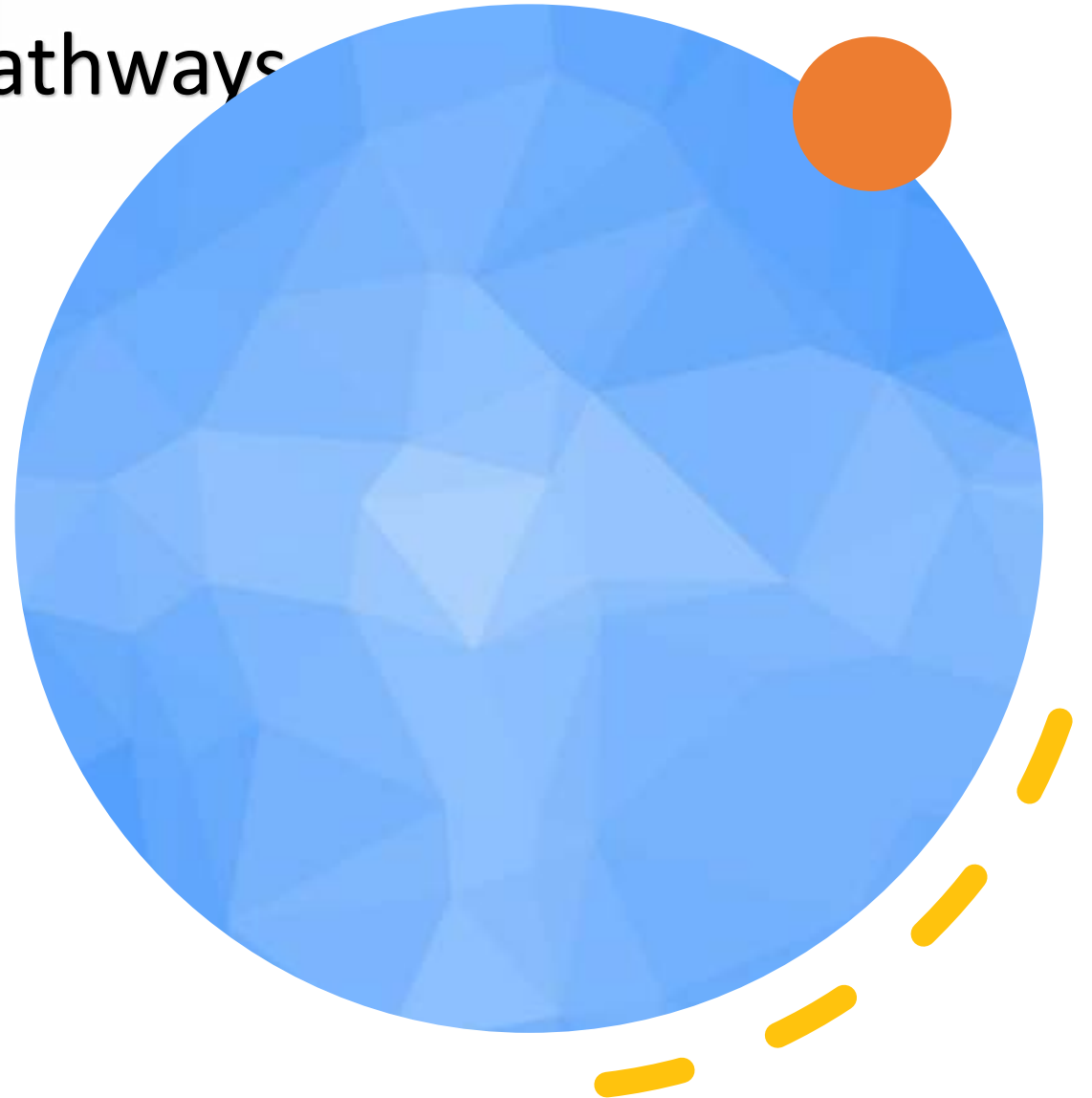
Read this! It's a good slide…

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 - what Swain describes as "the process of making meaning and shaping knowledge and experience through language" (Swain, 2006).

Languaging is core

A fundamental dialogic tool

What is a pluriliterate learner?

A pluriliterate learner is one who has understanding of how language makes thinking and learning work in different subject disciplines and has experience of meaning-making, problem-solving and being creative in more than language. A pluriliterate learner will be provided with opportunities to develop textual fluency alongside linguistic fluency - surely a right for all learners?

Towards Deeper Learning (PTDL)

Deeper learning occurs when knowledges and understanding are internalised and automatised in ways which enable individuals to demonstrate their learning of different knowledges in appropriate discipline/thematic specific ways and transfer their learning to other contexts, using more than one language

Bilingual Learning Pathways

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]

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

Take your learners along their knowledge pathways through designing opportunities for everyone to be engaged in
Doing
Organising
Explaining
Arguing

Language is not about words...
words are meaningless

Keys to Deeper learning

Cognitive Discourse Functions

Cognitive Discourse Functions (CDFs)

1. **Classify** I tell you how we can cut up the world according to certain ideas. Classify, compare, contrast, match, structure, categorise, subsume

2. **Define** I tell you about the extension of this object of specialist knowledge. Define, identify, characterise

3. **Describe** I tell you details of what can be seen (including metaphorically). Describe, label, identify, name, specify

4. **Evaluate** I tell you what my position is vis a vis X. Evaluate, judge, argue, justify, take a stance, critique, recommend, comment, reflect, appreciate

5. **Explain** I give you a reason for and tell you the cause of X. Explain, reason, express cause/ effect, draw conclusions, deduce

6. **Explore** I tell you something that is potential. Explore, hypothesise, speculate, predict, guess, estimate, simulate, take other perspectives

7. **Report** I tell you about something external to our immediate context on which I have a legitimate knowledge claim

Dalton-Puffer 2013

Thematic Content/ issues/real-world/ literature

Cognitive Discourse Functions activate language *through* learning

- Classify
- Define
- Describe
- Evaluate
- Explain
- Explore
- Report

English
Mathematics
Science
Geography
History
Health

Subject disciplines

Behaving like a scientist

The NRC Framework (2011) identifies 8 science practices:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analysing and interpreting data
5. Using mathematical and computation thinking
6. Constructing scientific explanations
7. Engaging in argument and discussion
8. Obtaining, evaluating an communicating information

Pluriliteracies Approach

Designs learning progression according to knowledge pathways

Does not equate learners' linguistic competence with their cognitive level

Uses text text text

Multimodal text (oral, written, visual, digital, virtual) – encourages learners to select topics

Connects first language literacy task design with that of second and other language literacy - translanguaging

'Text' opens doors - dealing with *critical* literacies in any (CLIL) classroom – any age, any stage

textual fluency

Promoting textual fluency means....text is the starting point for meaning making

- A shift from grammatical chronological dependence OR reducing the cognitive level of text (simplification)
- Exploring the meaning of text in one's own subject discipline e.g. looking at genre, register and style
- Taking meaning-making seriously and enabling authentic creativity with language
- Understanding what deeper learning means
- Connecting with first and other languages through pluriliteracies & translanguaging
- Using digital means to transform materials into resources
- Re-thinking task design and sequencing

The Graz Group Pluriliteracies Model (Meyer et al., 2015)
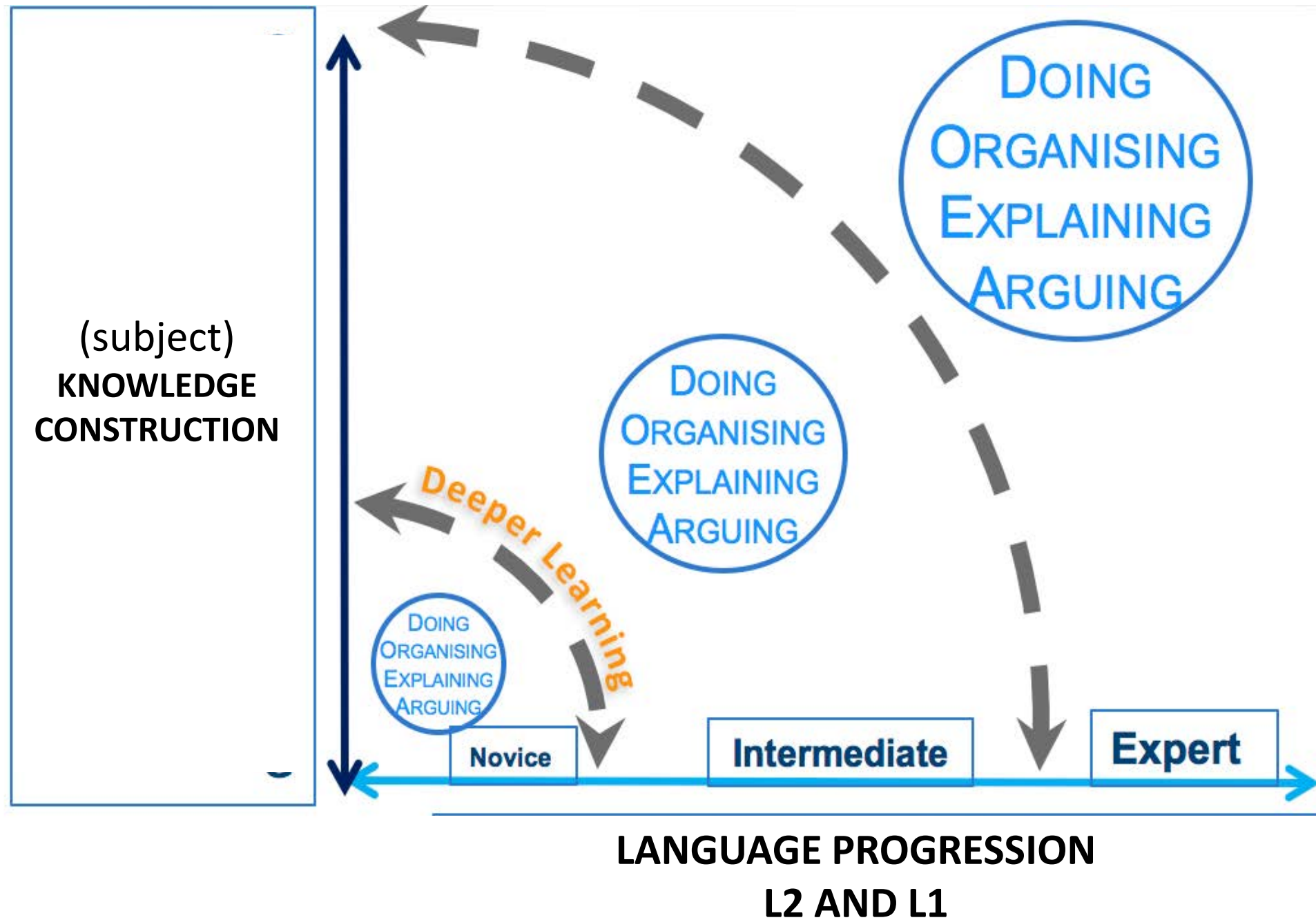
Mapping Pluriliteracies Development
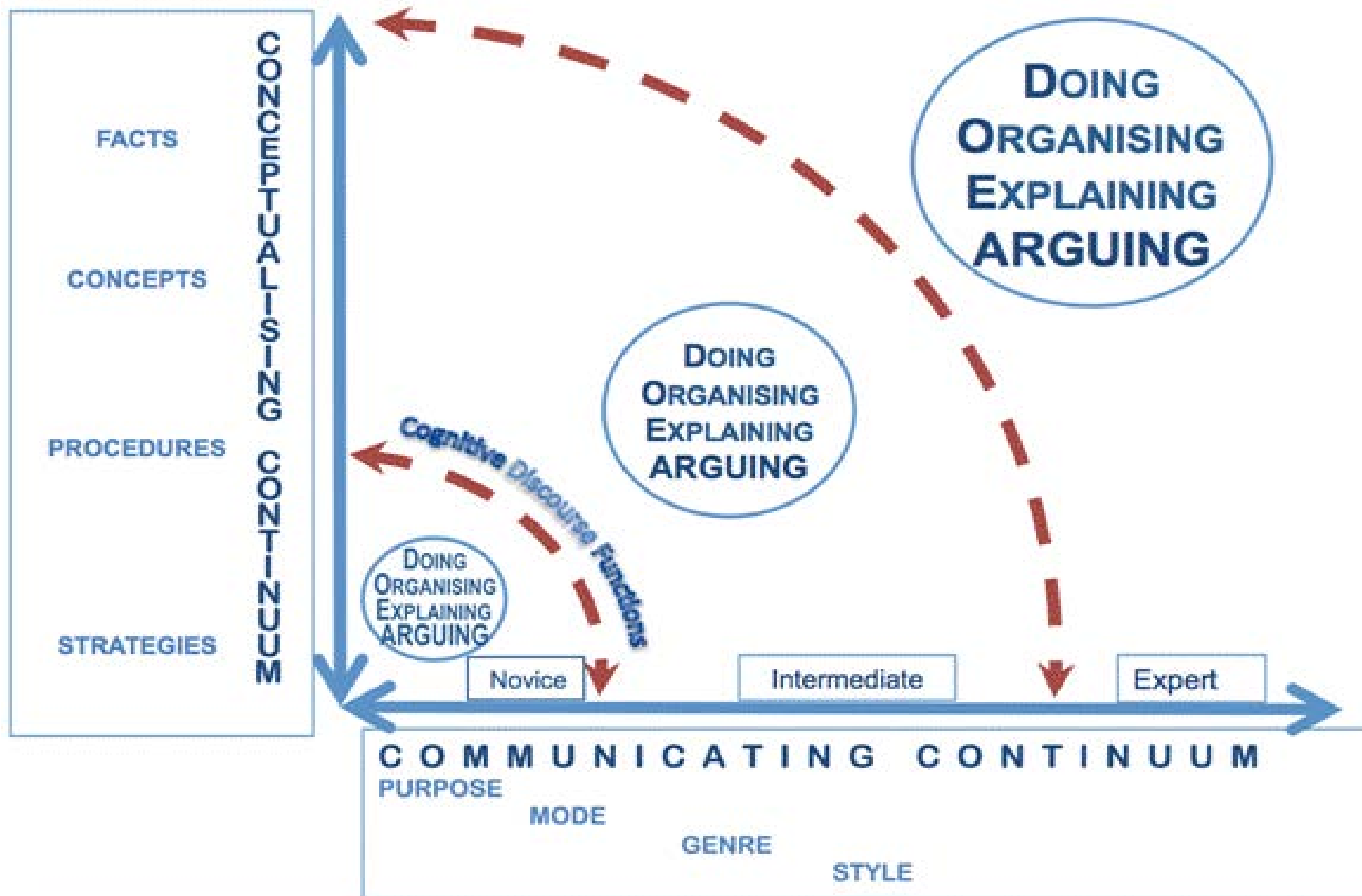
Squaring the circle?
Something missing ?

Learners and Teachers

Growth mindsets, resilience, determination, mastery-orientation, self-efficacy through mentoring learning, scaffolding and creating conditions for and designing deeper learning tasks
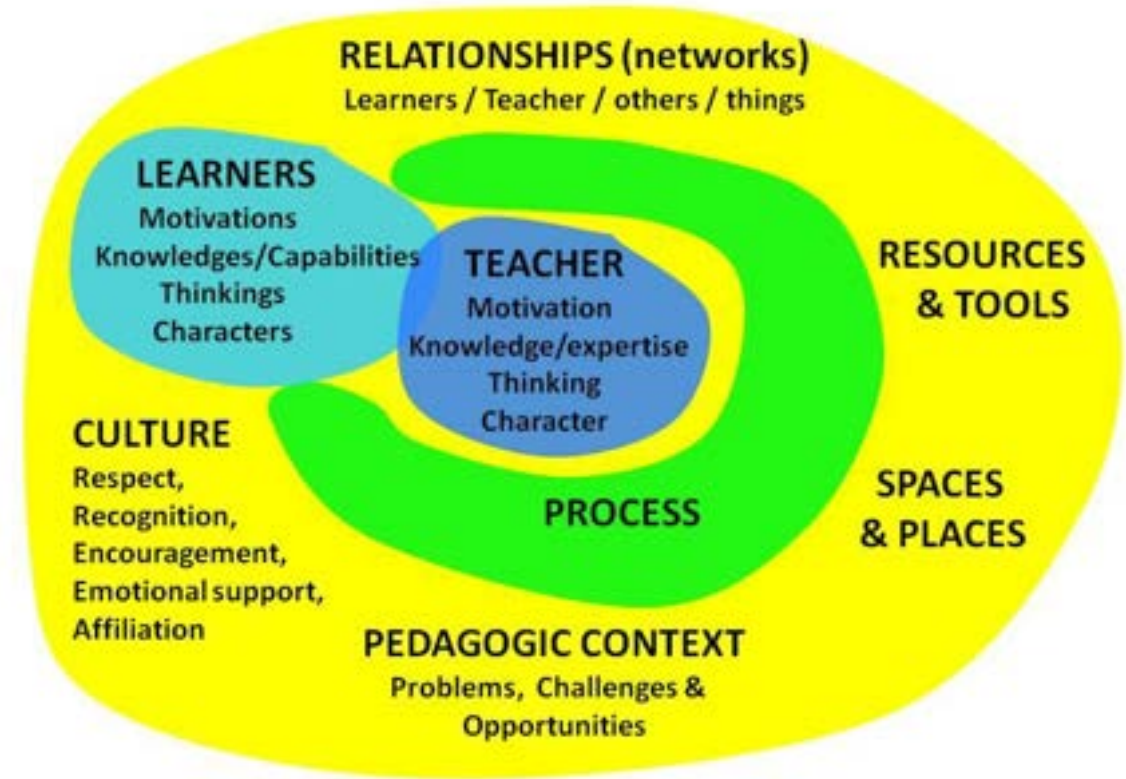
Deeper Learning: Mechanics and Drivers

Mechanics are cognitive-linguistic processes through which deeper learning evolves. Articulating these processes allows pathways for deeper learning to emerge

Drivers are the factors that promote or inhibit the mechanics of deeper learning e.g. learner and teacher engagement. Drivers focus on the learners and the role of teachers in mentoring learning.

Learnscapes

nurture deeper learning. They are non-linear and require all four dimensions of the PTDL model to be active through task alignment (between the mechanics and the drivers)
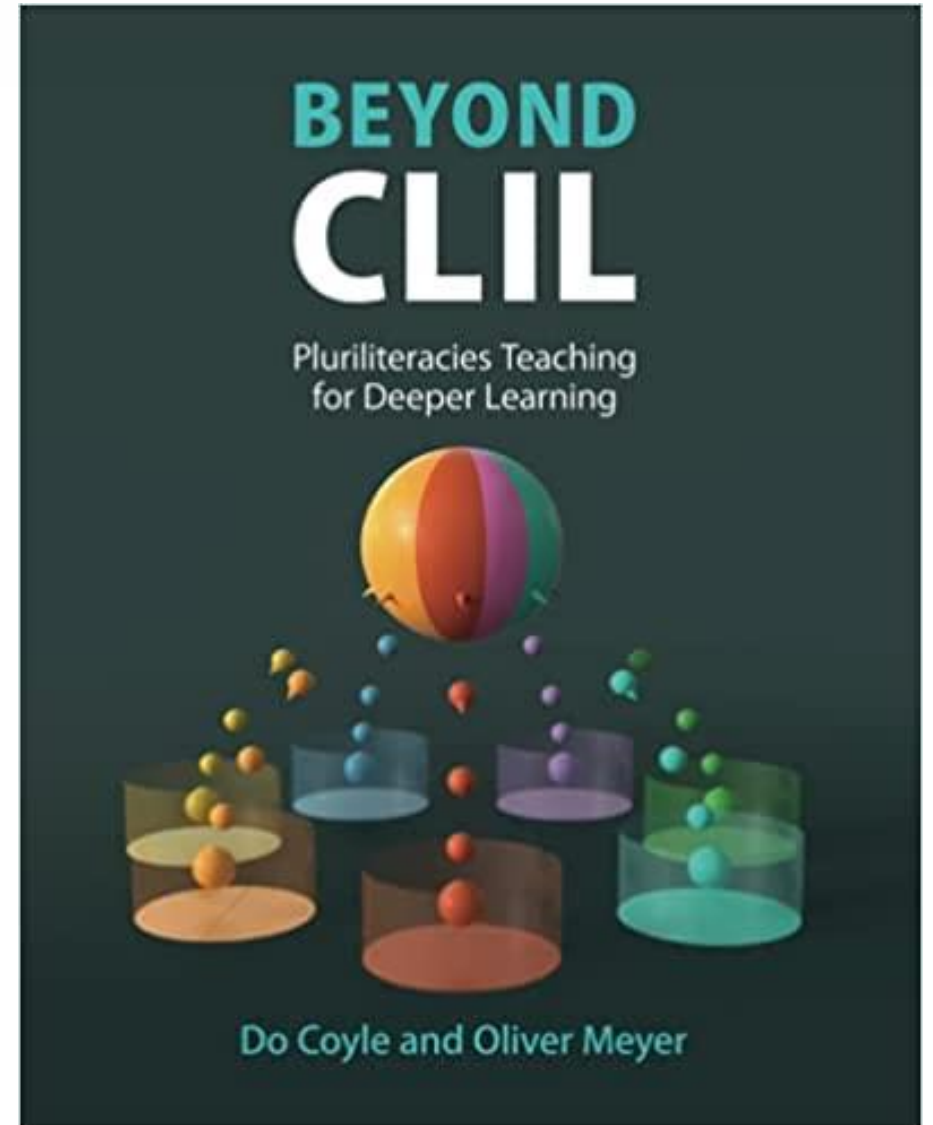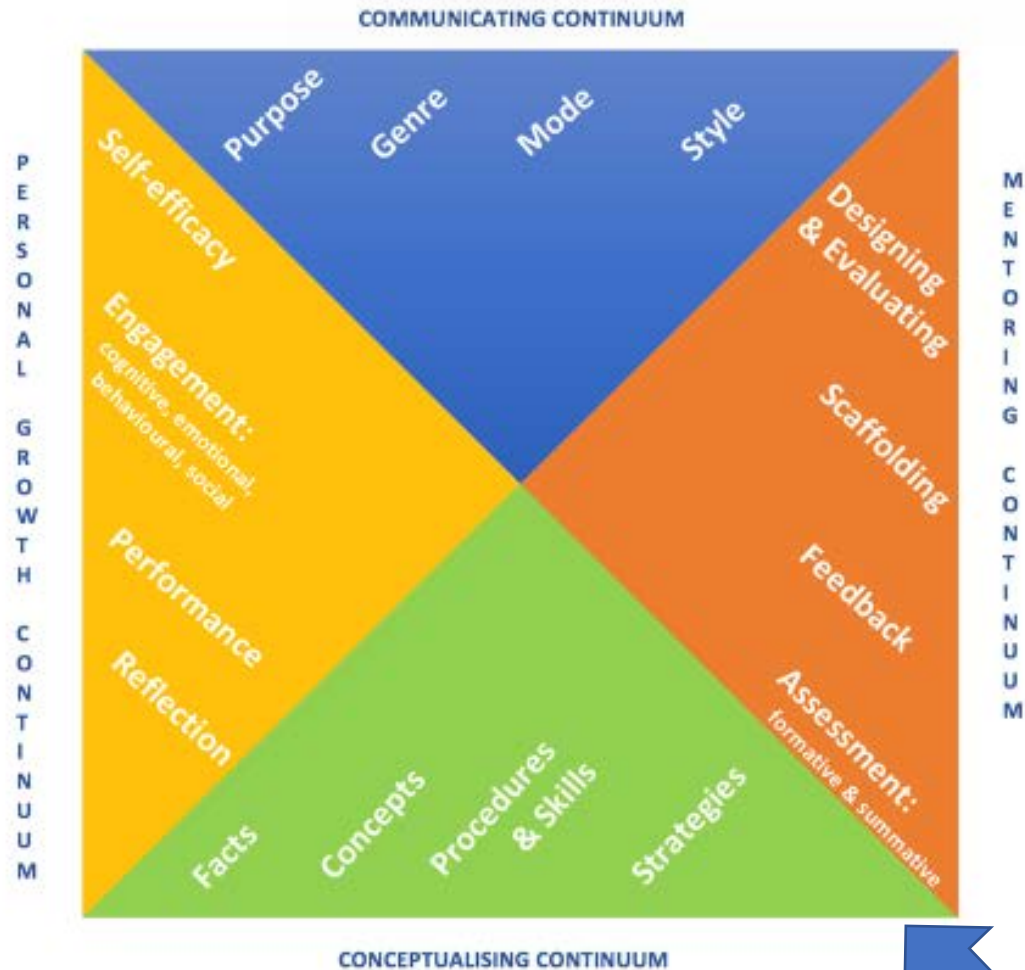
Designing PTDL Learnscapes- what teachers need to know

Designing learning episodes is all about careful and transparent **alignment** between the **mechanics** (cognitive-linguistic processes needed for deeper learning) and the **drivers** (the facilitators) which will allow the learning trajectories or **knowledge pathways** to emerge. Making these pathways transparent is fundamental for mapping individual learner progression in and across all subjects of schooling. It requires designing **increasingly complex tasks and practise activities** that develop subject literacies. We know our learners are progressing when they can engage appropriately in all four domains of subject learning: doing, organising, explaining and arguing.

The concept and evolution of PTDL 2021

A pluriliteracies approach to teaching for learning

BEYOND CLIL
Pluriliteracies Teaching for Deeper Learning
Do Coyle and Oliver Meyer

.....that connect Pluriliteracies dimensions

Communicating : Purpose, Genre, Mode and Style particularly emphasising literacies as they relate to specific themes and curriculum subjects

Conceptualising: Facts, Concepts, Procedures and Skills and Strategies – this focuses on different types of knowledges which require different types of language for deeper learning

Personal growth: Self-efficacy, Engagement (cognitive, emotional, behavioural, social), Performance and Reflection – which emphasises the need to develop resilience and determination in learners

Mentoring: designing and evaluating, scaffolding, feedback, assessment (formative and summative) this is about mentoring learning rather than the learner for example, developing *learning conversations* with learners about their own learning.

All four dimensions fundamental to designing learning

4-D Learning Design
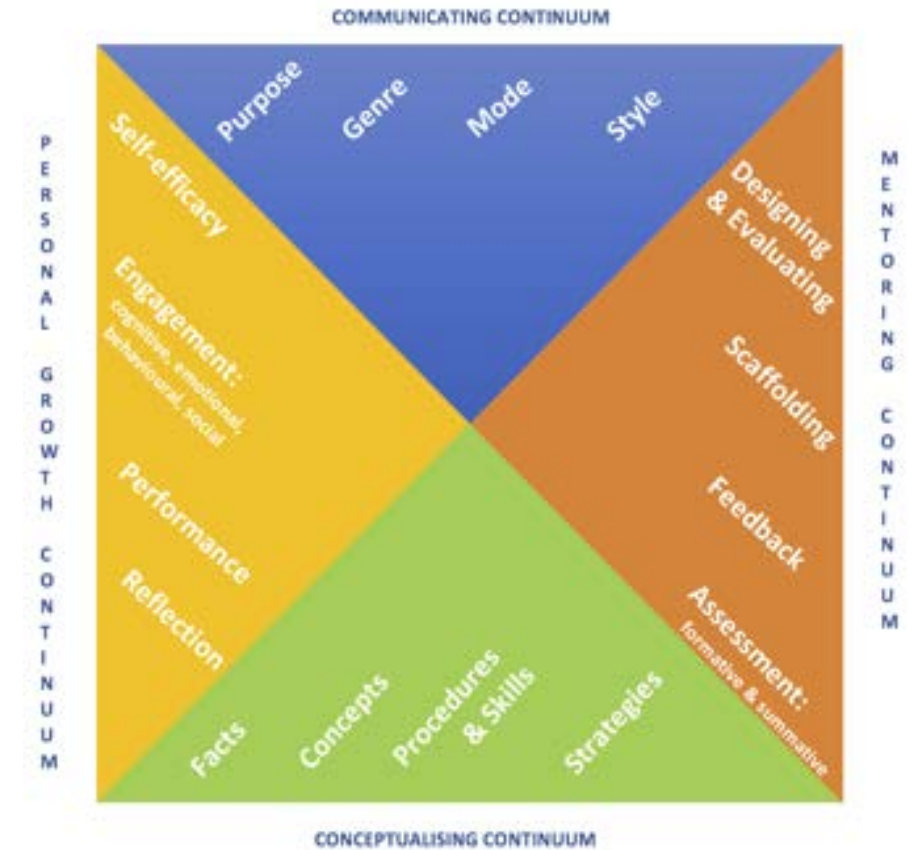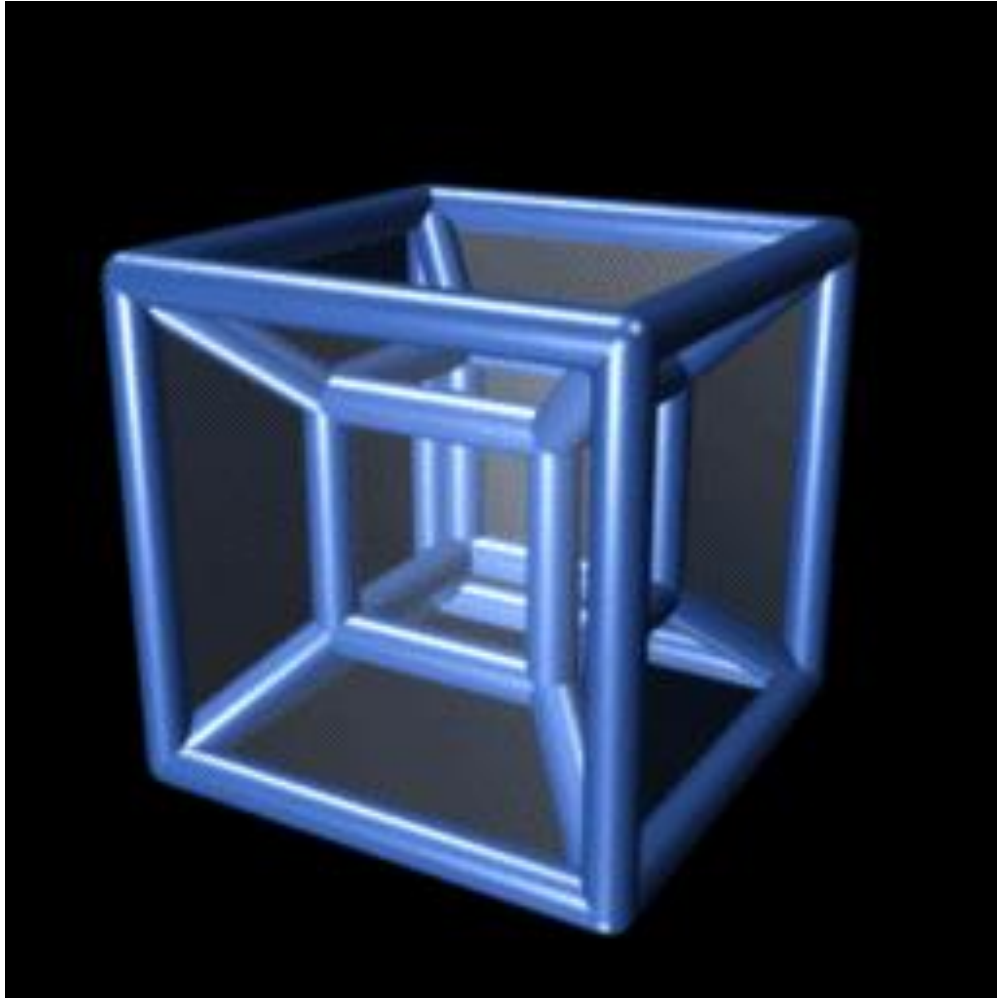
Deeper Learning Episodes occur when **Task Alignment** is in place (this can be distinguished from more traditional task design)

Next steps: towards a shared language

- Demystification – we all know learning is complex but tools, exemplars and professional learning are the next focus
- Early evidence is positive but this needs much more attention especially drawing on longitudinal data
- Follow up volume to Beyond CLIL due out in 2022 by CUP "Companion Volume" written by teachers with lesson plans and materials exemplifying the key ideas and principles of PTDL
- Critical enquiry into what works well and what doesn't – who wants to join the PTDL classroom enquiry network?
- PTDL is not a panacea but the next step along the way to living an integrated curriculum across languages and subjects.
- Professional shared learning is crucial for embedding in classroom practices
- Pluriliteracies is here to stay and will continue to evolve.

What are your 3 Takeaways?

Appreciation

I should like to thank all the learners, innovative practitioners, classroom teachers, teacher educators and fellow researchers who have made future thinking possible through pioneering work in CLIL leading to Pluriliteracies Teaching for Deeper Learning. It has led to opportunities for understanding how better to nurture our future young pluriliterate global citizens. Thank you all.

You are making a big difference.

Thank you

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