

The background of the slide is a vertical strip of marbled paper with swirling patterns of blue, green, yellow, and brown. A dark blue rectangular box is overlaid on the top left of this strip.

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?

Professor Do Coyle

December 4, 2021





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



<https://unsplash.com/photos/JDOD-IReHFE> Brett Jordan

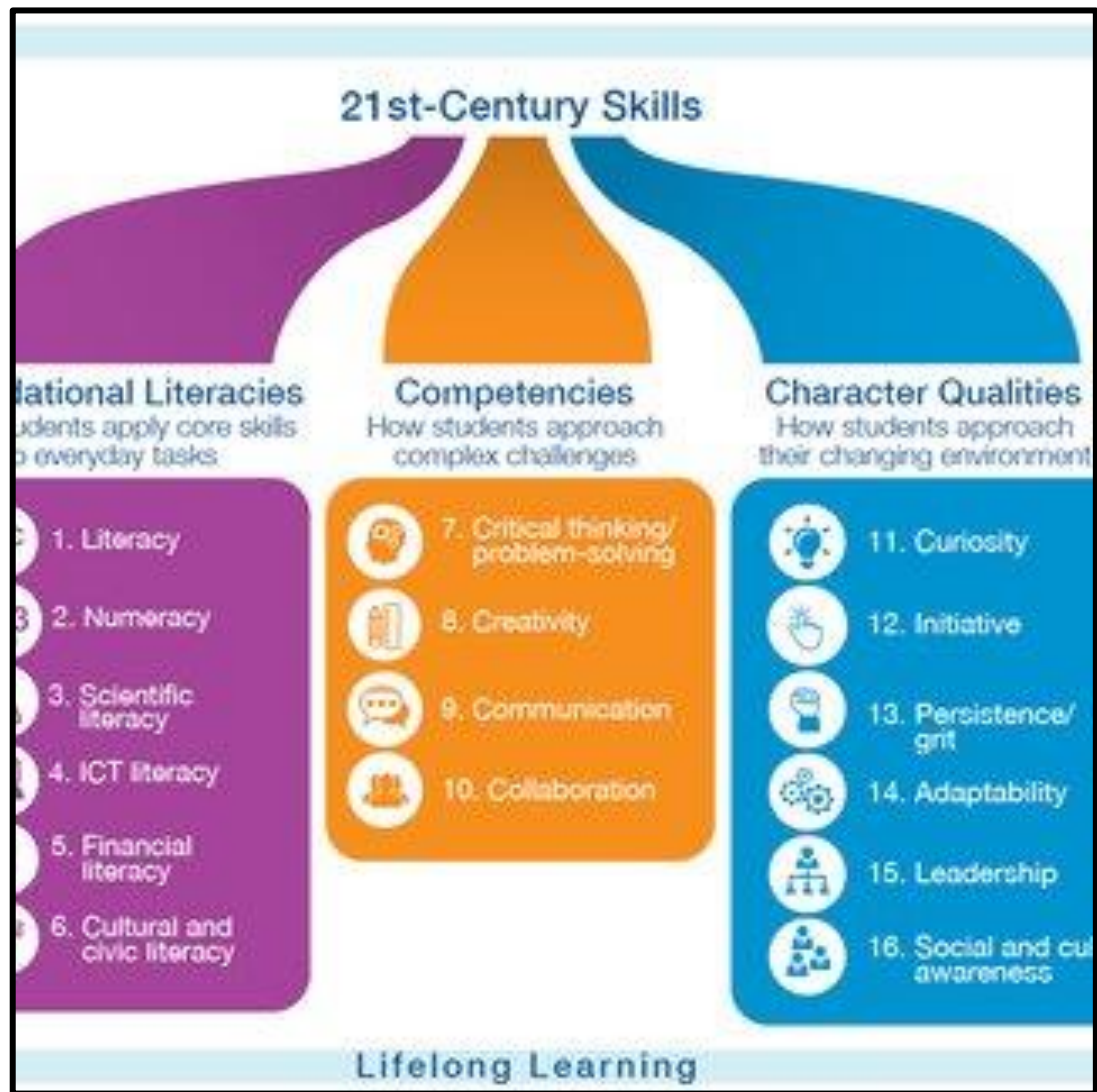


<https://unsplash.com/photos/-iOE0qBkioc> Markius Spiske

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









CLIL

Content and Language Integrated Learning

Do Coyle
Philip Hood
David Marsh

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)

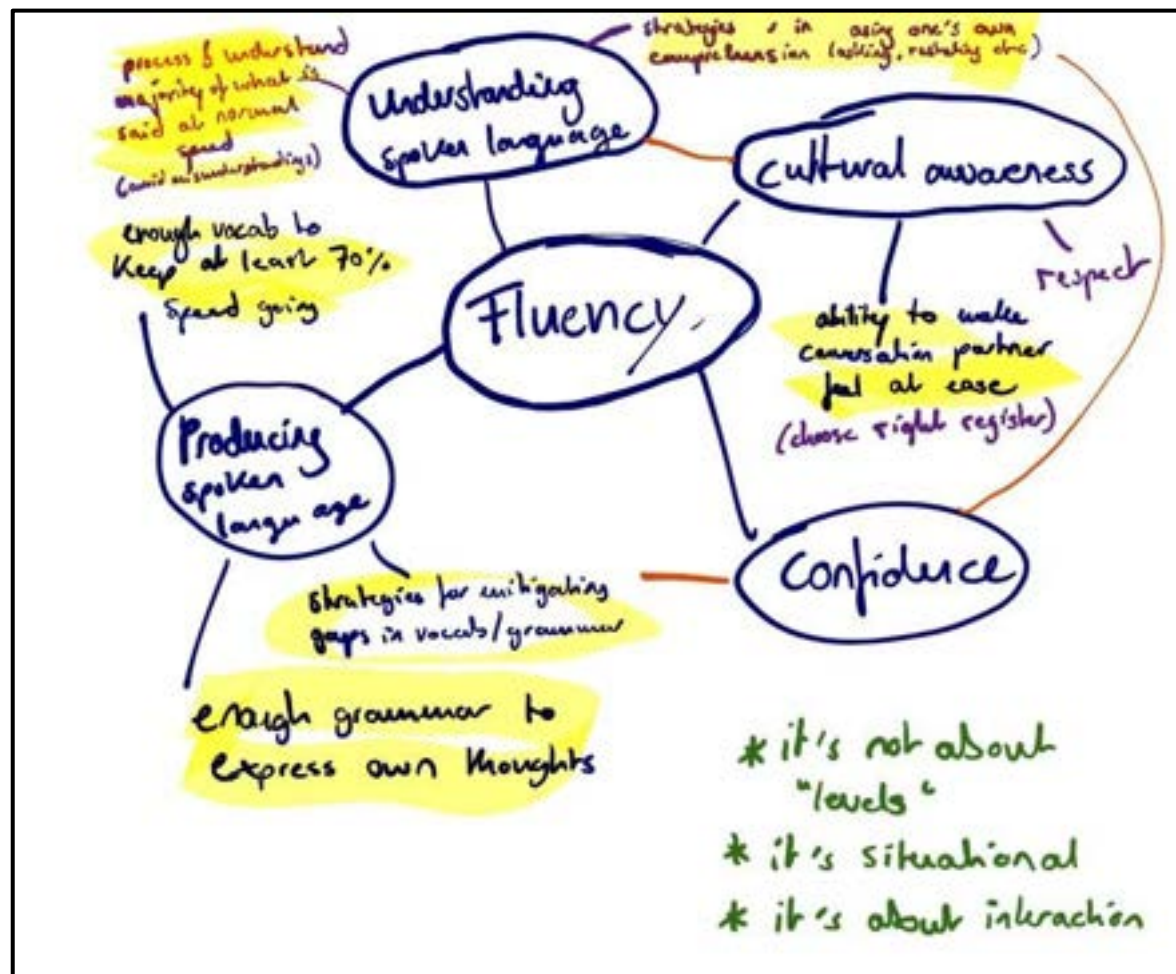


Language Using Language Learning

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)

The CLIL Continuum

No model is for export



Language-oriented.....Content-oriented

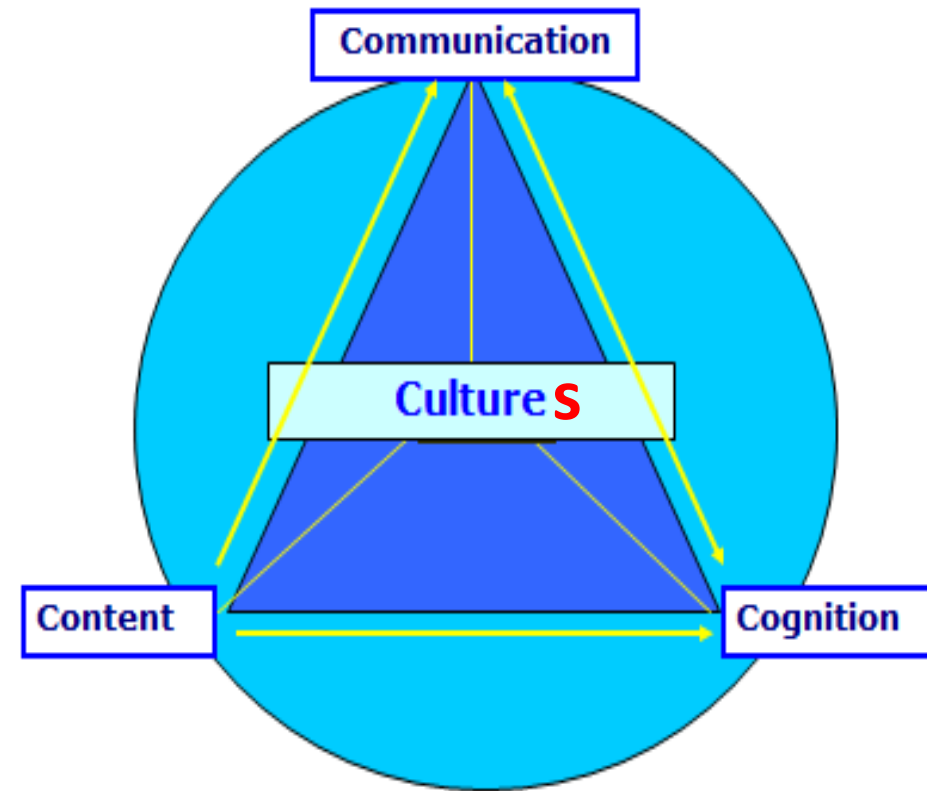


Content-based
language teaching

Immersion
subject teaching
(monolingual?)



An Integrated Approach for Learning and Using Languages Across the Curriculum



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

Bloom's Revised Taxonomy Table

KNOWLEDGE DIMENSION	Metacognitive: Knowledge of cognition and awareness of one's own cognition.	Identify	Predict	Use	Construct	Reflect	Create
	Procedural: How to do or discover something. Criteria for using skills and methods.	Recall	Clarify	Carry Out	Integrate	Judge	Design
	Conceptual: Interrelationships among elements within a larger functioning structure.	Recognize	Classify	Provide	Differentiate	Determine	Assemble
	Factual: The basic elements students must know to be acquainted with a discipline and solve problems.	List	Summarize	Respond	Select	Check For	Generate
		Remembering Retrieve relevant knowledge from long term memory.	Understanding Construct meaning from sources of information.	Applying Carry out or use a procedure in a given situation.	Analyzing Break apart material and determine relation.	Evaluating Make judgements based on criteria and standards.	Creating Produce original thoughts or elements.
COGNITIVE PROCESS DIMENSION							



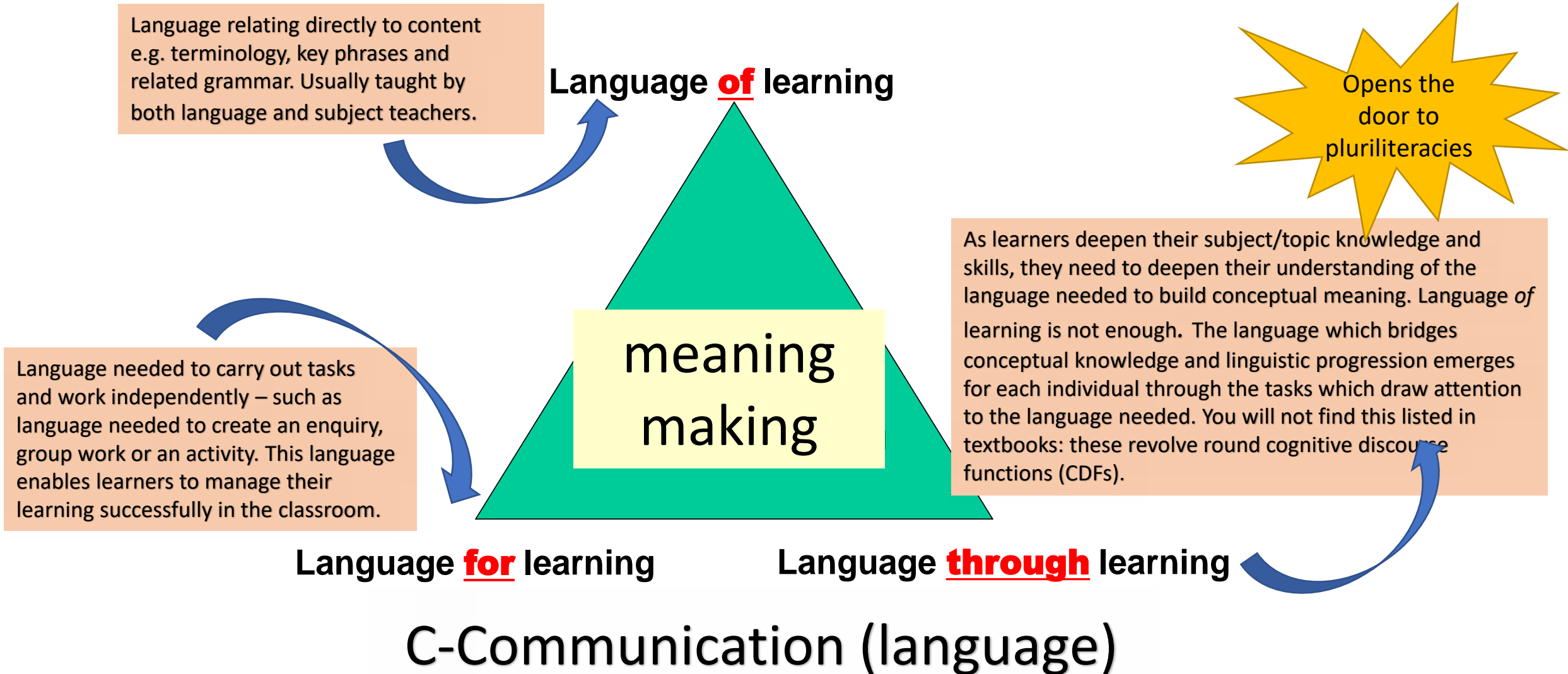
COGNITIVE PROCESS DIMENSION

Consider...what does integrating learning really mean?

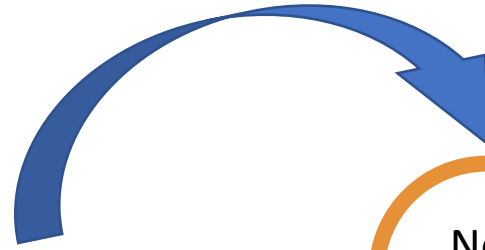
Investigating how different kinds of learning require different kinds of language which require different kinds of thinking... to make our lessons accessible and increasingly progressive for **all** learners



The Language Triptych



Meeting new language
Manipulating new language
Making it my own



**New language
that emerges
through
learning
(implicit, not
planned for)**

New language coming up in discussions

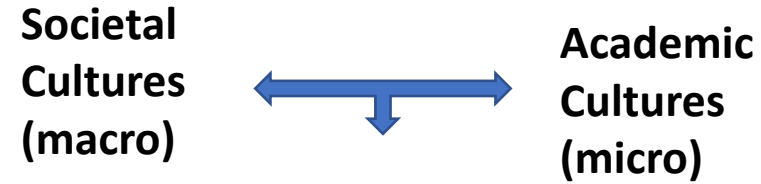
New language while giving / receiving feedback

New language for expressing new ideas- playing/experimenting with language

New language making connections with first language

Culture is.....

The Culture Filter



....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.

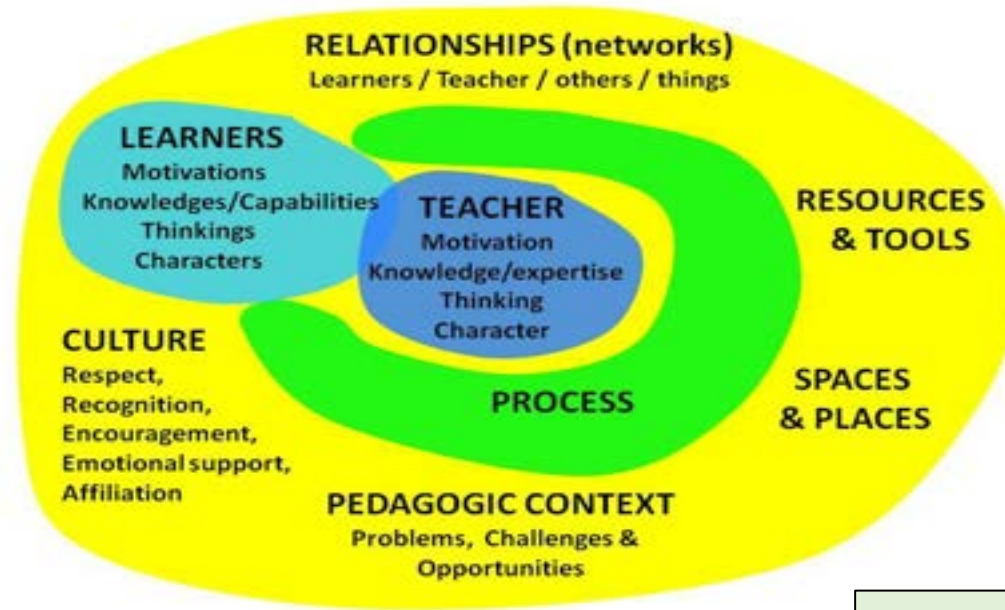


<https://unsplash.com/photos/WyZUez0-Y> Denise Jans

Seascapes



Landscapes



Learnsapes



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

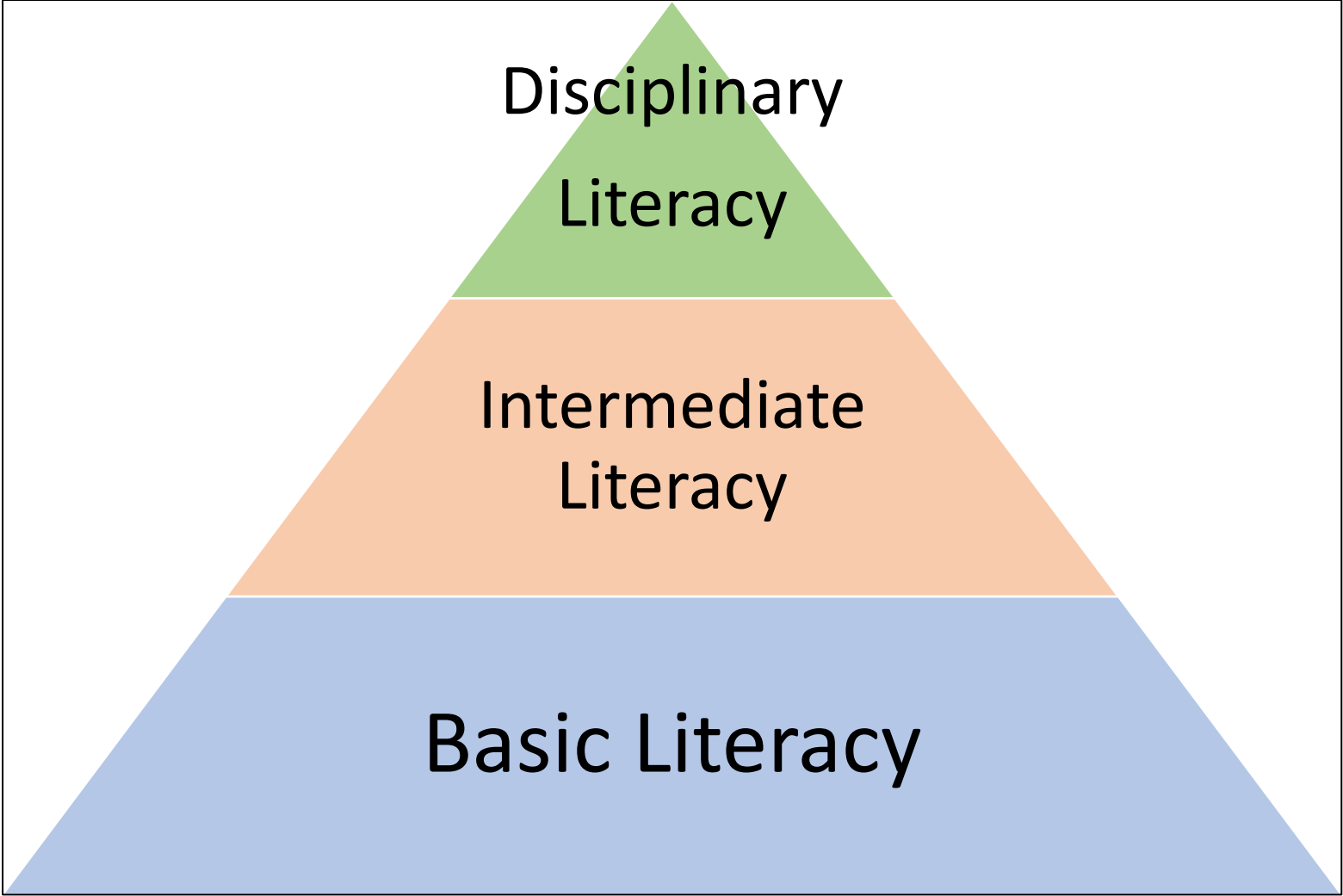
We have spent a century of education beholden to this generalist notion of literacy learning – the idea that if we just provide adequate basic skills, from that point forward kids with adequate background knowledge will be able to read or write anything successfully....[most pupils need explicit teaching 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)



**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/>

The screenshot shows a web browser window with the URL pluriliteracies.ecml.at. The page features a header with logos for the European Centre for Modern Languages and the Council of Europe, and a main title "A pluriliteracies approach to teaching for learning". Below the title is a paragraph explaining the PTL approach. A navigation menu consists of six colored boxes: "Why literacies matter", "Pluriliteracies and the 4 C's", "Pluriliteracies Q&A", "Principles of PTL", "Learning materials", and "Introduction". To the right, there is a video player titled "The Graz Group's Pluriliteracies Model (EN)" showing a hand writing on a whiteboard with the text "DEFINITION: THE AREA IS WHERE...". A butterfly logo is also visible on the right side of the page.

A pluriliteracies approach to teaching for learning

EUROPEAN CENTRE FOR MODERN LANGUAGES OF THE COUNCIL OF EUROPE

A pluriliteracies approach to teaching for learning

Pluriliteracies Teaching for Learning (PTL) shows teachers and materials developers ways of fostering deep learning by paying attention to the development of students' subject specific literacies as well as their conceptual understanding and automatization of subject-specific procedures, skills and strategies. By communicating about their evolving understanding in increasingly sophisticated ways, students internalize these understandings and ways of acting and thinking. PTL not only makes the links between content and language learning visible, but it also shows how teachers can create learning trajectories taking students' current abilities as a starting point, and tracing their progress along the learning pathway.

Why literacies matter

Pluriliteracies and the 4 C's

Pluriliteracies Q&A

Principles of PTL

Learning materials

Introduction

Pluriliteracies Teaching for Learning (PTL) provides pathways for deep learning across languages, disciplines and cultures by focusing on the development of

The Graz Group's Pluriliteracies Model (EN)

The Graz Group Model

DEFINITION:
THE AREA IS WHERE...

VideoScribe

Explained by Dr Ana Halbach University of Alcalá

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

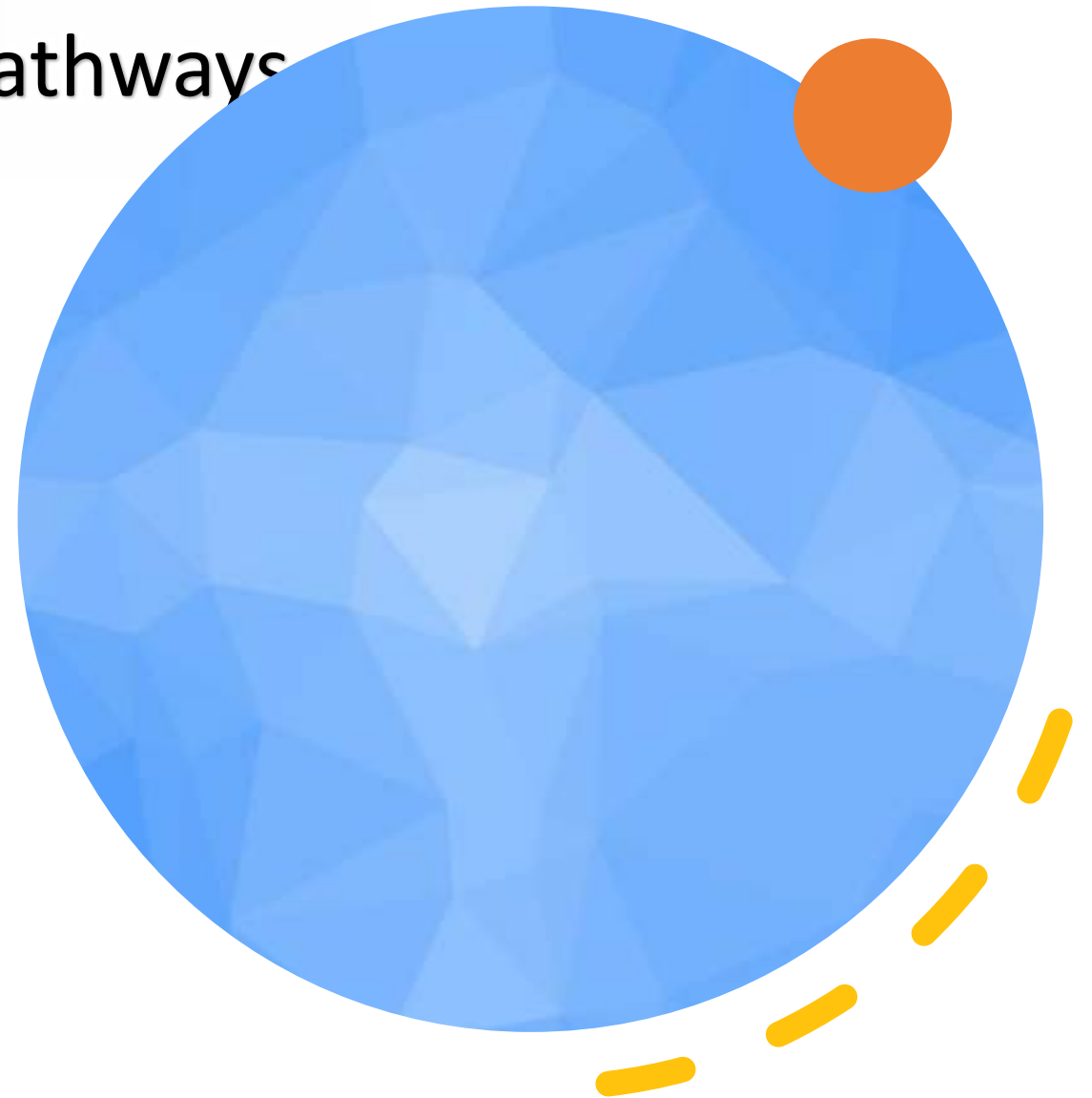
Languaging

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 **linguaging** 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

Cognitive Discourse Functions activate language *through* learning

Thematic Content/
issues/real-world/
literature

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 and 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

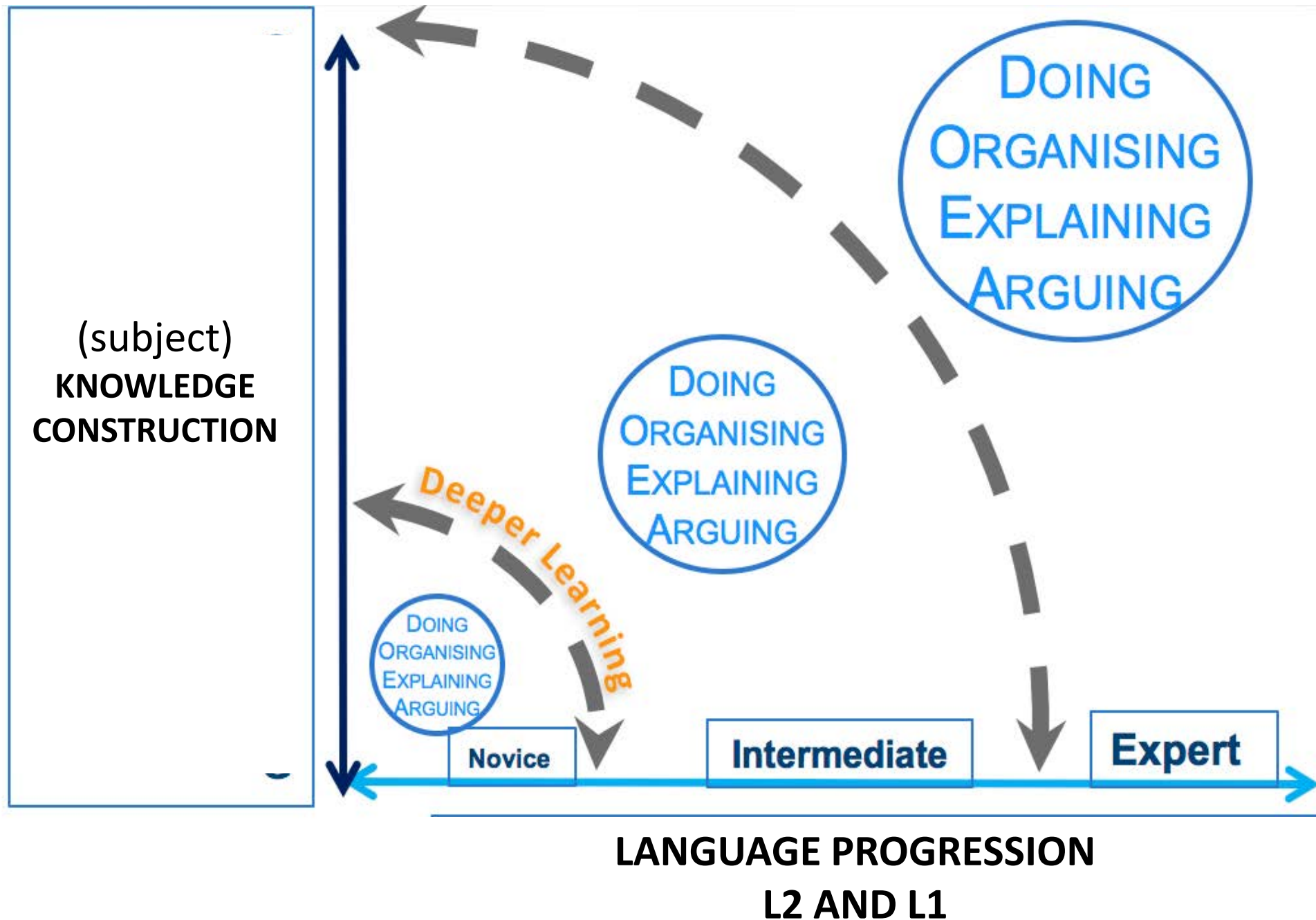


textual fluency

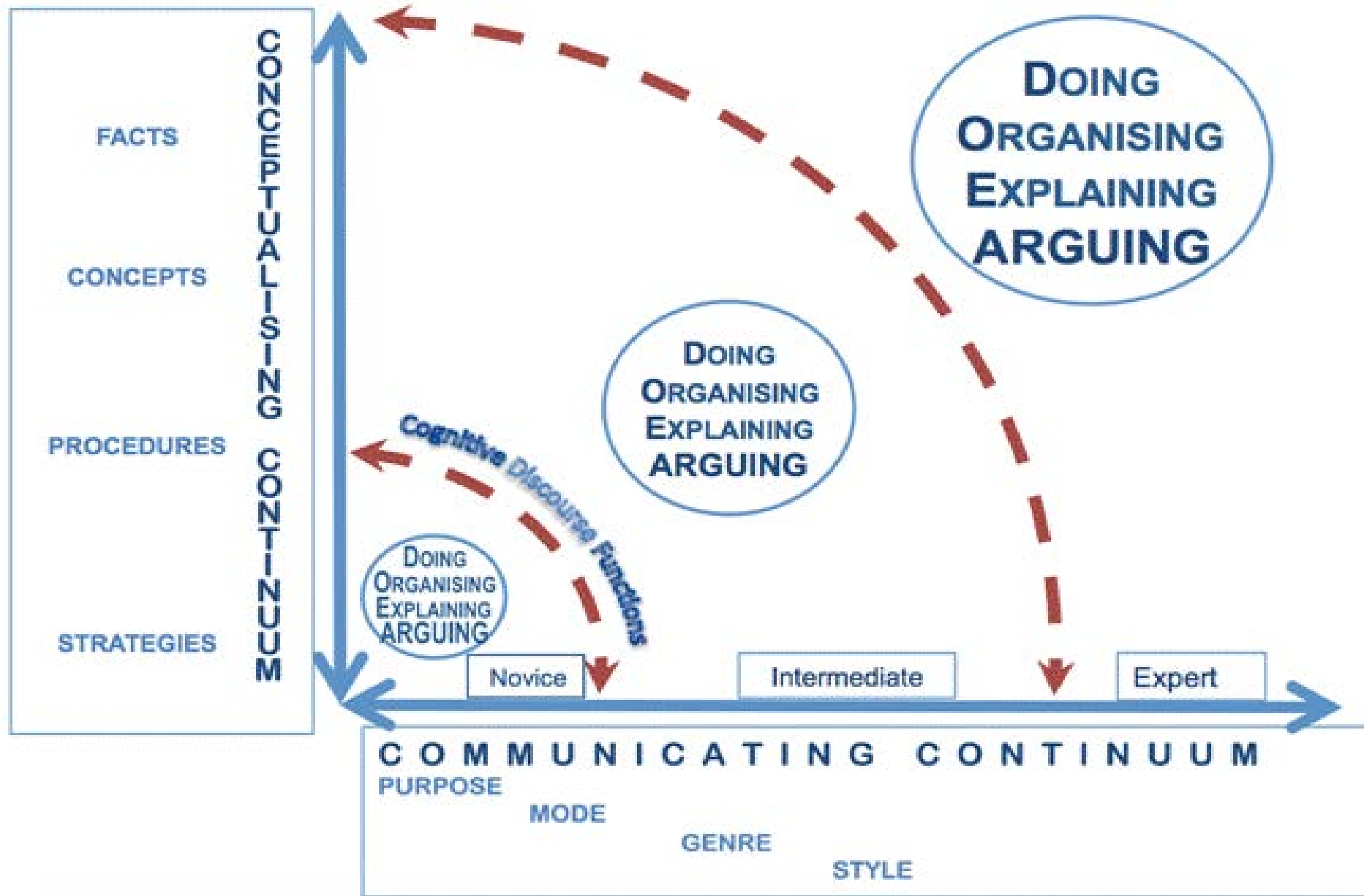
Promoting textual fluency means....text is the starting point for meaning making

- 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 ?



• <https://unsplash.com/photos/6jYoil2GhVk> Javier tueba

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

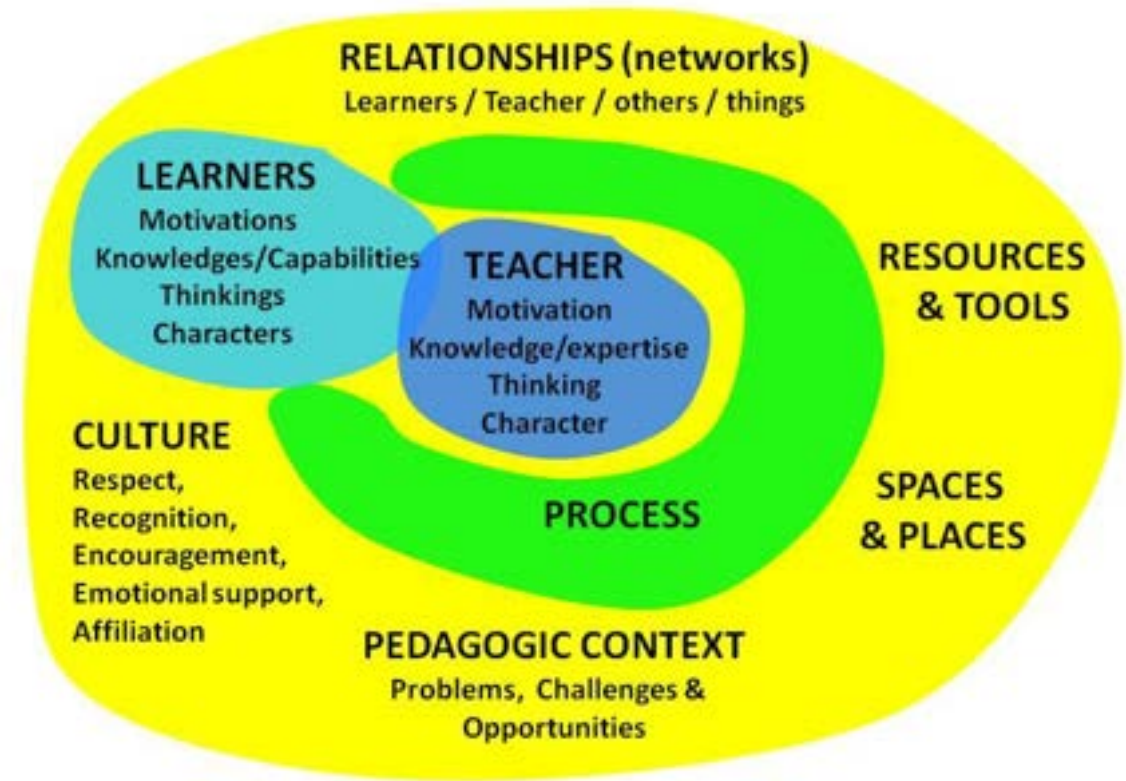
Mechanics are cognitive-linguistic processes through which deeper learning evolves. Articulating these processes allows pathways for deeper learning to emerge



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.

Learnsapes

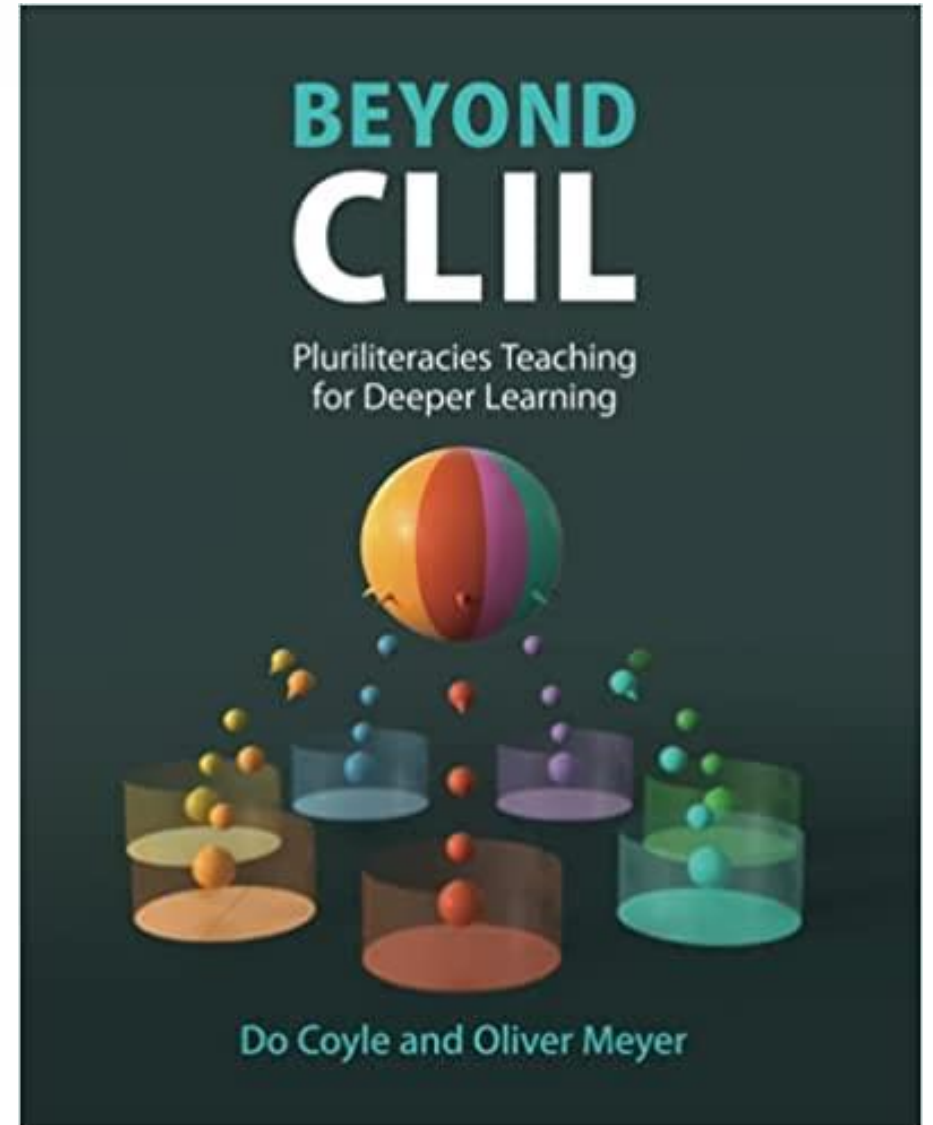
nurture deeper learning. They are non-linear and require all four dimensions of the PTDL model to be active through task alignment (between the mechanics and the drivers)



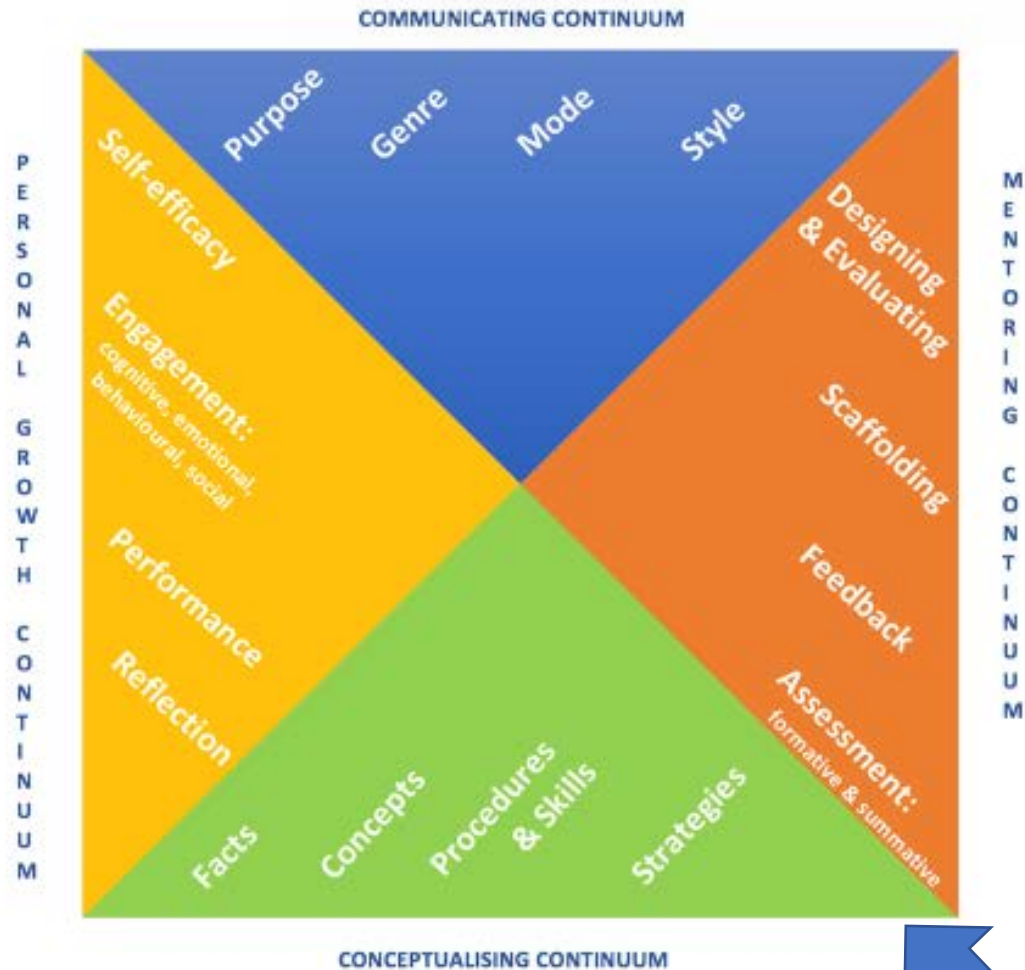
Designing PTDL Learnscares- what teachers need to know

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



.....that connect Pluriliteracies dimensions



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

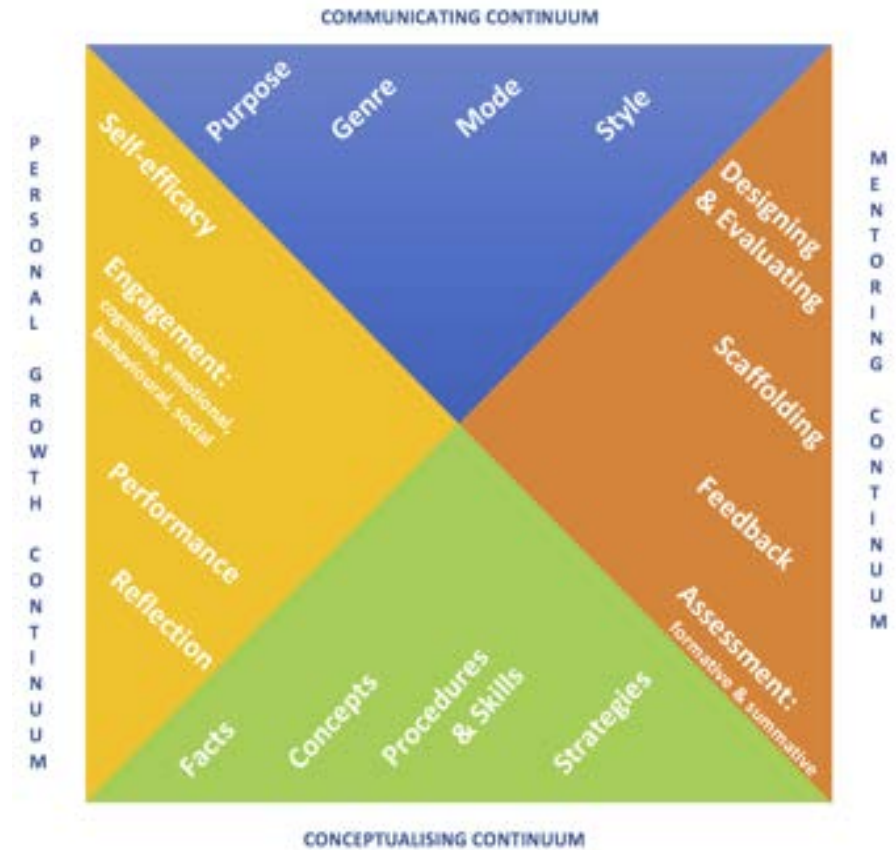
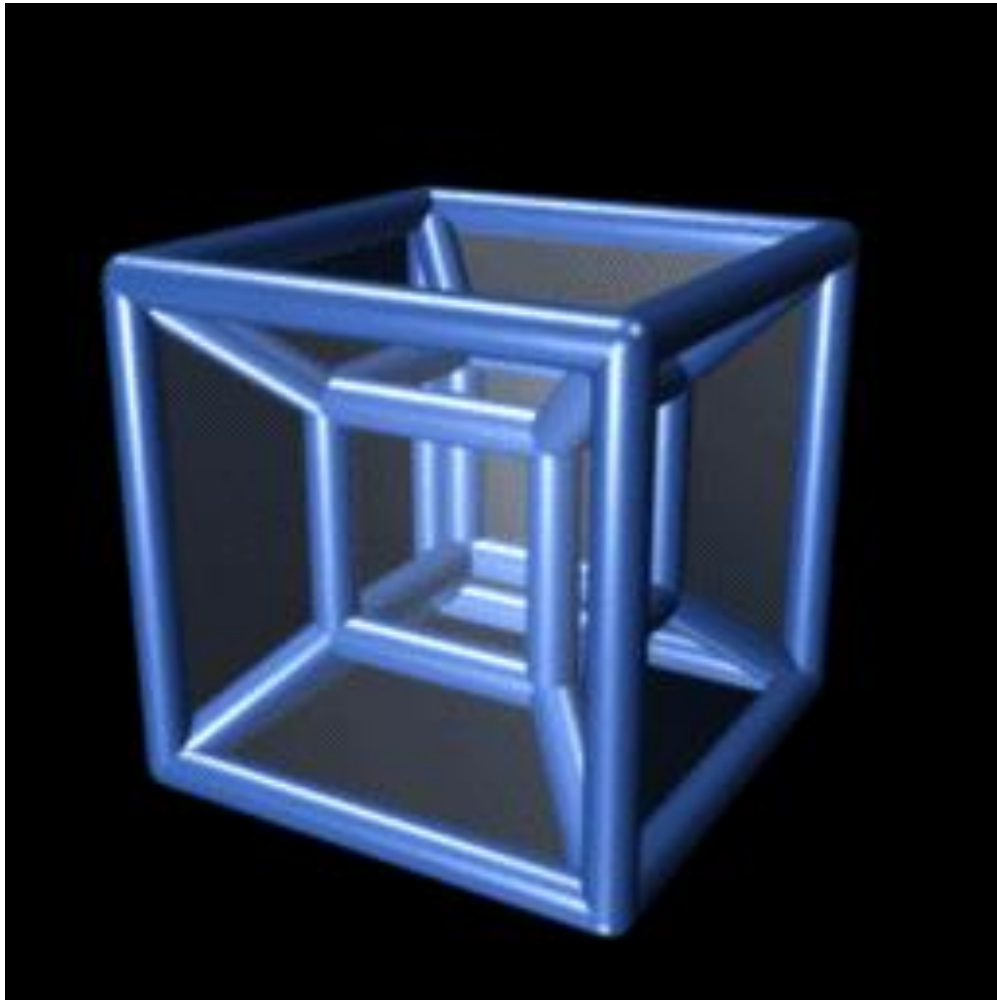
Conceptualising: Facts, Concepts, Procedures and Skills and Strategies – this focuses on different types of knowledges which require different types of language for deeper learning

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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