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**Designing 'successful'
principles and practices
for deep learning
in CLIL contexts**

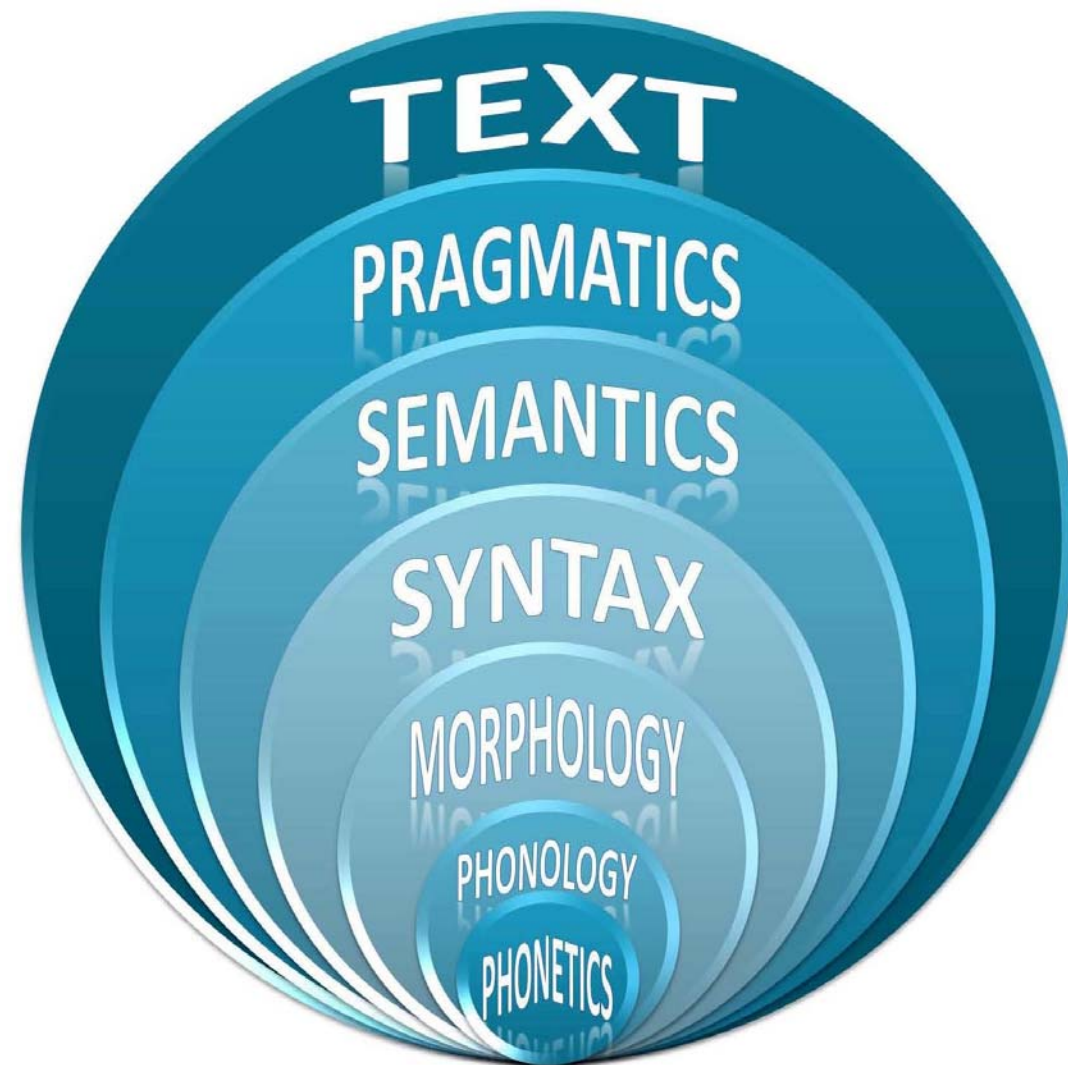
Do Coyle

May 2018



Three key points

- Explore **implications of the complexities** and challenges of CLIL contexts in the quest for deeper learning
- Linking CLIL to **subject literacies** and **dialogic learning** leads to identification of key elements for **classroom practice**
- PluriLiteracies Teaching for Learning promotes **ecological growth** focussing on conceptual development and increasing linguistic competence to **guide our learning design** in motivating and dynamic ways



TEXT

PRAGMATICS

SEMANTICS

SYNTAX

MORPHOLOGY

PHONOLOGY

PHONETICS

foreign

migrant

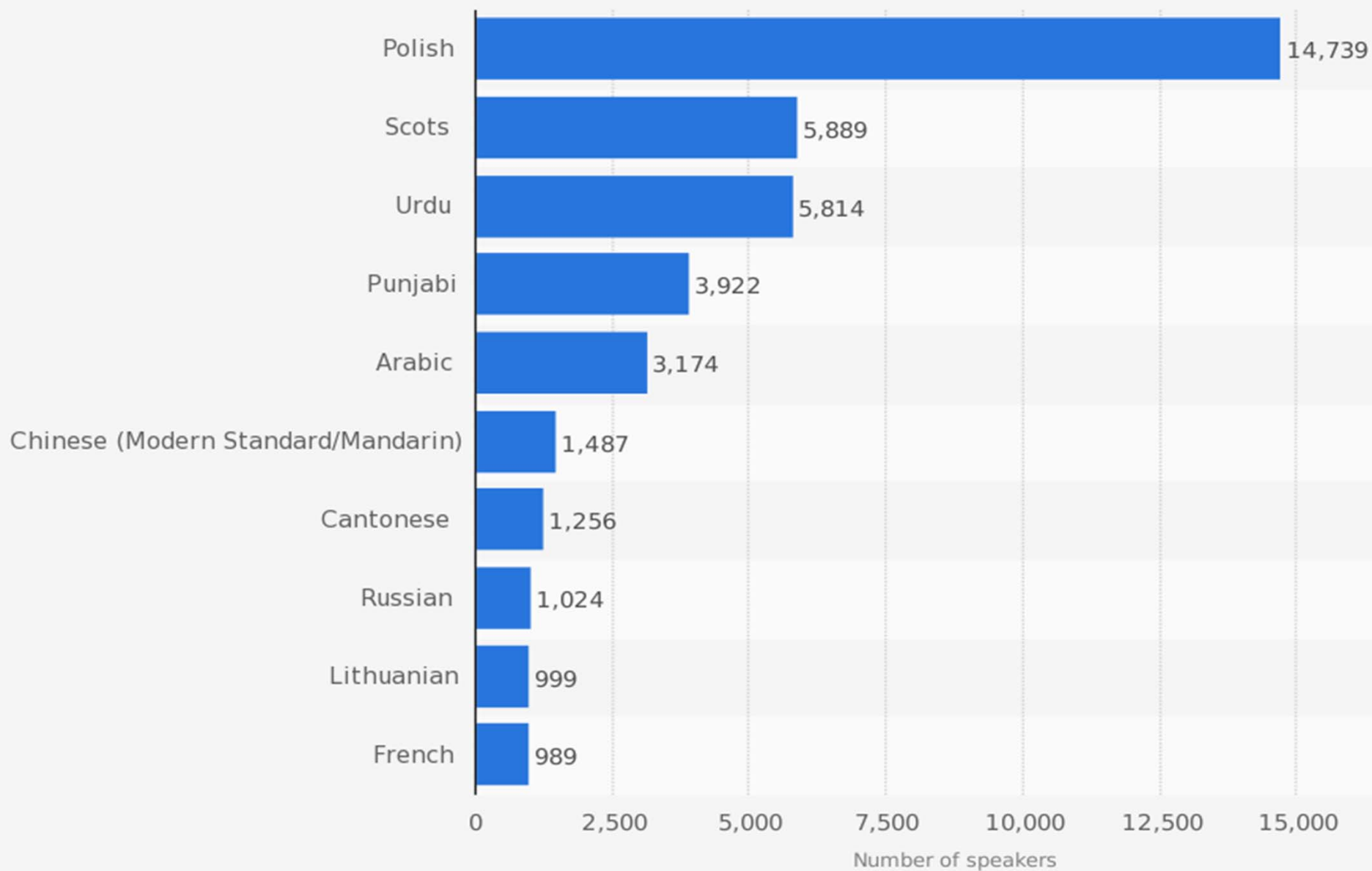


~~Mondlingual
English only~~

EAL

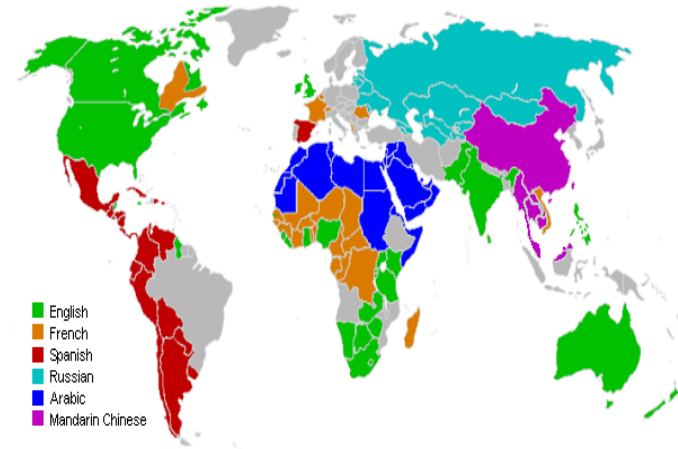
outsider

Non-English main home languages ranked by number of speakers in Scottish schools in 2016





Shifts in Landscapes



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

Ignore these at our peril



So...

given the rapidly changing dynamic of our societies and communities our education systems serve, how can our classrooms **best serve our young people?**



21st Century
EDUCATION

- Research tells us a lot about **language**
- It also tells us a lot about **learning**
- And it tells us about **language learning**
- We already live in a plurilingual,
pluricultural rapidly changing world
- We will soon be into our 3rd decade of 2000s

So where is research informing policies
(macro) and practices (micro)?

The International Commission on Education for the 21st
Century advocates

FOUR PILLARS OF EDUCATION



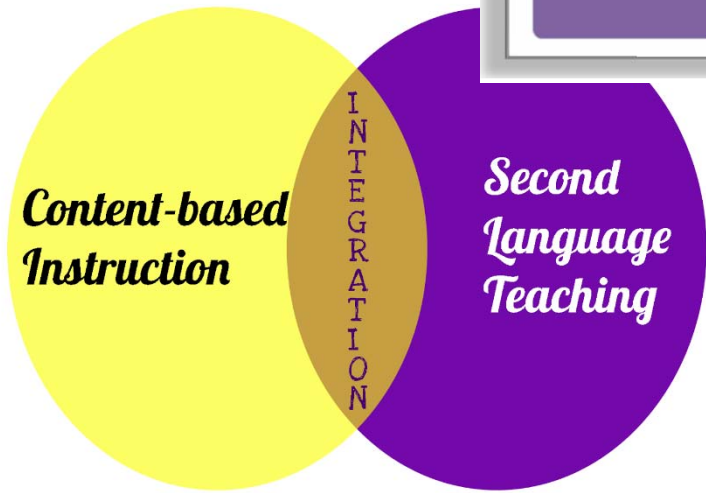
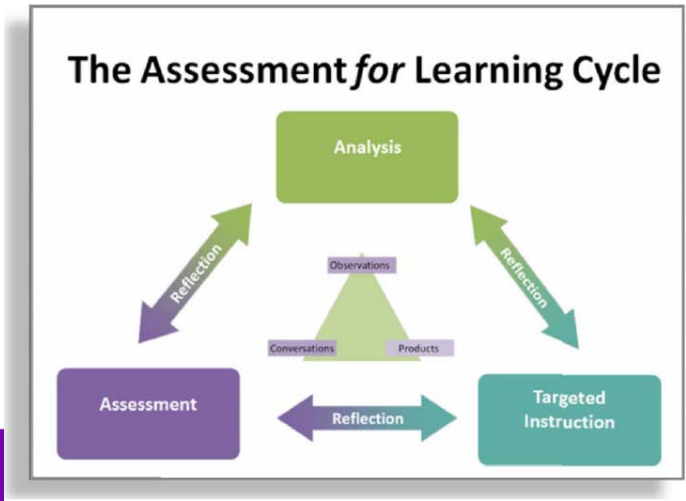
(Re)defining Language in Learning

- 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.**

activity outcome world interest completion Task context communicative learners real teaching Practice Pre-task approach Planning personalised activities Report

Task-based language

engage Analysis natural meaning experience goal



www.phenomenaleducation.info

Phenomenal Education Phenomenon Based Learning

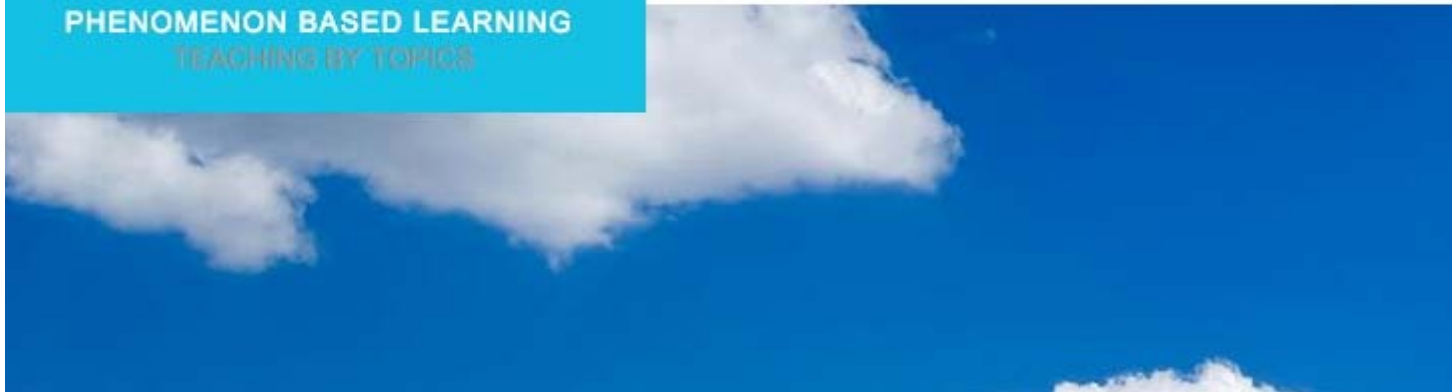
Phenomenon-Based Learning

- combines project-based learning and inquiry-based learning
- curriculum area collaboration
- authentic, meaningful contexts
- usually extends beyond the ordinary formal learning environment towards the community

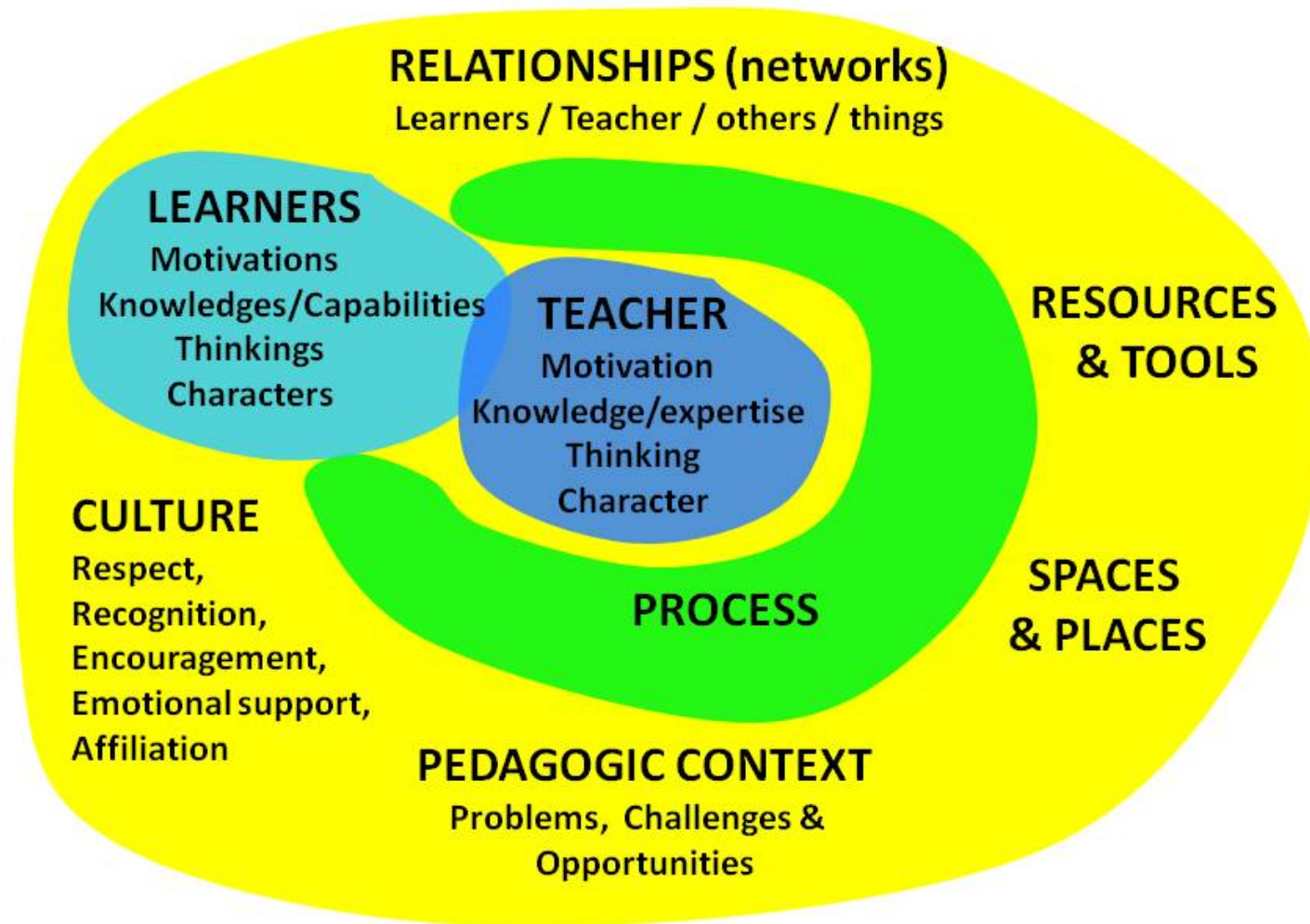
PHENOMENAL
EDUCATION

PHENOMENON BASED LEARNING
TEACHING BY TOPICS

Re-thinking from Finland !

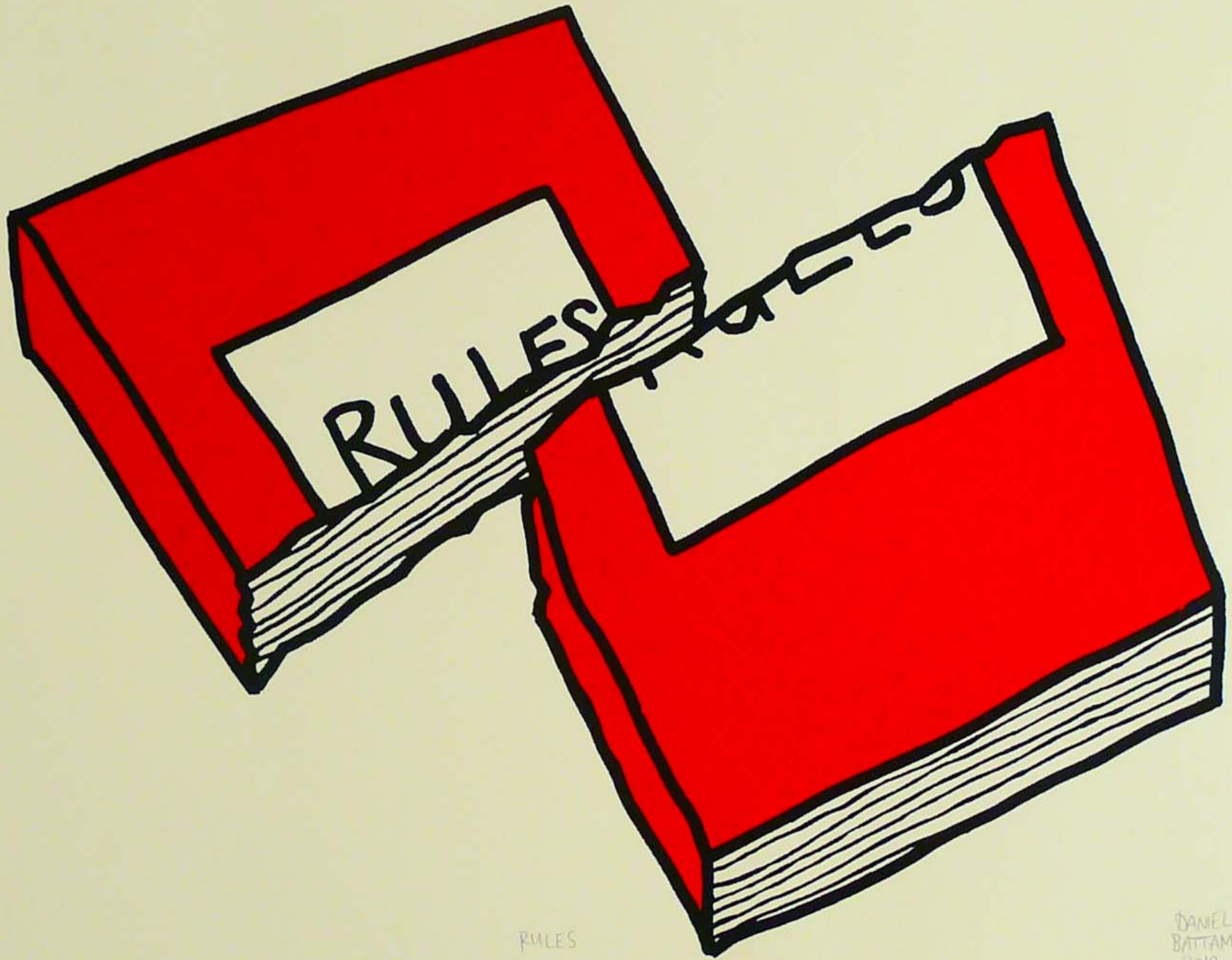


Learning Ecologies



Ecologies for deeper learning any age, stage, space

- Holistic re-conceptualisation of learning;
- Language and Literacies are no longer bounded by linguistic boundaries;
- Role of first language (literacies) for learning;
- The need for classrooms anywhere to be language-rich, shifting from the BICS/CALP distinction to building repertoires for subject literacies

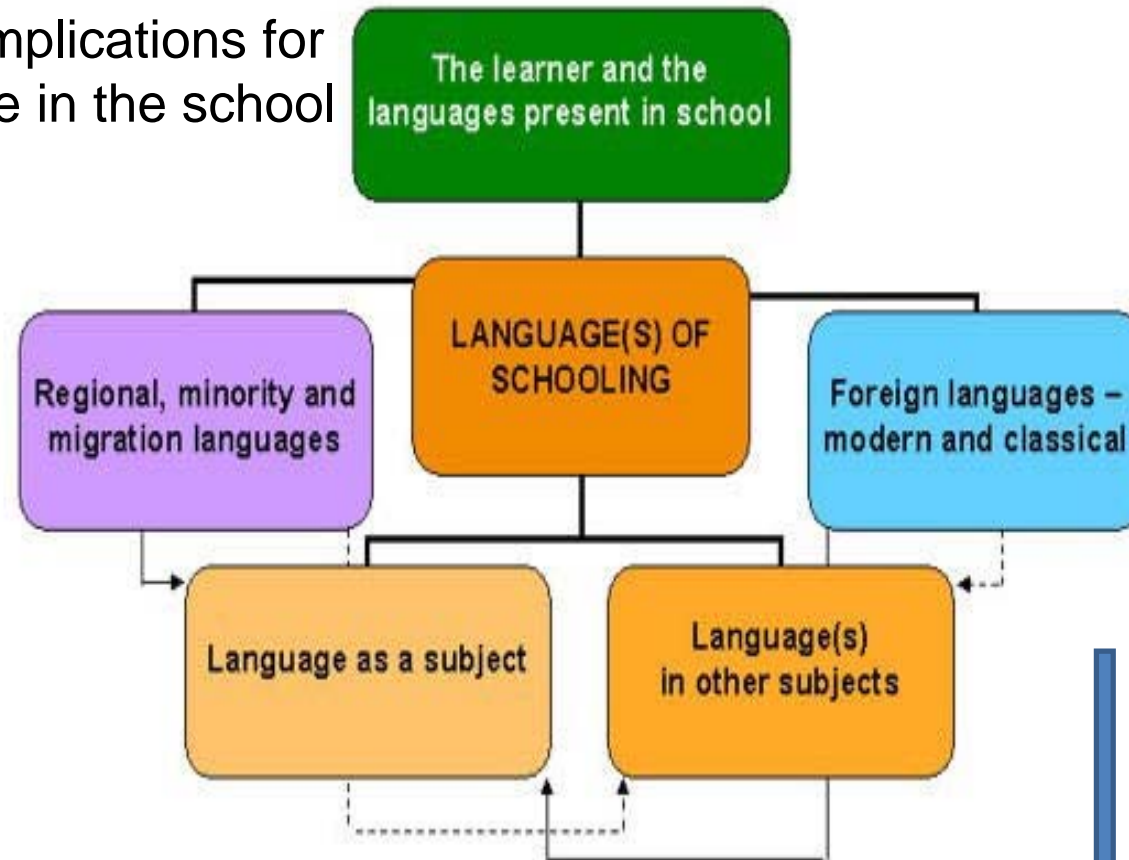


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RULES

DANIEL
BATTAMS
2010

A holistic re-conceptualisation of
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)



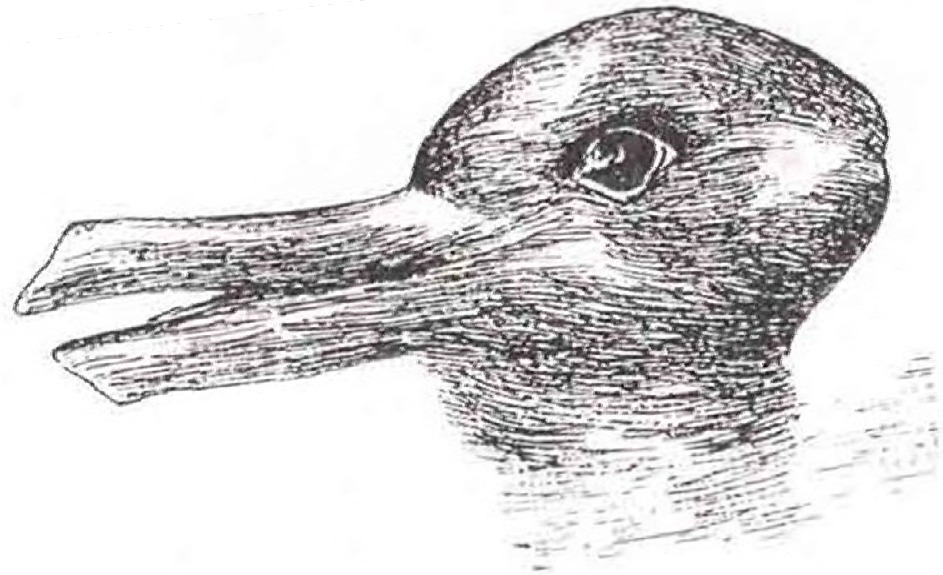


The Language of Schooling

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)

Growth Mind Sets....



Seeing, knowing, being - using different lenses



Debunking Myths

Normalising integrated learning pedagogic approaches requires transforming mind sets to create 'growth' mindsets for classroom teaching and learning where teachers and learners are designers



"mindset" {noun}

a set of beliefs or a way of thinking that determines one's behavior, outlook and mental attitude.



Growth principles

- Language (s) is (are) our greatest **learning tool** as well as communication tool
- An integrated approach to language using (and by implication learning) is for **ALL learners in ALL languages**
- Language learning and language using are **not monolingual** processes
- An integrated approach to learning (CLIL) is **not the same as TESOL, EFL**



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**

Growth principles

- Language using and language learning need to be visible across the curriculum
- A CLIL lesson is all about NEW learning
- **CLIL is not a label** – but a set of pedagogic principles which are context dependent, complex and messy



CLIL the leveller for inclusion, social justice and accessibility

Revisiting the 4Cs Framework

The 4Cs Framework is based on the principle that strengthening and deepening a learner's conceptual understanding requires social, cultural, linguistic, and academic dialogic processes.

The components of the Framework are:

Content

Cognition

Communication

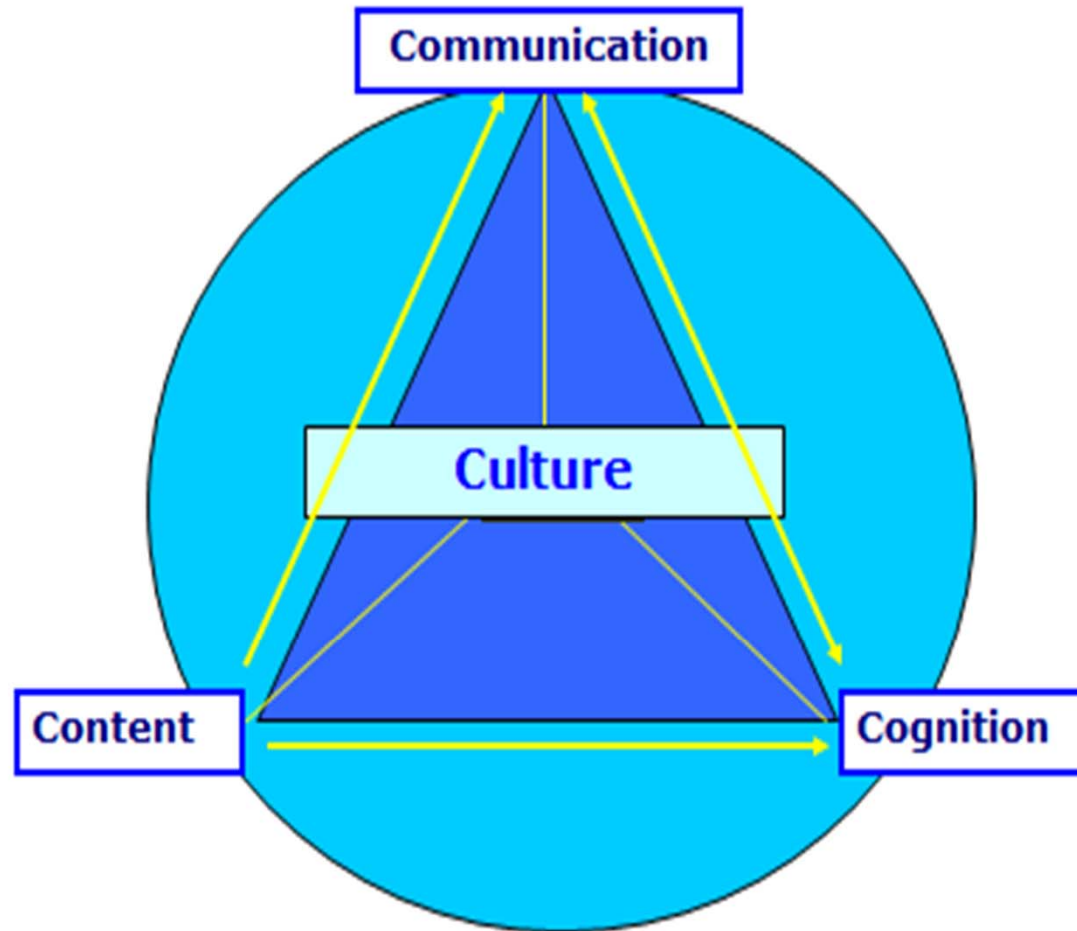
Culture



So

what are the 'growth' principles for integrated deeper learning? Are they shared and transparent in my school?

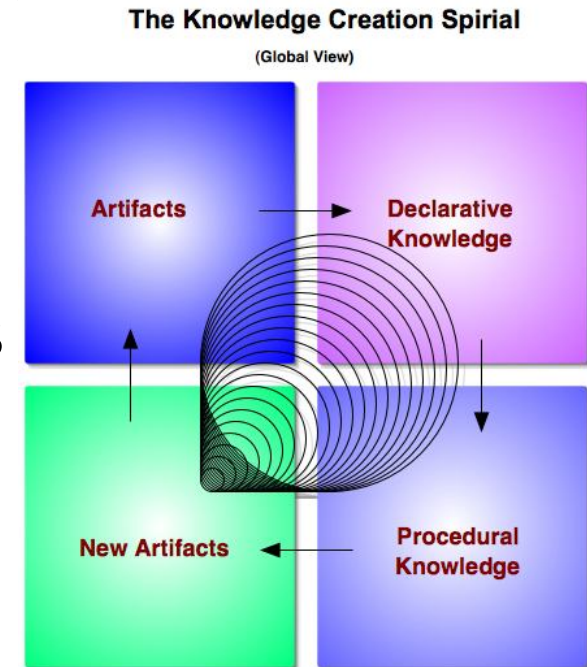
An Integrated Approach for Learning and Using Languages Across the Curriculum



Coyle, Hood and Marsh, 2010

Knowledge isn't just facts!

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



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



To
Language
is a verb

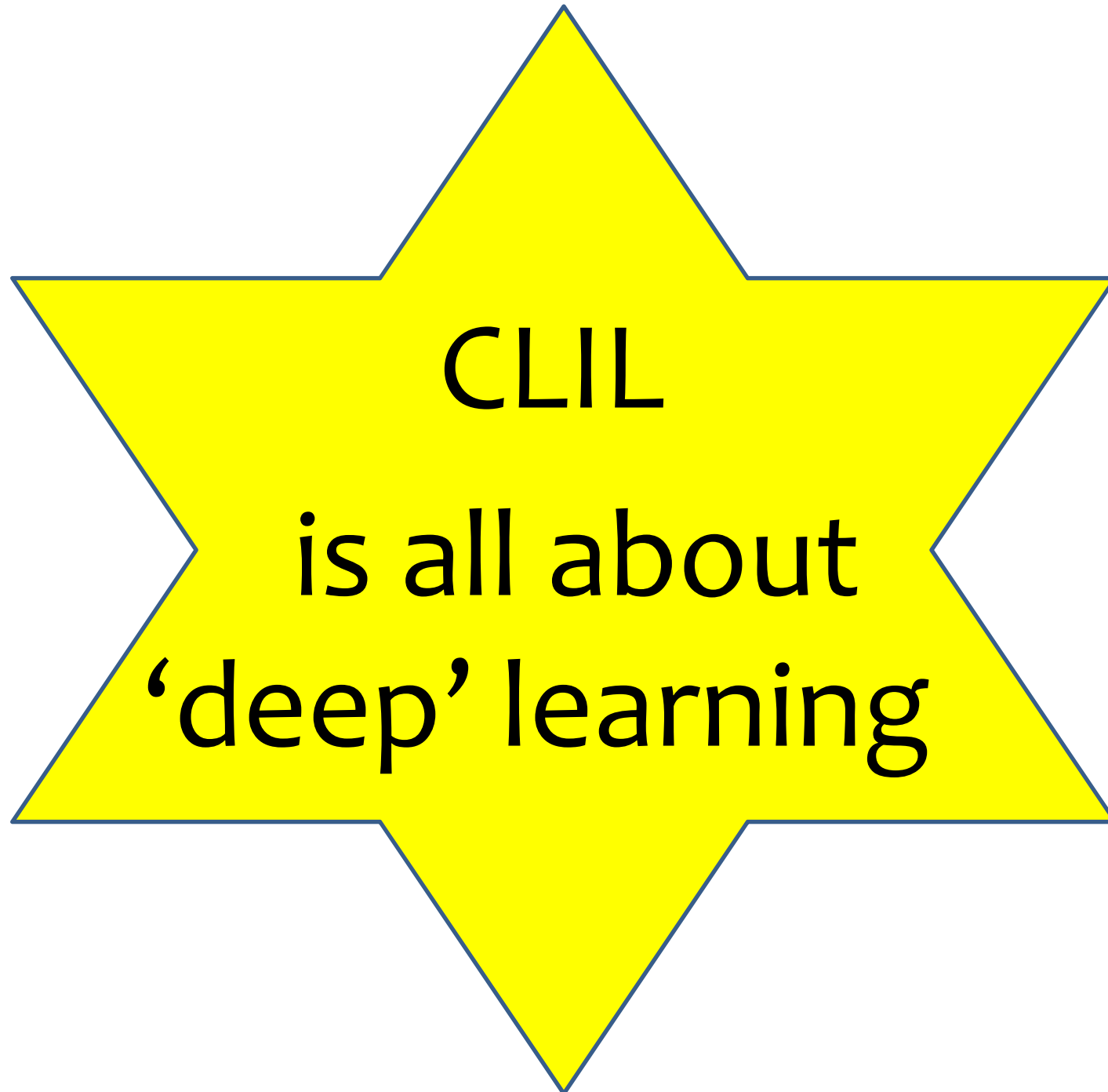


Focus on Language

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



CLIL

is all about
'deep' learning

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)

Communication is.....



.....all about language needed to construct knowledge – whatever the school lesson. It involves **language learning** (language progression, acquiring new language linked to learning) and **language using** (using language to express what is being learned).

The Language Triptych

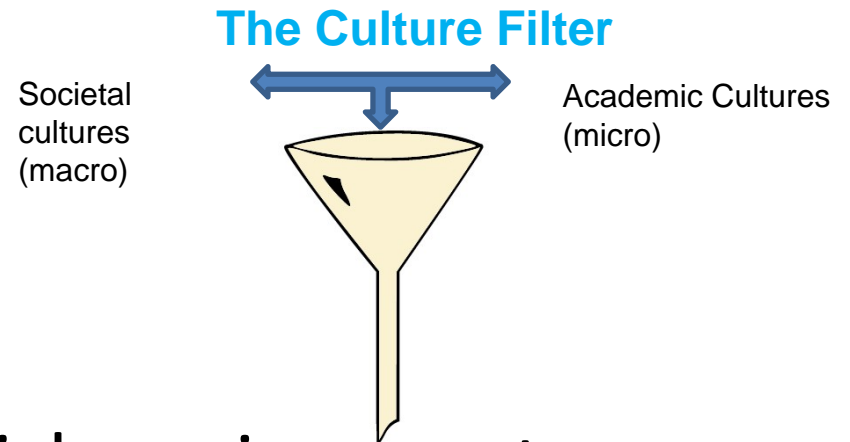
Language of learning



Language for learning

Language through learning

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.

Language
is never
neutral





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)

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





Academic
Language is
nobody's
mother tongue



**What does this mean for
classroom design of learning?**

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.

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.

Science, History and Geography

- Find out about different plants and animals in the environment
- Identify light sources
- What objects that have survived tell us about Ancient Egypt
- How a switch can be used to break a circuit
- Find out what happened in the Great Fire of London
- Follow a route on a map
- Recognise how places compare with other places
- Use knowledge of liquids to decide how a mixture might be separated and interdependent

Science, History and Geography

- Find out about different plants and animals in the environment

(describing and classifying)

- What objects that have survived tell us about Ancient Egypt

(Identifying/ describing/ deducing/ hypothesising)

- How a switch can be used to break a circuit

(explaining)

Academic Literacies: thinking like an....

Expert mathematician

Close reading of text noting use of 'the' -precision reading for precision meaning

Expert chemist

Transformation of information through visualisation, formulas, going back and forth between diagrams and charts - recursive processing of representations

Expert historian

Attention to author, source to work out a particular interpretation of historical events – where text is not taken as truth.

.....involves different approaches to reading

Where is real
world
learning?



DON'T
FORGET



And what do we mean by making
learning visible?

WE MEAN LANGUAGING

When learners put into their own words what they have learned and when the language they use is appropriate for the subject/thematic element of curriculum.

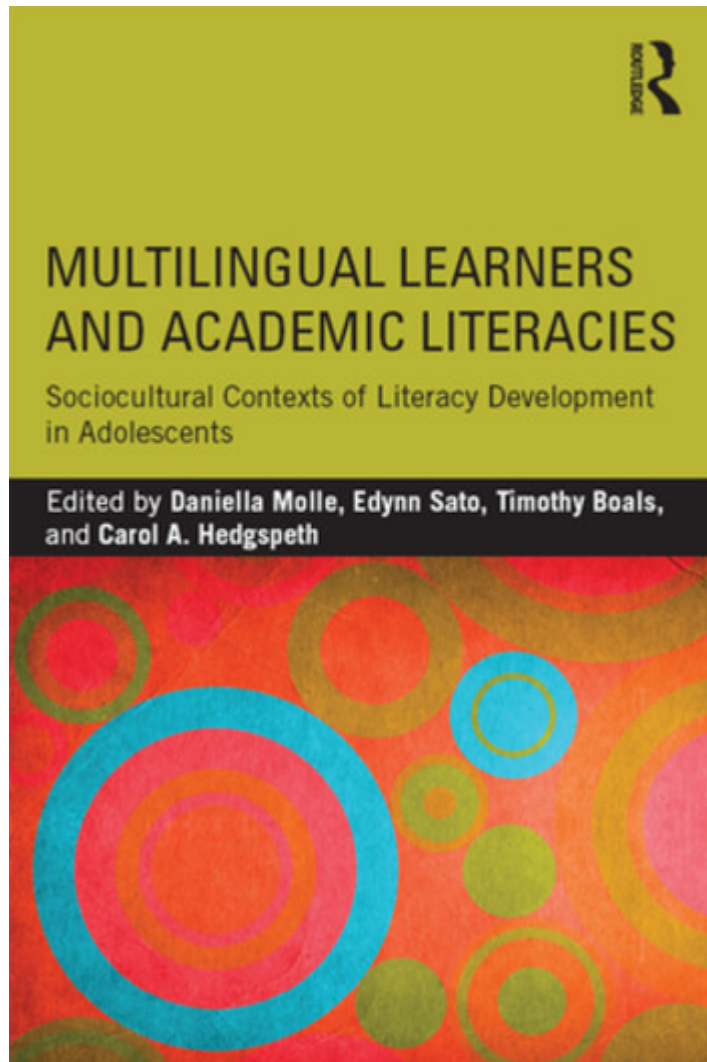
‘Literacy is not just about the written word’

Peterborough city councillor

This announcement in December 2006 signalled Peterborough's long-term commitment to the idea that watching, studying and analysing a broad range of film in school is integral to successful literacy teaching - not as a special option but as a regular part of literacy or English lessons for all five- to 14-year-olds.

Characteristics of a Discourse-rich environment

What are teachers doing?	What are students doing?
Engaging students in purposeful sharing	Presenting and explaining ideas
Selecting and sequencing student approaches and solution strategies	Listening carefully to and critiquing the reasoning of peers
Facilitating discourse among students	Seeing to understand the approaches used by peers
Ensuring progress toward mathematical goals	Identifying how different approaches to solving a task are similar or different



The Hidden Skills of Academic Literacy

Reading and Study Skills

- Collect and organize ideas through note-making
- Make sense of abstract academic vocabulary
- Read and interpret visual displays of information

Reflective Skills

- Construct plans to address questions and tasks
- Use criteria and guidelines to evaluate work in progress
- Control or alter mood and impulsivity

Thinking Skills

- Draw conclusions; make and test inferences, hypotheses, and conjectures
- Conduct comparisons using specific criteria
- Analyze the demands of a variety of higher-order thinking questions

Communication Skills

- Write clear, well-formed, coherent explanations in all content areas
- Write comfortably in the following nonfiction genres: problem/solution, decision making, argument, comparative
- Read and write about two or more documents

Schrödinger's cat - quantum mechanics explained... [1]



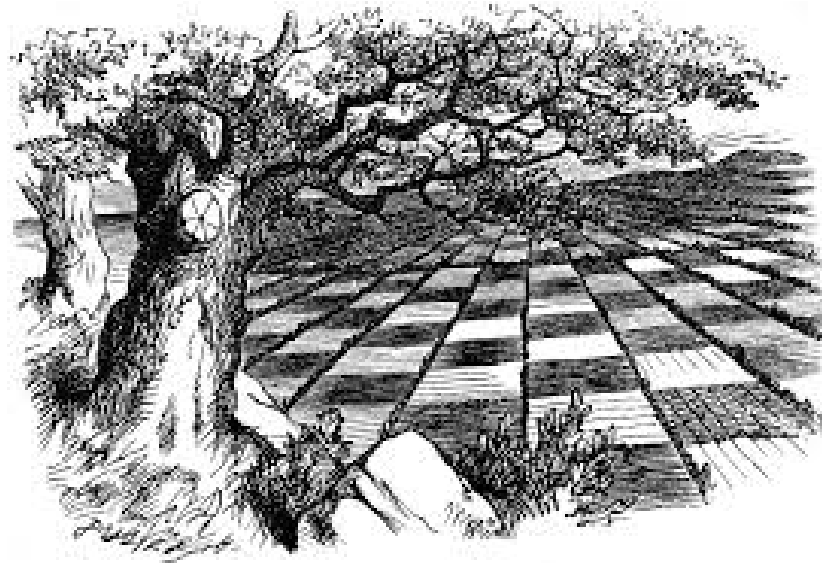
https://www.youtube.com/watch?v=d1tn56vWU_g

Schrödinger's cat - quantum mechanics explained.... [2]



<https://www.youtube.com/watch?v=UjaAxU06-Uw>

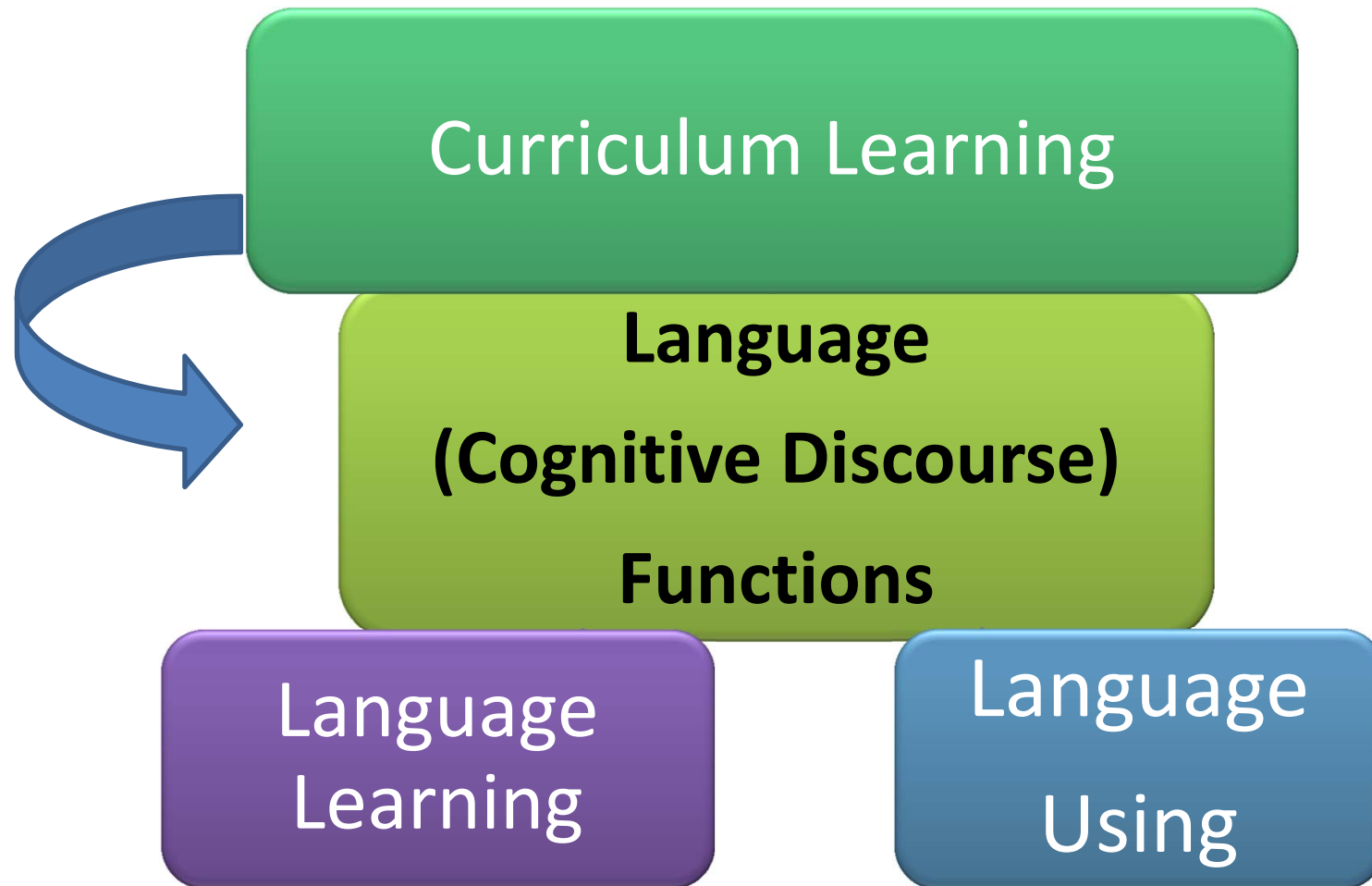
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“If I had a world of my own, everything would be nonsense. Nothing would be what it is, because everything would be what it isn't. And contrary wise, what is, it wouldn't be. And what it wouldn't be, it would. You see?”



Connecting



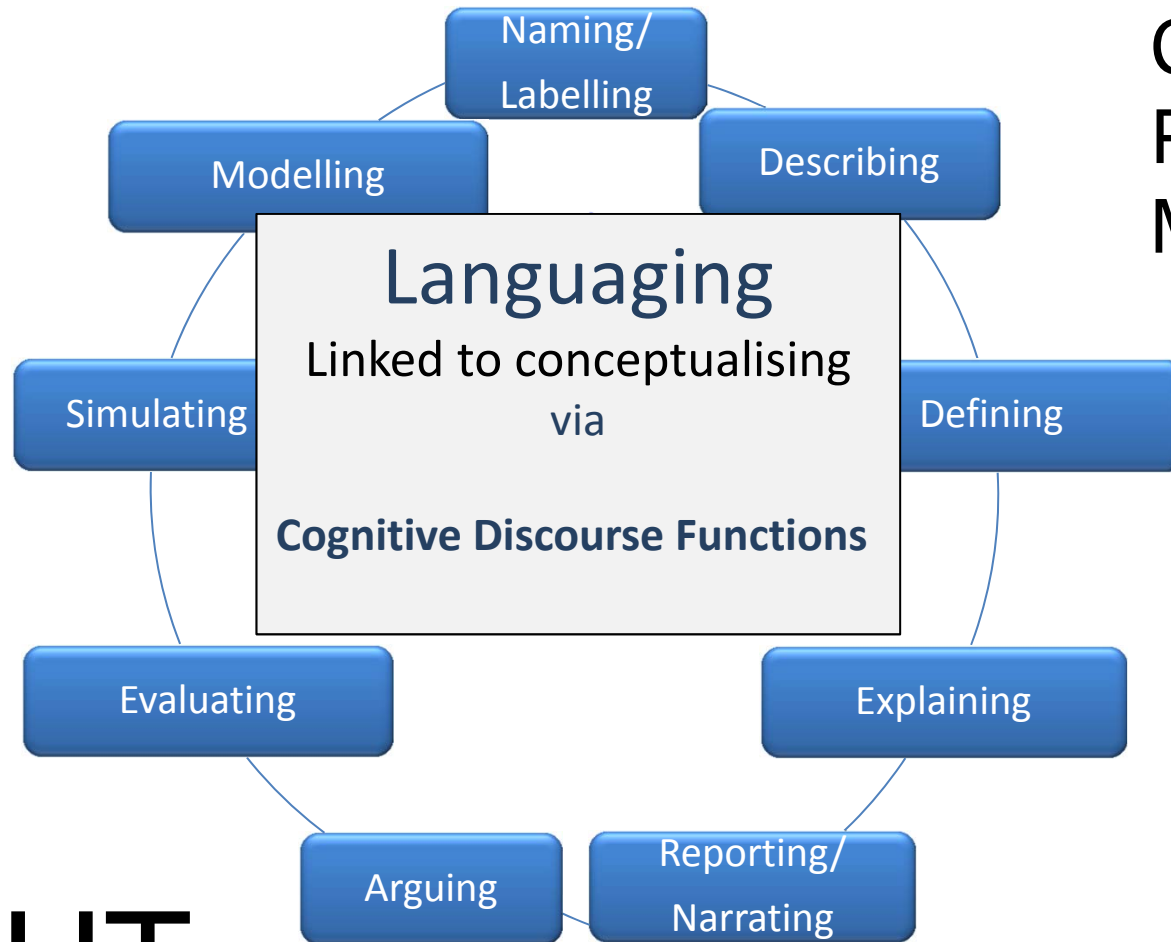


The language demanded by the context and subject discipline or thematic content needs exploring in order to deepen concept formation, meaning-making in explicit ways so that the language learned and used increases in sophistication. This cannot be done without **explicit work** with **cognitive discourse functions - the bridge.....**

Keys to **knowledge construction**

Different knowledges require different language

Factual
Conceptual
Procedural
Meta-cognitive



BUT

osmosis takes too long

Starting point:

Know the Cognitive Discourse Functions and language patterns

Naming

Sequencing

Describing

Sorting from known criteria

Asking questions

Comparing and contrasting

Classifying

Explaining

Hypothesising

Generalising

Reasoning

Problem solving

Analysing

Ranking

Evaluating

Its not just about new vocabulary



**All teachers are
language teachers**

Translation: proceed with caution

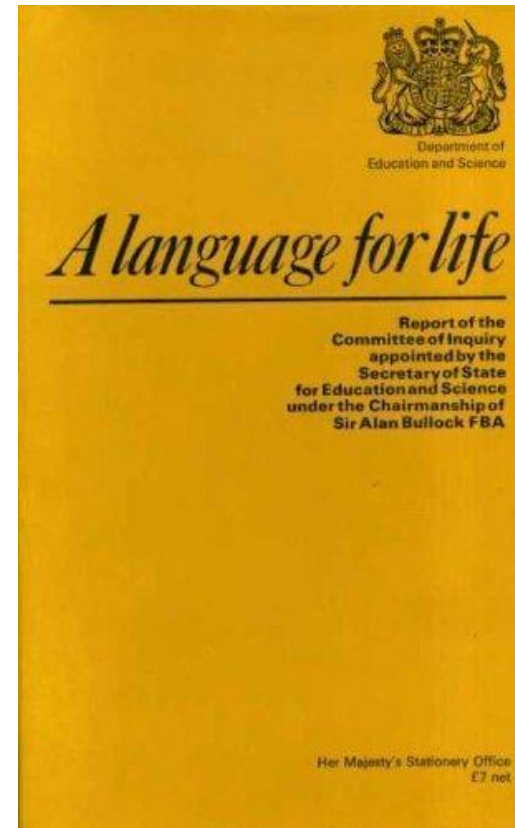
40 years on: Language and Learning

Learning is a process of making meaning, and language using is building one's meaning making potential to make meaning in particular contexts.

Knowledge is viewed as meaning, a resource for understanding and acting on the world. All knowledge and meaning-making is formulated through semiotic systems, with language as the most central.

Mohan et al. 2010

Let's not forget L1



Bullock Report 1975



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]

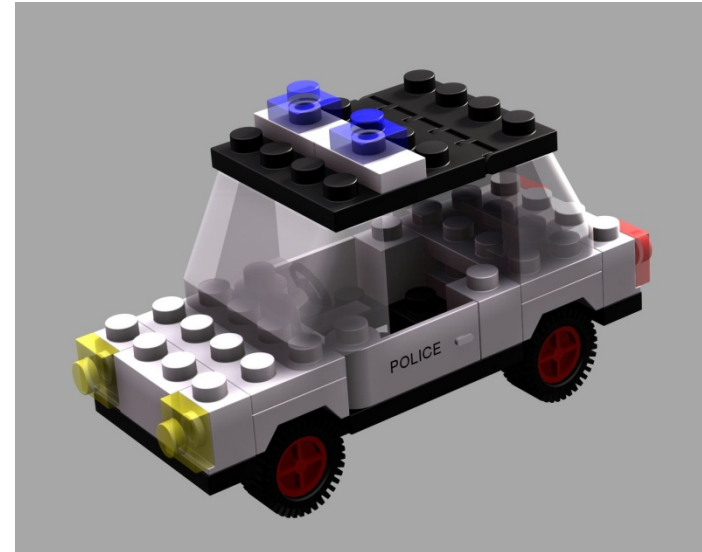


@etspeaksfromhome



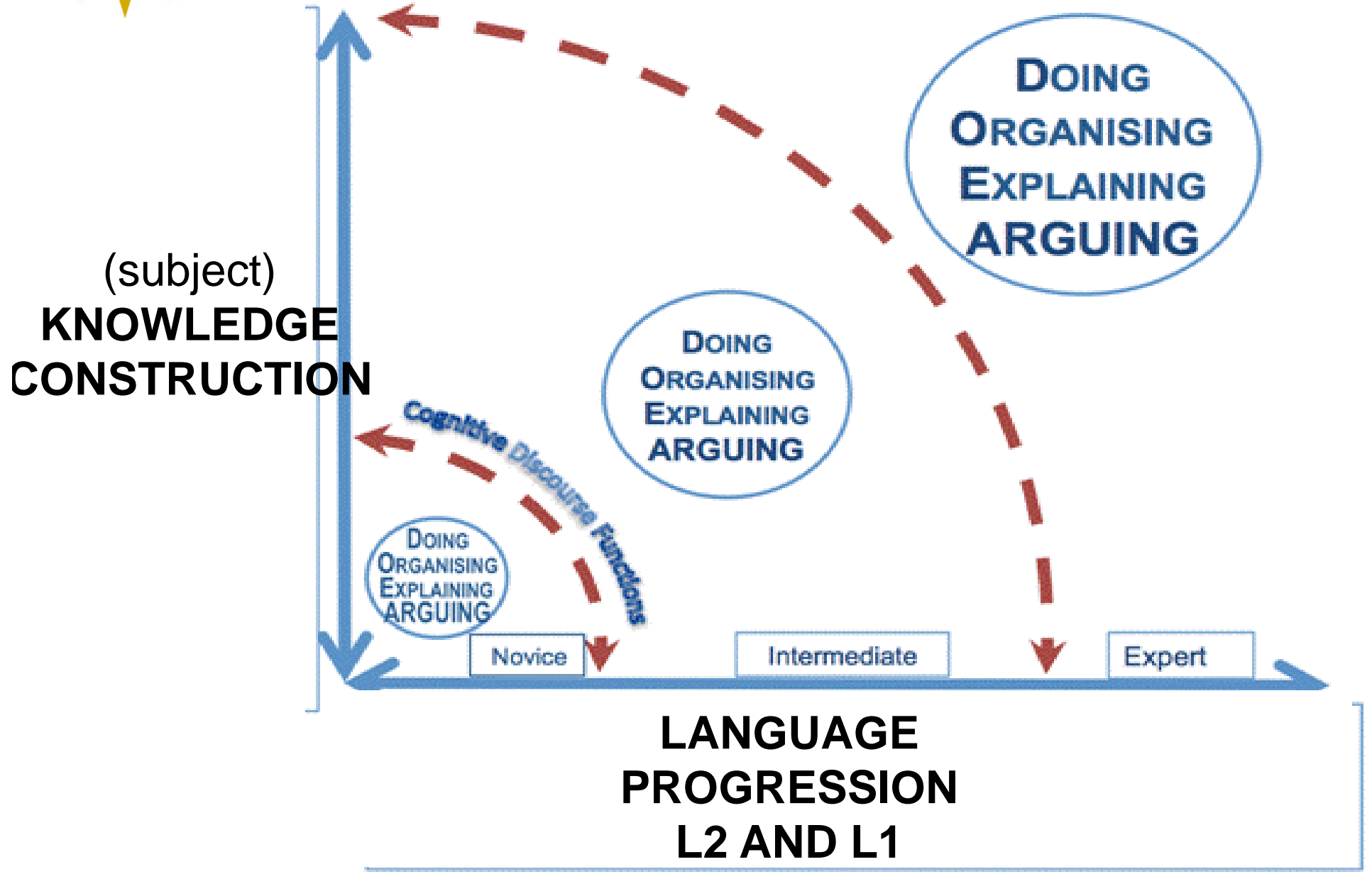


DuploLego.....Lego Technic





Mapping Pluriliteracies Development

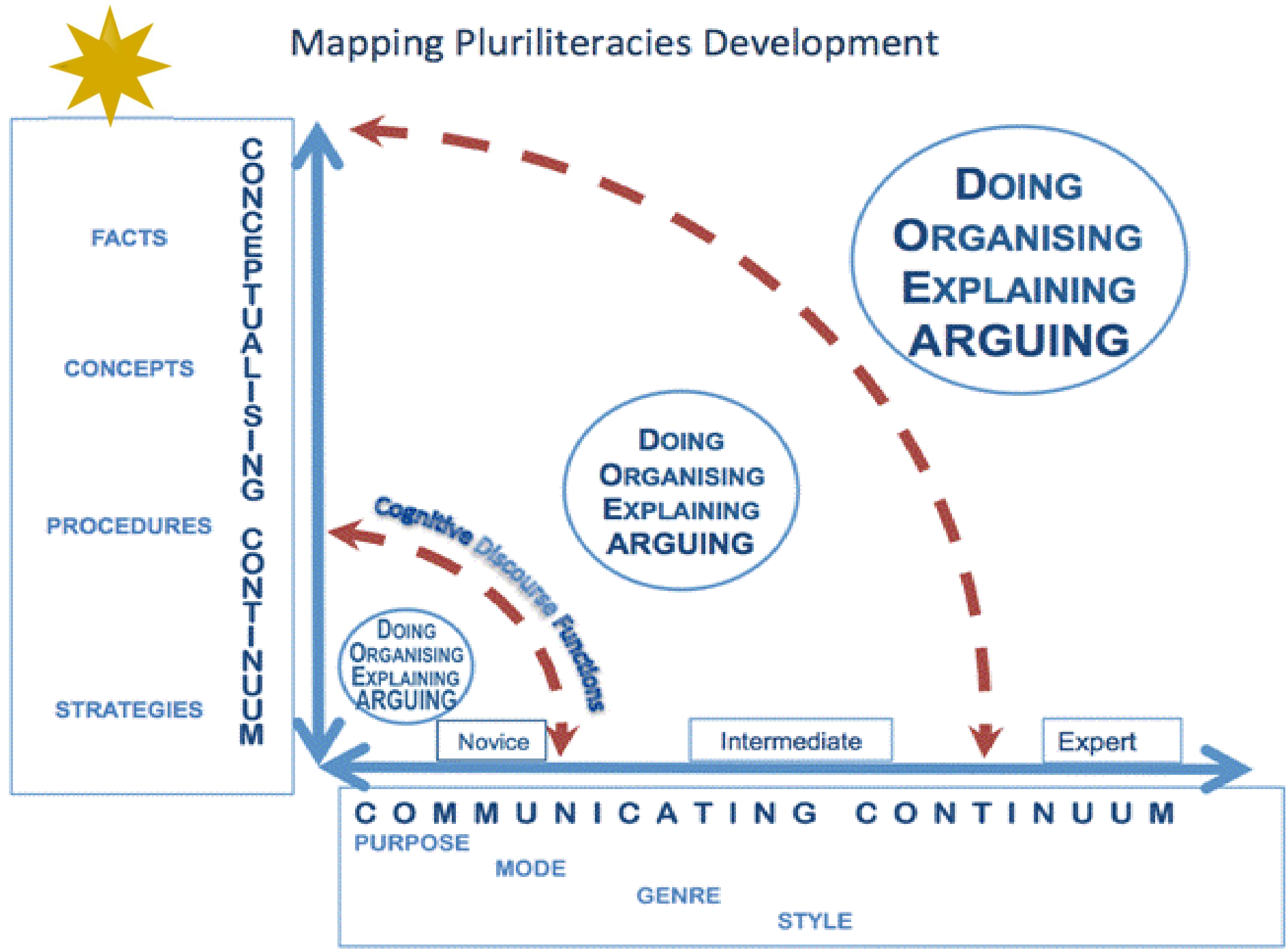


Progressing knowledge pathways

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)

Mapping Pluriliteracies Development



The Language Triptych

Language of learning

Foreign Language
learning

Language for learning

Language through learning



PluriLiteracies

(Coyle, Hood, Marsh, 2010)

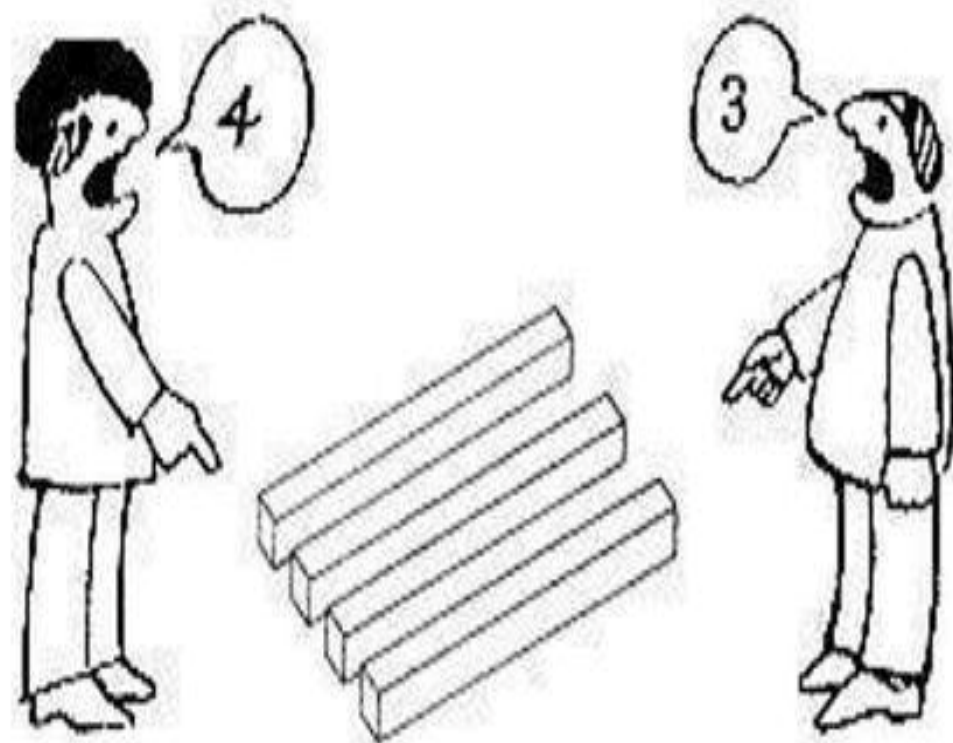
Integrating learning....

- 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.



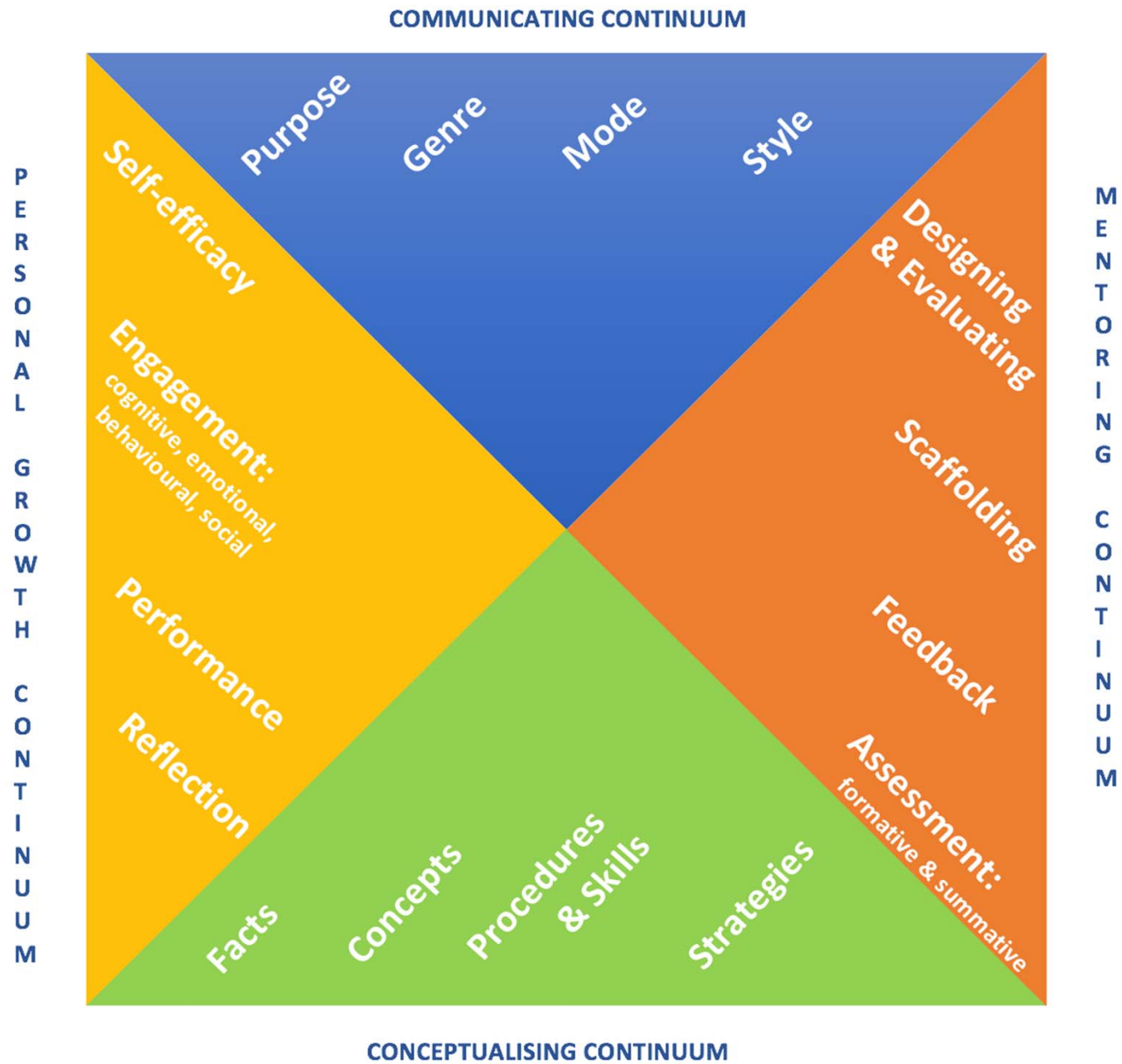
Literacies at the core

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.



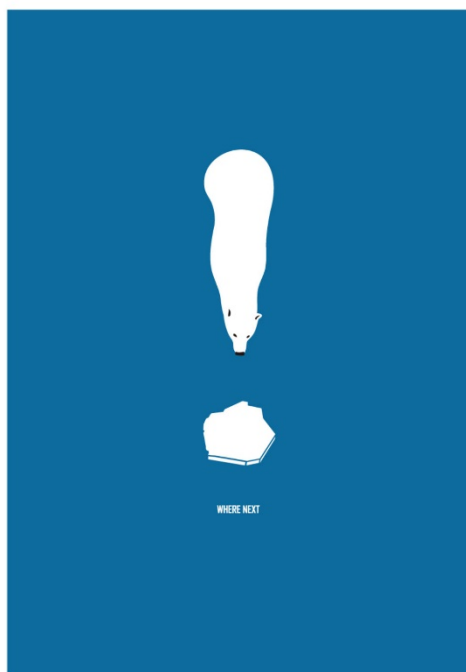


By working on, with and through language, **learners increase their understanding** (both subject and linguistic) and become more able to express their knowledge **(languaging)** in increasingly creative and appropriate ways. This requires teachers, all teachers- regardless of age, stage or language, to design their classrooms differently.....



ECML exemplars

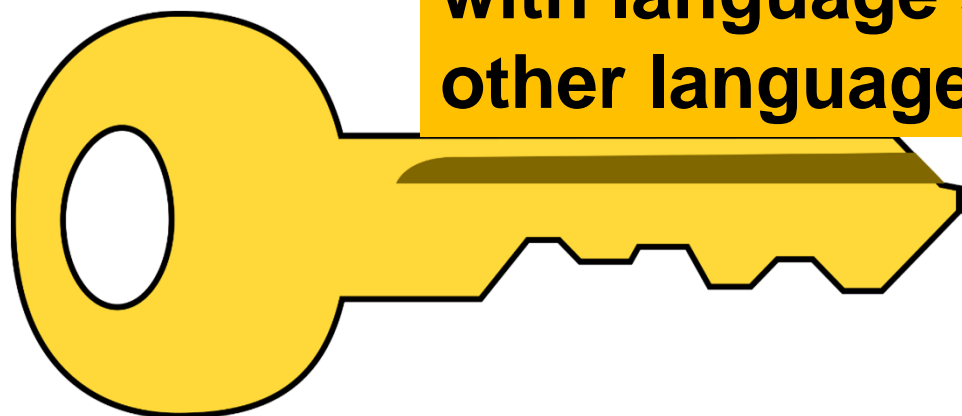
www.pluriliteracies.ecml.at





Critical for Transition

Subject specialists need to work with language specialists both L1 and other languages



to progress from academic language →
academic discourse → subject literacies
across languages

The BIG FIVE Questions

1. What do I want my learners to do and to know?
2. What conceptual level is the most appropriate?
3. How do I want my learners to demonstrate their understanding? Desired outcomes?
4. How do I know they know? How can I assess progress?
5. How do I enable learners to reflect on and take ownership of their learning?

LET'S RECAP...

Three key points

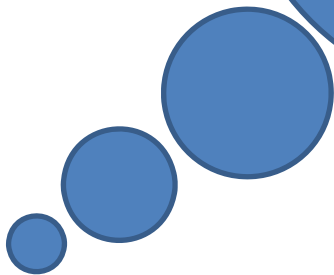
- Explore **implications of the complexities** and challenges of CLIL contexts in the quest for deeper learning
- Linking CLIL to **subject literacies** and **dialogic learning** leads to identification of key elements for **classroom practice**
- PTL promotes **ecological growth** focussing on conceptual development and increasing linguistic competence which guides our learning design in motivating and dynamic ways

Key Message 1:

Defining CLIL principles



As teachers, we must analyse the 'what' and the 'how' of **CLIL Learning** which we make clear to ourselves and learners and which transparently guide ways we design learning.



Key Message 2:



All teachers should be language-aware

Different types of knowledge
require different kinds of language
for constructing and deepening
learning....regardless of the
language medium or the subject
(including language learning)

But not in the traditional sense of LT

Key Message 3: (Pluri)Literacies are crucial for all stages, ages and languages



As teachers we need to make visible, accessible and useable the different types of language needed for ALL learners to achieve meaning-making through tasks design and sequencing

This involves exploring developing creativity and cognitive challenge

Key Message 4: Language-rich

Classrooms



As teachers we must become better skilled in transforming language into talk because to construct knowledge and make their own meaning, our learners need language-rich 'dialogic' contexts....they need to

LANGUAGE

Key Message 4:



Teacher responsibility

To analyse the links between conceptual learning and the language needed so that we are aware and can make our learners aware...through talking about talking (and writing of course) and making our pedagogy relevant to real world

Key Message 5: Babies and Bathwater



Teachers who know the importance of tools needed to learn and to adjust these when learning through another language language.....this is NOT about abandoning some tried and tested tasks and experiences but adapting them to ensure they fit with the learning agendas in our changing real-world contexts –

we MUST link with other teachers

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





Classroom transformative 'language-rich pedagogies' shift

from

'bain linguistique'

to

'bain d'apprentissage'

**CHALLENGE
ACCEPTED**

Thank you

do.coyle@ed.ac.uk

www.pluriliteracies.ecml.at



Questions

1. Integrated Learning focuses on content and language?
2. An explicit analysis of concepts needed to understand what has to be taught (curriculum) is required in order to prioritise the language needed.
3. The following are essential:
 - (i) Languaging
 - (ii) Translation
 - (iii) rethinking lesson planning
 - (iv) literacies
 - (v)

Key words

- PlurLiteracies
- Collaborative/connected design of classroom learning
- Materials design based on PluriLiteracy principles