Ways of 'seeing': positioning CLIL in pluriliteracies spaces

Professor Do Coyle

University of Edinburgh

Twists, turns and shifts

https://dictionary.cambridge.org/dictionary/english/integrate

Integrate *Verb*
UK /ˈɪn.tɪ.ɡreɪt/ **US** /ˈɪn.t̬ə.ɡreɪt/

integrate *verb*

❑ **to <u>mix</u> with and <u>join</u> <u>society</u> or a <u>group</u> of <u>people</u>, often <u>changing</u> to <u>suit</u> <u>their</u> way of <u>life</u>, <u>habits</u>, and <u>customs</u>:**

   He <u>seems</u> to <u>find</u> it <u>difficult</u> to integrate <u>socially</u>.
   *It's very <u>difficult</u> to integrate <u>your</u>**self** **into** a <u>society</u> whose <u>culture</u> is so different from <u>your</u> own.*
   *Children are often very good at integrating **into** a new <u>culture</u>.*

❑ **to <u>combine</u> two or more things in <u>order</u> to <u>become</u> more <u>effective</u>:**
   *You need to integrate <u>exercise</u> **into** <u>your</u> <u>normal</u> <u>life</u>.*
   *The <u>idea</u> with <u>young</u> <u>children</u> is to integrate <u>learning</u> **with** <u>play</u>.*

Interdisciplinarity

analyzes, **synthesizes and harmonizes links between disciplines into a coordinated and coherent whole**.

Transdisciplinarity

integrates the natural, social and health sciences in a humanities context, and **transcends their traditional boundaries.**

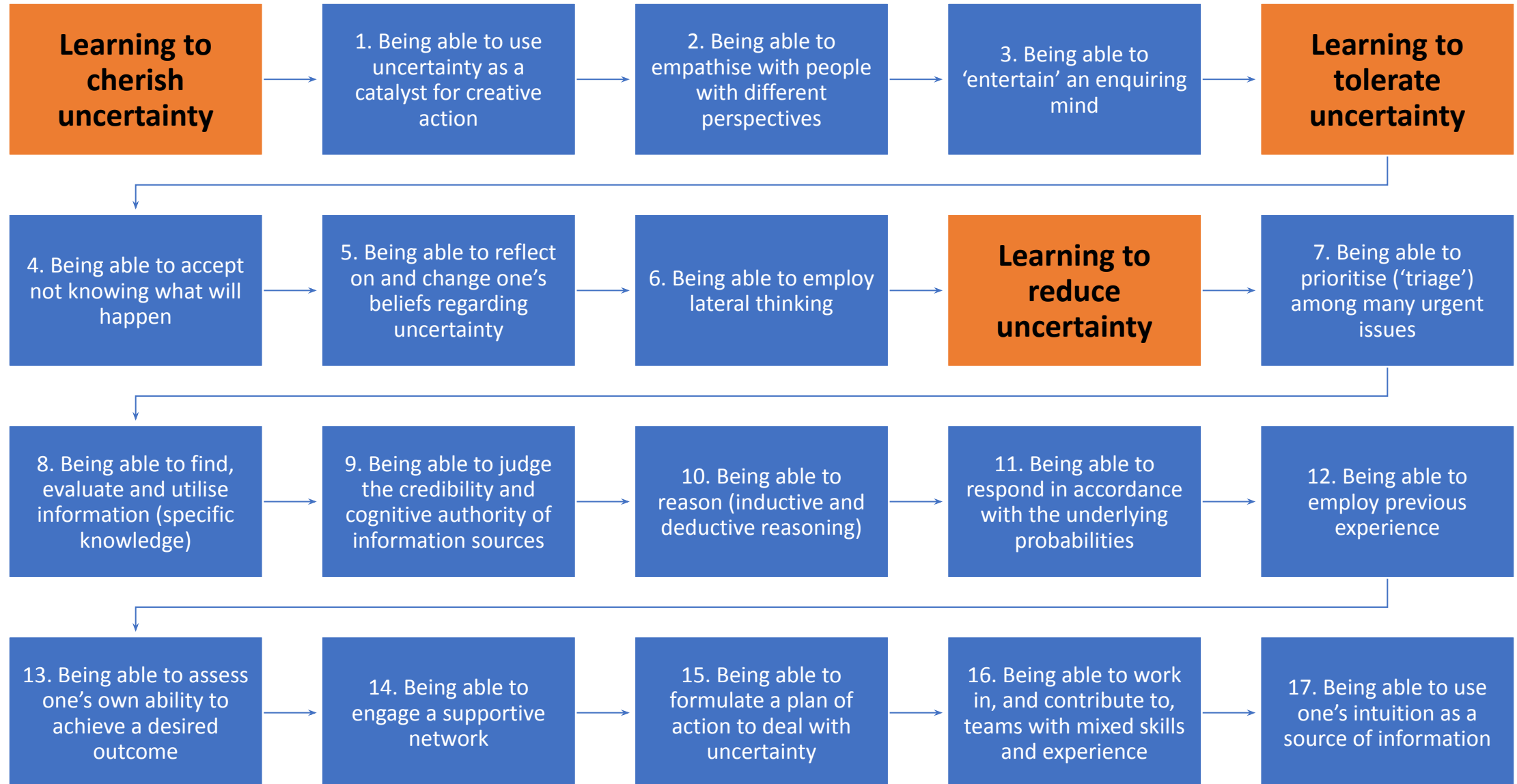# Pedagogies of Uncertainty, Pedagogies of Hope

- Big Global Issues v Local Responsibilities
- Diversity & Inclusivity v Neo-Liberal Priorities
- The Community v the Individual
- Values-driven education v Bell Curve assessments and Pisa
- Ecological design v control machine ('by the end of this lesson you will have ….)

The speed of change in the last twenty years should impact education – how 'new' is the 'new normal'? Do we really embrace complexity?

Uncertainty: cherish - tolerate - reduce
(Tauritz 2016)

Learning to cherish uncertainty	1. Being able to use uncertainty as a catalyst for creative action	2. Being able to empathise with people with different perspectives	3. Being able to 'entertain' an enquiring mind	**Learning to tolerate uncertainty**
4. Being able to accept not knowing what will happen	5. Being able to reflect on and change one's beliefs regarding uncertainty	6. Being able to employ lateral thinking	**Learning to reduce uncertainty**	7. Being able to prioritise ('triage') among many urgent issues
8. Being able to find, evaluate and utilise information (specific knowledge)	9. Being able to judge the credibility and cognitive authority of information sources	10. Being able to reason (inductive and deductive reasoning)	11. Being able to respond in accordance with the underlying probabilities	12. Being able to employ previous experience
13. Being able to assess one's own ability to achieve a desired outcome	14. Being able to engage a supportive network	15. Being able to formulate a plan of action to deal with uncertainty	16. Being able to work in, and contribute to, teams with mixed skills and experience	17. Being able to use one's intuition as a source of information

Language Learning Language Using

We believe that monolingual education is no longer adequate in the twenty-first century, and that every society needs *some* form of bilingual education. Our view of bilingual education is complex, like the banyan tree, allowing for growth in different directions at the same time and grounded in the diverse social realities from which it merges.
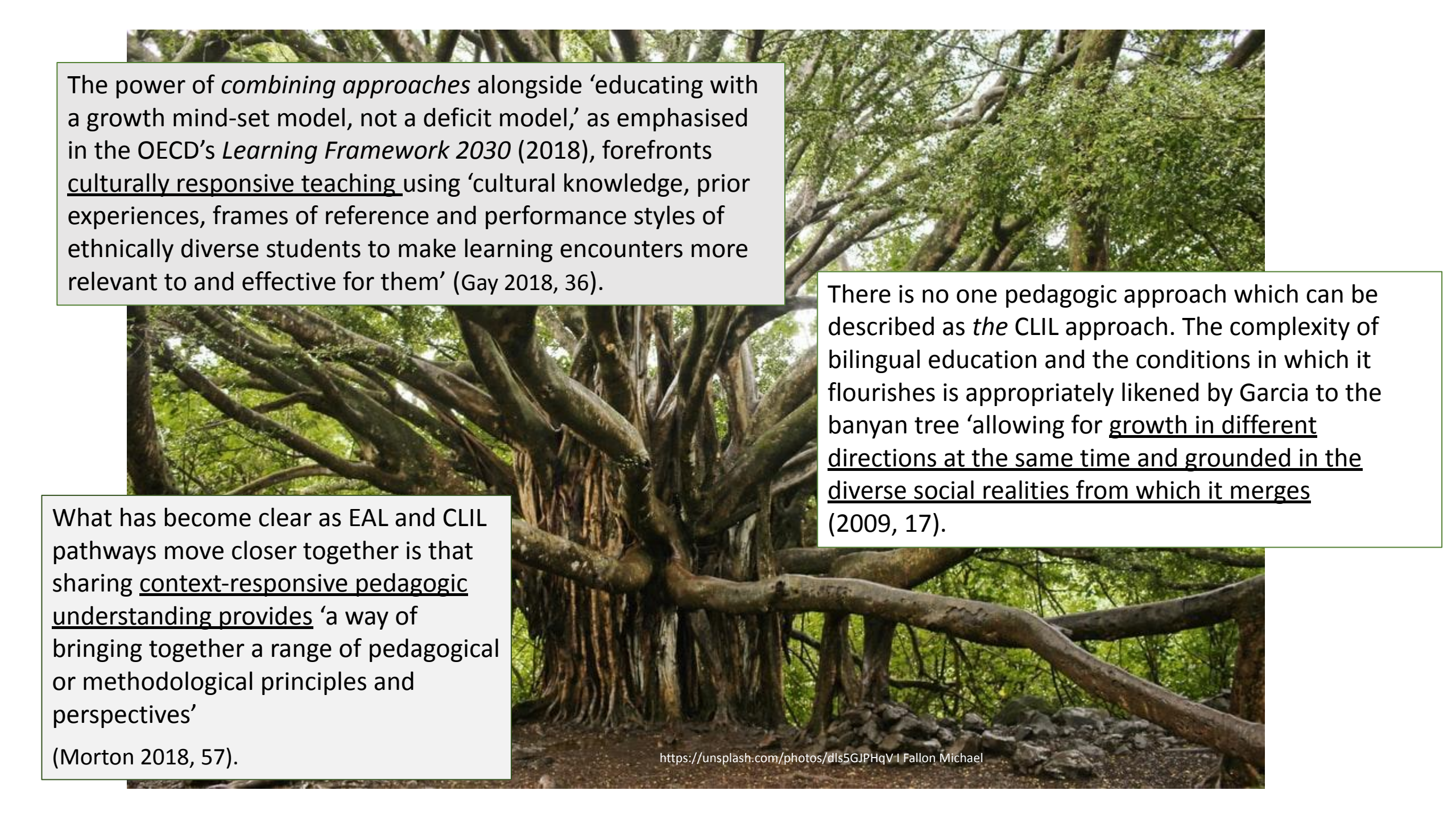
(Ofelia Garcia, 2009, 17).

Reject this image

Integrated learning requires
integrated pedagogic approaches

Integrating pedagogies

"Combining approaches means moving beyond the fragmented focus on specific pedagogical innovations to highlight the importance of the creative work of teachers and schools when adjusting, adapting, mixing and updating the clusters of innovative pedagogies." (Paniagua and Istance, 2018, 27)

A single teacher, let alone teams of educators, never uses one pedagogical method exclusively, since any one pedagogical approach is made up of several methods combined in systematic ways. (Paniagua and Istance, 2018)

The power of *combining approaches* alongside 'educating with a growth mind-set model, not a deficit model,' as emphasised in the OECD's *Learning Framework 2030* (2018), forefronts <u>culturally responsive teaching</u> using 'cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them' (Gay 2018, 36).

There is no one pedagogic approach which can be described as *the* CLIL approach. The complexity of bilingual education and the conditions in which it flourishes is appropriately likened by Garcia to the banyan tree 'allowing for <u>growth in different directions at the same time and grounded in the diverse social realities from which it merges</u> (2009, 17).

What has become clear as EAL and CLIL pathways move closer together is that sharing <u>context-responsive pedagogic understanding provides</u> 'a way of bringing together a range of pedagogical or methodological principles and perspectives'

(Morton 2018, 57).

https://unsplash.com/photos/dls5GJPHqV I Fallon Michael

How do we create learning environments which enable all learners to experience and achieve deeper learning?

Exploring learning spaces

❑ 'Language is not a physical object in motion in an empty space – language is not society, culture, mind…'

❑ When language is ideationally produced as the self-contained object, then second language learners can confront the languages they learn as self-contained objects-*in*-space - packaged in textbooks, dictionaries and grammars.

(Benson 2021, p63)

SLA — Second Language Acquisition

Language Learning Environments

Spatial Perspectives on SLA

Phil Benson

Exploring Learning Spaces

❑ 'Space matters' (Soja, 1989)

❑ 'Social production of space sees objects-*as*-space rather than objects-*in*-space (Benson, 2021 p)

❑ 'The environment is not the same as the physical world'

❑ 'Social construction of space - how individuals and social groups experience, attach meaning to and struggle over the meanings of space and place in their everyday lives'.

SLA Second Language Acquisition

Language Learning Environments

Spatial Perspectives on SLA

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SLA Second Language Acquisition

Language Learning Environments

Spatial Perspectives on SLA

Phil Benson

Exploring learning spaces

The environmental (objects-*as*-space) view of language learning focuses on learning ecologies (van Lier 2004) and learner assemblages or affordances (i.e. the resources for learning offered by the environment including language/s which learners put together in their own ways.

(Benson 2021, p95)

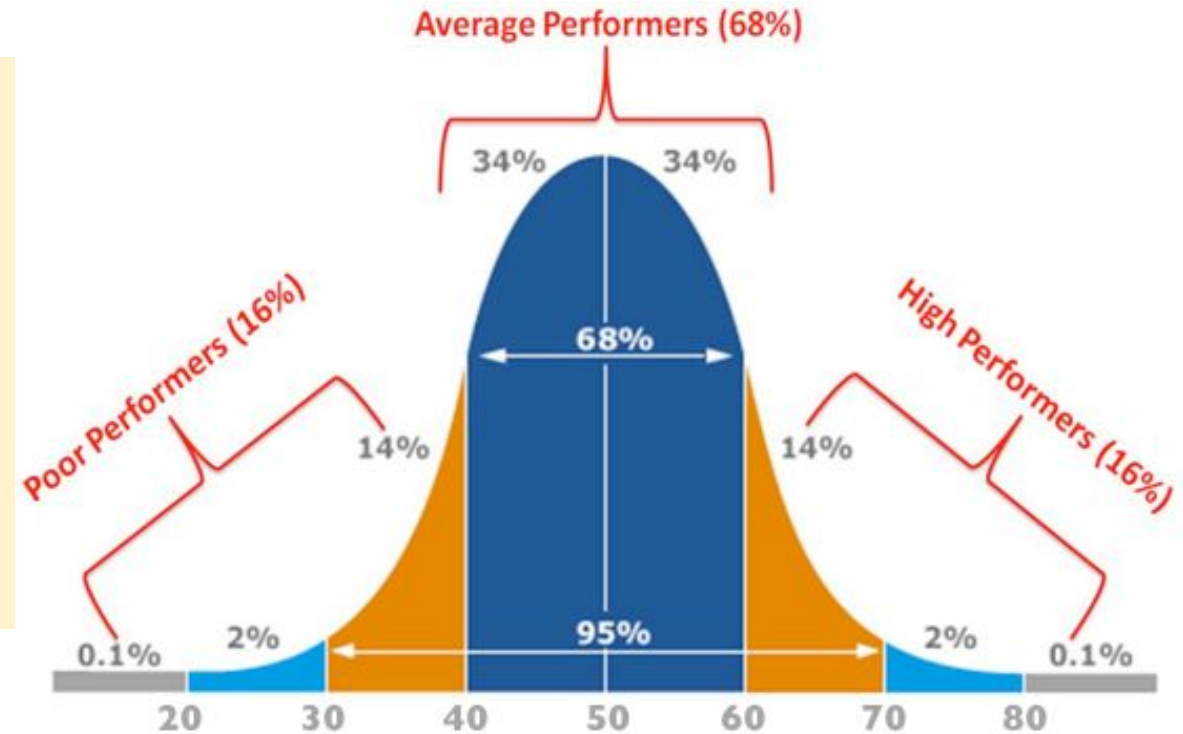*This is so so very different from input-based views of language learning.*
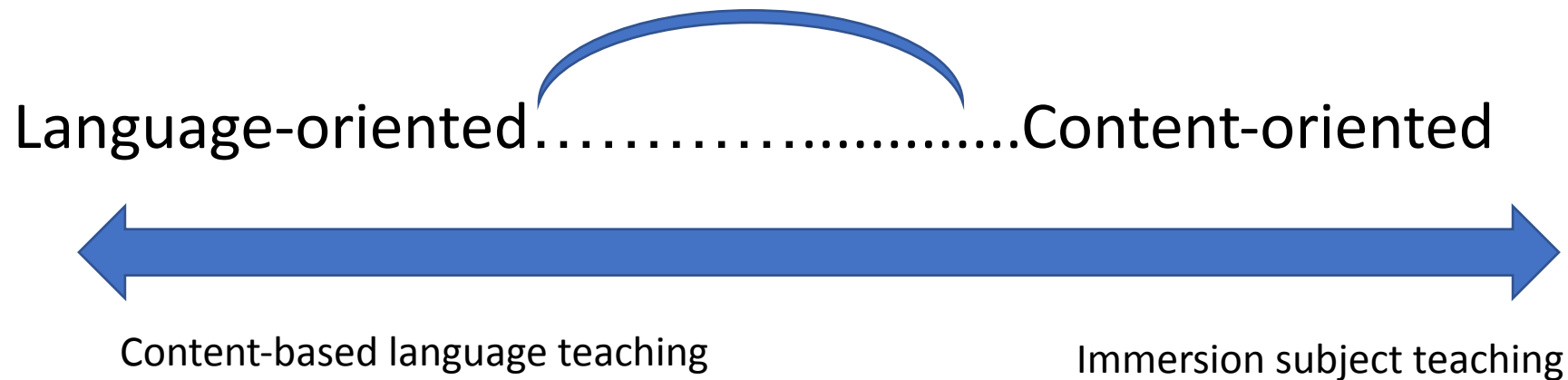
Socio-spatiality

It is 'about encounters between space and its occupation' (Boys 2011, 51).

Shifting the interpretive frame, in a relationalist perspective on learning spaces and educational change, (physical) space and (social) and material change are understood to be generated together.

Space is not a given in advance of practice. Temporal relations shift. Space and its uses (effecting change) are no longer 'different aspects that reflect each other – as the binary oppositions model assumes – but are inseparable and interlocked, dynamically informing and influencing each other' (Boys 2011, 50–51).

The spatial is socially constituted and space and time are conjoined (Massey (1992, 2005), Soja (1989) and Thrift (2003, 2008),

Space can no longer be seen as a 'container' of heterogeneous processes; rather, space is something that is (only provisionally) stabilised out of such turbulent processes, that is, it is made by heterogeneous relations. (Murdoch 2006, 4,)

Diversity is not a pedagogic inconvenience which labels individuals, underpinned by flawed measures of ability

Enabling **all** learners to learn is not an option

The CLIL Continuum

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

Content-based language teaching   Immersion subject teaching

A dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning, there is a focus **not only** on content and **not only** on language

(Coyle, Hood, Marsh 2010)

Taking hold of curriculum

"Curriculum-making is a job that never ends and lies at the heart of good teaching. When educators talk about curriculum-making, we refer to the creation of interesting, engaging and challenging educational encounters which draw upon teacher knowledge and skills, the experiences of students and the valuable resources of the subject. Curriculum-making is concerned with holding all of this in balance" (Lambert 2016)

School based curriculum development through Critical Collaborative Professional Enquiry
Professor Mark Priestley and Dr Valerie Drew, University of Stirling

But the pathway is neither straight nor uni-directional

All learning is complex. It is messy. It is not linear. CLIL as integrated learning needs clear understanding of the content demands and the language demands as LEARNING DEMANDS.

This means that that we move back and forth along the pathways and we take our learners with us – to create a shared understanding of the potential quality of learning that can be achieved through a literacies approach.
There are no panaceas.

Literacies

Traditional methodology	Literacy Approach
Language as object of study	Language as tool for learning and for communication
Planning starts from grammatical structures/semantic fields	Planning starts from text type (oral, written) that students have to produce – aiming for 'textual fluency' (Coyle & Meyer, 2021)
Works on four communicative skills	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 Authentic / simplified texts

Literacies

Traditional methodology	Literacy Approach
Works on grammatical structures in isolation	Studies language in the context of a text: meaning-making using different literary skills for sustainable or deeper learning
Aim of teaching unit is to master a certain type of vocabulary / grammatical structure / language function	Aim of unit is to produce a given text type with specific characteristics
Oral and written production after comes at the end of the unit and is not guided or supported	Whole unit is designed to develop conceptual development and to enable oral or written progression for individual learners
Learning is organised through textbook topics ans themes and grammatical sequencing	Learning has to take account of the cognitive and linguistic needs of students through learning and using the foreign language

Comparing a traditional approach & a literacy approach to foreign language teaching (adapted from A.Halbach, 2000)
https://www.youtube.com/watch?v=Nlp4gUNzVqc
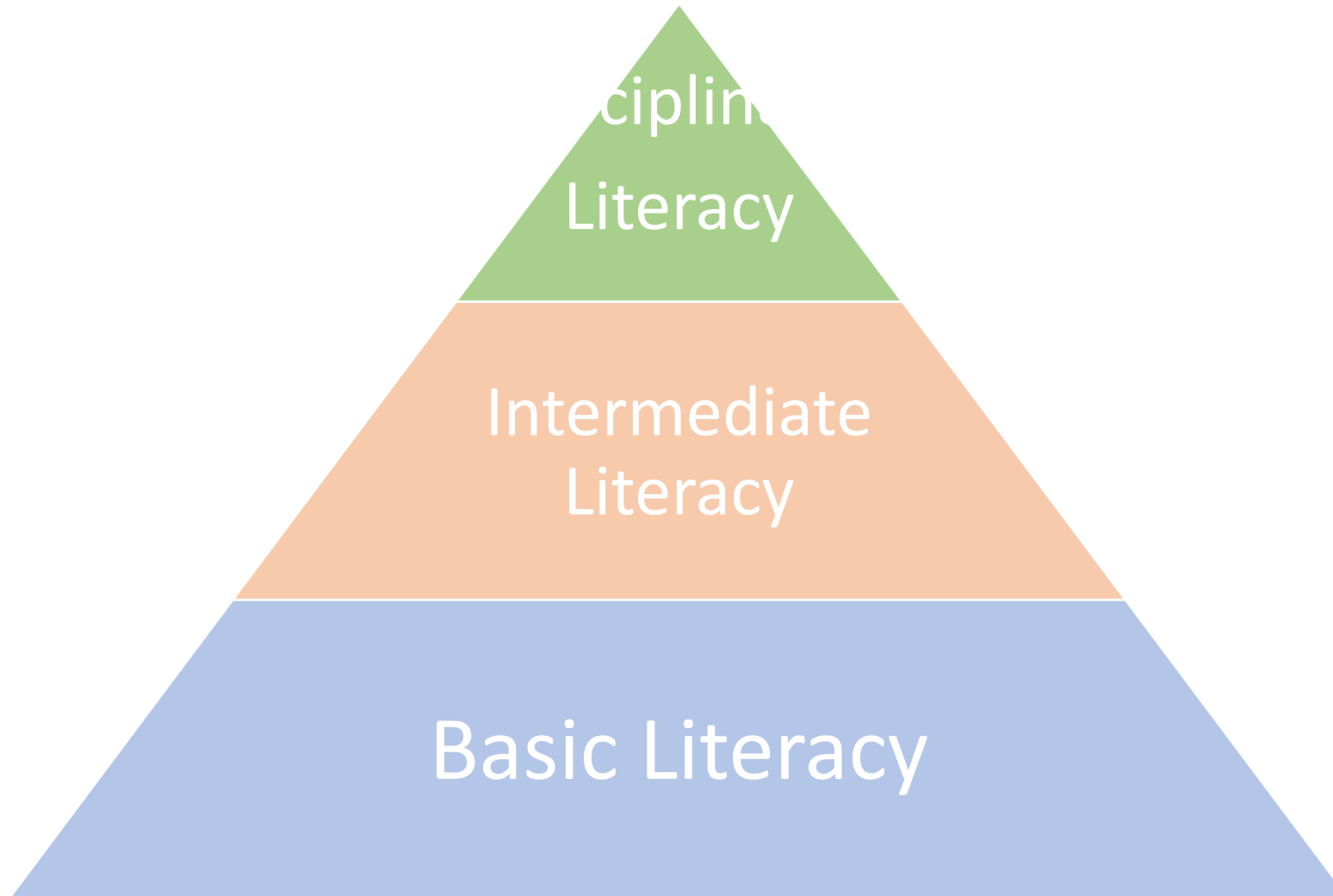
# A Pluriliteracies Approach….

Connects first language literacies task design with that of second and other language literacies task design

STOPS lowering the cognitive content level to match the language skills level. Makes the linguistic level accessible and learnable – through designing alternative tasks using different languages

Uses text text text

Multimodal text (oral, written, visual, digital, virtual) – and encourages learners to make choices around the texts they use and select – syllabus topics provide interpretative choices

# …..that connect with Pluriliteracies dimensions
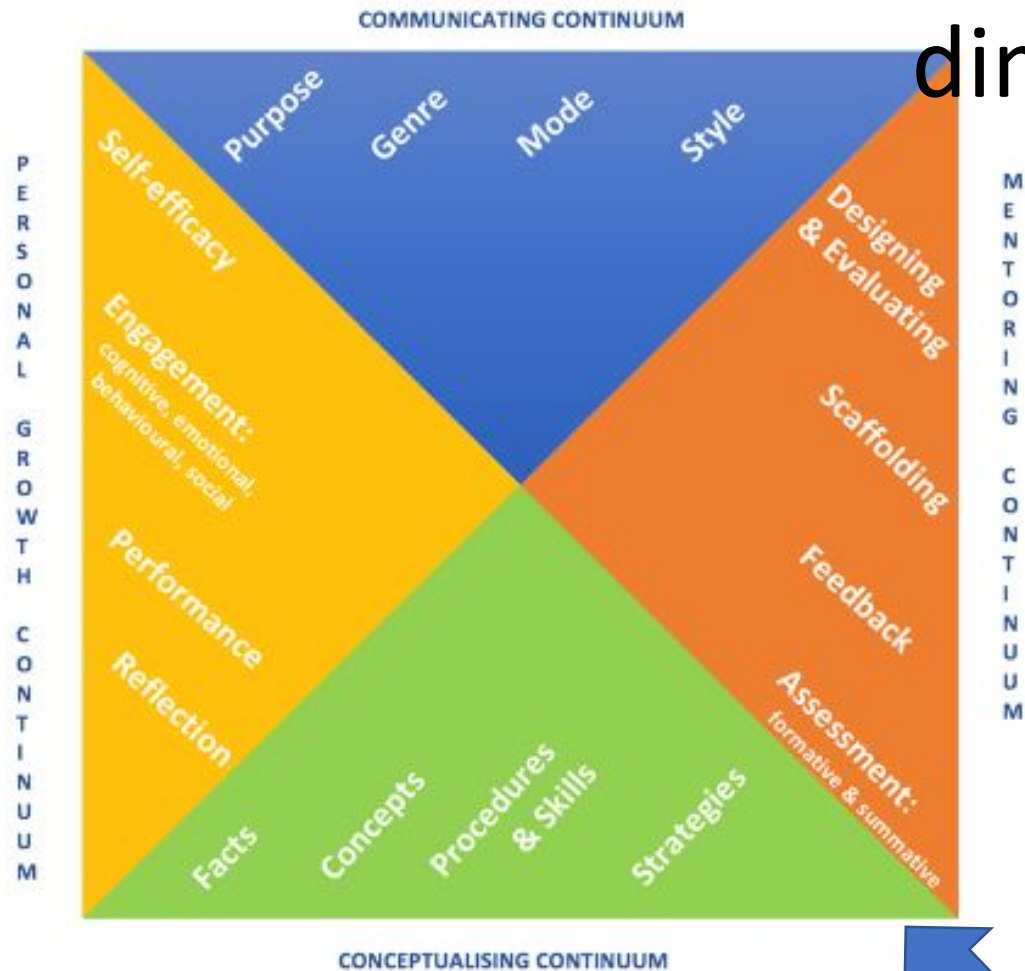
Communicating : Purpose, Genre, Mode and Style particularly emphasising literacies as they relate to specific themes and curriculum subjects

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
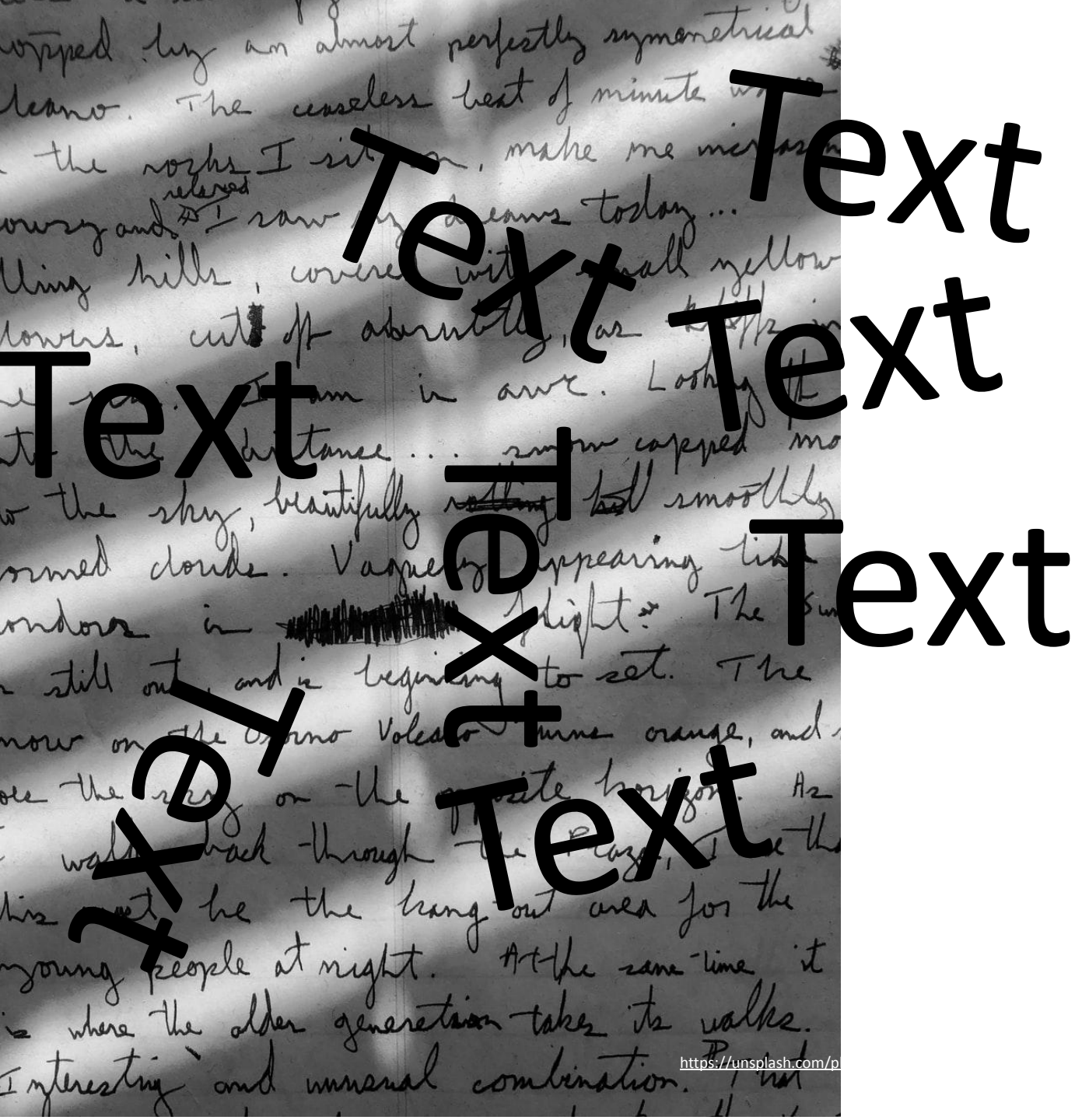
Pluriliteracies spaces open ways of combining pedagogies to guide learners towards textual fluency across languages exploring ways of making 'successful' integrated learning - CLIL - accessible for all.
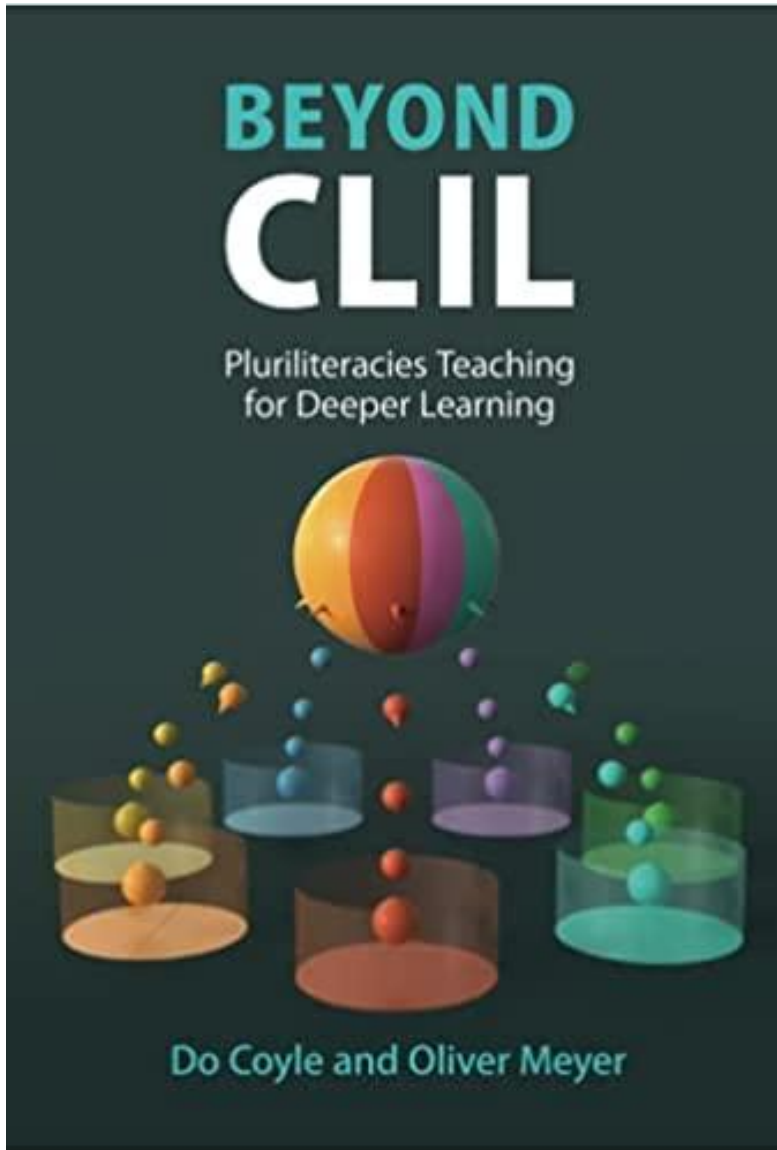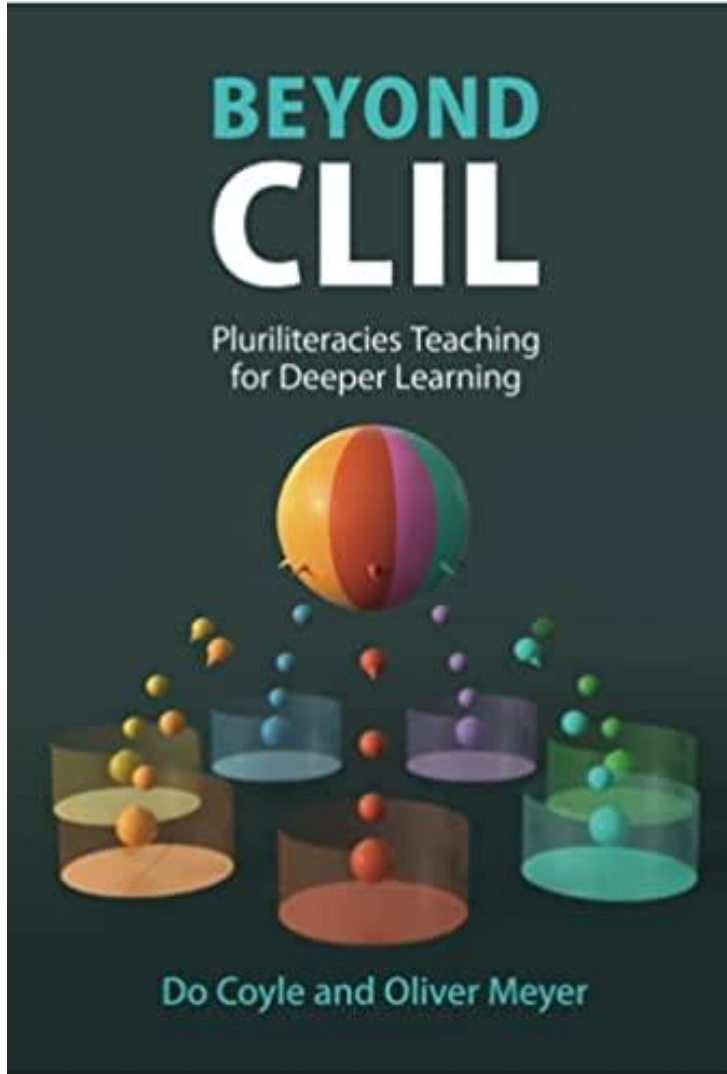
Textual Fluency

Communication is increasingly pluri-modal or hybrid in nature and reliant on multiple analogue and digital channels of communication and semiotic systems.

Being able to critically evaluate sources is key to global citizenship and will prepare young learners for the world they will inhabit through understanding the need for social justice and democratic cultural competence.

Therefore, being pluriliterate also entails the ability to critically navigate, evaluate and produce a wide variety of pluri-modal texts and text types.

Coyle and Meyer, 2021 p 41

BEYOND CLIL

Pluriliteracies Teaching for Deeper Learning

Do Coyle and Oliver Meyer

BEYOND CLIL
Pluriliteracies Teaching for Deeper Learning

Do Coyle and Oliver Meyer

- An explicit focus on **disciplinary literacies in all subjects of schooling**: promotes subject literacies by focussing on subject-specific ways of constructing and communicating knowledge, so that learners can become pluriliterate in the sense of acquiring subject literacies in several subjects of schooling.

- Pluriliterate language use: In a global world, learners need to be able to successfully and adequately communicate knowledge across cultures and languages. **Therefore, an equally important facet of the 'pluri-' in pluriliteracies embraces and extends to being literate in several subjects and languages**.

- Textual fluency: Communication is increasingly plurimodal or hybrid in nature and reliant on multiple analogue and digital channels of communication and semiotic systems. Being pluriliterate also entails **the ability to critically navigate, evaluate and produce a wide variety of plurimodal texts and text types.**
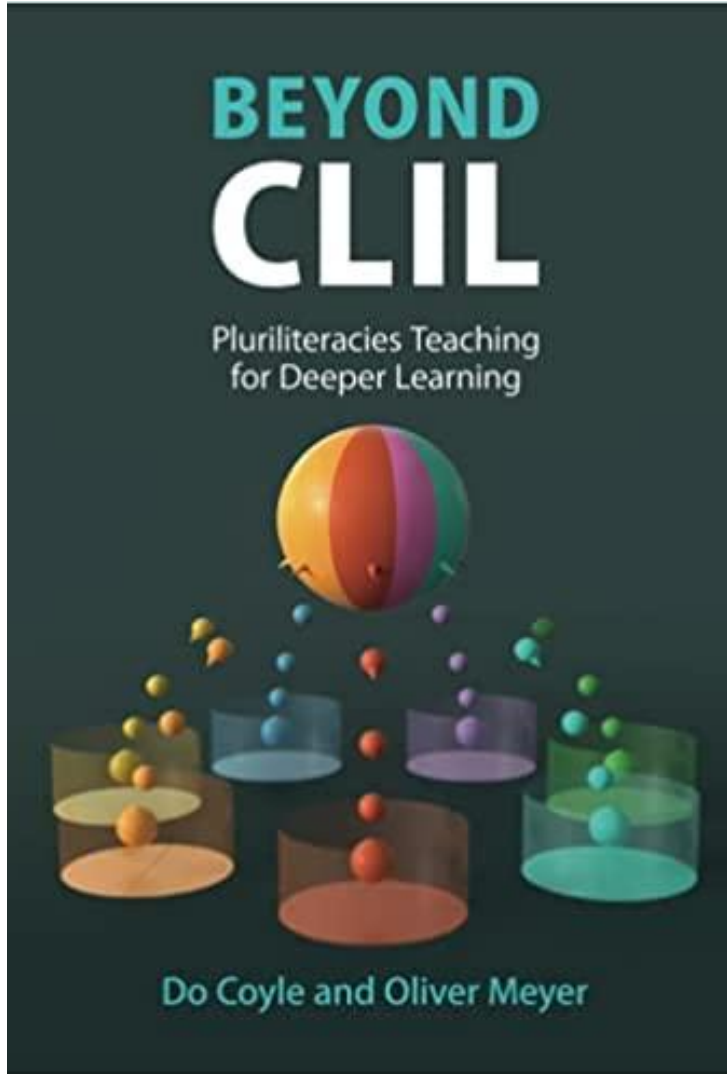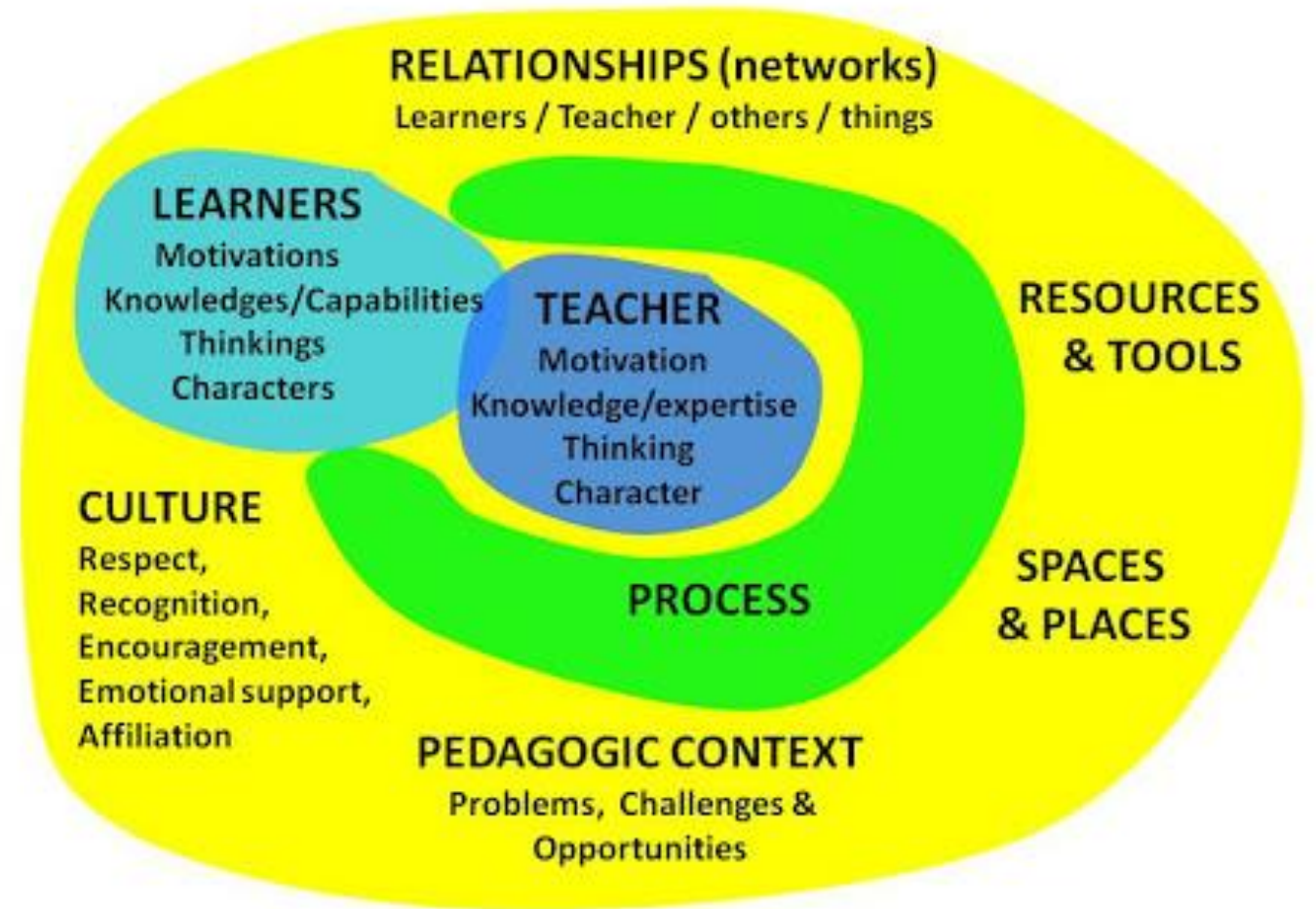
- Making disciplinary literacies development a reality requires us to rethink and reconceptualise the way we think about learning and teaching.
- When subject-specific or disciplinary practices transparently value multiple languages, cultures, modes of communication and semiotic systems, they develop into pluriliteracies.
- Pluriliteracies impact what educators do. They not only affect the way we design, evaluate and assess learning but, more importantly, require us to redefine our roles as teachers.
- Teachers embarking on that journey will first and foremost require an in-depth understanding of the process of deeper learning, especially with regards to the **fundamental role of language in any kind of learning**.

Assemblages Affordances Agency

Ecological understanding
of spaces and growth
for deepening learning

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
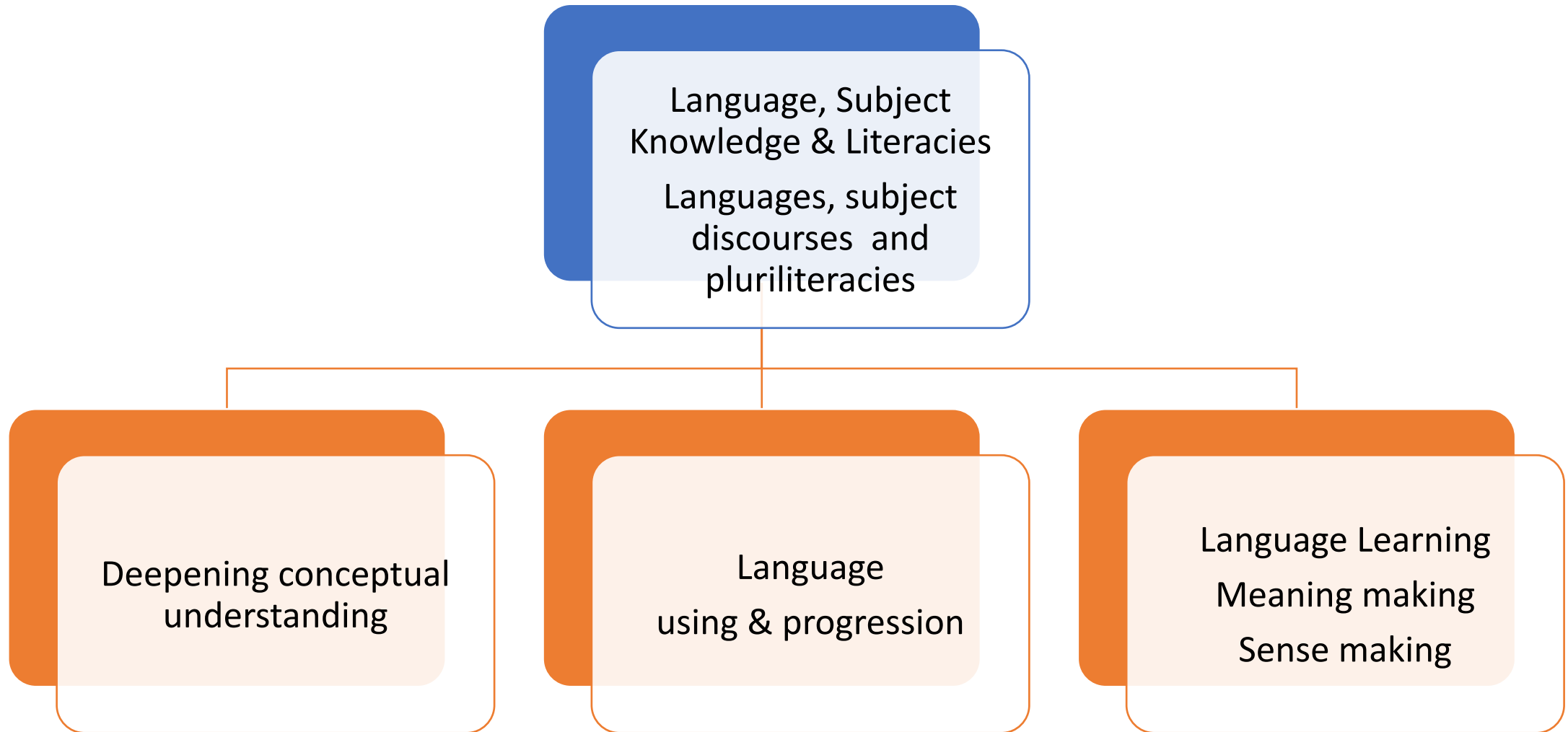Problems, Challenges &
Opportunities

Taking hold of curriculum

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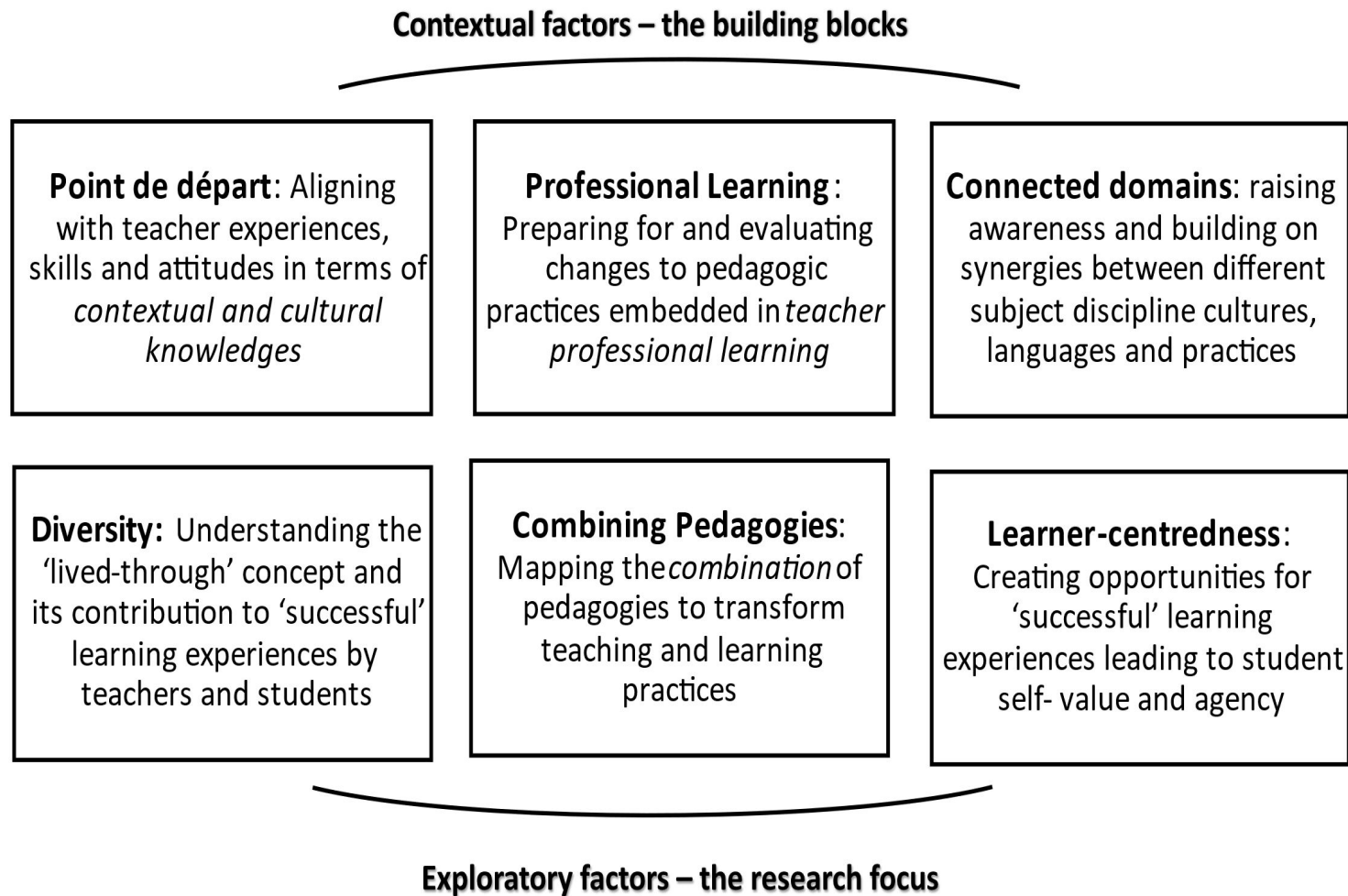
School based curriculum development through Critical Collaborative Professional Enquiry
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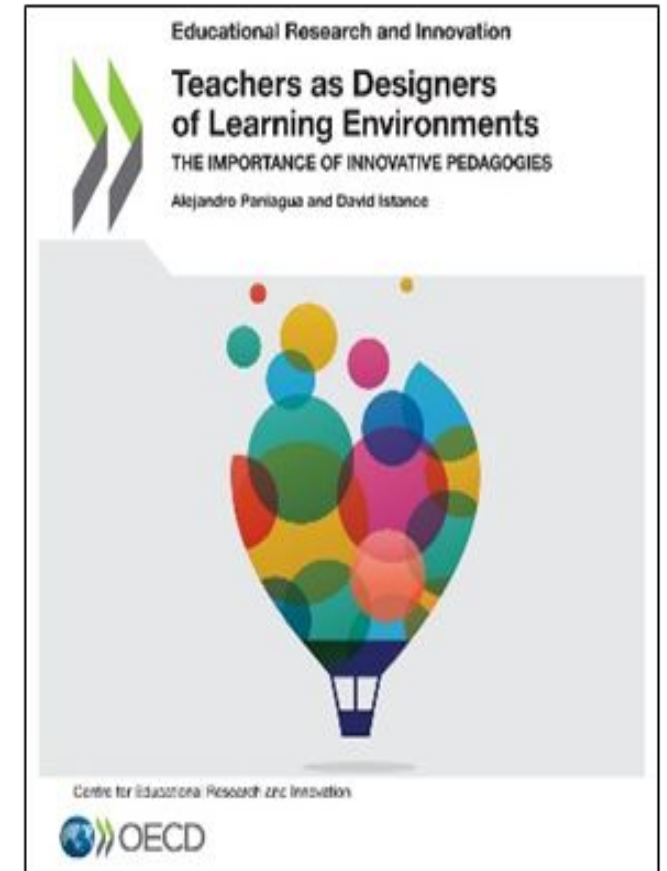# Language and Subject Teachers as Connectors for Curriculum Making

Language, Subject Knowledge & Literacies

Languages, subject discourses and pluriliteracies

Deepening conceptual understanding

Language using & progression

Language Learning

Meaning making

Sense making

'Unforgiving complexity of teaching' (Cochran-Smith 2003)

'(Classroom) practices are 'essentially problematic, iterative, and always improvable' (Laurillard 2012)

Contextual factors – the building blocks

Point de départ: Aligning with teacher experiences, skills and attitudes in terms of *contextual and cultural knowledges*	**Professional Learning** : Preparing for and evaluating changes to pedagogic practices embedded in *teacher professional learning*	**Connected domains**: raising awareness and building on synergies between different subject discipline cultures, languages and practices
Diversity: Understanding the 'lived-through' concept and its contribution to 'successful' learning experiences by teachers and students	**Combining Pedagogies**: Mapping the *combination* of pedagogies to transform teaching and learning practices	**Learner-centredness**: Creating opportunities for 'successful' learning experiences leading to student self- value and agency

Exploratory factors – the research focus

(Coyle, Bower, Foley and Hancock, 2020)

Educational Research and Innovation

Teachers as Designers of Learning Environments
THE IMPORTANCE OF INNOVATIVE PEDAGOGIES

Alejandro Paniagua and David Istance

Centre for Educational Research and Innovation

OECD

Our message to learners - fly high

Take Aways

- Integrate/Combine/Create 'here-and- now' pedagogies
- Space
- Ecologies
- Pluriliteracies
- Teachers and learners curriculum-making

Teachers and Learners as Designers

do.coyle@ed.ac.uk