



the principles and practices

Challenging teaching of content/subjects in English

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January 2022





Collect “jump
outs” then
decide
what will be
your 3
Takeaways?



PART 1

introduction



Global 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
- Crises in language teaching and learning generally
- Preparing our young people for an uncertain world (skills, mindsets and resilience)
- The slow pace of change in educational practices
- The need for greater investment in professional learning



BEING AN
ACTIVIST
IS ABOUT
GETTING
THINGS
DONE



Bursting the languages bubble



Embracing
internationalization,
multiculturalism & diversity
for economic growth and
sustainability



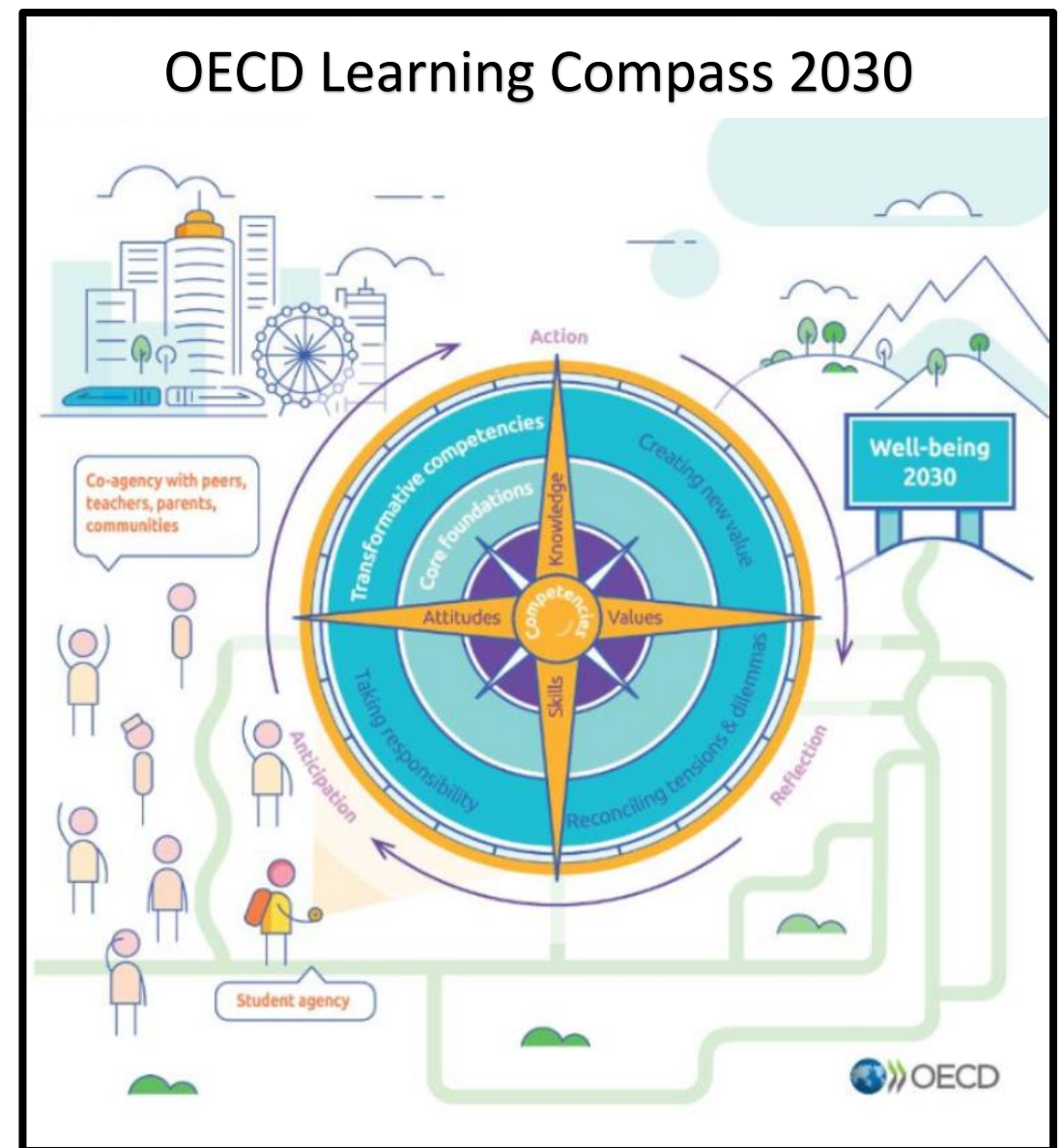
<https://unsplash.com/photos/JD0D-IReHFE> Brett Jordan

So how can we address issues as educators
Required to teach through English?



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

Asking disruptive questions





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.



Bilingual (plurilingual) Learning

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).





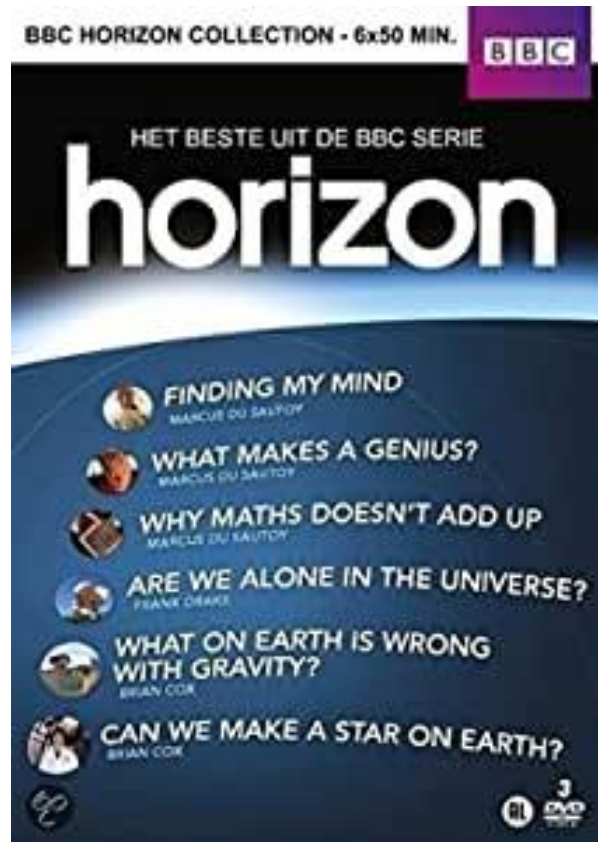


PART 2

changing contexts

internationalisation and bilingual
education

Inspiration!



No Bilingual Model is for Export

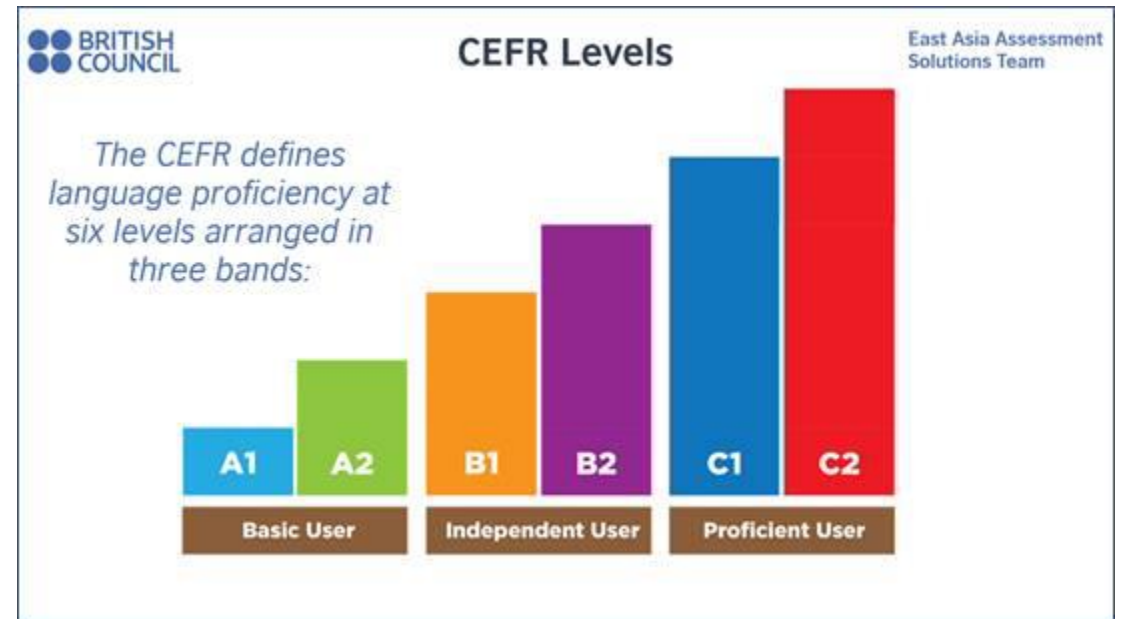
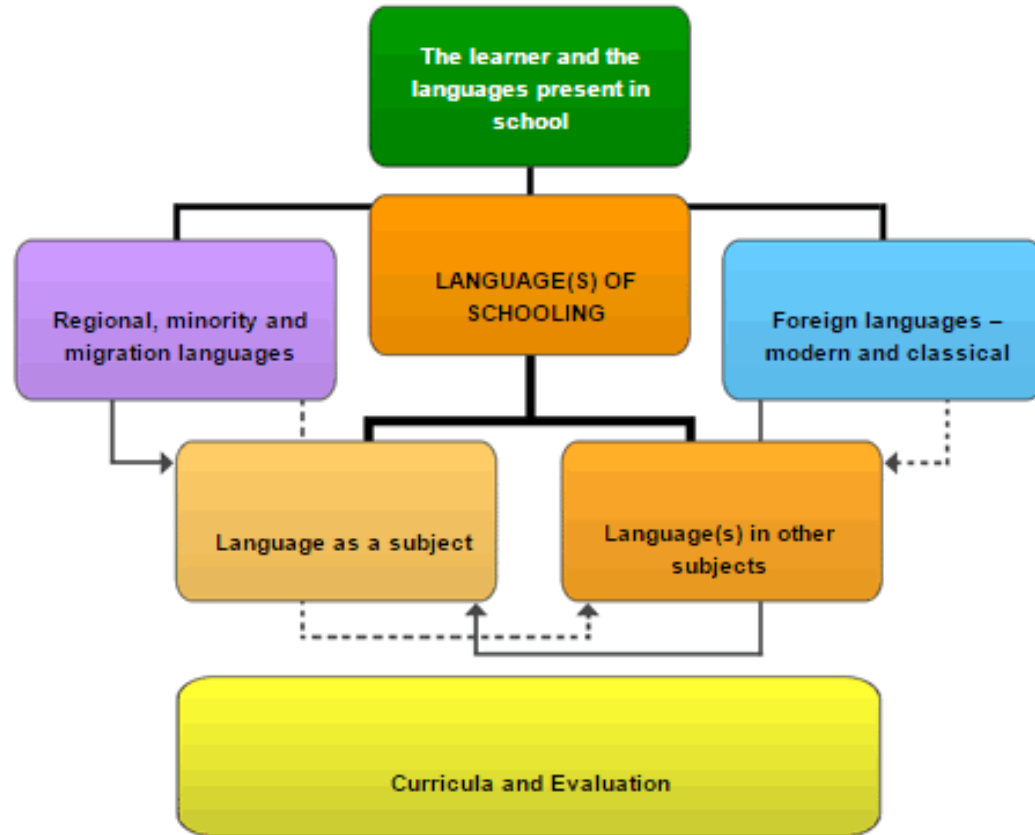
A study focussing on CEFR policy (adopted in 2016) challenged its effectiveness in implementation for English teachers in Thai universities and other institutes all over the country.

The findings in this study revealed the gap between the policy maker at macro level and the teachers at the micro level (Liddicoat, 2014).

In other words, bridging the gap between the CEFR policy and the classroom pedagogy levels might need certain kinds of program evaluation (Owen & Rogers, 1999) **to examine its effectiveness** in implementation in Thailand.

Hugo Baetens-Beardsmore

Language as a collective noun - get rid of the labels



- Internationalization
- Transcultural education
- Student Experience
- Near futures thinking
- Englishes

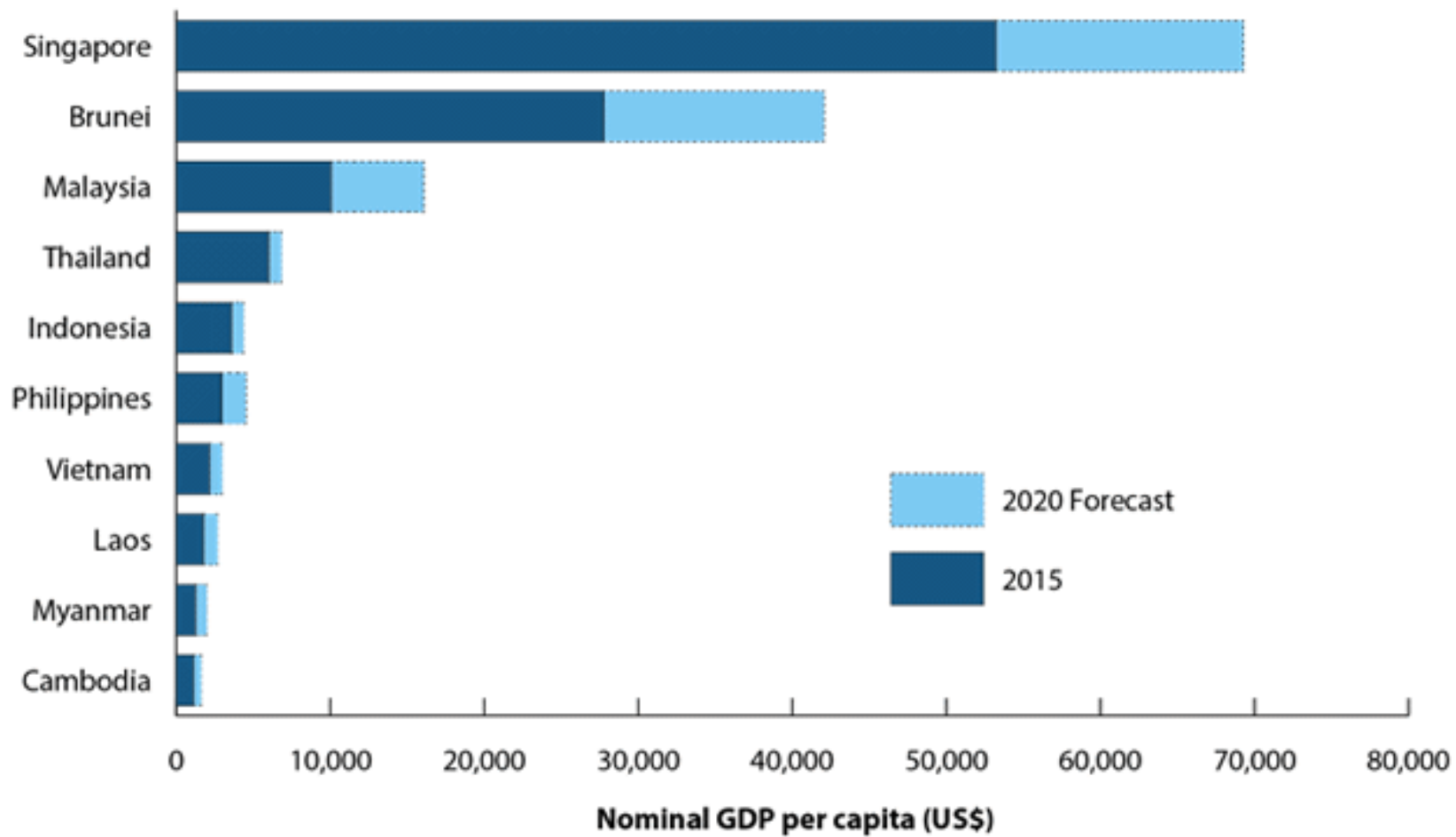


A reality check: a big question

At the moment, most of those pursuing internationalization tend to be satisfied with the results that have been obtained. The questions remain, however, whether “the process of integrating an international, intercultural or global dimension” has taken place ([Knight, 2004](#), p.11), whether the quality of higher education has been enhanced, and whether any real improvements have accrued to the wider public.

The internationalization during the past two decades was driven largely by “aspiration.” From now on, it is time for the government and universities to focus on “reality”: fixing the weaknesses and enhancing the strengths. This will require a long-term solution, and that is what the internationalization of Thai higher education should be working toward.

Economic development across ASEAN





Major changes in Thai education anticipated post COVID-19 pandemic

June 2020

NXPO President Dr. Kitipong Promwong expected that **competition among universities** will get more intense. Education will be a blend of **in-person lessons and distance learning**, focus more on **equipping students with professional skills and lifelong learning**. The recovery plan for education aims to guide schools and universities to **the new normal which include providing effective and high-quality education accessible to all, supporting lifelong learning and facilitating anytime, anywhere education**.

Forecast of expenditure on R&D in Thailand from 2020 - 2027



■ Government expenditure on R&D

■ Business expenditure on R&D

□ Gross expenditures on R&D: GERD (%GDP) - Target

● Gross expenditures on R&D: GERD (%GDP) - Base case

— GERD (Intervened case)

Source: 2013 - 2018, Business expenditure on R&D data collected by NXPO, Government expenditure on R&D data collected by NRCT
 2019, Expenditure on R&D data collected by NRCT
 2020 - 2027, Forecasted by NXPO

Using the home research base

“Although a wide variety of teaching approaches have been implemented and put to practice by higher education institutions across the world, the gap between what is taught and what is actually needed or expected is not crucially bridged yet. Chan (2019) found that there is a great percentage of what is currently taught to university students is quite incompatible with their professional workplace needs for which they are supposed to have been prepared upon graduation. The above argument revealed that a comprehensive approach like Content and Language Integrated Learning (CLIL) at the higher education institution level in Thailand is essentially needed to enhance student learning”

Using the home research base

As claims by recent researchers Alcaraz-Mármol (2018) and Luanganggoon, et al. (2018), teaching subject specific literacies is an aspect that needs more explicit attention in teacher education and lecturers' continuing professional development. These conclusions make researchers believe that the CLIL approach can contribute to a wider, more informed discussion about classroom pedagogies and consequently serve to further bridge the current gap between theory and practice in the CLIL approach.

Since the CLIL approach is not an easy option for the Thai Ministry of Education to introduce wholesale teaching of a course through English even in higher education institutions, it must equip lecturers with the language ability and teaching skills, then only will it be able to do so (Luanganggoon, 2017). It is suggested that the CLIL seminars or workshops for lecturers should be conducted from time to time so that they can implement the CLIL approach effectively.

English in Thailand

**Insufficient
level of
English**

**Inequality
index**

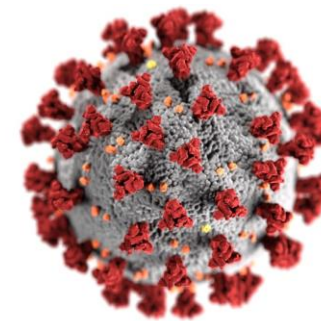
**Grammar
translation
approach**

**Testing and
assessment**

Dealing with uncertainty asking disruptive questions



What happens in classrooms
and lecture theatres with our students
really matters



Global Questions

Who teaches *through* the medium of English? Why?

What do our higher education students bring with them?

How can we teach through and learn a language at the same time?

Dynamic pedagogic thinking – shifting sands... the literacies turn

Policy isn't classroom learning

We have to stop putting experts in one field into another without support

Which socio-cultural worlds do our learners inhabit?

Investment and time yes but how is it spent? For whom?

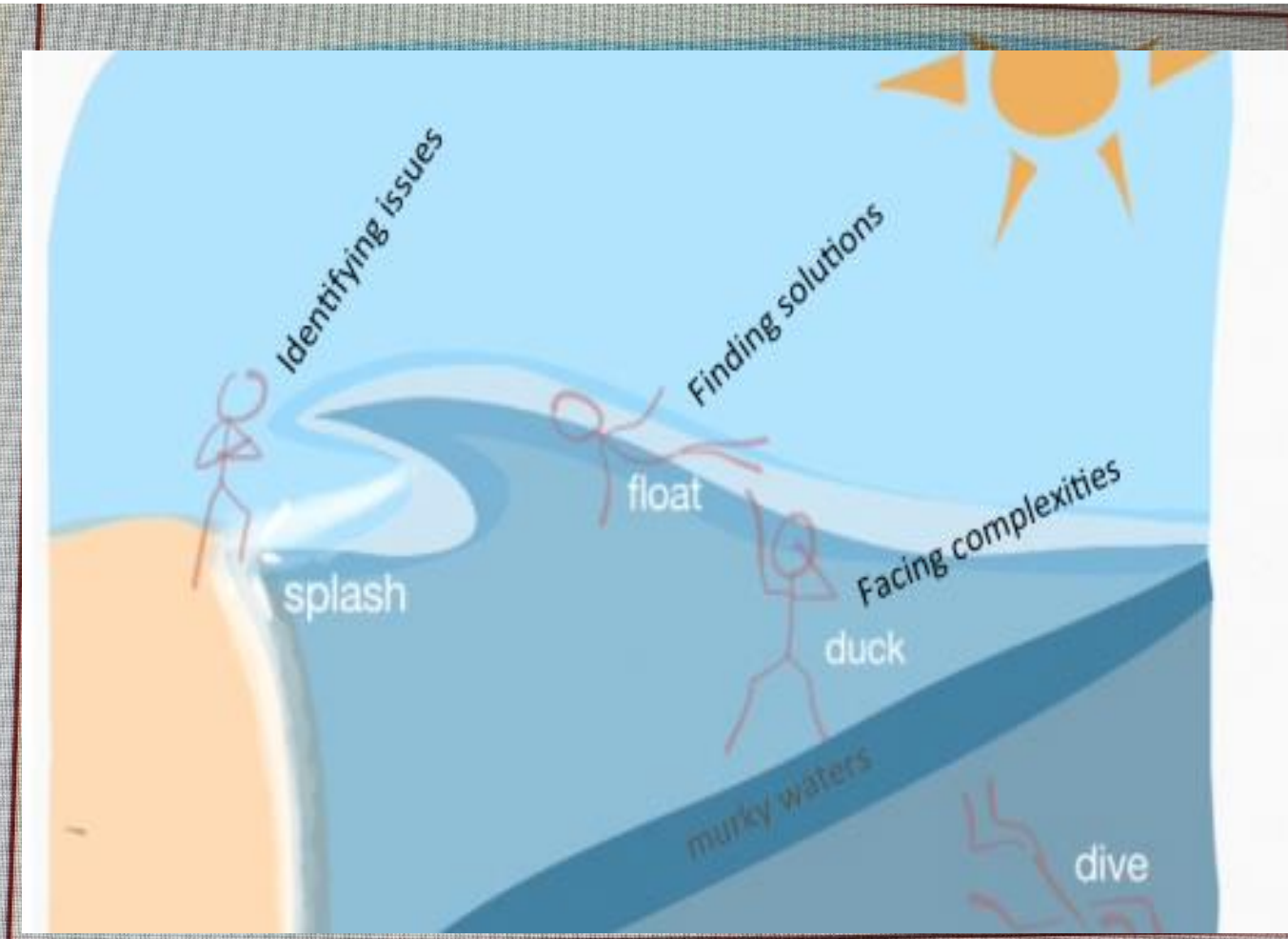


Identifying issues, implementing solutions, facing complexities,
working with the impossible

The splash- float-
duck-dive metaphor.

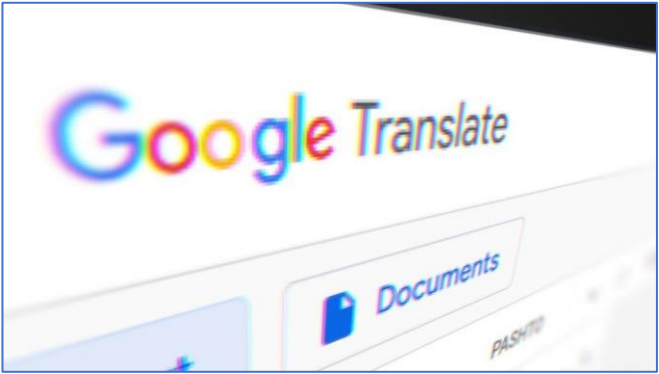
Where are you?

[Andreotti 2018]



Shifting Sands: the LEARNING agenda





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)



Language
is never
neutral



Reconceptualising the complexities of internationalisation & plurilingual education

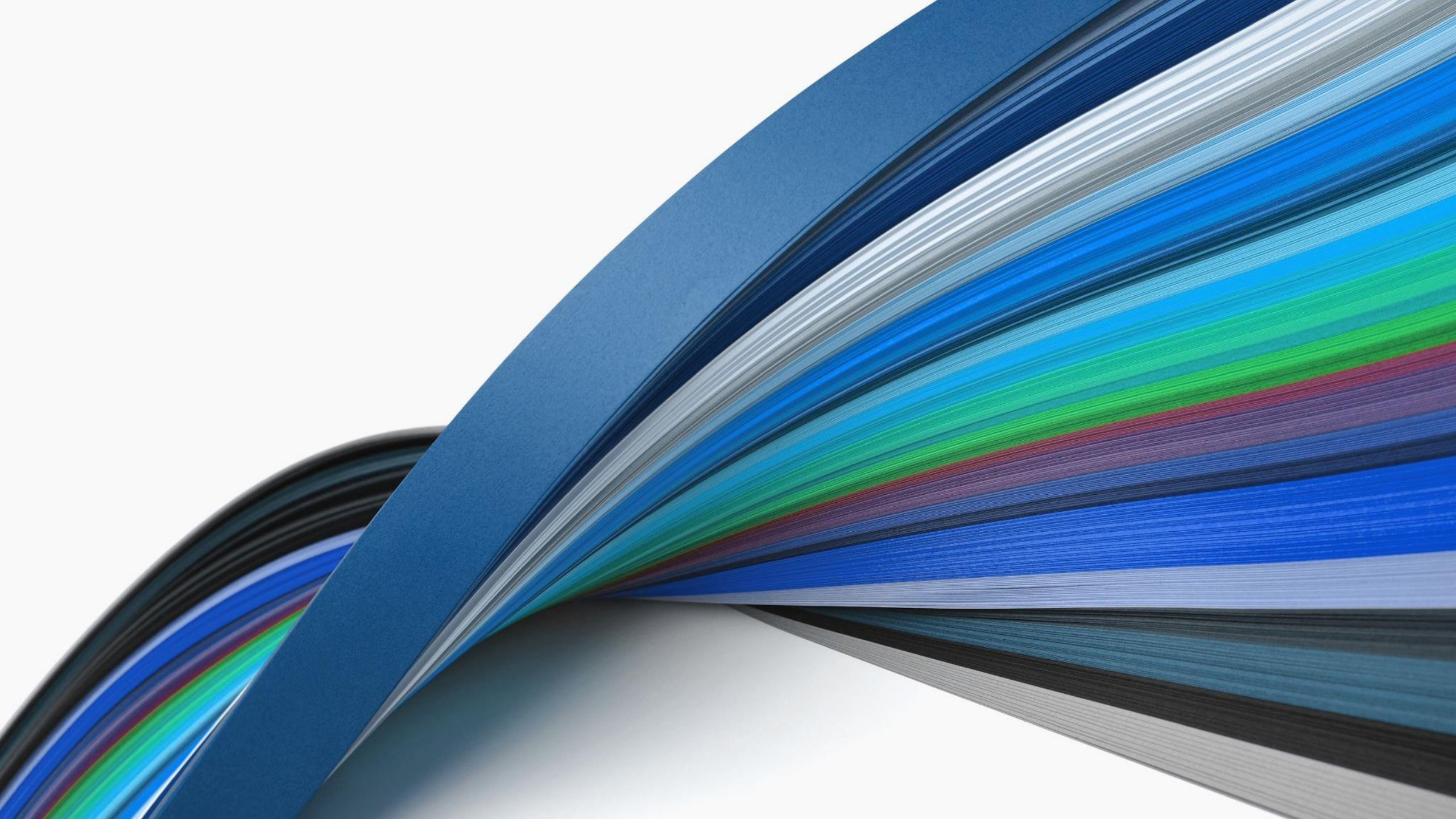
Neither the theorization of learning, nor of language on its own* is sufficient to provide an adequate account of second language learning and using for contemporary times and that a more **interdisciplinary** approach to language and learning is required.

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

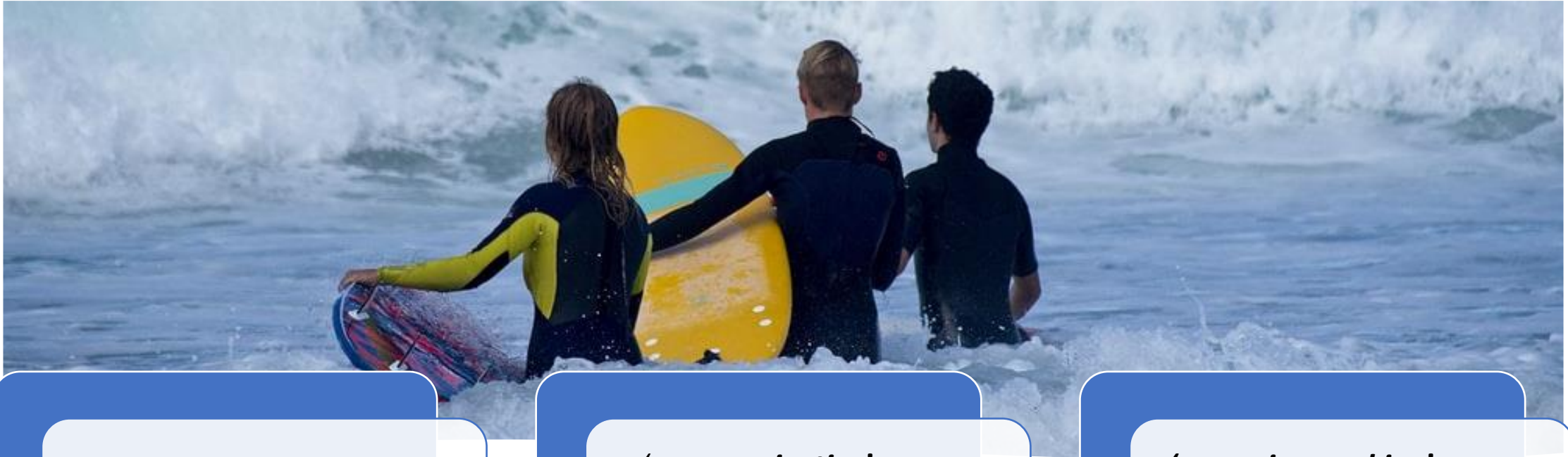
* field of applied linguistics

Language (discourse) at the core of curriculum

- Language is a thinking tool (cognitive)
- Language enables us to construct knowledge and make meaning (semiotics)
- Language as a mediating tool (socio-cultural, scaffold our own and others' learning)
- Language is a communication tool (talk)
- Language enables us to articulate our thinking with ourselves and others (dialogic, co-construction)
- Language shapes the way we think (cultural capital)
- Language enables us to talk and talking for learning involves developing strategies and techniques for creating and co-constructing dialogic teaching and learning = languaging



Three waves of language as curriculum content



'linguistic' wave, language is a set of linguistic systems – the formal or structural view of language.

'communicative' wave - language is viewed as communication and the aim of learning is to develop a generalized communicative competence

'meaning-making' wave - language as **literacies** for meaning-making contingent on a context of use – thus the emphasis is on language in relation to texts.

Adapted from Graves (2016)

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

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 and themes and grammatical sequencing

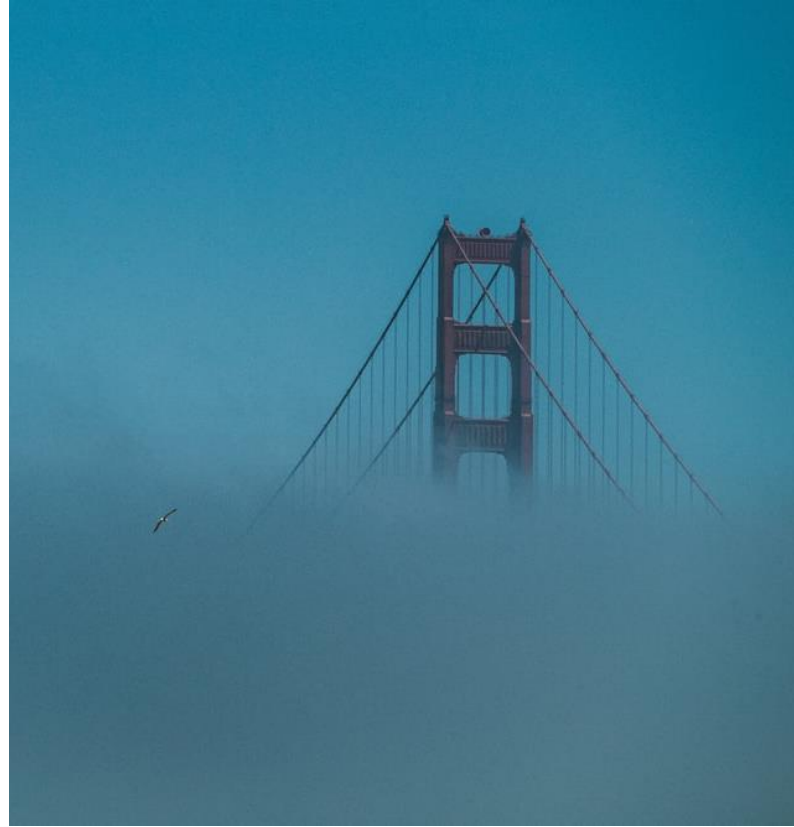
Learning has to take account of the cognitive and linguistic needs of students through learning and using the foreign language

Comparing a traditional approach & a literacy approach to foreign language teaching

(adapted from A. Halbach, 2000)

<https://www.youtube.com/watch?v=Nlp4gUNzVqc>

**Academic Language
is
nobody's
first language**



Literacies provide a fundamental bridge

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

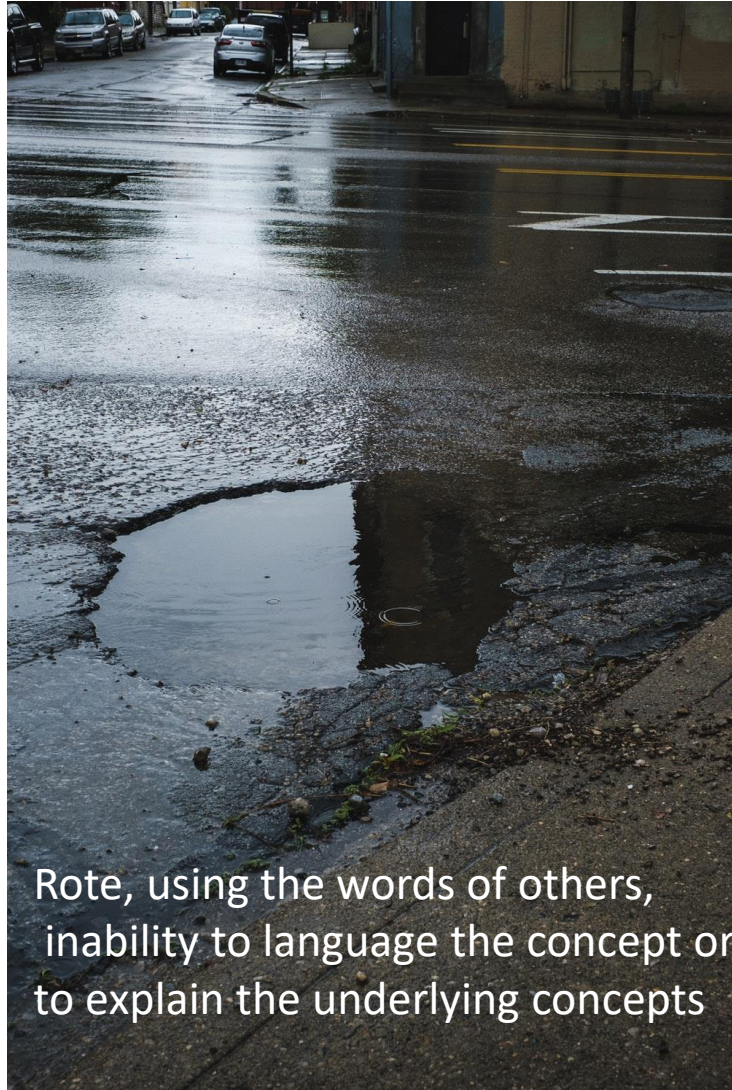


Language Using Language Learning

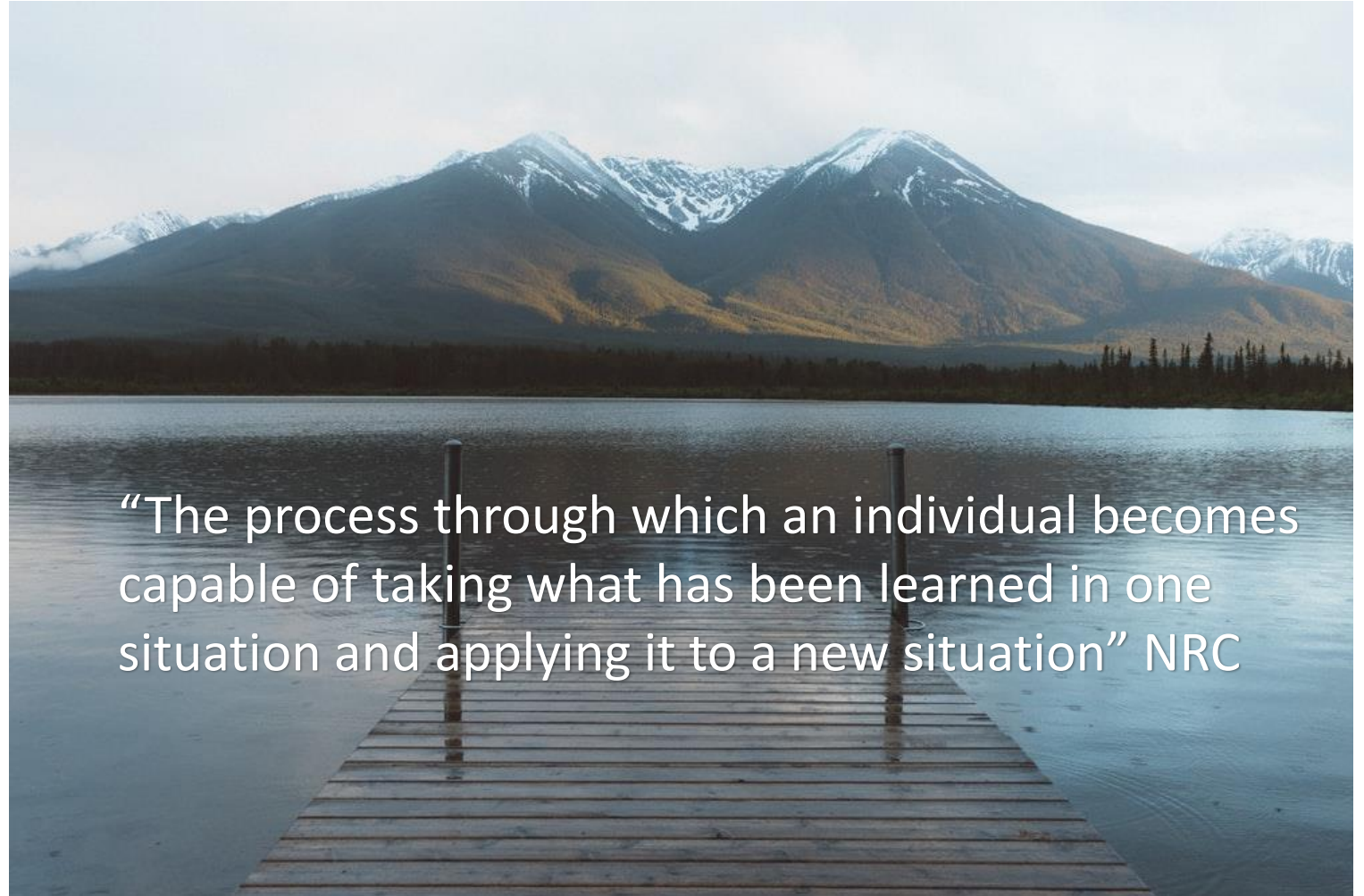
As teachers if we accept **language is a learning tool** as well as a **communication tool** then we have to re-conceptualise our classroom practices.....to enable '*discourse-rich*' environments

(Genesee 1994)

Surface level or deeper learning?



Rote, using the words of others,
inability to language the concept or
to explain the underlying concepts



“The process through which an individual becomes
capable of taking what has been learned in one
situation and applying it to a new situation” NRC

Towards Deeper Learning

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

**Language is not
about words...
words are
meaningless**

(vocabulary, vocabulary vocabulary)

The lartey frimps krolacked blinfly in the detchy shilbor

Read the sentence above and answer the following:

- 1. What kind of frimps were they?*
- 2. What did the frimps do?*
- 3. How?*
- 4. In what kind of shilbor did they krolack?*
- 5. Which word is the subject in this sentence?*
- 6. Which is the verb?*

The lartey frimps krolacked blinfly in the detchy shilbor

7. ***Explain*** why the frimps were krolacking the detchy shilbor. Be prepared to justify your claims with facts.
8. If you had to krolack in the shilbor, which one item would you ***choose*** to have with you and ***why***?

Quantum states...



http://youtu.be/d1tn56vWU_g

<https://www.youtube.com/watch?v=IOYyCHGWJq4>

Languageing is core

A fundamental dialogic tool

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.

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* field of applied linguistics



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

Literacies

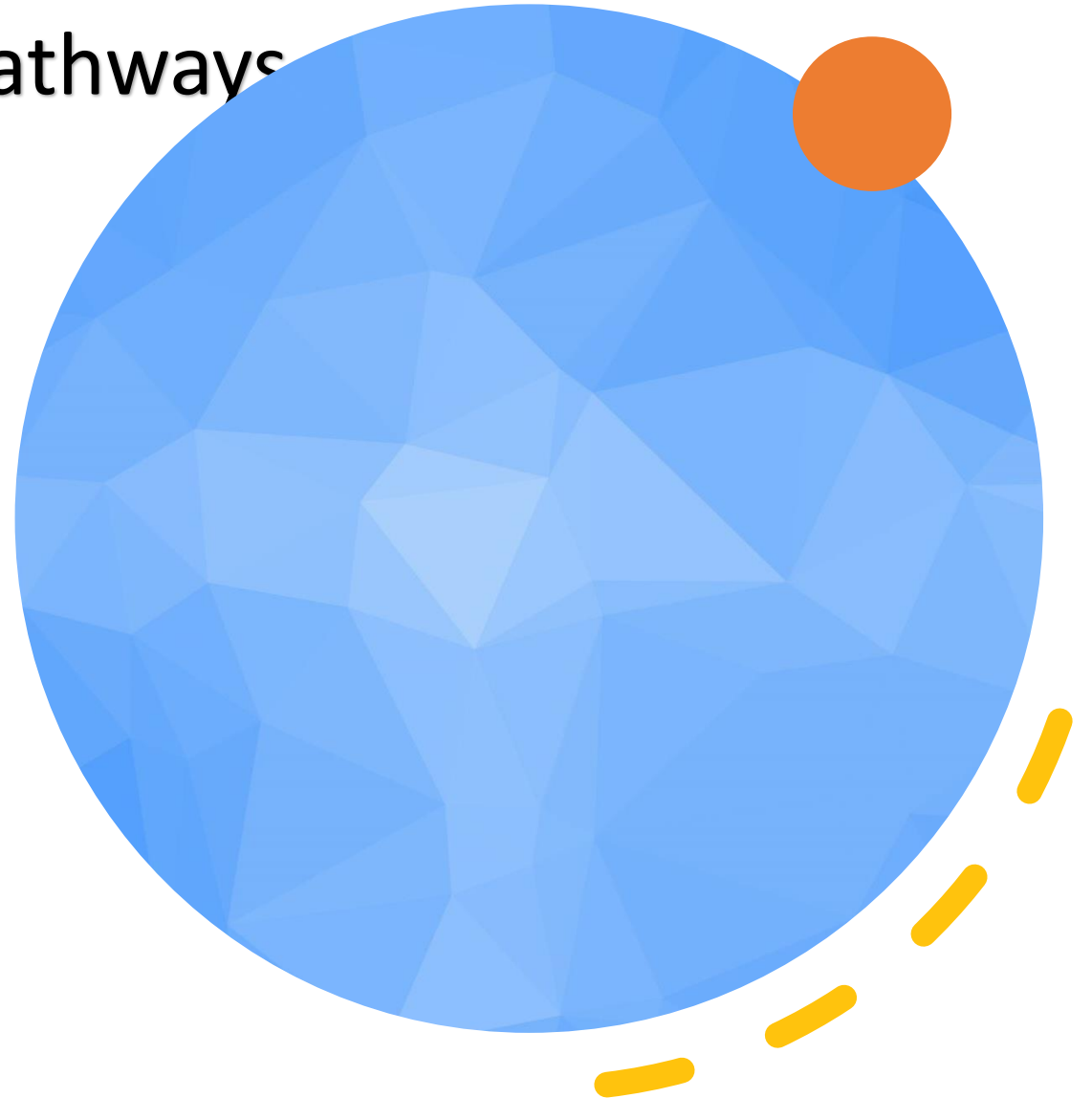
Languaging

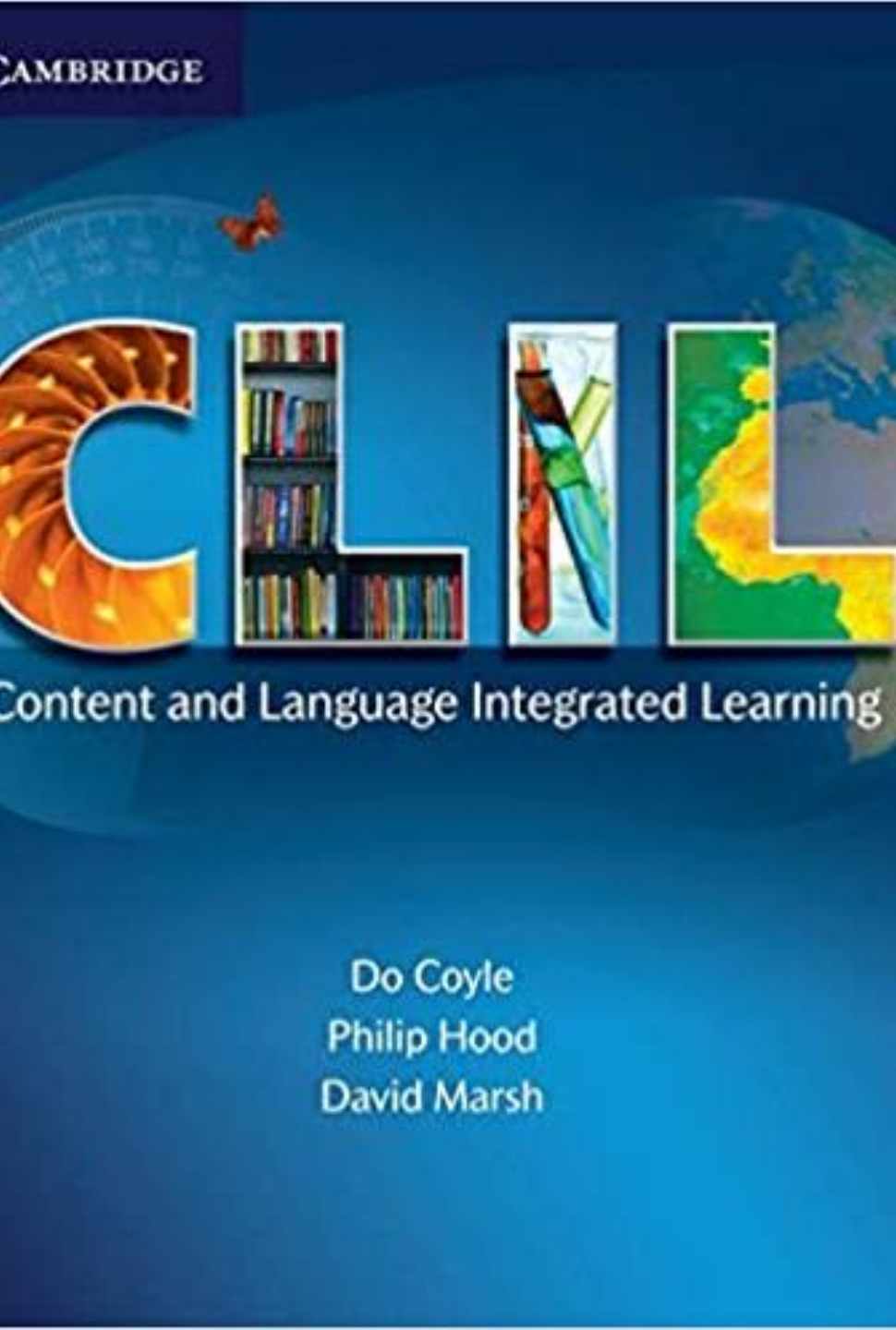
Deeper
Learning

Knowledge
Pathways

Joining up
(CDFs)

Interrelationship
linguistic and
textual fluency





Defining CLIL for bilingual education

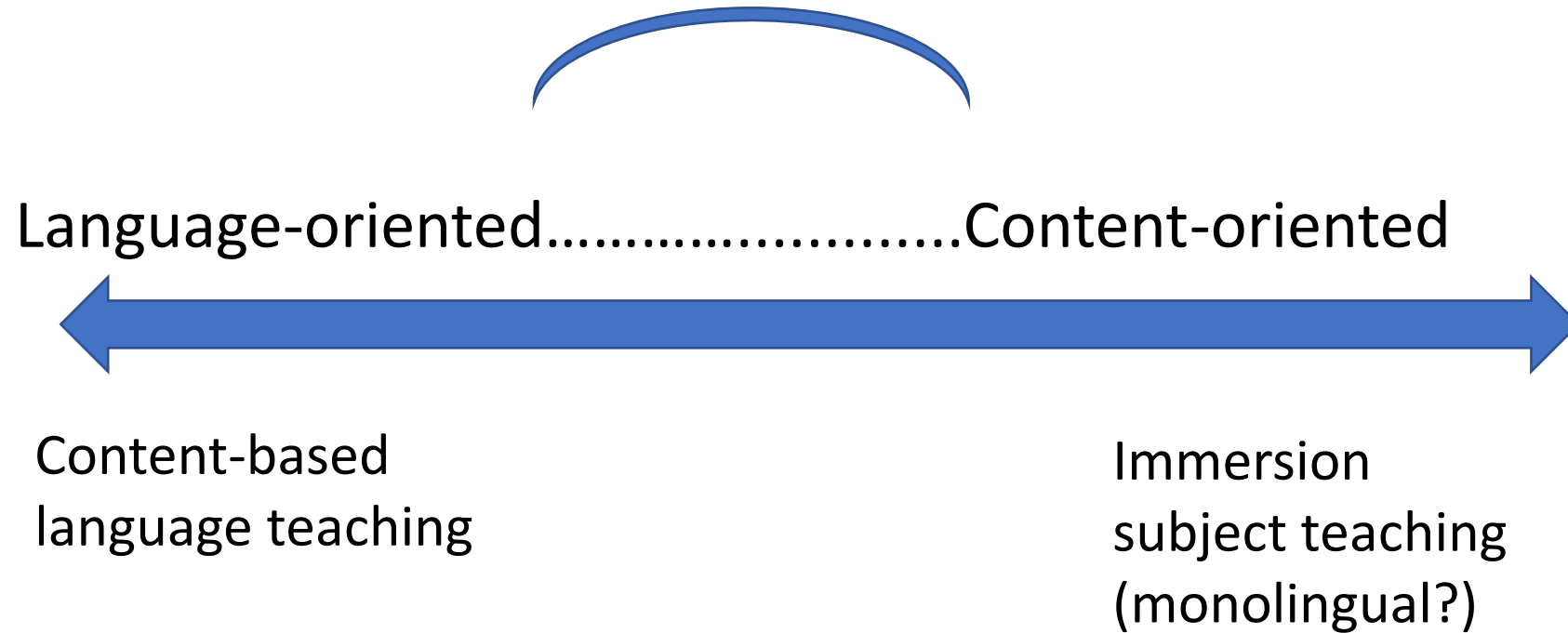
A dual-focussed educational approach in which an **additional language** is used for learning and teaching of both content *and* language.

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.

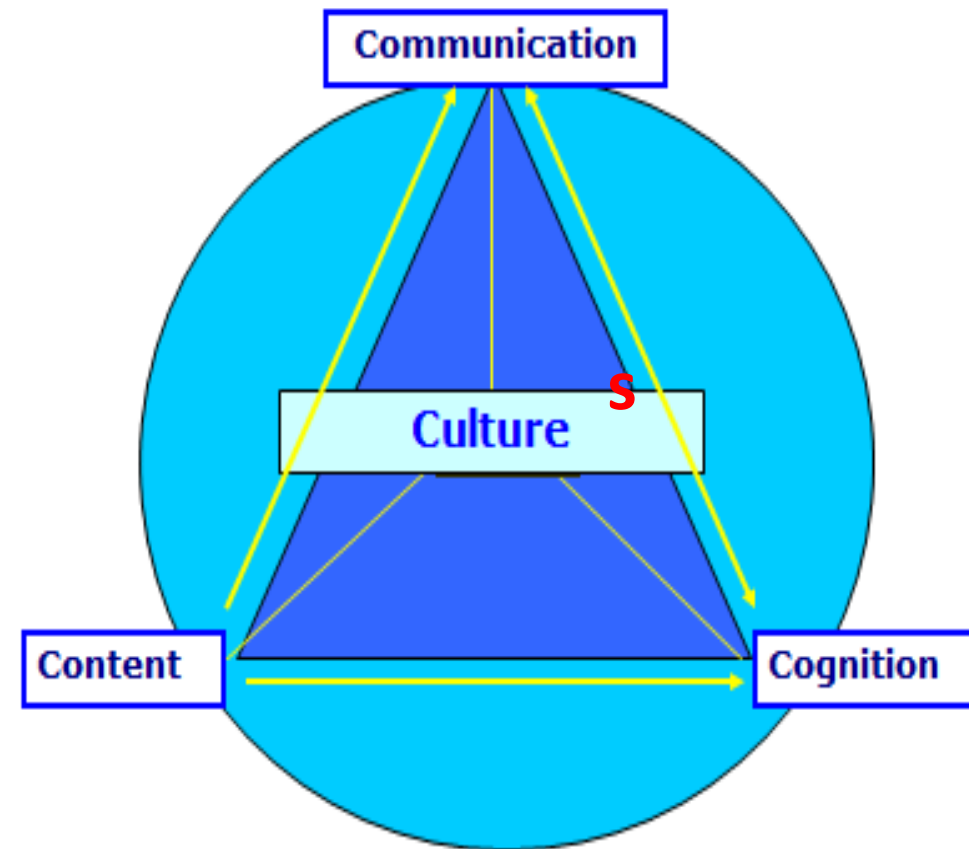
(Coyle, Hood and Marsh, 2010:1)

The CLIL Continuum

No model is for export



An Integrated Approach for Learning and Using Languages Across the Curriculum



**What is your content and
why is it important?**

**Being a language teacher
doesn't exempt you from
this question!**

**Neither does being a
subject teacher – what is your language
and why is it important?**

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

An aerial, wide-angle photograph of a densely populated urban area, likely a city center. The image shows a mix of high-rise apartment buildings, commercial structures, and green spaces. The perspective is from directly above, looking down on the city. A large, white, rectangular text box is superimposed over the center of the image, containing the text "Content is the language teachers' greatest tool".

Content is the language teachers'
greatest tool



A world view
of tuk tuks
really?

<https://www.tripzilla.com/tuktuk-transport-world/11431>

Electric Tuk Tuks?

A business is looking to transform the way tuk tuks get around by developing versions that are 100 percent electric.

Auto rickshaws, commonly known as tuk-tuks, are a fixture on the roads of Thailand's capital Bangkok. Now, one business is looking to transform the way these dinky vehicles get around by developing versions that are 100 percent electric. The environmental benefit of such a shift could be considerable according to Michel Hublet, sales and marketing director at Tuk Tuk Factory.

In Thailand, Tuk Tuk Factory has been producing its e-tuks since 2011, with cargo, limousine and vending versions of the vehicle available to consumers. Dennis Harte is the company's founder. He said that the first vehicles that the business made had been designed for the Western market, with tuk-tuks sold in Europe, the U.S. and Australia. With a few adaptations, the business has started selling its vehicles to the Thai market. "It will go step-by-step, but now there is a real willingness to develop electric mobility in Thailand," Hublet said. "We have, already, two projects: one in Chiang Mai for 450 tuks and then there is another project, which is more aiming at resorts and hotels, for about 100 tuks."

C-Cognition is.....

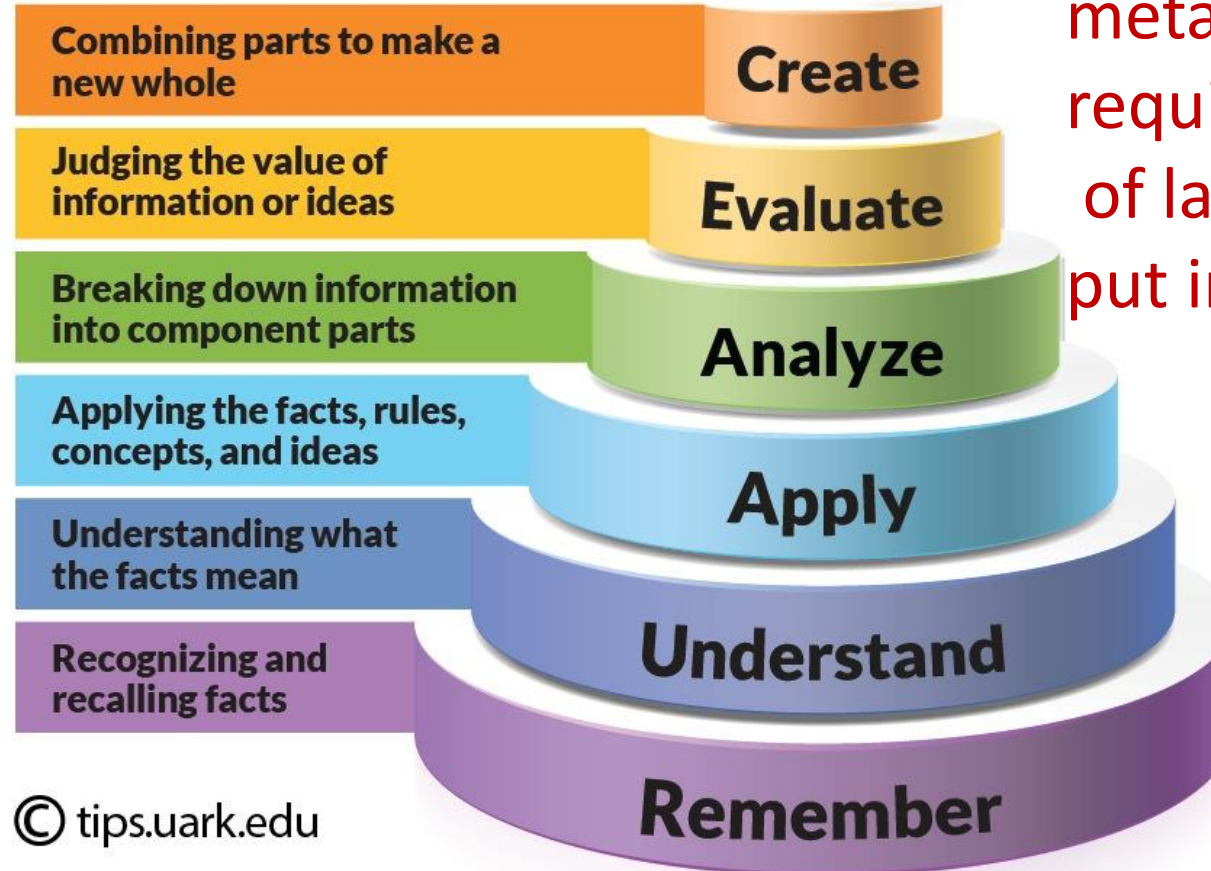
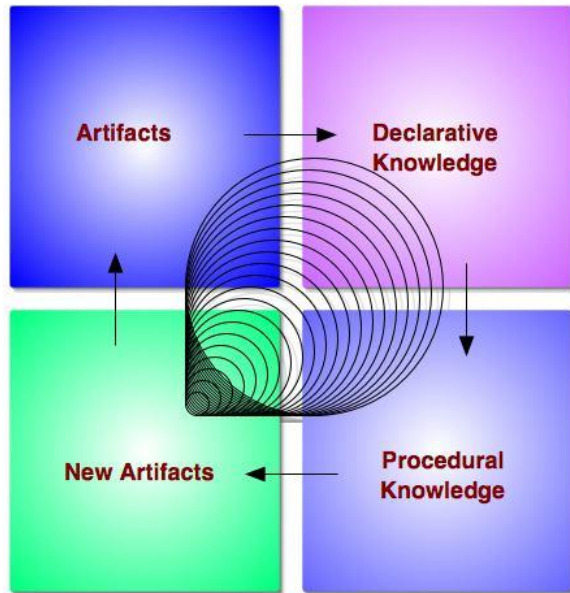
.....all
about the processes involved in
meaning-making and conceptualising
such as:

- using new and existing knowledge
- engaging in problem-solving & problem-creating
- using higher order thinking skills
- being creative
- constant challenging deepening and expanding



The Knowledge Creation Spiral


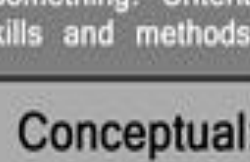
(Global View)



But there are different kinds of knowledges - not only factual but procedural, conceptual, meta-cognitive- which require different kinds of language to be put into practice.

Bringing together content & cognition

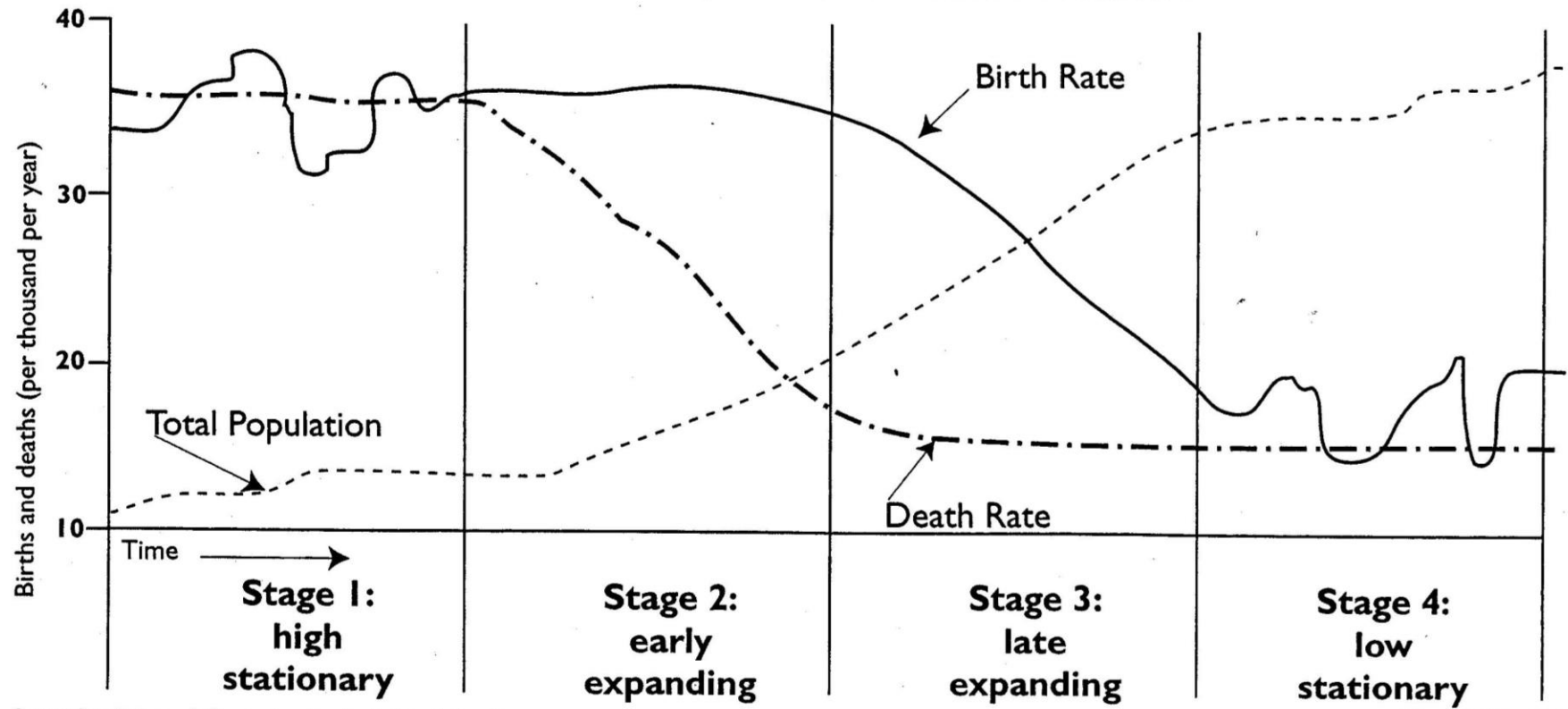
Bloom's Revised Taxonomy Table

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							

The demographic transition model

1. More houses are built
2. Children are warmer in bed at night because they have more brothers and sisters
3. There are more golden weddings
4. Grandparents are rare
5. People are encouraged to emigrate to the colonies
6. The public health inspector sees the new sewers completed
7. A mother sobs over the grave as the last of her six children died (typhoid epidemic)
8. Fewer children share a bedroom
9. Parents are starting to think more about family planning
10. Billy White loses his job as a grave digger

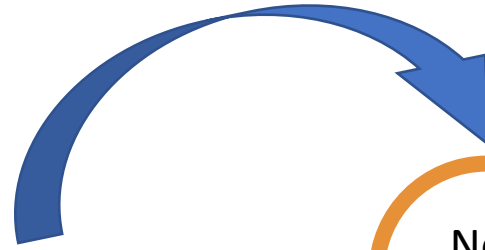
The demographic transition model



Source: *Population—A Comprehensive Study, Population Concern*

Living Graphs
Exemplar 1:
The
demographic
transition model

Meeting new language
Manipulating new language
Making it my own



New language coming up in
discussions

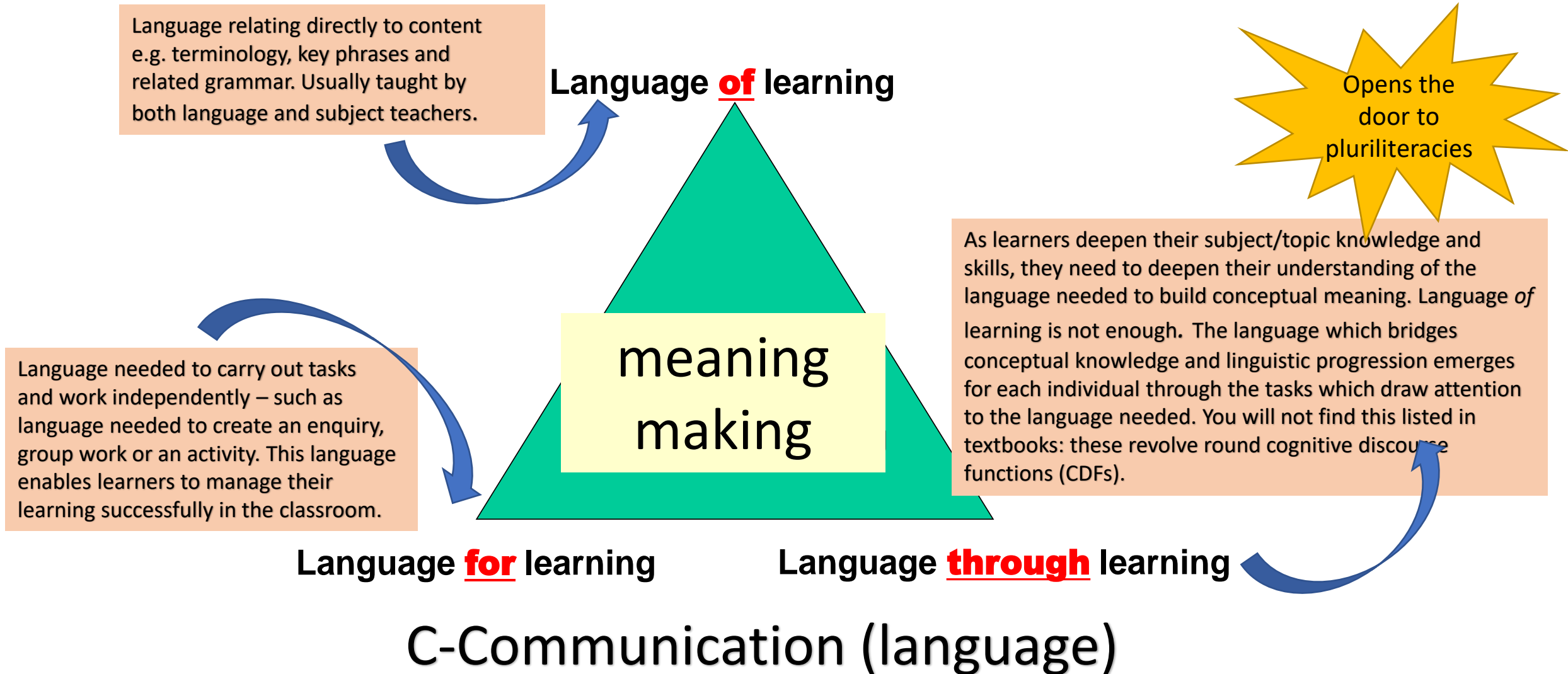
New language while giving /
receiving feedback

New language for expressing
new ideas-
playing/language learning

New language making
connections with first
language

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

The Language Triptych





Keys to Deeper learning

Cognitive Discourse Functions

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



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

Culture/s - **filter** through which we interpret our world and the lens through which it is seen

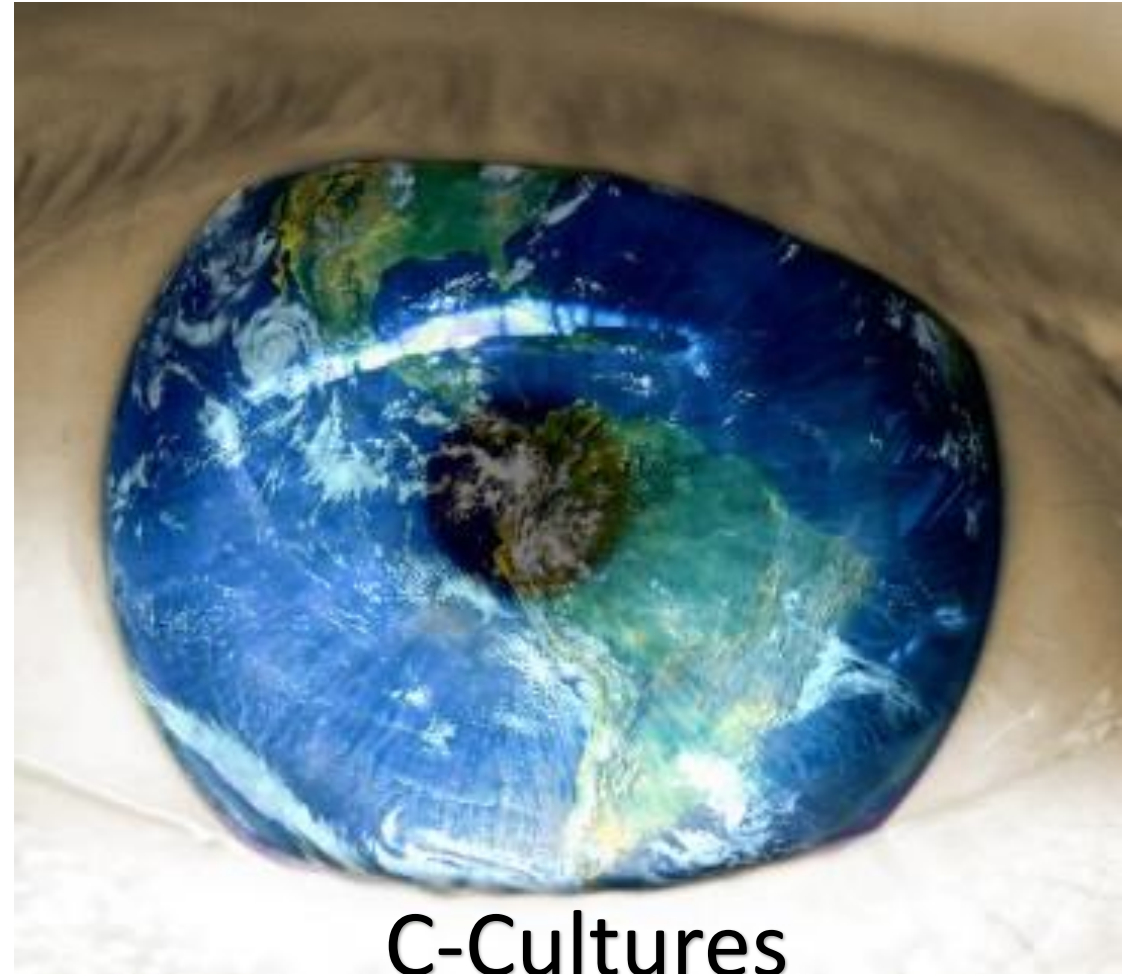
Macro level

focuses on national cultures, customs and philosophies of thinking and being.
(Unfortunately this is often represented in a stereotypical way).

Micro level

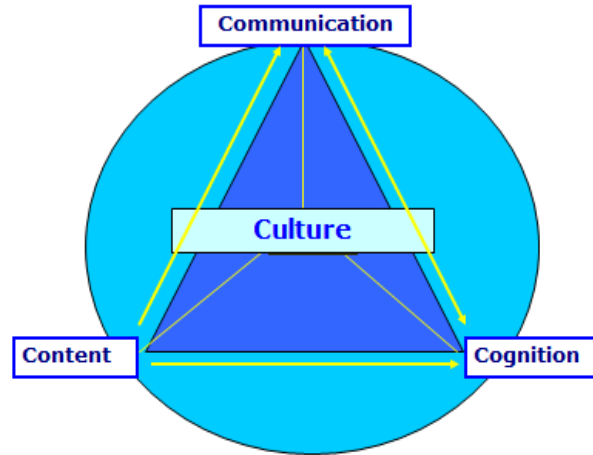
focuses on subject-specific cultures and language that impact on the ways we learn, our identities and thinking in different areas of the curriculum (curriculum-making).

It involves the learning of ***academic literacies***

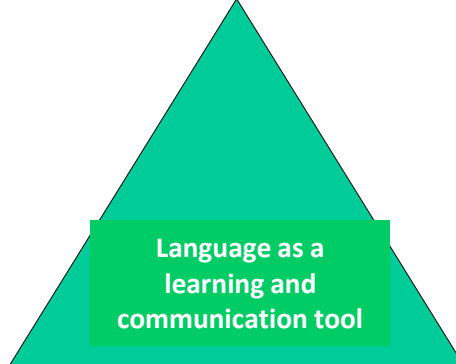


C-Cultures

An Integrated Approach for Learning and Using
Languages Across the Curriculum



Language **of** learning



Language **for** learning

Language **through** learning

Tools



Classify

Define

Describe

Evaluate

Explain

Explore

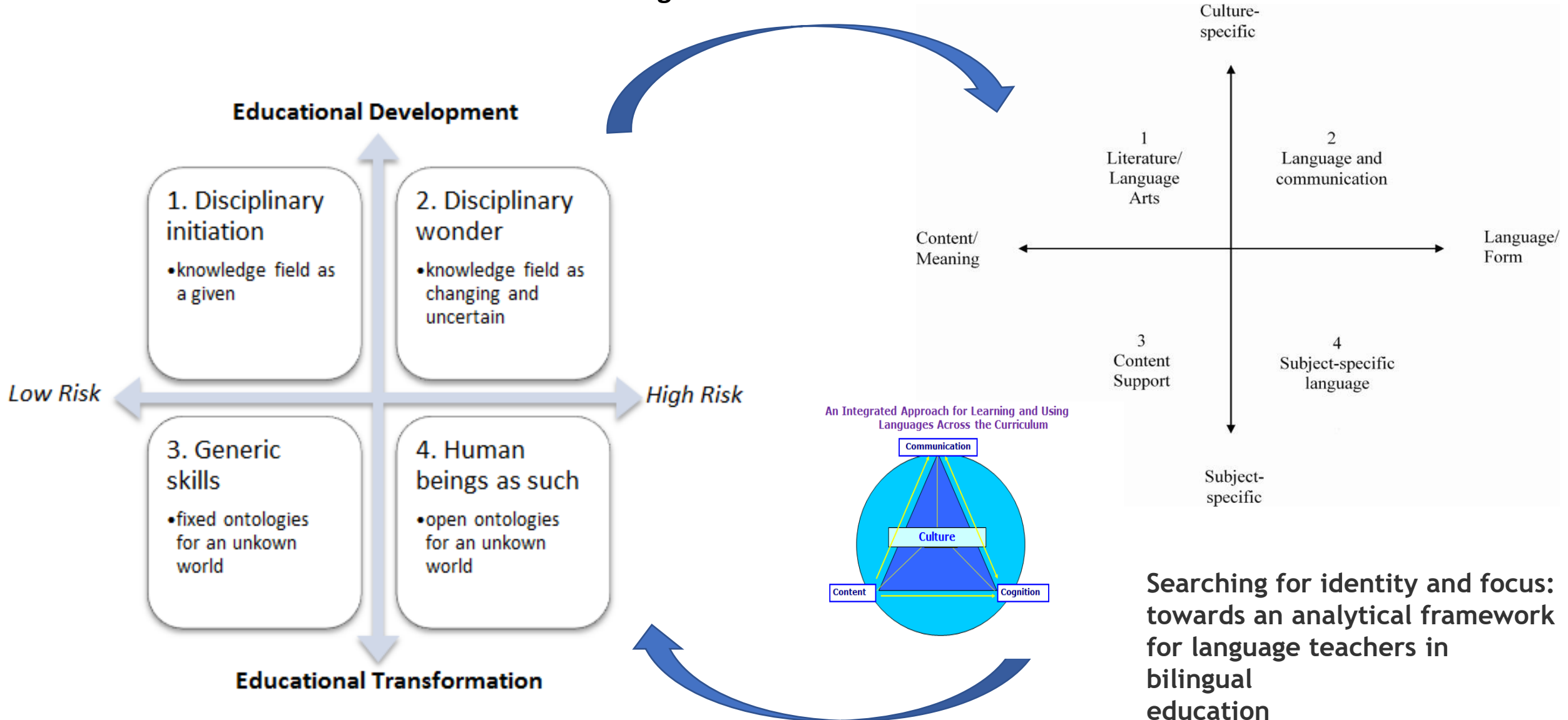
Report



Doing
Organising
Explaining
Arguing

Actionable Knowledge

Barnett's Framework for transformational learning



Searching for identity and focus:
towards an analytical framework
for language teachers in
bilingual
education
Liz Dale (2019)

Draw this concept.....

Jupiter is the largest planet in our solar system. Its mass is approximately 318 times greater than the Earth. Jupiter is so massive, you could take every other planet in the solar system and combine them all together, and the resulting body would still be only half the mass of Jupiter. Earth has an equatorial radius of 6,378.1 kilometres, whereas Jupiter has an equatorial radius of 71,492 kilometres.







Next steps

HERE

THERE

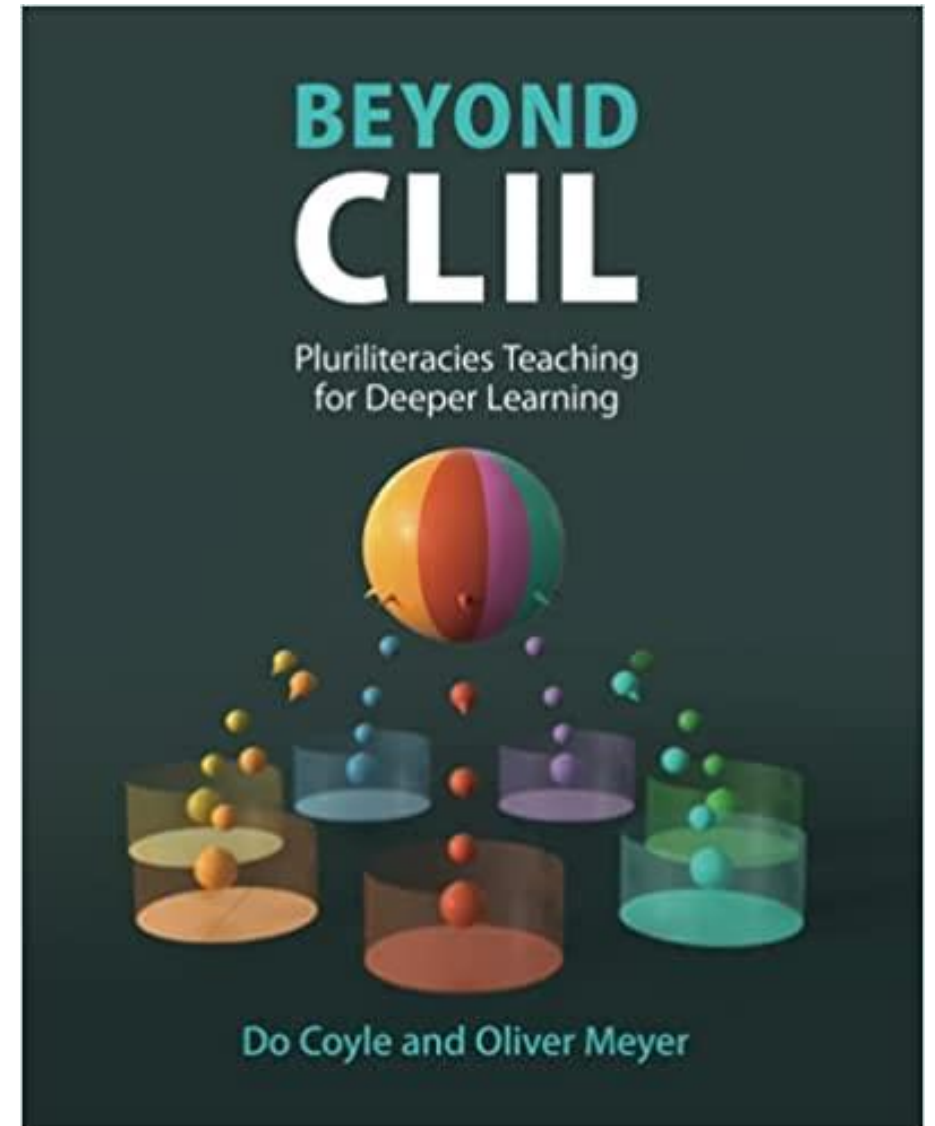
EVERYWHERE



PART 3

pedagogic actions, agenda setting and realistic transformative thinking

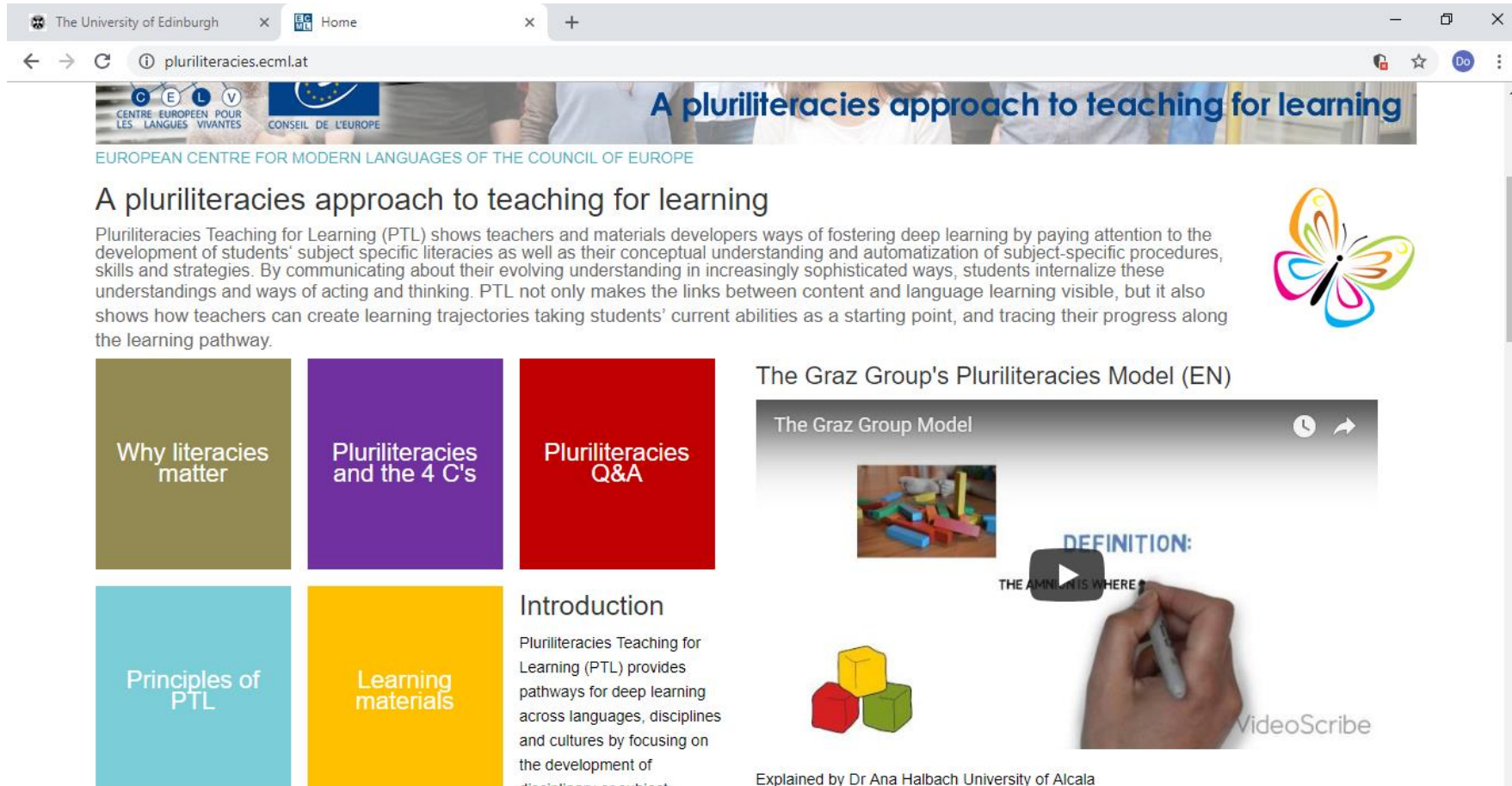
The concept and evolution of PTDL 2021



Where have we been and where are we going?

The Graz Group

<https://pluriliteracies.ecml.at/>



The screenshot shows the website pluriliteracies.ecml.at in a web browser. The browser tabs show 'The University of Edinburgh' and 'Home'. The address bar shows 'pluriliteracies.ecml.at'. The website header features the logos of the 'CENTRE EUROPEEN POUR LES LANGUES VIVANTES' and the 'CONSEIL DE L'EUROPE', along with the text 'EUROPEAN CENTRE FOR MODERN LANGUAGES OF THE COUNCIL OF EUROPE'. The main heading is 'A pluriliteracies approach to teaching for learning'. Below this, a paragraph describes the Pluriliteracies Teaching for Learning (PTL) approach. To the right of the text is a colorful butterfly logo. Below the text are five colored boxes: 'Why literacies matter' (olive green), 'Pluriliteracies and the 4 C's' (purple), 'Pluriliteracies Q&A' (red), 'Principles of PTL' (light blue), and 'Learning materials' (yellow). To the right of these boxes is a video player titled 'The Graz Group's Pluriliteracies Model (EN)'. The video player shows a hand writing on a whiteboard with the text 'DEFINITION: THE ANIMALS WHERE'. Below the video player is a small logo of three stacked cubes (red, yellow, green) and the text 'Explained by Dr Ana Halbach University of Alcalá'. The video player also has a 'VideoScribe' watermark.

Home

pluriliteracies.ecml.at

CENTRE EUROPEEN POUR LES LANGUES VIVANTES
CONSEIL DE L'EUROPE

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 disciplinary or subject

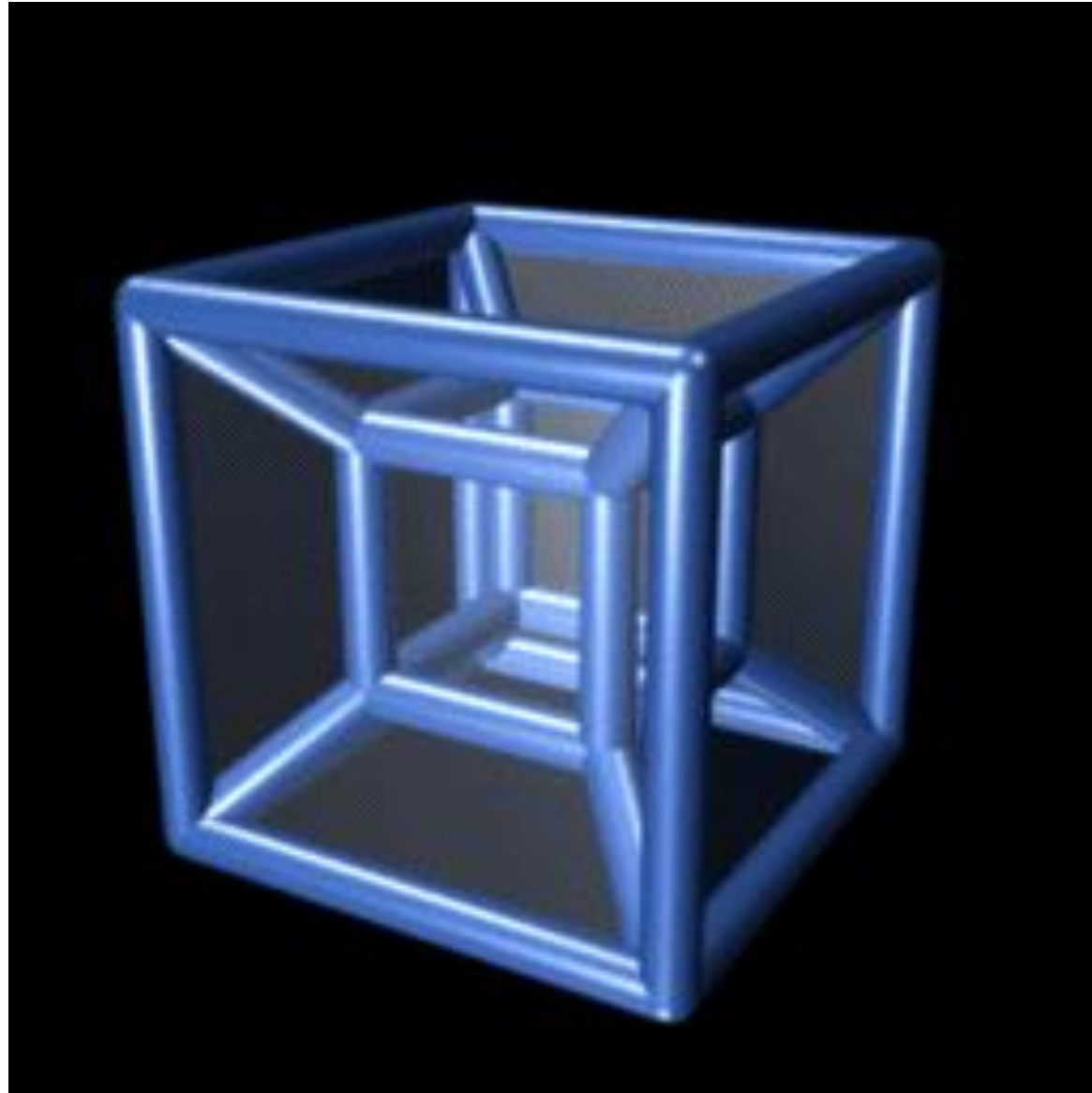
The Graz Group's Pluriliteracies Model (EN)

The Graz Group Model

DEFINITION: THE ANIMALS WHERE

VideoScribe

Explained by Dr Ana Halbach University of Alcalá



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'?



Danger zone: the disconnect
between the cognitive level and the linguistic level



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 curricula in schooling and higher education explicitly developed through increasing complexity of content.

Explicit noticing

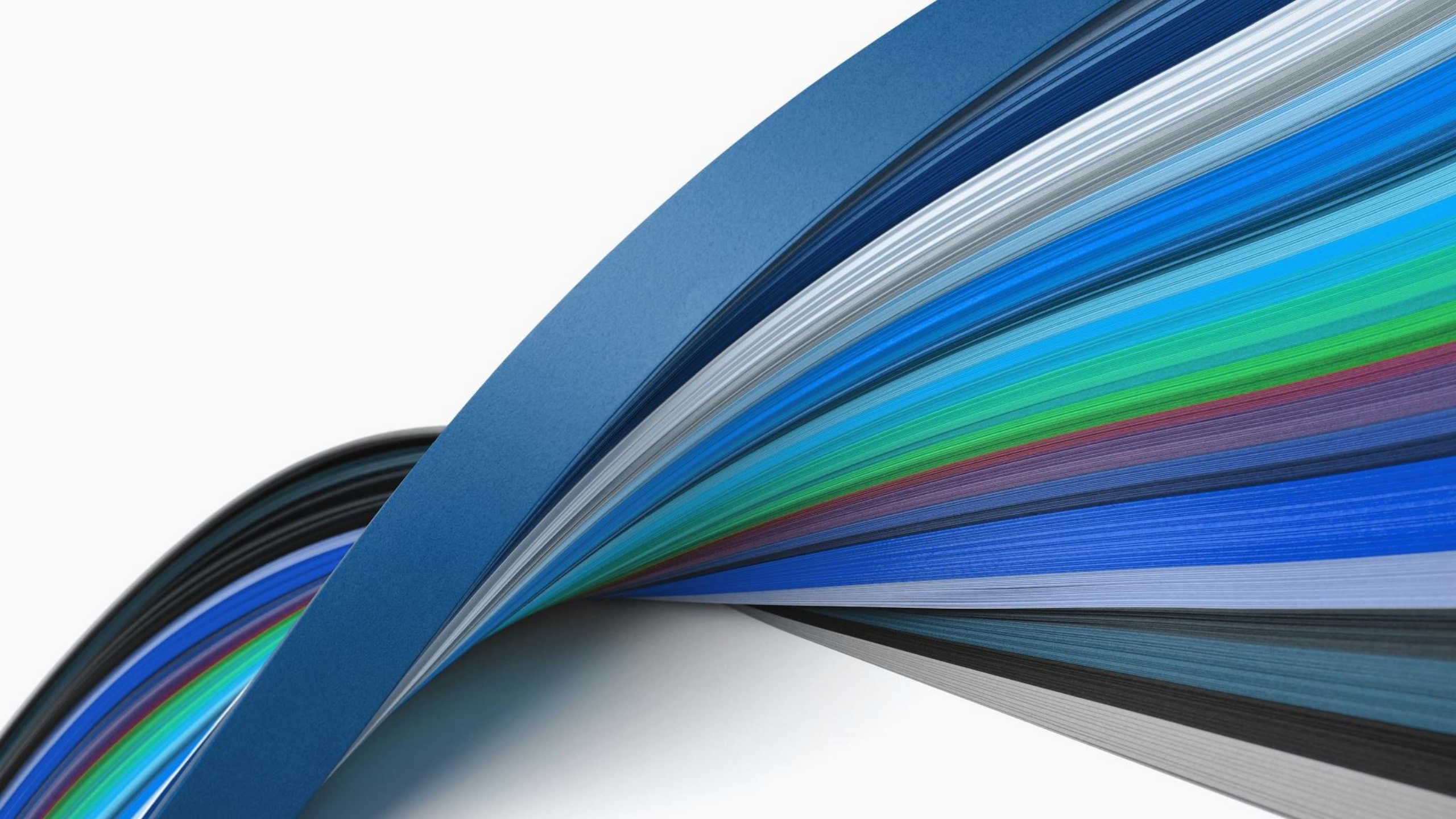
We have spent a century of education beholden too this generalist notion of literacy learning – the idea that if we just provide adequate basic skills, from that point forward kids with adequate background knowledge will be able to read or write anything successfully....[most pupils need explicit teaching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



The Argument [1]

Literacies offers a way of reframing language teaching and learning as a 'subject discipline'.

Addresses the fact that language teachers have been side-lined in bilingual and CLIL research (Dale, 2020, p. 168)

Literacies offers language teachers ways of experimenting and adapting learning pathways in their classrooms to create their own pluriliteracies environment – which are not dependent on other subject disciplines. What does this mean for me as a language educator?

The big shift

Dale (2020) offers a view of language, and tools for teaching, to help move beyond structure-based views of language'

but

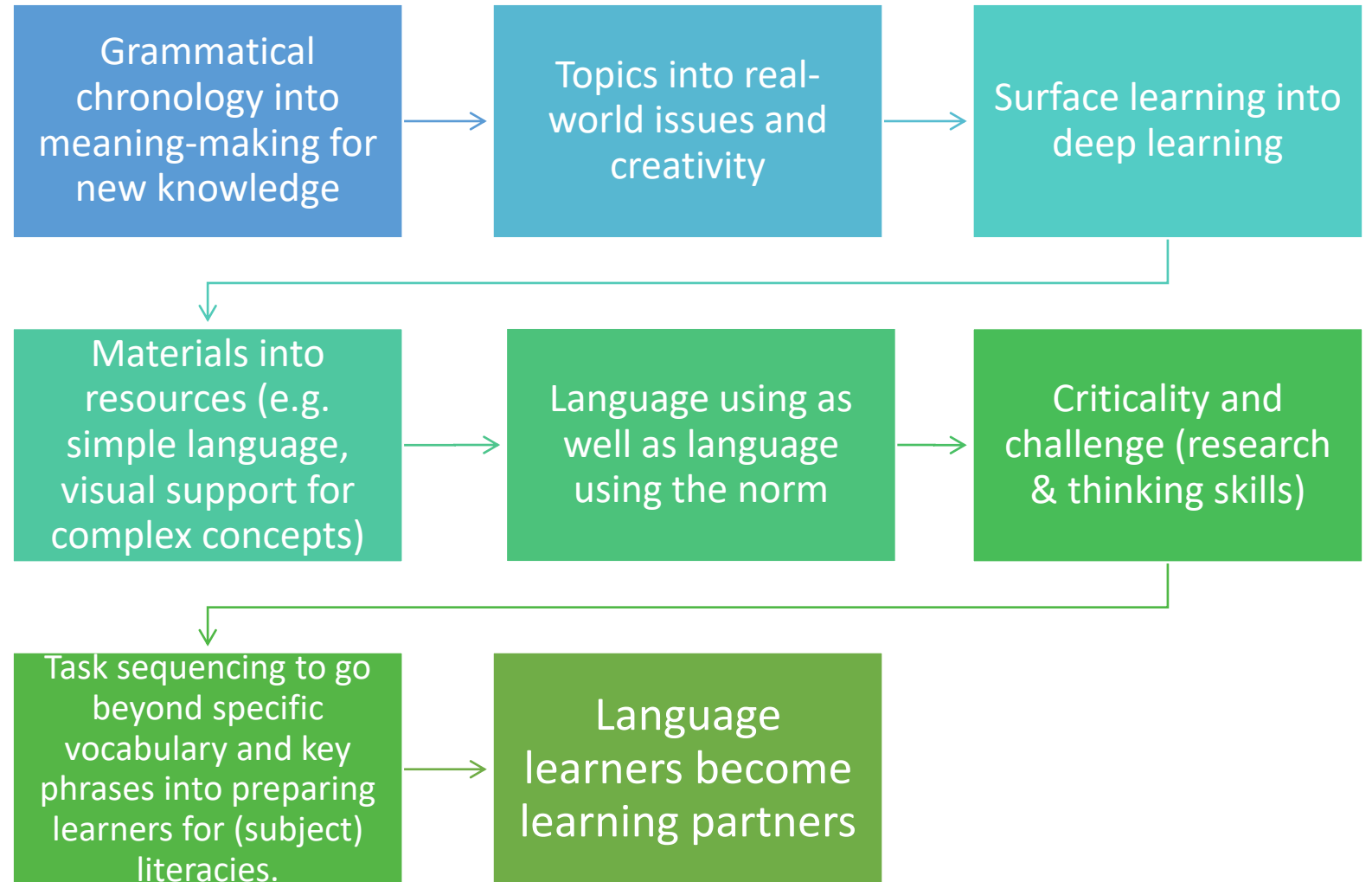
‘Moving beyond’ this does not suggest that the structure of language and language forms, the lexis and the grammar of a language are of little value but rather that their many roles (Llinares, et al., 2012) are repositioned as fundamental linguistic tools in the complex meaning-making process.

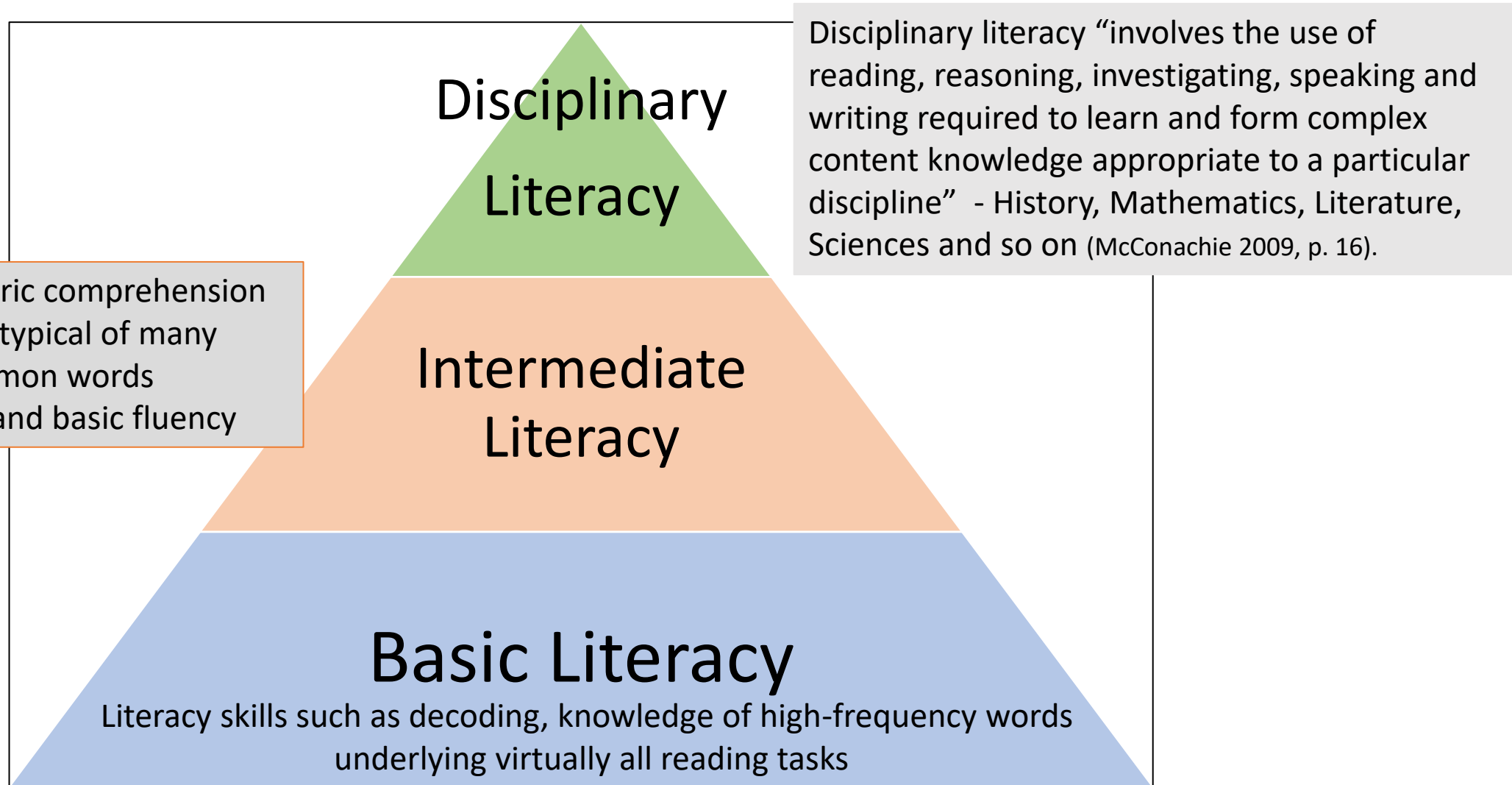
The Argument [2]

Disciplinary Literacies are at the core of all academic subject disciplines embedded in behaviours, language and ways of seeing the world by experts in the field.

It is a fallacy that as students advance they automatically/instinctively become acculturated into disciplinary literacies – osmosis takes too long. Bilingual education requires us to teach these and make them explicit. As subject educators we have to address this as a matter of urgency. As students advance increasing sophistication of subject disciplinary literacies is essential. What does this mean for me as a subject expert?

What shifts need to happen?





The Properties of Magnets

1. We found out that pins **stuck to the magnet**.
2. Some ferromagnetic materials that exhibit easily detectable magnetic properties are nickel, iron, cobalt and their alloys
3. Look! **its sticking!** Look at that! but that one didn't stick!
4. **Magnetic attraction** occurs only between ferrous metals.
5. We discovered that a **magnet attracts** certain kinds of metals

- Order them according to most everyday spoken language to the most subject specific written academic language
- Where might these have occurred?

Text Types

1. We found out that pins stuck to the magnet
(Primary, teacher guided to introduce specific terms such as repel, attract, magnetic)
2. Some ferromagnetic materials that exhibit easily detectable magnetic properties are nickel, iron, cobalt and their alloys *(higher level text book)*
3. Look! its sticking! Look at that! but that one didn't stick! *(primary, group work, pupil spoken language)*
4. Magnetic attraction occurs only between ferrous metals. *(Text book – simple)*
5. We discovered that a magnet attracts certain kinds of metals *(written to summarise and ensure others could understand – used more formal language)*

Note: sentence construction, nominalisation, BICS/CALP

**Task Design
becomes an urgent
priority for all bilingual
educators**

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)

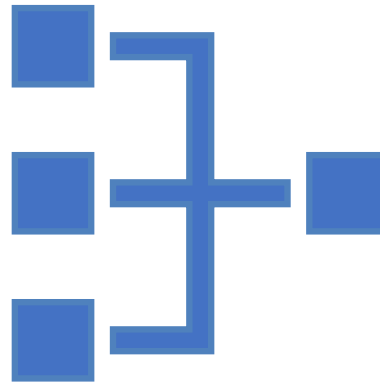
(Veel 1997) (Polias 2006)

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

Task Design and Sequencing

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 discourse]

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

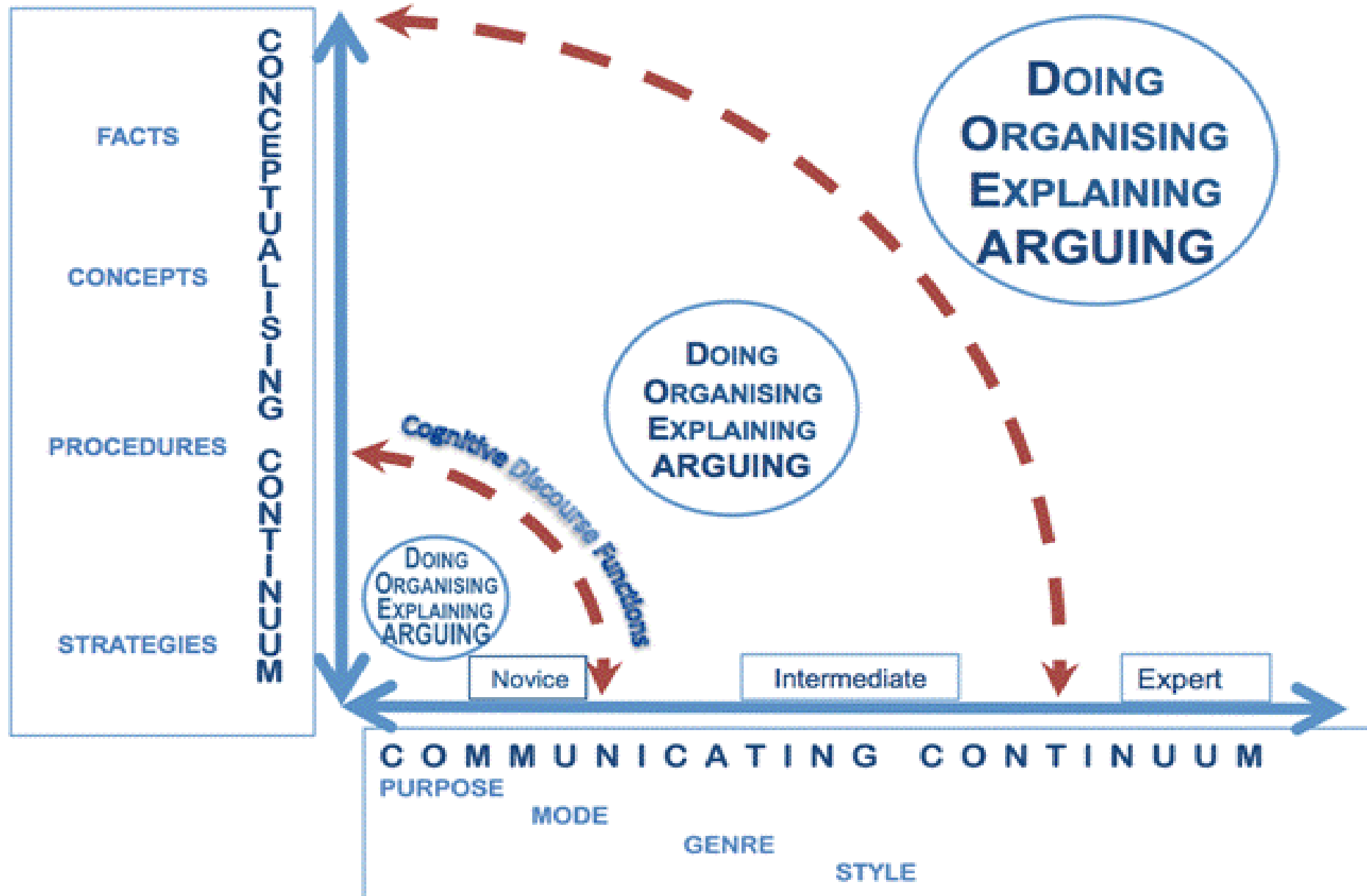
Take your students along
their knowledge pathways
through designing
opportunities for everyone
to be engaged in

Doing
Organising
Explaining
Arguing

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

Mapping Pluriliteracies Development

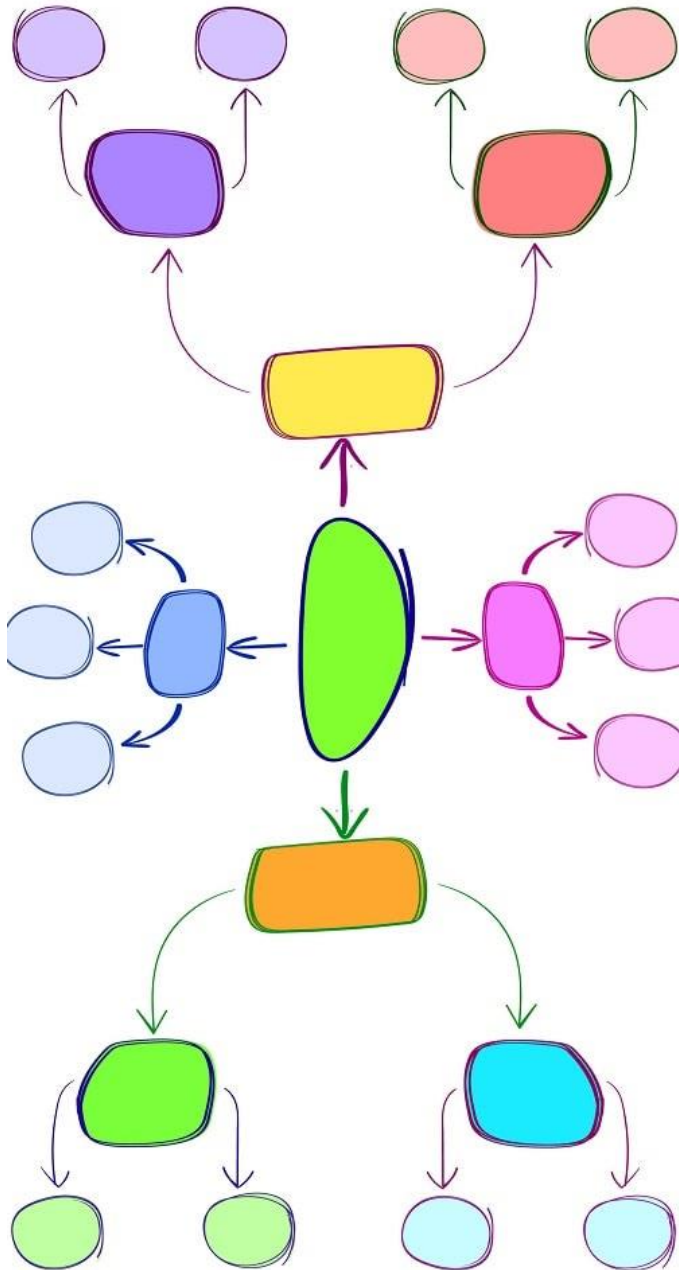


nominalisation

Analysis of key subject practices is crucial

argumentation

Disciplinary literacies



Core Construct Category

General Definition

Epistemology

Beliefs about the nature of knowledge and the nature of knowing. What counts as knowledge? How do we know what we know?

Inquiry practices, reasoning strategies

Ways in which claims and evidence are established, related, and validated

Overarching concepts, principles, themes, and frameworks

The core ideas and principles that serve as a basis for warranting or connecting claims and evidence

Forms of information representation/types of texts

Types of texts and media (e.g., traditional print, oral, video, digital) in which information is represented and expressed.

Discourse and language structures

The oral and written language forms that express information.

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

What are fundamental practices inscience?

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

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).



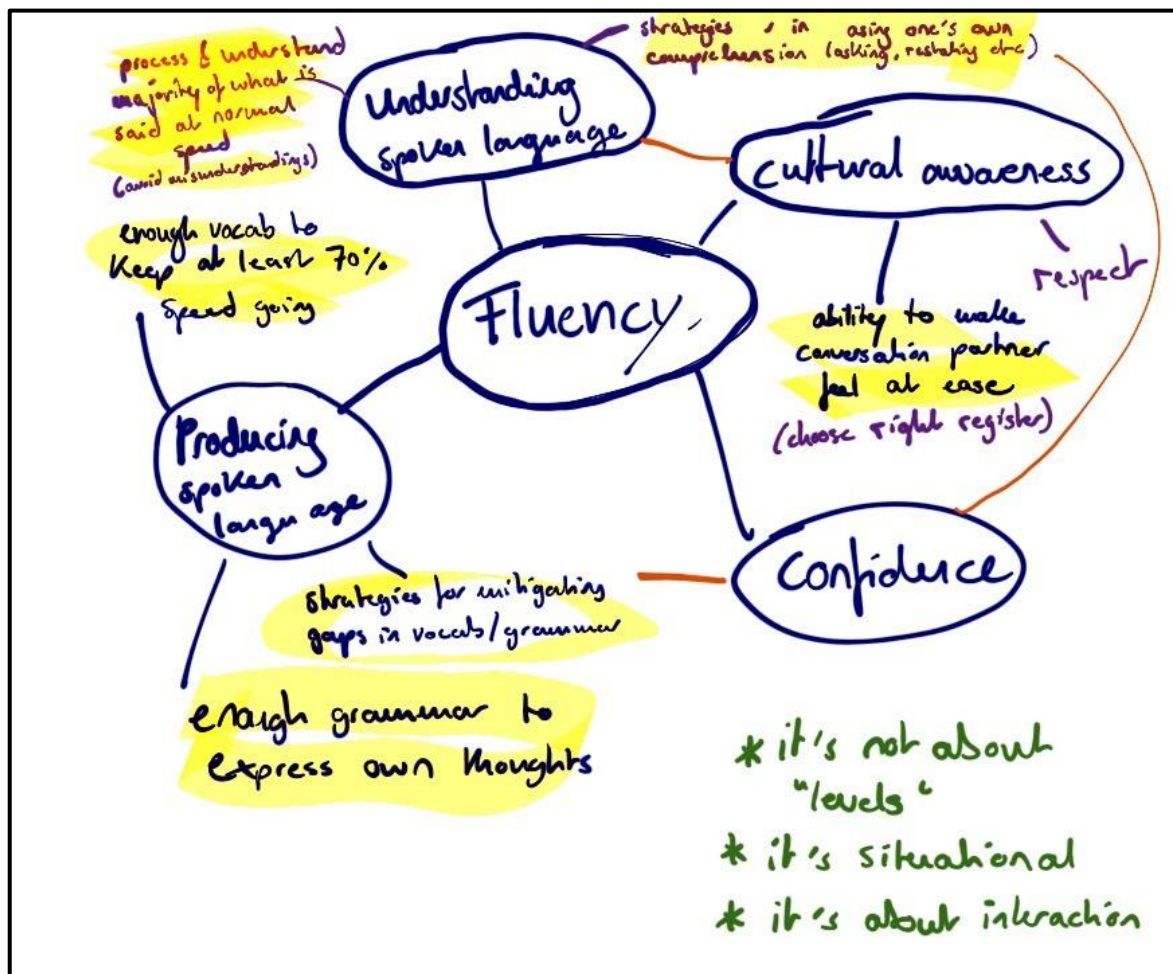
Keys to Deeper learning

Language Learning

Languageing is core

A fundamental dialogic tool

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)



Linguistic fluency is not enough
Textual fluency is essential



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



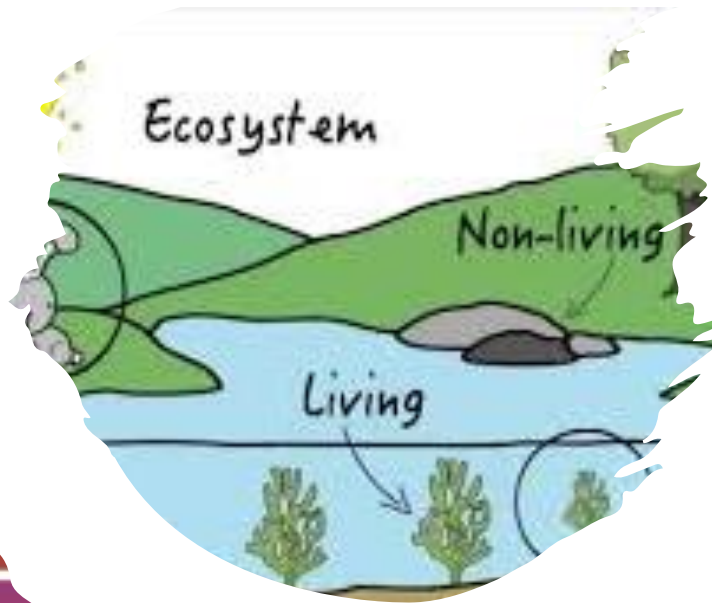
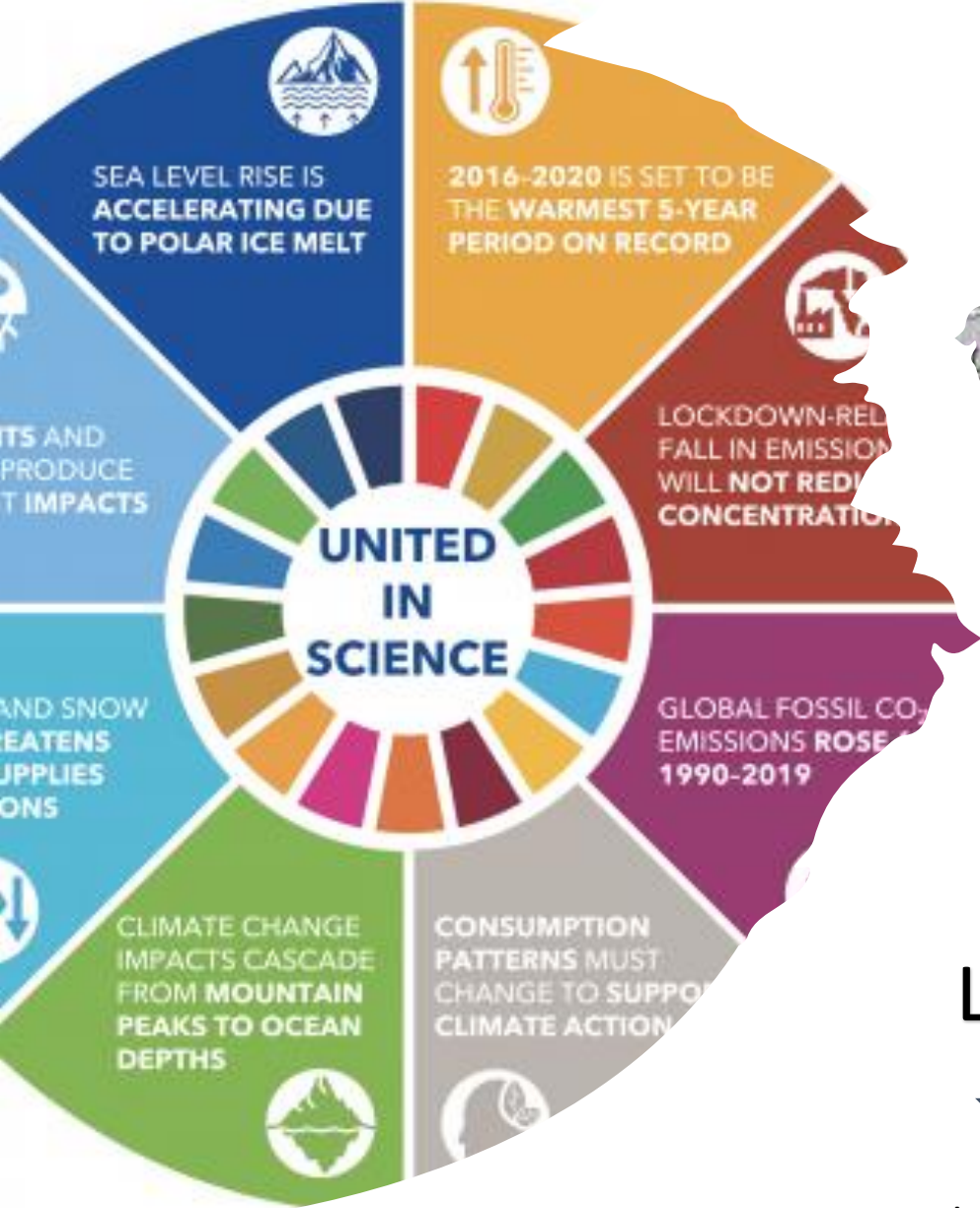
Promoting textual fluency means....text is the starting point for meaning making

- 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





Textual fluency

text is everything; text is our content; text is our motivator; text is multimodal;
text is about who we are, where we are and where we want our learners to be.

Use text to **start** your designing/planning of tasks
and their sequencing for conceptual learning not
linguistic systems, lexis or grammar
use it everywhere
use it wisely
use it to inspire your learners
invite students to use their own



Learners need language to....

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

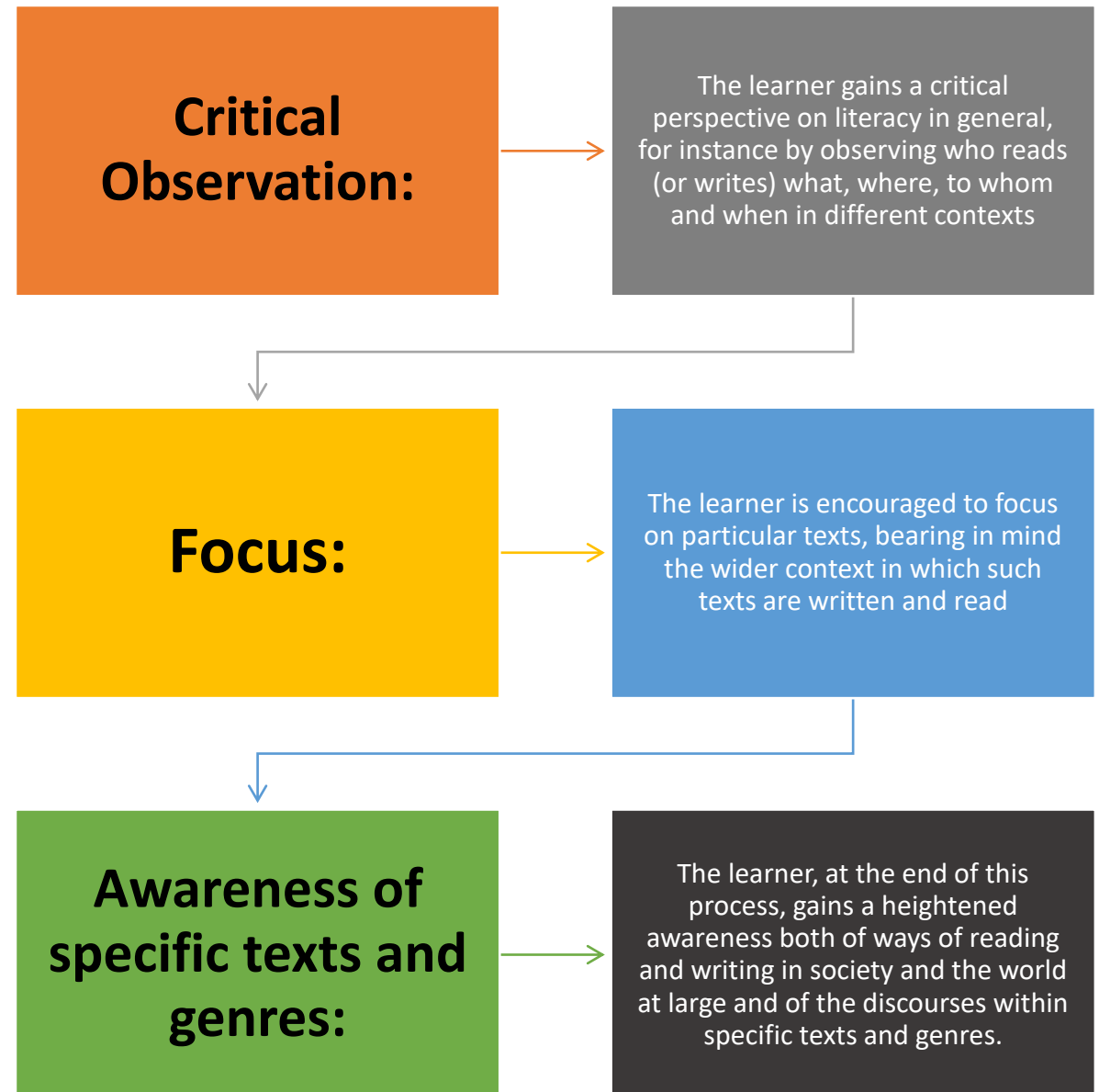
Critical Questions

How do they relate to your own subject?

- In whose interest is this text? Who benefits from it? Is anyone disadvantaged by it?
- Whose worldview or cultural perspective is privileged in this text?
- Who made this text? Why did they produce it in the way they have?
- How is gender constructed in this text?
- How is identity constructed in this text?
- How is race constructed in this text?
- How is class constructed in this text?
- How is language used in this text?
- Who or what has power in this text?
- Whose voices are not heard in this text? Are there gaps or silences in this text?
- Does this text seek to make me think in a particular way?
- Are there other ways in which this text could be read?
- Do I want to take action in relation to this text? What action could I take?



Lankshear's Critical Literacy Framework



Four Roles towards becoming and being a critical reader

Important

Code breaker
requires coding
practices

Text participant
requires text
meaning practices

Text user requires
pragmatic
practices

Text analyst
requires critical
practices

Reminder

There is a need to be aware of the roles of the reader when reading a multimodal text,
The need for learners to be able to relate to the text in the three ways below.

Reminder



FIELD(PRIOR)
KNOWLEDGE



CULTURAL
INTERPRETATION



COGNITIVE
HOOKS

This is what all learners need to make meaning from text when they are reading



Keys to Deeper learning

TransLanguaging- being smart
using our linguistic and
cognitive resources
purposefully

Pedagogies?

Translanguaging pedagogy is about you and your students. It draws on the languages you have available to your group – so even if you don't speak all (or any) of the other languages your students do, you can welcome them and encourage the learners to use them in the classroom. You can then make a distinction between your classroom approach to languages and the language resources the students will need to use in exams.

Translanguaging pedagogies consist of a unitary linguistic system and encourages full use of repertoires individuals bring and therefore validates bilingual practices (communities) - bilinguals do this all the time.



Translanguaging Pedagogic Principles

Translanguaging pedagogy challenges languages as strictly separate.

It sees languages as a *property of the community*: the language resources that are relevant to the classroom are those shared by the students and the teacher.

This separates the languages of the classroom community and the language of the test or the curriculum.

We can use our classroom *repertoire* to learn, share and communicate, coming to focus on the language of the curriculum (highly formal and accurate English, for example) as necessary.



Pluriliteracies Approach

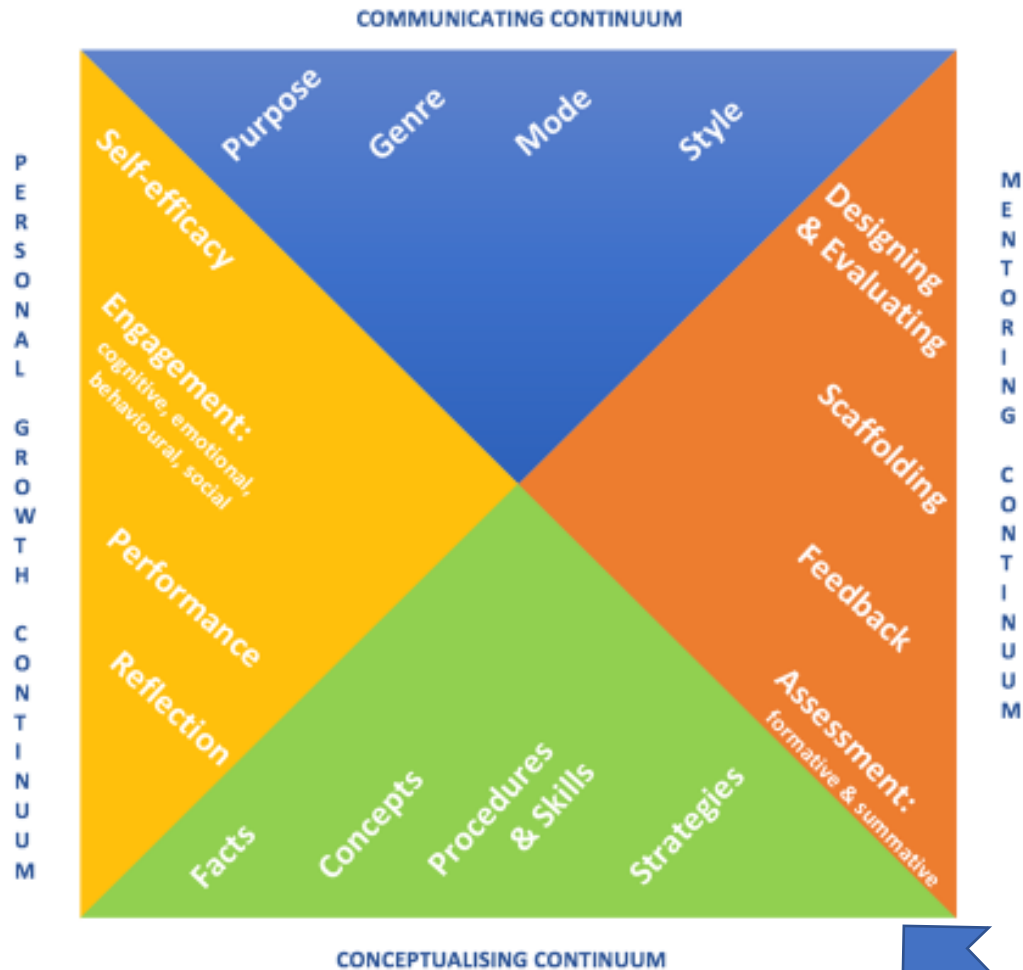
Task design for
learning progression
according to
knowledge pathways

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

Takes subject
literacies and
transparently
applies them

.....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

How can I enable them to feel successful learners?



Mentoring Learning



• <https://unsplash.com/photos/6jYoiL2GhVk> Javier tueba Aaron Burden

Students and Teachers

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



Moving along the CLIL pedagogic pathway towards pluriliteracies

Analysing what literacies means in my subject area – the language needed for meaning-making for new knowledge

Subject perspectives in real-world issues and creativity (DOEA)

Surface learning into deeper learning

Materials into resources (e.g. simple language, visual support for complex concepts)

Making language using visible

‘criticality & challenge (higher order thinking skills)

Task sequencing to go beyond specific vocabulary and key phrases into preparing learners for (subject) literacies.

Focus on specific disciplinary language which goes way beyond technical vocabulary- cognitive discourse functions

So, next steps.....

At the moment, most of those pursuing internationalization tend to be satisfied with the results that have been obtained. The questions remain, however, whether “the process of integrating an international, intercultural or global dimension” has taken place ([Knight, 2004](#), p.11), whether the quality of higher education has been enhanced, and whether any real improvements have accrued to the wider public.

The internationalization during the past two decades was driven largely by “aspiration.” From now on, it is time for the government and universities to focus on “reality”: fixing the weaknesses and enhancing the strengths. This will require a long-term solution, and that is what the internationalization of Thai higher education should be working toward.





What are your 3 Takeaways?



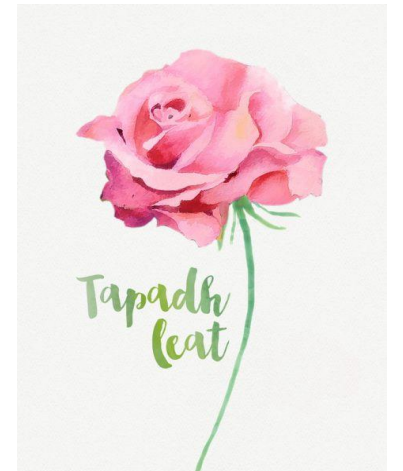


Appreciation

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.

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