

Curriculum-making for language teachers

Exploring the power
of (pluri)literacies

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Let's celebrate!
March 13th 2021

It's national Coconut Torte Day
Also, national Ear-muff Day



Le confinement à la maison

6 conseils pour t'organiser....



- 1 - Organise ton espace
- 2 - Garde le rythme
- 3 - Maintiens le contact avec tes profs
- 4 - Ne reste pas seul(e)
- 5 - Fais du téléphone... avec modération
- 6 - Prévois d'autres d'activités



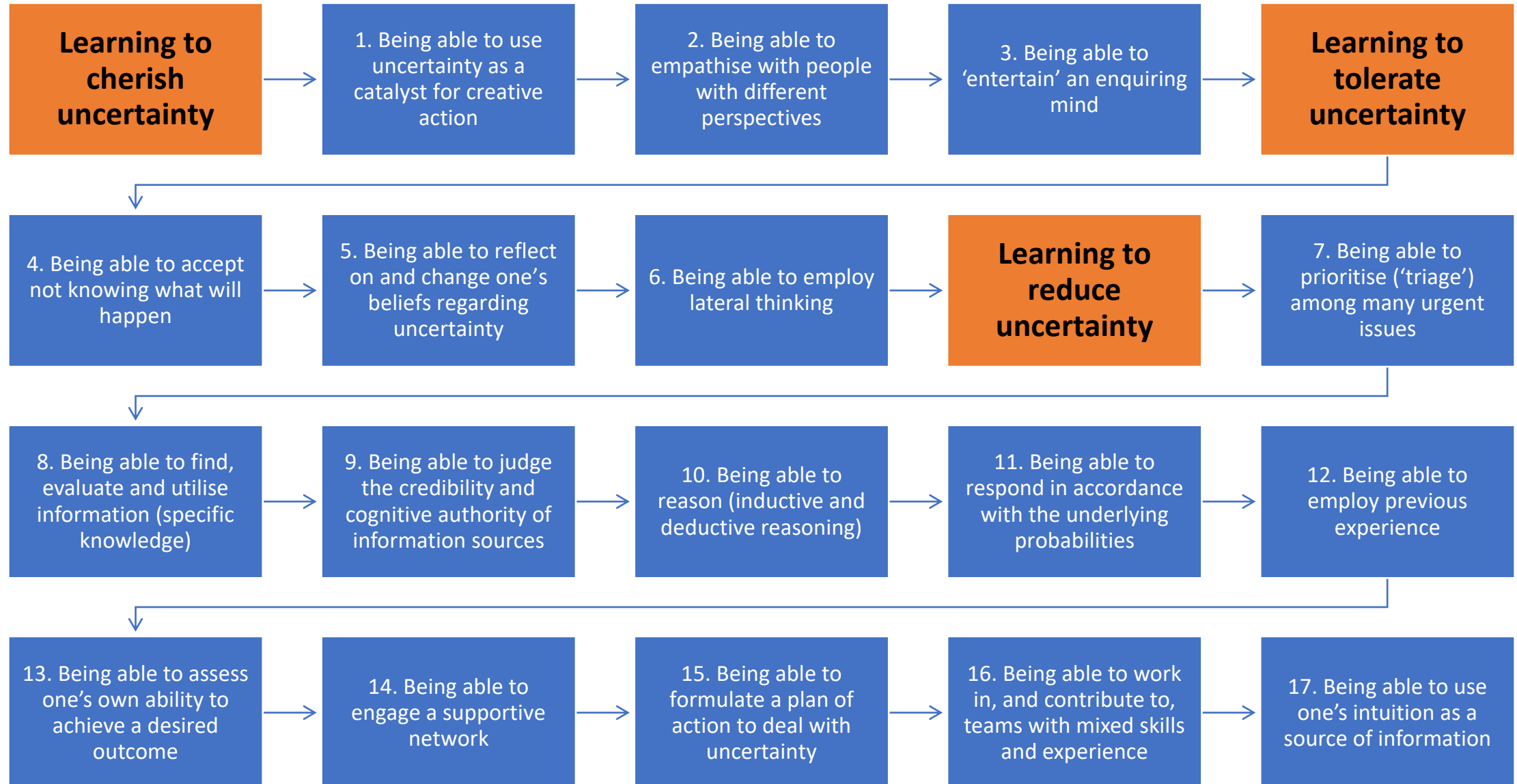
<https://blog.okapi.fr/ca-buzze/6-conseils-pour-torganiser-a-la-maison-7859.html>



Pedagogies of Uncertainty

Tauritz 2016

Uncertainty: cherish - tolerate - reduce



Dealing with uncertainty through curriculum-making

Curriculum-making is what happens in classrooms between teachers and learners, it evolves, it's dynamic;

Aligning language learning and language using with all elements of curriculum learning – **not** as a hermetically sealed bubble;

Creating virtual realities and dealing with uncertainty;

Embracing diversity through design learning spaces with those who matter – our learners.



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)

Bursting the languages bubble





Languaging learning and
using is meaning-making
across cultures and
meaning-making is the
foundation for curriculum-
making

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).





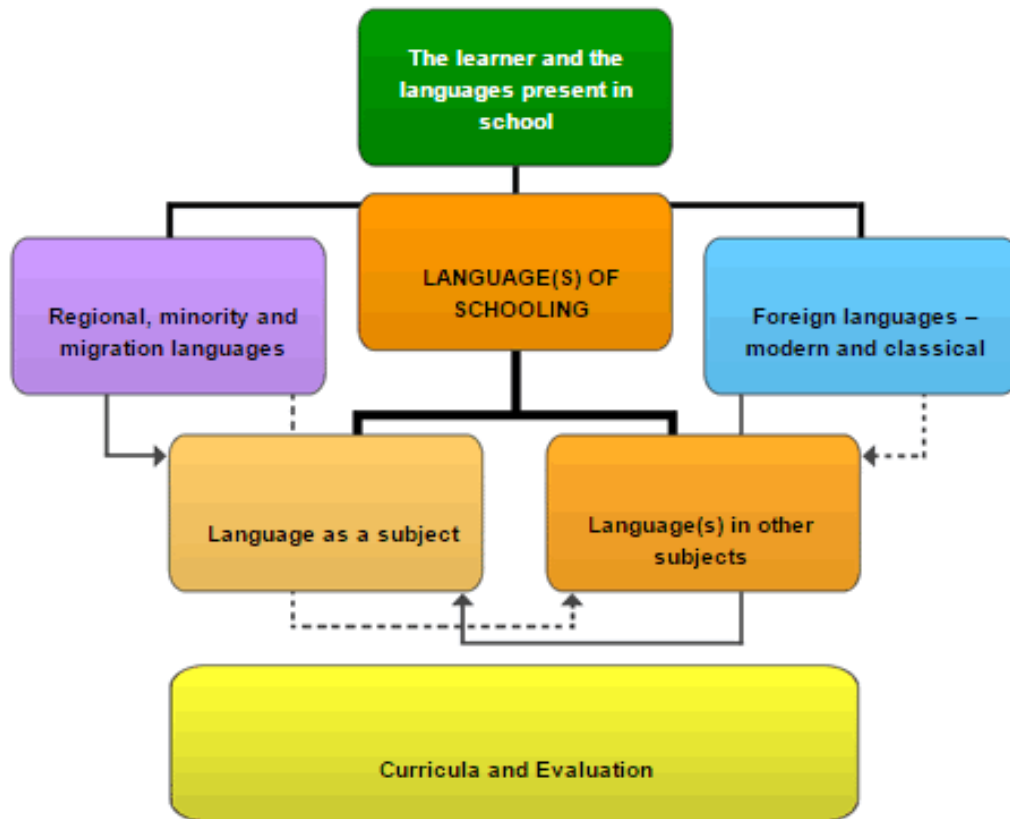


It's time

- 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 as a collective noun


- get rid of the labels and the 's'





WHAT IS A PLURILITERATE LEARNER?

A pluriliterate learner is one who has understanding of how language makes thinking and learning work, and has experience in meaning-making, problem-solving and being creative in more than one language – a right for **all** learners



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

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

An aerial, top-down view of a densely packed urban area, likely a city center. The image shows a mix of high-rise buildings, smaller residential structures, and green spaces. The city is viewed from a high angle, creating a circular, almost hemispherical shape. 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

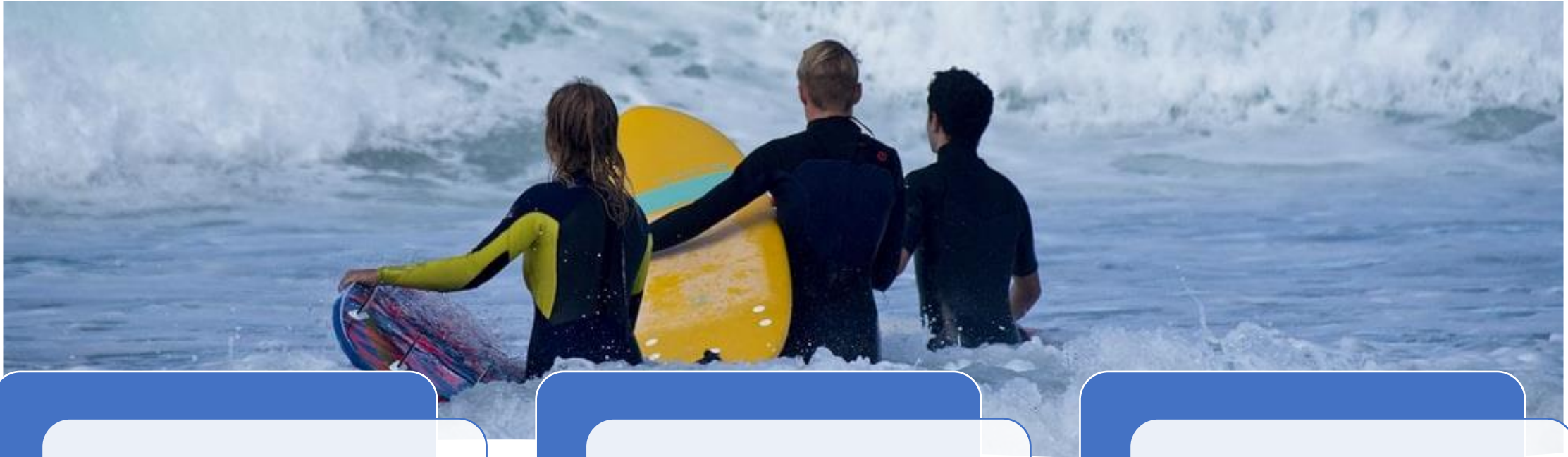


Language Using Language Learning

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)

Three waves of language as curriculum content



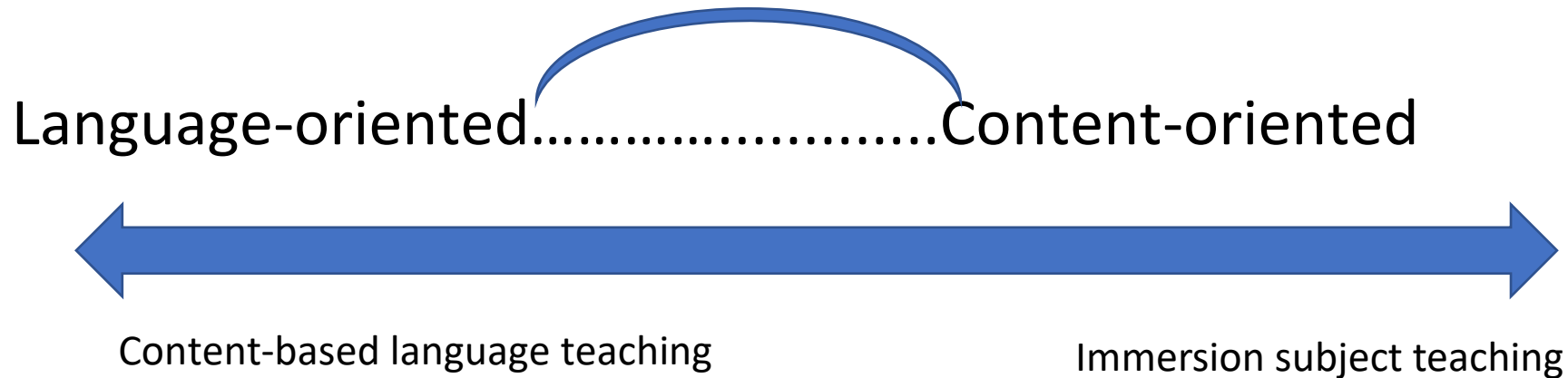
'linguistic' wave, language is a set of linguistic systems – the formal or structural view of language.

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

Adapted from Graves (2016)

The CLIL Continuum



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

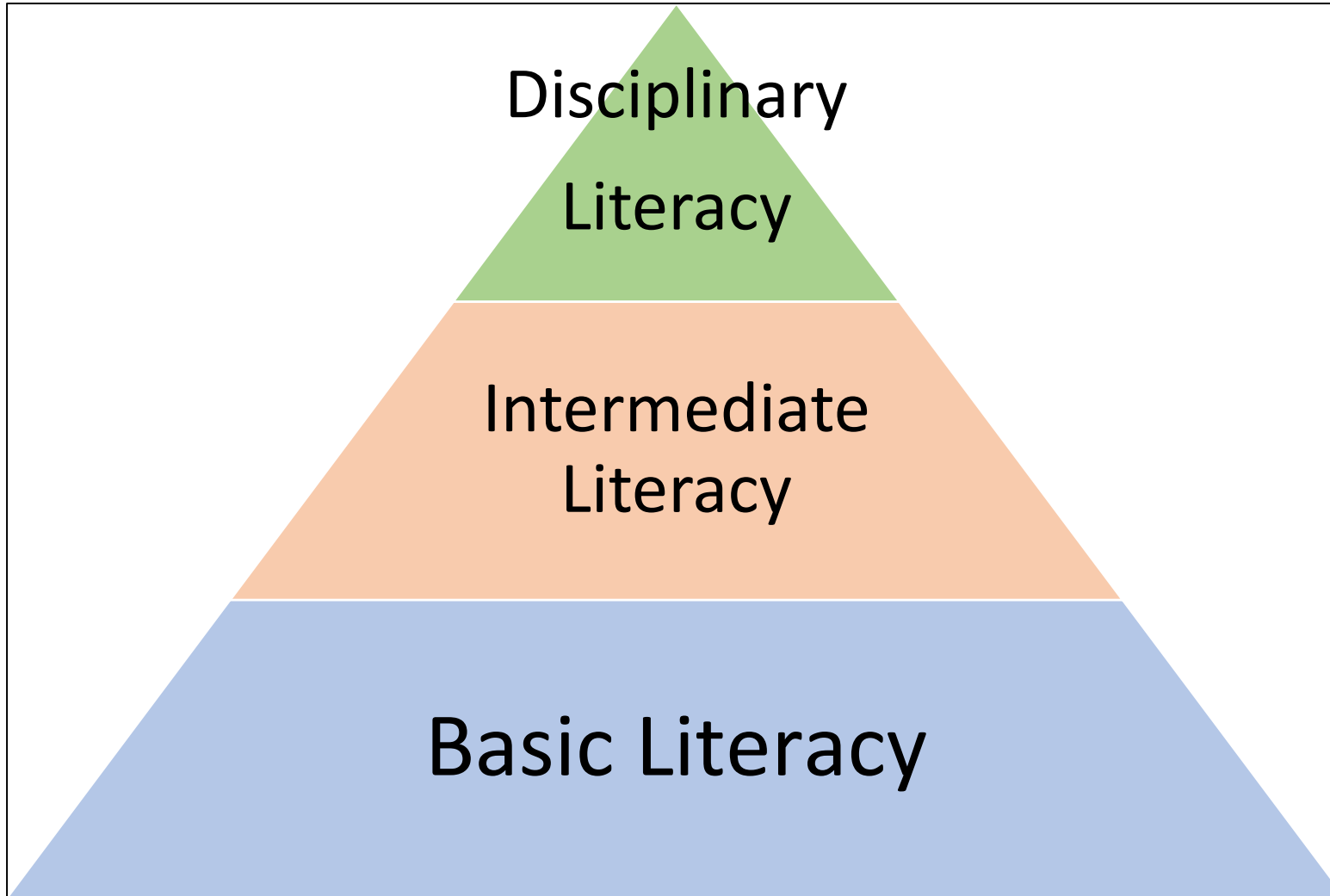
(Coyle, Hood, Marsh 2010)

Introducing the Literacies Movement

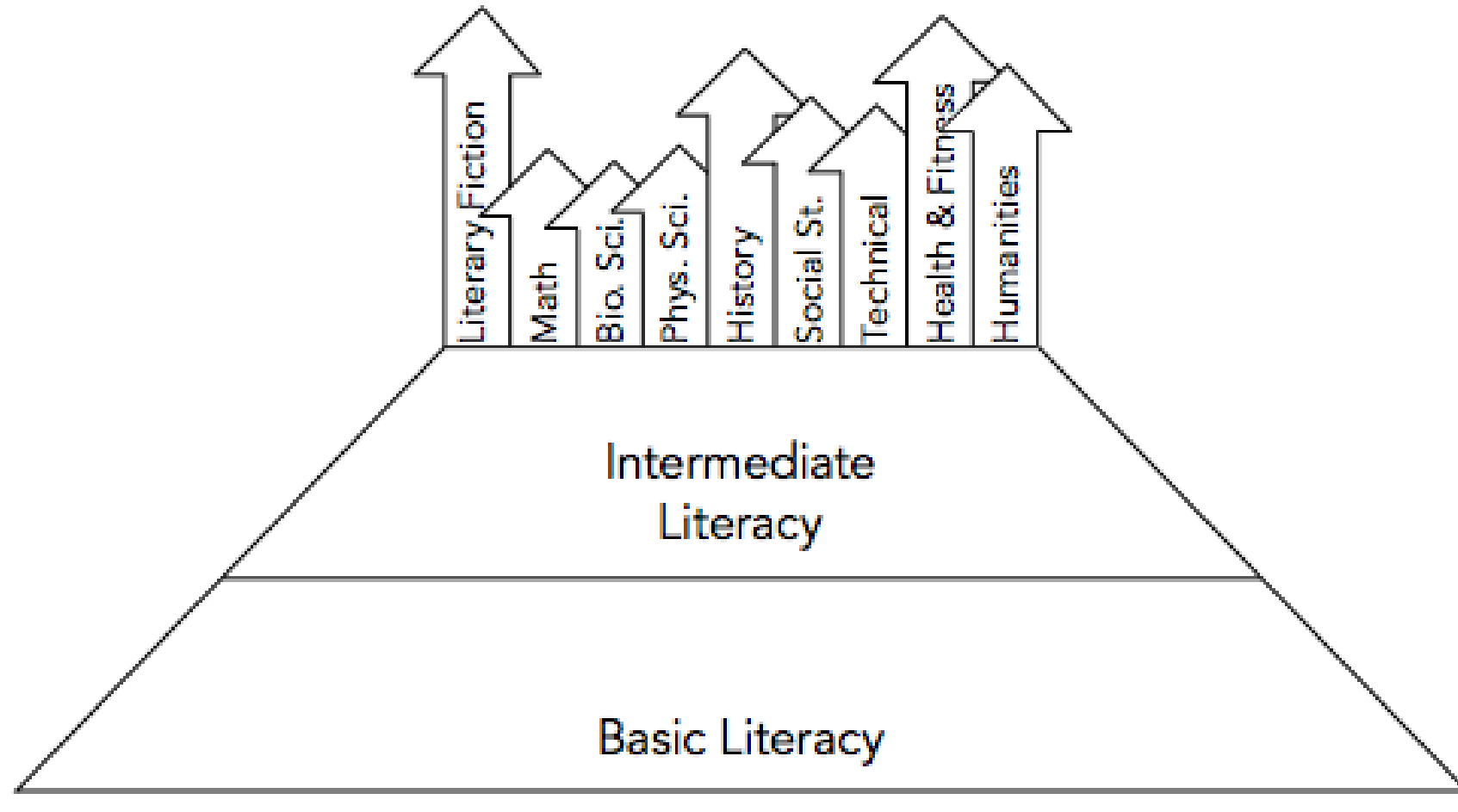


He looked down at her sadly.
I don't remember, he answered.
I lost my words a long time ago.
A frown clouded her face.
How do you lose words, Grandpa? sl
They took them away, he answered.
She thought for a moment.
Where did they take them? she asked

<https://www.youtube.com/watch?v=GJxpzyVRc7w>



Disciplinary Literacy Profile



The argument

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.

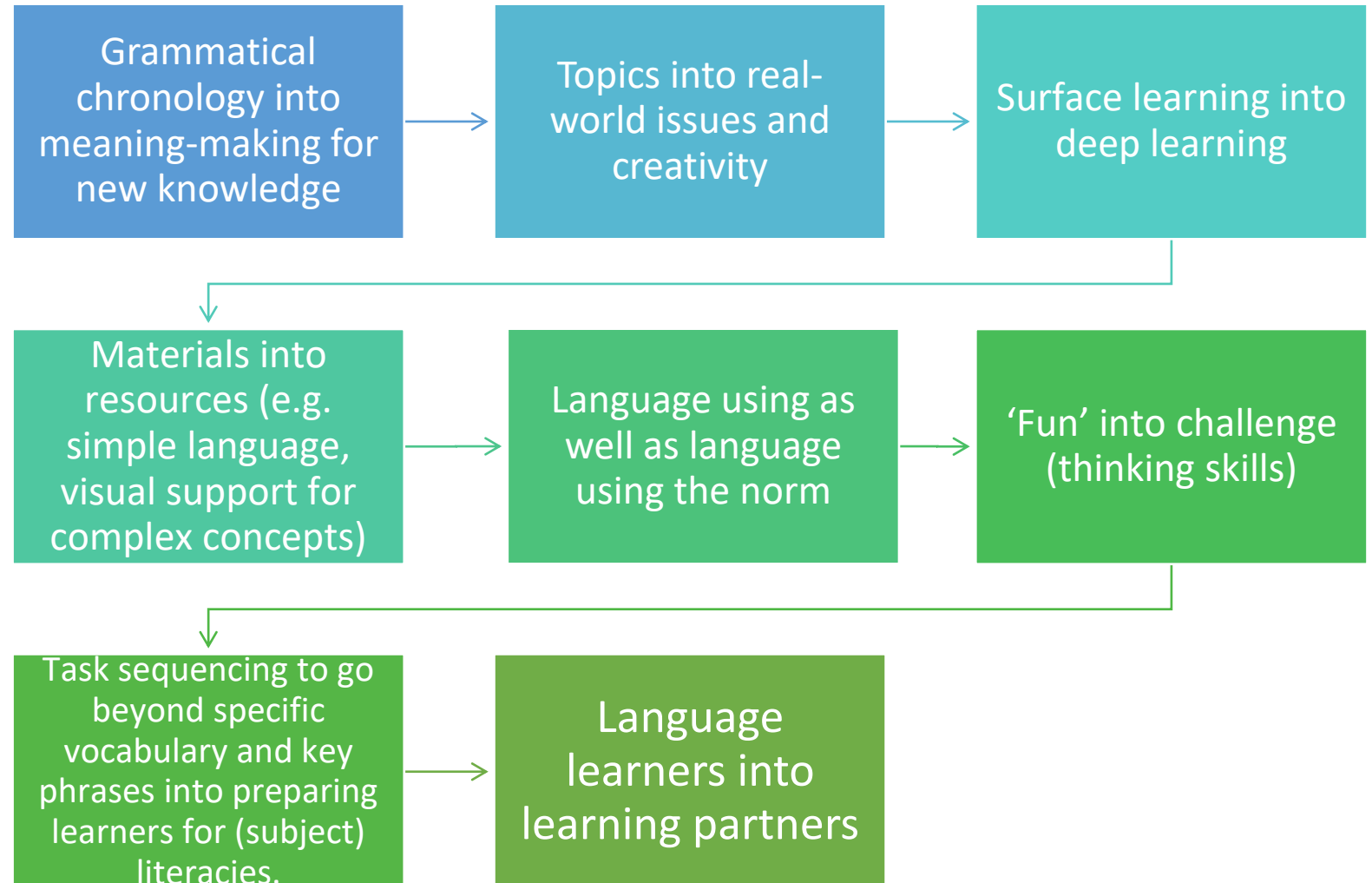
The big shift


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.

What shifts need to happen?





language learning
and
language using?



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

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

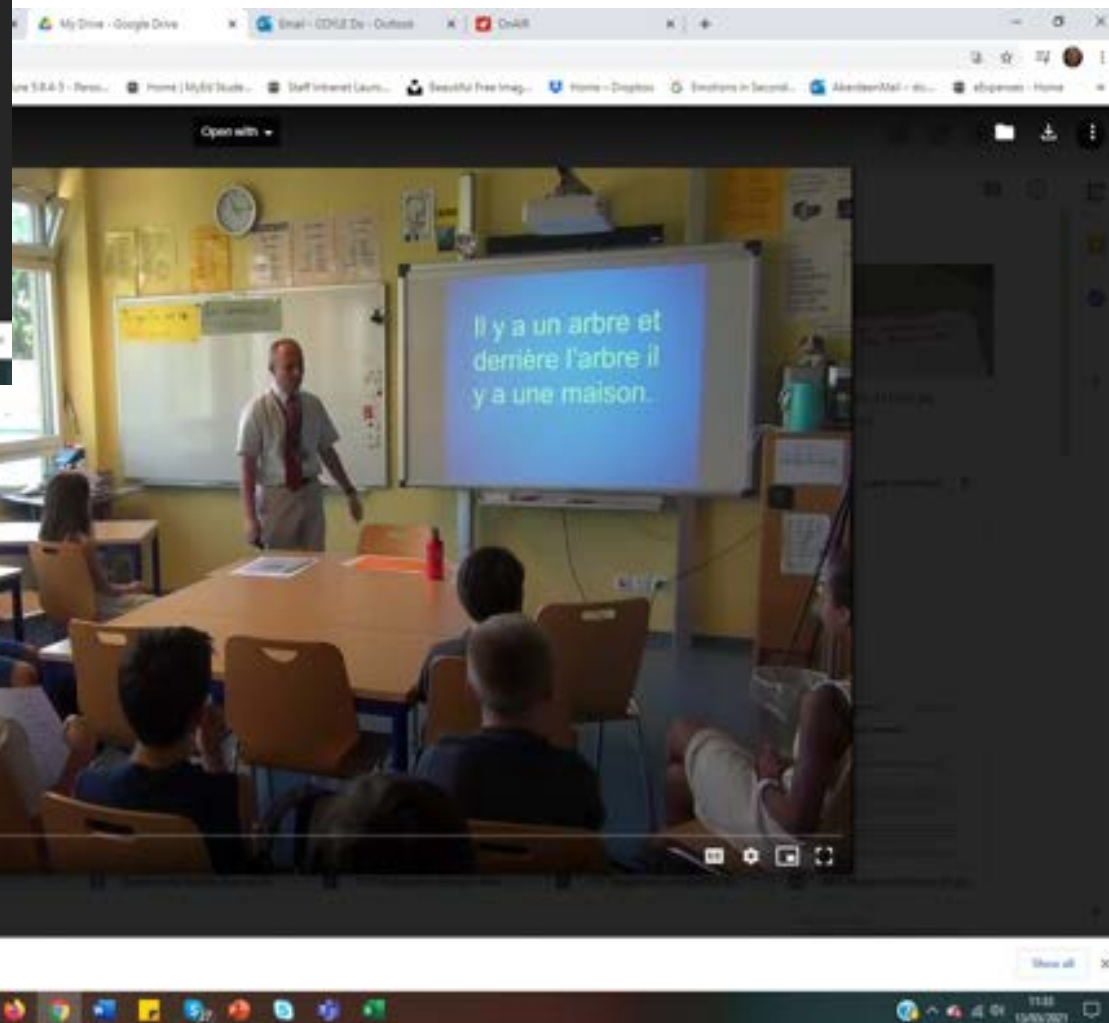
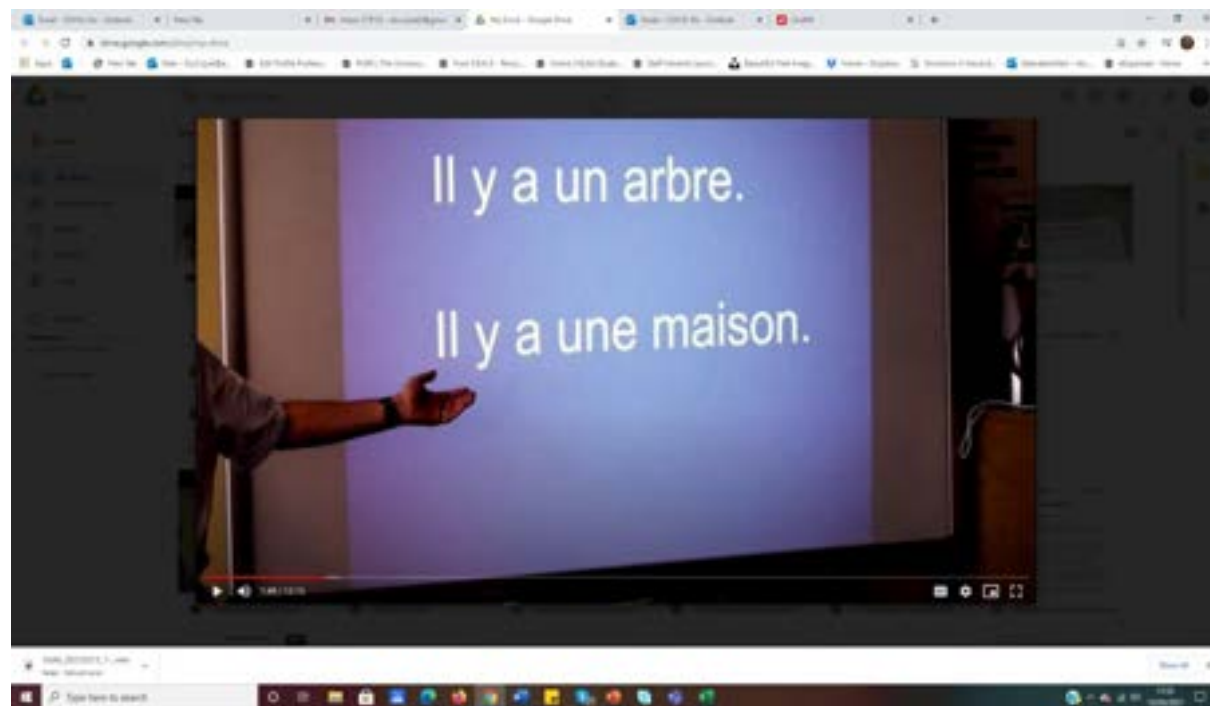
(adapted from A. Halbach, 2000)

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

A Literacies approach in the French Languages classroom

The following slides are extracts from a video created by Fred Taveau, teacher of French who has been working with Do Coyle and Mary Chohey-Paquet to investigate how a literacies approach to language teaching led to unprecedented levels of written French by young people where in their first year of learning French.





Browser tabs: Email - CNYL Do - Outlook, New Tab, Inbox (7912) - do.coyle@gmail, My Drive - Google Drive, Email - CNYL Do - Outlook, Outlook.

Address bar: drive.google.com/drive/my-drive

Video player: Note_20210313_L_1.mp4

Taskbar: Type here to search, icons for various applications, system clock 11:36 13/03/2021.

Whiteboard content:

Il y a un arbre
solitaire et mort et
derrière l'arbre, il y
a une maison qui a
l'air d'être hantée.

Browser tabs: Email - CNYL Do - Outlook, New Tab, Inbox (7912) - do.coyle@gmail, My Drive - Google Drive, Email - CNYL Do - Outlook, Outlook.

Address bar: drive.google.com/drive/my-drive

Video player: Note_20210313_L_1.mp4

Taskbar: Type here to search, icons for various applications, system clock 11:36 13/03/2021.

Whiteboard content:

Ce que l'on voit 👁
What you see

PRÉPOSITIONS
(à côté, devant, derrière...)

Il y a
Il y avait → verbes pour
- voir
- situer

Les connecteurs
- Connectives

Variété de...

Start Text: Il y a une maison - il y a un arbre



Literacy stages: prompts

Target Text I am a literary writer 😊

Description d'un Intérieur Gothique par Charlotte Kennan 7B

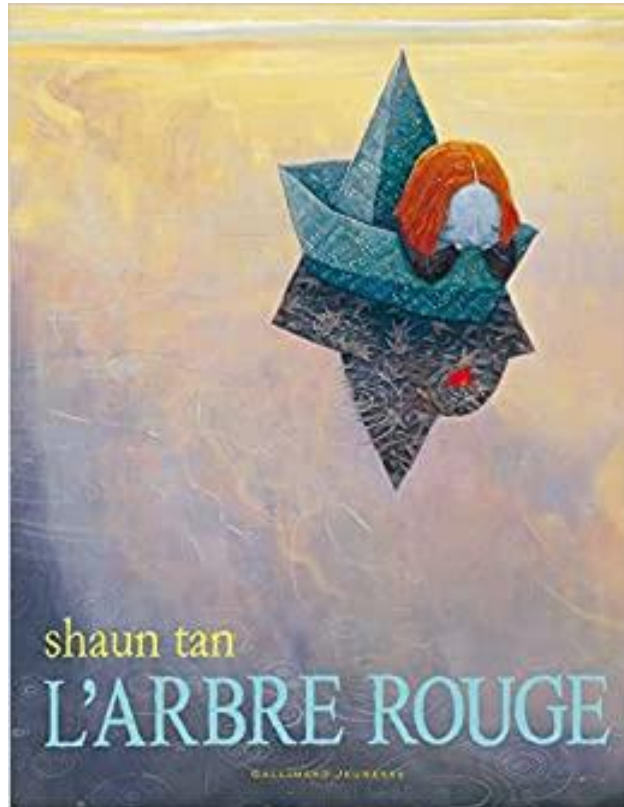
Louise Dubois et sa soeur, Chloé Dubois visitent le vieux manoir de leur grand - grand -oncle Monsieur Benedeit qui avait disparu, il y a 68 ans. Sa femme, Madame Benedeit, était morte dans un feu 2 mois avant. Personne ne savait ce qui avait causé le feu.....

On trouvait une porche en saillie et il y avait 7 escaliers avec une énorme porte grise avec un heurtoir avec le visage d'un lion. La porte a grincé et on était frappé par un escalier central. On voyait au centre un portrait ancestral, d'un vieil homme qu'il avait l'air très riche et il avait des yeux sévère. Il y avait trois séries d'amour de chaque mur, et ils avaient l'air de vous regarder tout le temps.

En haut des escaliers et vers la droite il y avait 2 colonnes massives qui tenaient un vase de chine. Au fond du couloir, il y avait une porte ouverte avec des rideaux en velours. La seule lumière était de un bougeoir sur un petite table. Dans la chambre, à gauche il y avait un gros lit à baldaquin et à côté on remarquait un tapis en velours. En face du lit, on voyait un fauteuil en cuir et derrière il y avait une bibliothèque avec beaucoup de livres. Tous les murs étaient gris ou noir, et sur le plafond on voyait une corniche. Sur la terrasse, on remarquait des vignes qui poussaient partout et on était frappé par des gargouilles dont les visages grondaient de façon menaçante.



Design brief for language student teachers*



Starting point: text

Design two tasks which focus on 2 specific language skills

Map otherness and transformational experiences

Design for learning progression

Create Es and Os

PLUS +++++

** Towards building your own design framework led by Do Coyle*

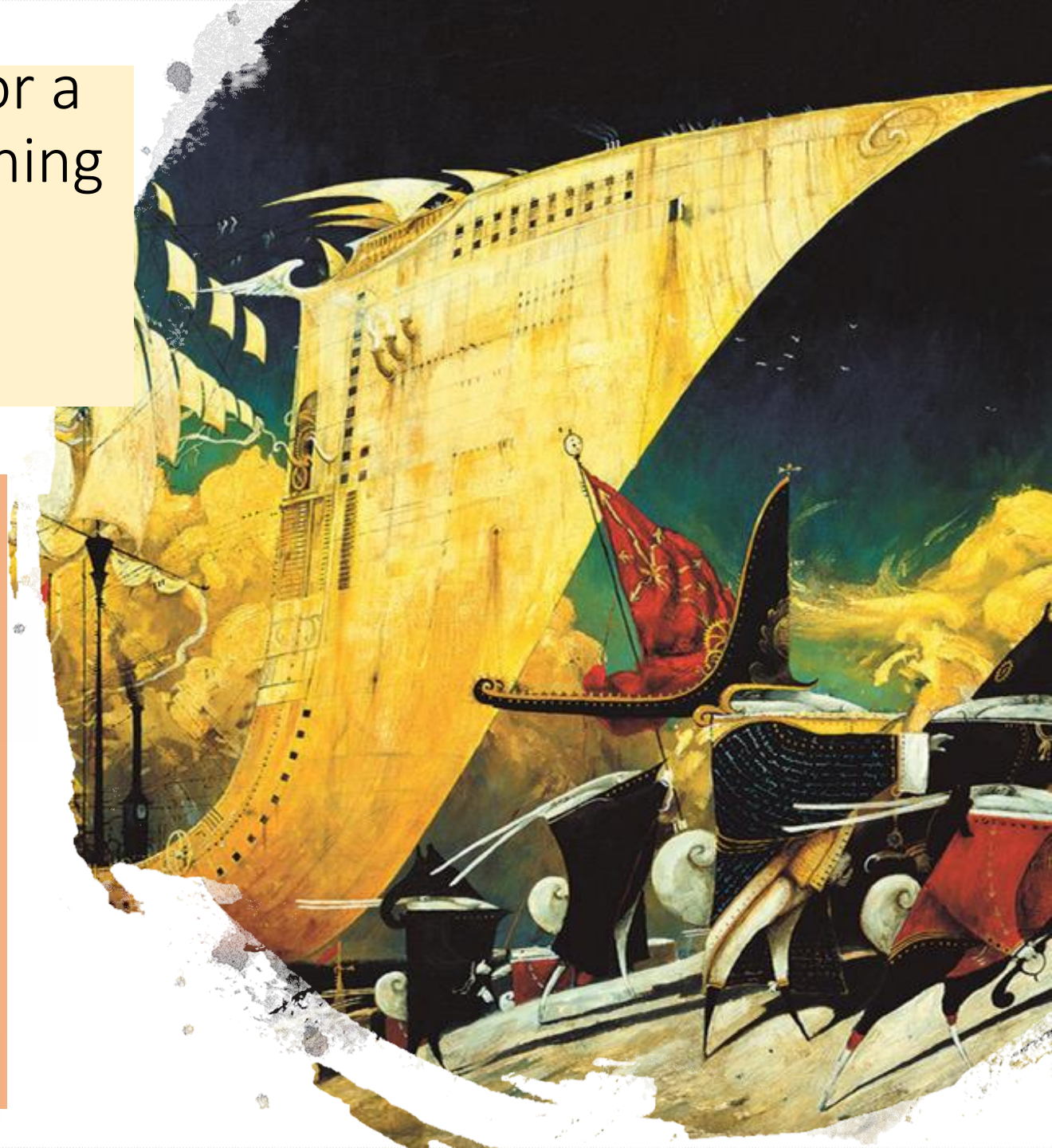
Hope and Despair as a theme for a pluriliteracies approach to teaching Italian to beginner learners.
Outstanding exemplar of work submitted.

Design brief:

Materials designed by R. Kelman,
first year MSc TLT (2 yr ITE) student
at Moray House

School of Education and Sport,
University of Edinburgh


This example combines literacies and other
content (HWB) across languages – very powerful



I Conigli

Unit of work for Primary 7

Exploring the theme of hope and despair using a pluriliteracies approach through John Marsden and Shaun Tan's picture book "The Rabbits" (translated into Italian by Marco Ruffo Bernardini as "I Conigli")



https://ed-ac-uk.zoom.us/rec/play/Q6Np1k0eteqCK4WpdMv-147E1BdVHXxHLH_Xuo91PSroCrIDY3vp-fomgn9ZiWbBcEu_zNhYS48VsPH.f2qDpLpJStW4YZs5?startTime=1615051361000&xzm_rtaid=CqFNF-5XTGO2plbdsEswIA.1615635837415.7777273119bd9e4c927d132ed199e63&xzm_rtaid=39



Overarching aims:

- to explore what hope means to us
- to be able to talk about colours, emotions and nature in Italian
- to start to understand patterns in language
- to develop visual literacy skills

Success Criteria:

- Can I express what 'hope' means to me?
- Can I name colours in Italian? Can I say how I'm feeling in Italian? Can I describe how different colours make me feel, in Italian? Can I identify different natural features in Italian?
- Can I recognise simple patterns in language, such as cognates and verb endings?
- Can I explain why a picture makes me feel a certain way?



Background to the text

‘The Rabbits’ was written by John Marsden and illustrated by Shaun Tan, and first published in 1998.

Through detailed, evocative illustrations and simple language, we see rabbits invade a peaceful land and the native inhabitants become wary and frightened as their lives are gradually taken over. It acts as an allegory for the British colonisation of Australia, but also contains important messages about the effect of man on the natural world.



Pluriliteracies

As indicated by the overarching aims, this unit of work is focused on **pluriliteracies**. The text is to be studied in **Italian**, even though the pupils are presumed to be novices in this language. The pupils will learn some basic Italian to discuss colours, emotions and nature in the context of the text, however by working in an **unfamiliar language** they will also be learning to wrangle with '**not-knowing**', which, given that it is impossible to know every word in a language, is a key skill for any linguist. Learning to **recognise linguistic patterns** will also support pupils in language learning more broadly. Furthermore, as a Romance language, the study of Italian will allow pupils to broaden their understanding of **Latin borrowings in English**. The pupils will also develop L1 literacy skills by **articu**

I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 2-01a**

I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. **SOC 2-08a**

I can explain how the physical environment influences the ways in which people use land and buildings in my local area with a contrasting area. **SOC 2-13a**

When I engage with others, I can respond in ways appropriate to the situation, building on others' contributions and use these to build on thinking. **LIT 2-02a**

I can recognise the relevance of the written text to my own and others' experiences. **ENG 2-19a**

I can listen to and show understanding of instructions and language from familiar voices and sources. **MLAN 2-01c**

I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation. **MLAN 2-07a**

I can make comparisons and explore connections between spelling patterns in English and the language I am learning. **MLAN 2-11b**

I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far. **MLAN 2-11c**

Examples of how this links across the curriculum
Curriculum for Excellence (Scotland)

Section 5: Hope

A painting of a steam train on a hill. The train is black with a red flag on the back. It is on a yellowish-brown hill. In the background, there are several rabbits. The sky is blue.

Section aims:

- to imagine and write an ending to the story
- to discuss how hope is secured in action

Indicative activities

- Focus on the last page and translate *chi ci salverà dei conigli* (who will save us from the rabbits). Looking at the picture, who is 'us'?
- Write/illustrate your own hopeful ending to the story by answering the question 'who will save us?'.
- Discuss how hope can be transferred/secured into action.
- Think about the problems in our community. What makes us feel hopeful that things might change? What could we do to act on that hope?

So which pathway?

Lexis or Literacy
Numbers or Stories?
It's Tuesday or Everyday?
Words or Text?
Ors to ands?



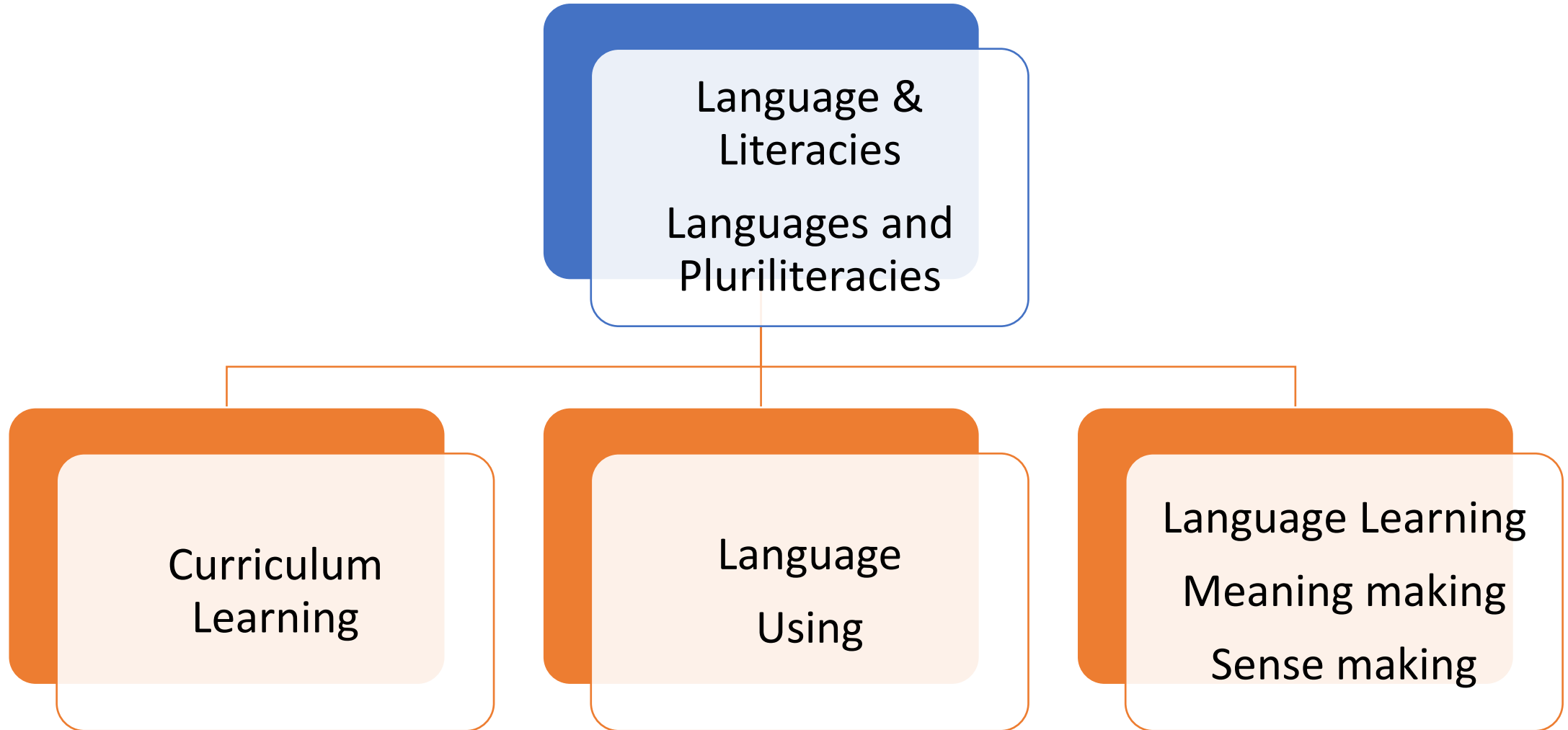


But the pathway is neither straight nor uni-directional

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.

Language Teachers as Connectors for Curriculum Making



Text

Text

Text

Text

Text

Text

Text

Text



Pluriliteracies Approach

Connect first language literacy task design with that of second and other language literacy task design

STOP lowering the cognitive content level to match the language skills level. Make the linguistic level accessible and learnable – improve your task design skills using different languages


Use text text text

Multimodal text (oral, written, visual, digital, virtual) – and make use of freedom to select topics

Check out this useful website
<https://www.pedagog.uw.edu.pl/lit4clil/>



Les Touches de la Beebot

A man wearing a white shirt and a face mask is working at a sewing machine, likely manufacturing face masks. The background shows a window with vertical bars and some items on a shelf.

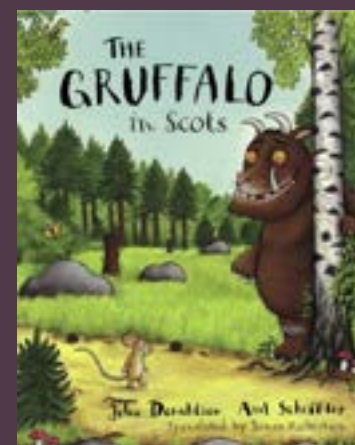
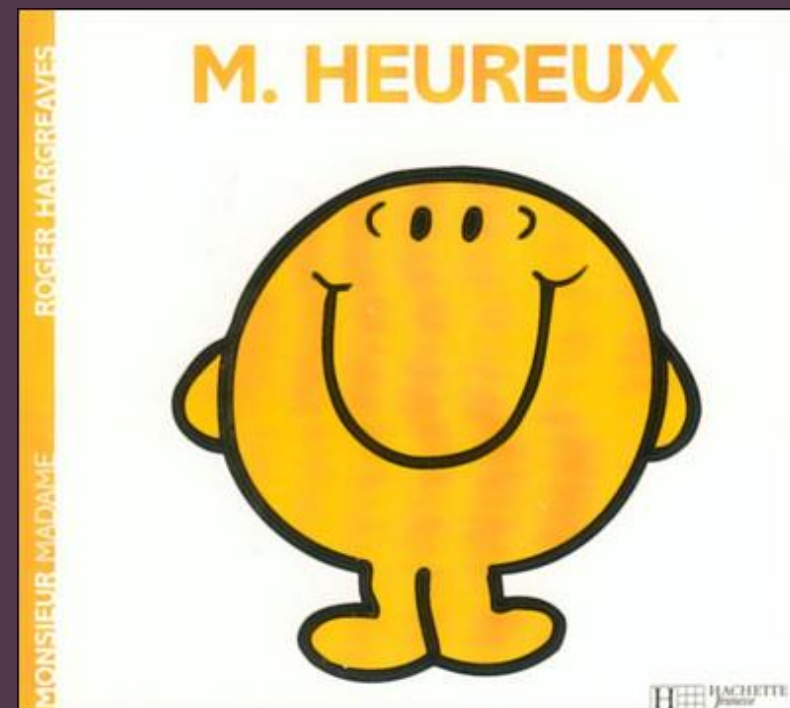
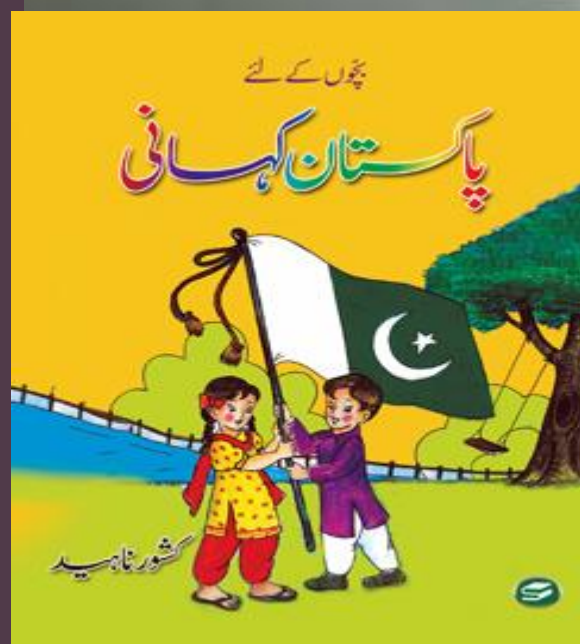
Coronavirus au Sénégal: les masques faciaux

<https://www.bbc.com/afrique/region-52449160>



Pewnego pogodnego, słonecznego dnia Bob czytał na podwórku książkę.

- Co czytasz? – zaciekała się Betoniarka.
- Katalog roślin ozdobnych – odparł Bob. – Chcę zamówić trochę kwiatów, bo zgłosiłem się do konkursu na najładniejszy warsztat.
- Ale u nas przecież jest bałagan! – zawołał Spychacz.
- Wiem o tym – kiwnął głową Bob. – Dlatego trzeba posprzątać, zanim przyjdzie komisja konkursowa.
- A kiedy przyjdzie? – spytał Walec.
- Punktualnie o piątej.



4 Key Messages for a Saturday afternoon in March

1. Curriculum-making

Let's get involved with our learners in curriculum-making – grammar-based measurements are not enough (and our learners get it!) Urgent shift from 'past-present' to 'present-future' – if we are to respect students' needs.

2. Language learning and language using

Language using isn't doing a pre-learned 'communicative' task. Its discourse rich and cognitively demanding. Have to go beyond language learning to evidence language using i.e. see language as learning tool as well as a communication tool, where learners language their learning.

Language using is about meaning-making and using language to construct or deepen knowledges beyond the linguistic system.

3. Experimenting a literacies approach

Literacies are fundamental across all curricula – we must be part of that renewal, linking with EAL, bilingual learning, CLIL. Stop the silos. Let's learn from great ideas from EAL.

Text - what else can I say?

A literacies approach embraces language learning (grammar, skills, practising, repetition, translation, memorisation as any deeper learning demands) which promotes language using.

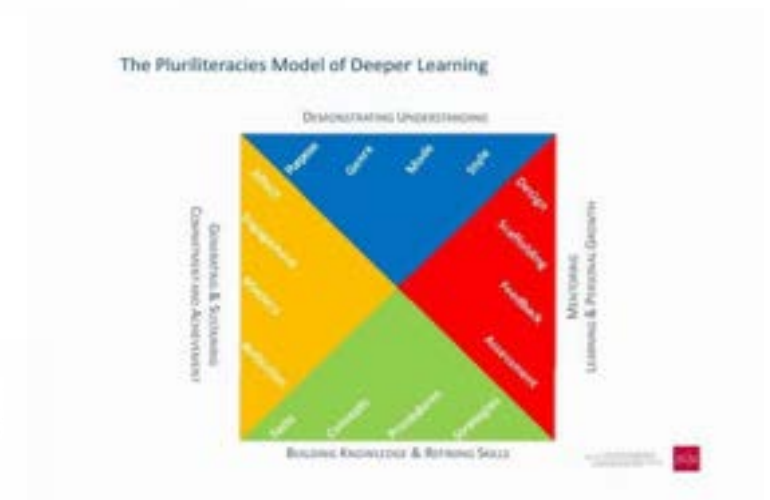
4. The present future is in our control

Start small – especially with younger learners in primary and lower secondary - otherwise it's too late!

Anyone can do it!

Linguistic fluency has to shift
to embrace 'textual fluency'
if we are to achieve
what we want our learners to become
pluriliterate global citizens (Coyle and Meyer 2021)

It's about progress not perfection!



An important thought

As education throughout the world becomes increasingly multilingual and multicultural, we must look beyond the individual learning the language system, and consider language as a medium of learning, the co-ordination of language learning and content learning, language socialization as the learning of language and culture... and discourse in the context of social practice

(Mohan:2002)

Carpe Diem

The modern language turn –
when linguistic fluency
embraces ‘textual fluency’ in
the drive to achieve what we
want for our learners -
becoming pluriliterate global
citizens

The Pluriliteracies Model of Deeper Learning



(Coyle and Meyer 2021)



See you in the
Literacies
Space.

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From the past present
uphill struggle connecting



References

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Acknowledgements illustrations

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Slide 3 <https://unsplash.com/photos/znhEe1cbbQE> Elena Mozhvilo

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