

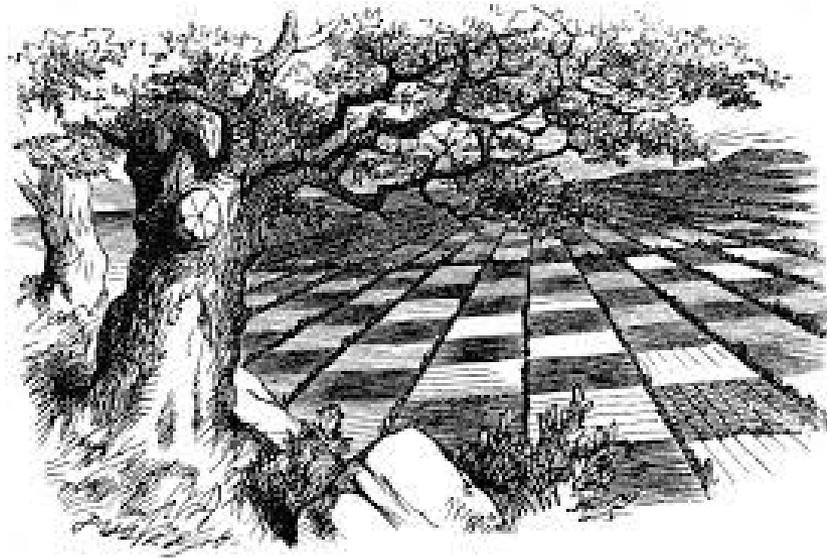
PluriLiteracies for deeper learning



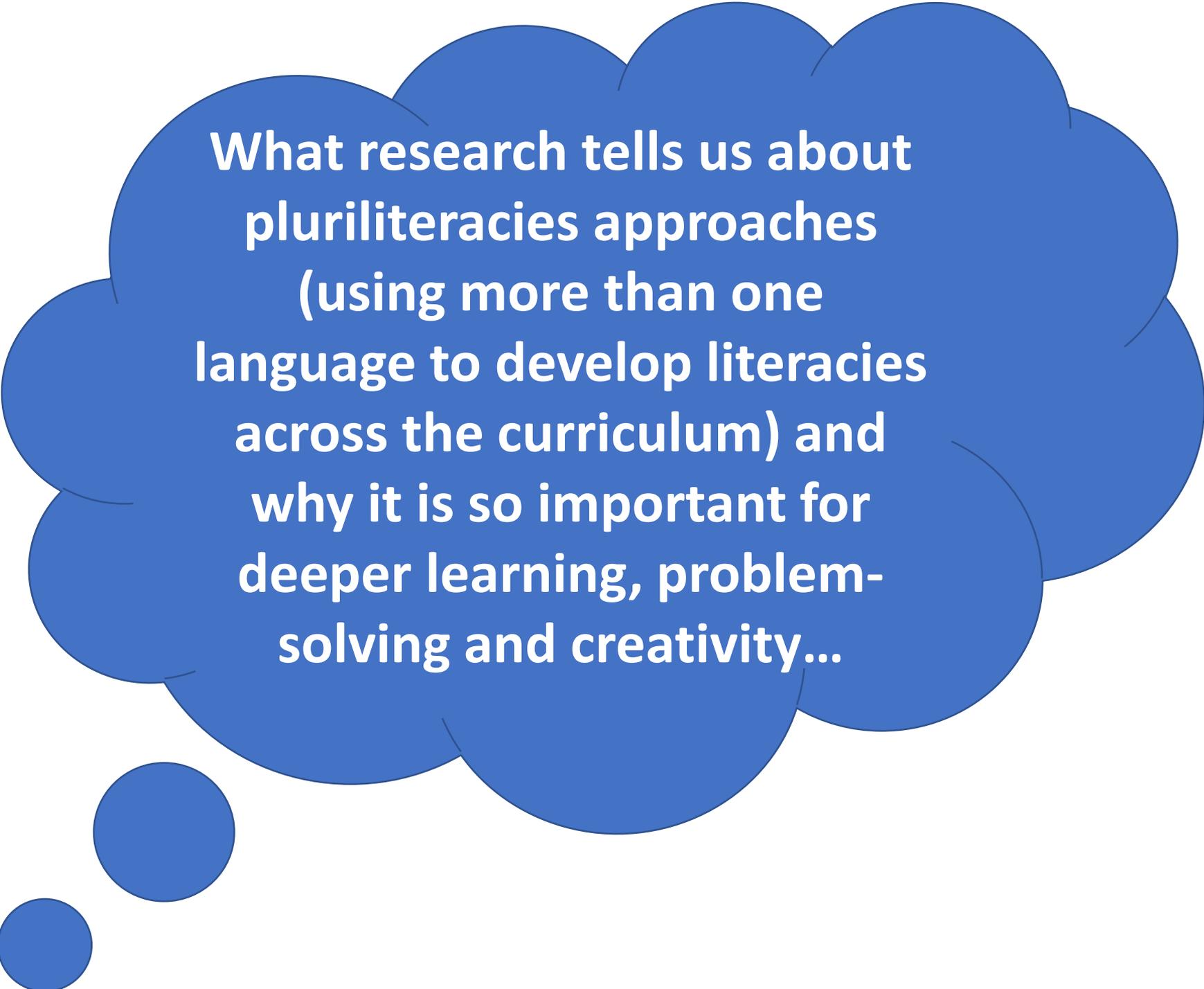
Innovative and Inclusive Pedagogies

Do Coyle January 26th 2019

Why it matters...

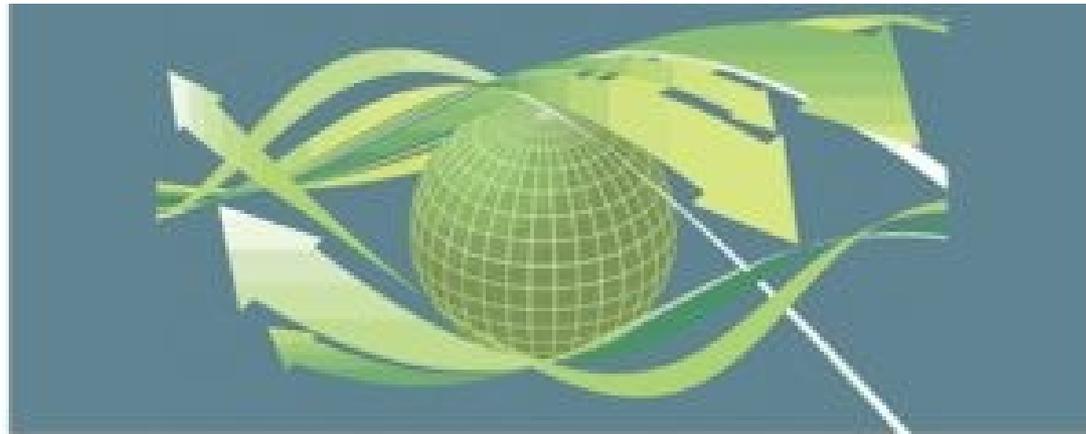


“If I had a world of my own, everything would be nonsense. Nothing would be what it is, because everything would be what it isn't. And contrary wise, what is, it wouldn't be. And what it wouldn't be, it would. You see?”



What research tells us about pluriliteracies approaches (using more than one language to develop literacies across the curriculum) and why it is so important for deeper learning, problem-solving and creativity...

**258 million people
are living outside
their birth country**



foreign

migrant



~~Monolingual
English only~~

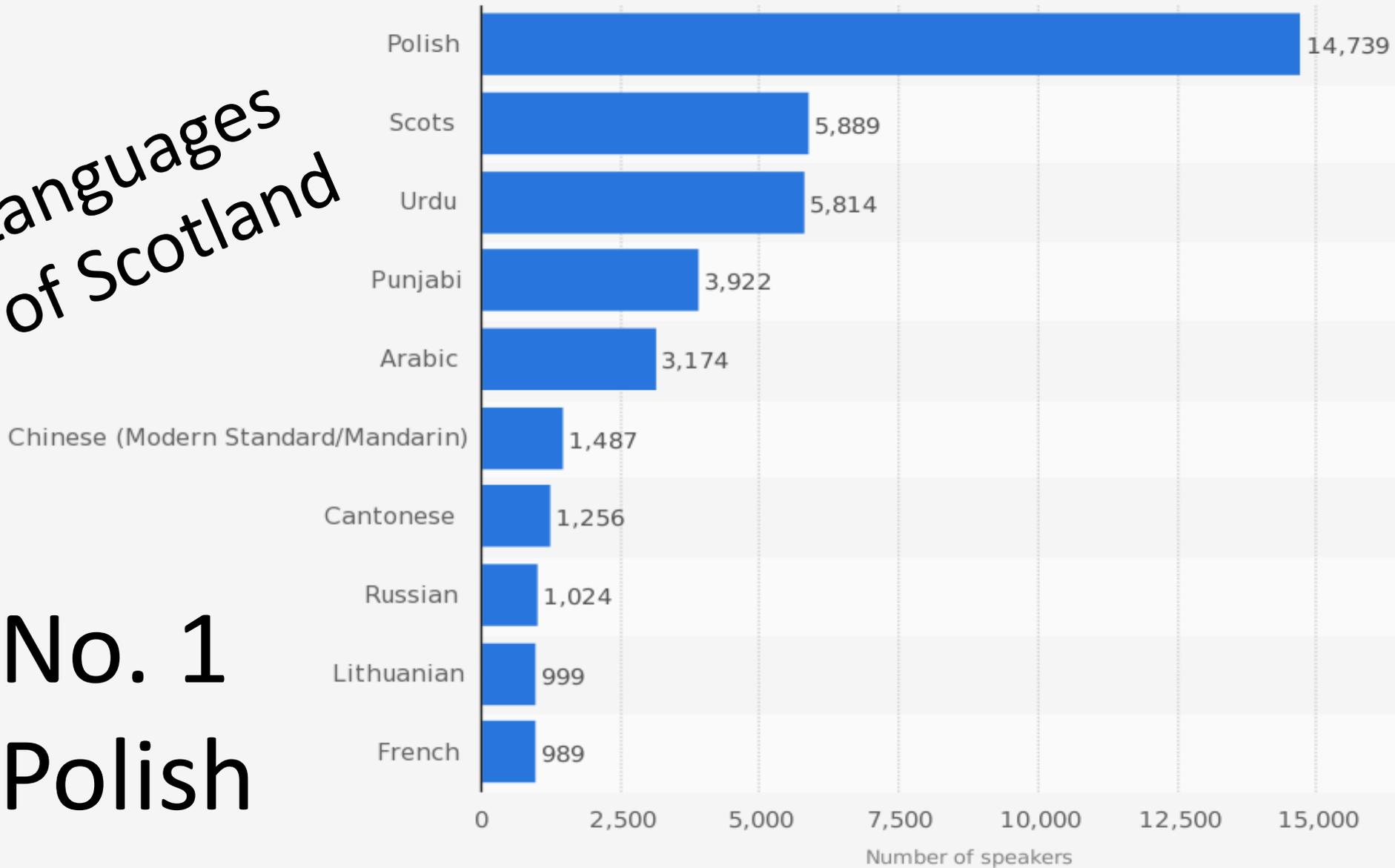
EAL/CLIL

outsider

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

Languages of Scotland

No. 1
Polish



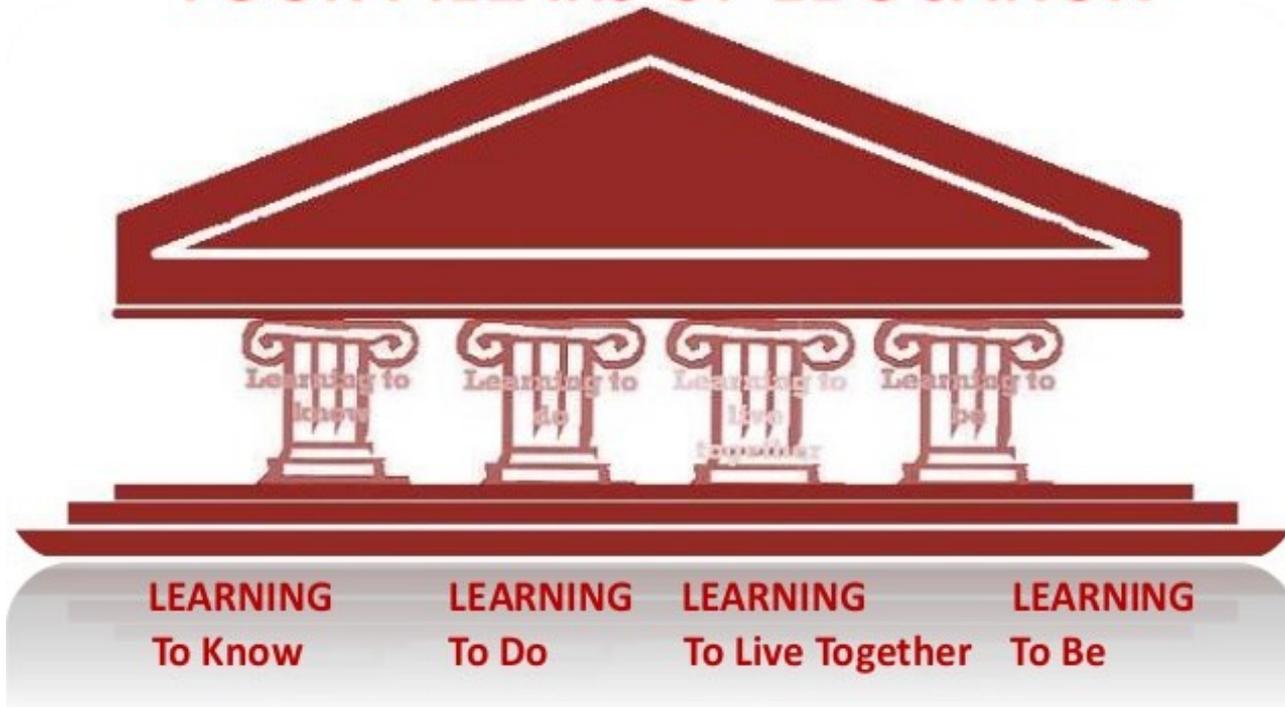
**Language is not
about words...
words alone are
meaningless**

Language
is never
neutral



The International Commission on Education for the 21st
Century advocates

FOUR PILLARS OF EDUCATION



As teachers we need to be 'Glocal'

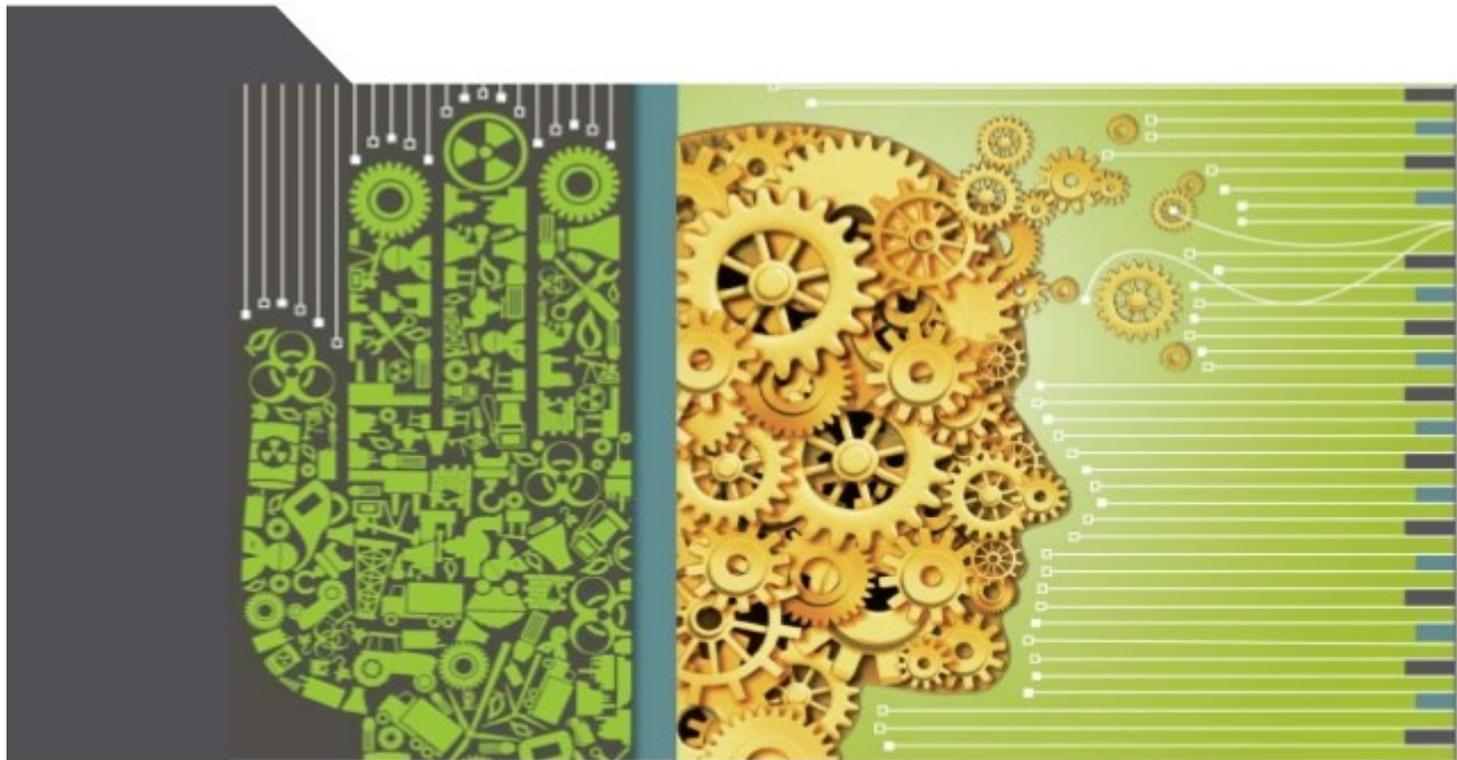
70%

world

**Schooled in 2nd or 3rd languages
is the NORM**

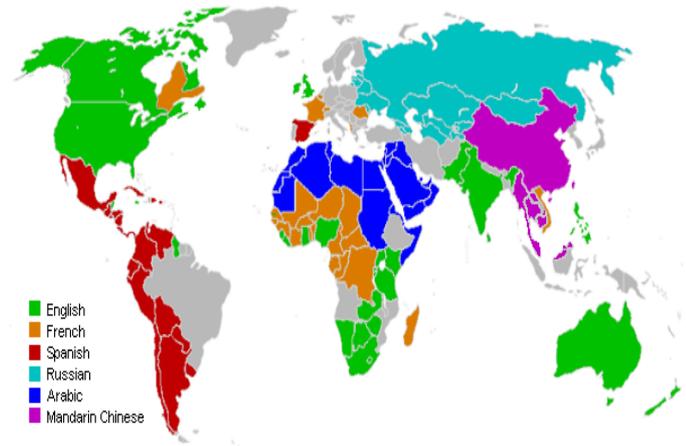
OECD 2016 proficiency in several information-processing skills – literacy, numeracy and problem-solving in technology-rich environments

 **Why skills matter**
FURTHER RESULTS FROM THE SURVEY OF ADULT SKILLS



Shifts in Landscapes

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



The world we live in
and the classrooms we
learn in and the learners
and teachers who work
together are changing. A
good news story...

curriculum for excellence

Successful Learners

I have enthusiasm and motivation for learning.

I have determination to reach high standards of achievement.

I have secure values and beliefs.

I have ambition.

I have openness to new thinking and ideas.

I can use literacy, communication, and numeracy skills.

I can relate to others and manage myself.

I pursue a healthy and active lifestyle.

Confident Individuals

I have respect for others.

I have a commitment to participate responsibly in political, economic, social and cultural life.

I am able to develop knowledge and understanding of the world and my country's place in it.

I can understand different beliefs and cultures.

Responsible Citizens

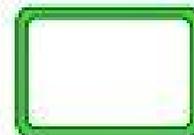
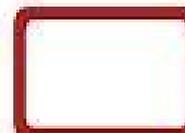
I have resilience.

I am self-reliant.

I can communicate in different ways and in different settings.

I can work in partnership and in a team.

Effective Contributors



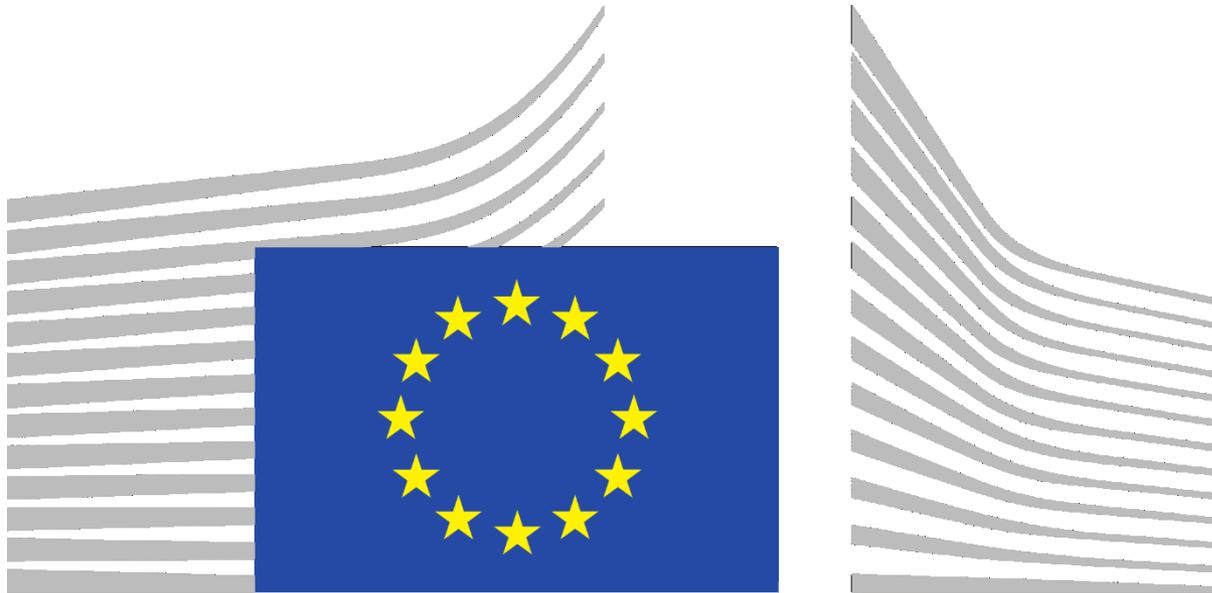
Responsible citizens are
pluriliterate citizens

What does this mean
and why does it matter?

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 language – a right for all learners

Working Document Proposal for Council of Europe Recommendations: A comprehensive approach to the teaching & learning of languages, May 2018



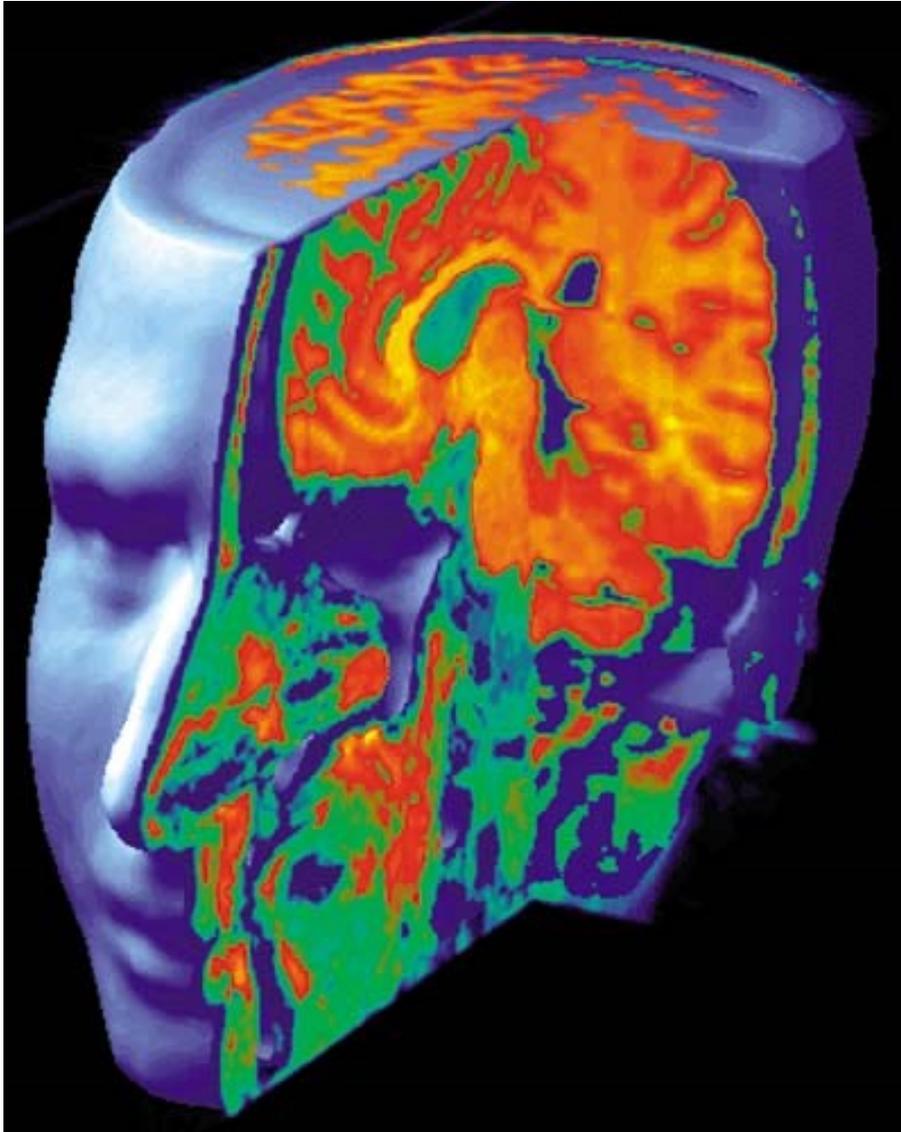
**European
Commission**



Recommendations: Language Aware Schools

- To improve language competences
- To broaden the scope of literacies teaching
- To ensure schools are aware of the linguistic diversity in their pupil population, offering them opportunities to create language-rich learning environments where multilingualism can flourish and the language of schooling can be adequately supported
- To shift language teaching and learning so that constructing new knowledge and understanding involves more than one language for all learners

Language as Learning Tool



#Cognitive tool

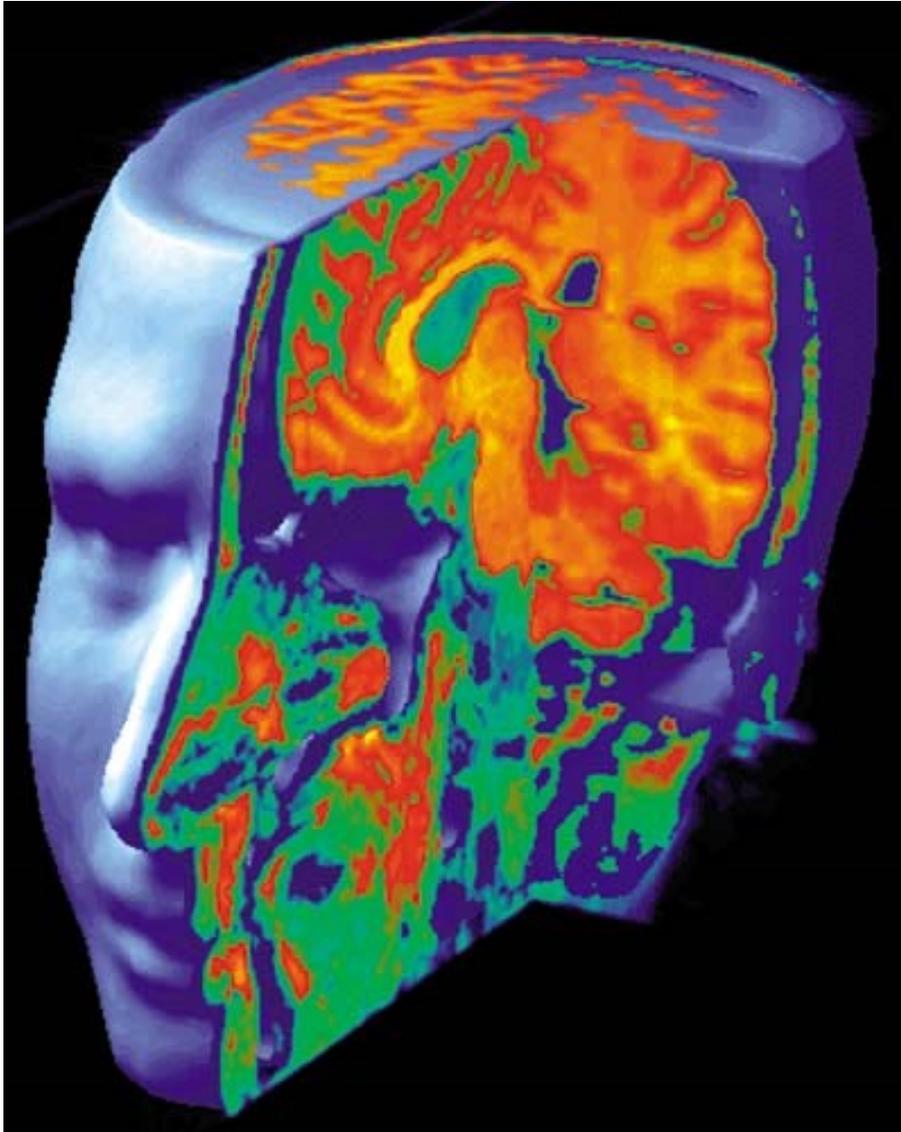
i.e. for constructing knowledge specific to themes, phenomena or subject disciplines

#Meta-cognitive and linguistic tool

i.e. learning how to learn and 'reflective intervention' (**Bruner**)

Using language to learn

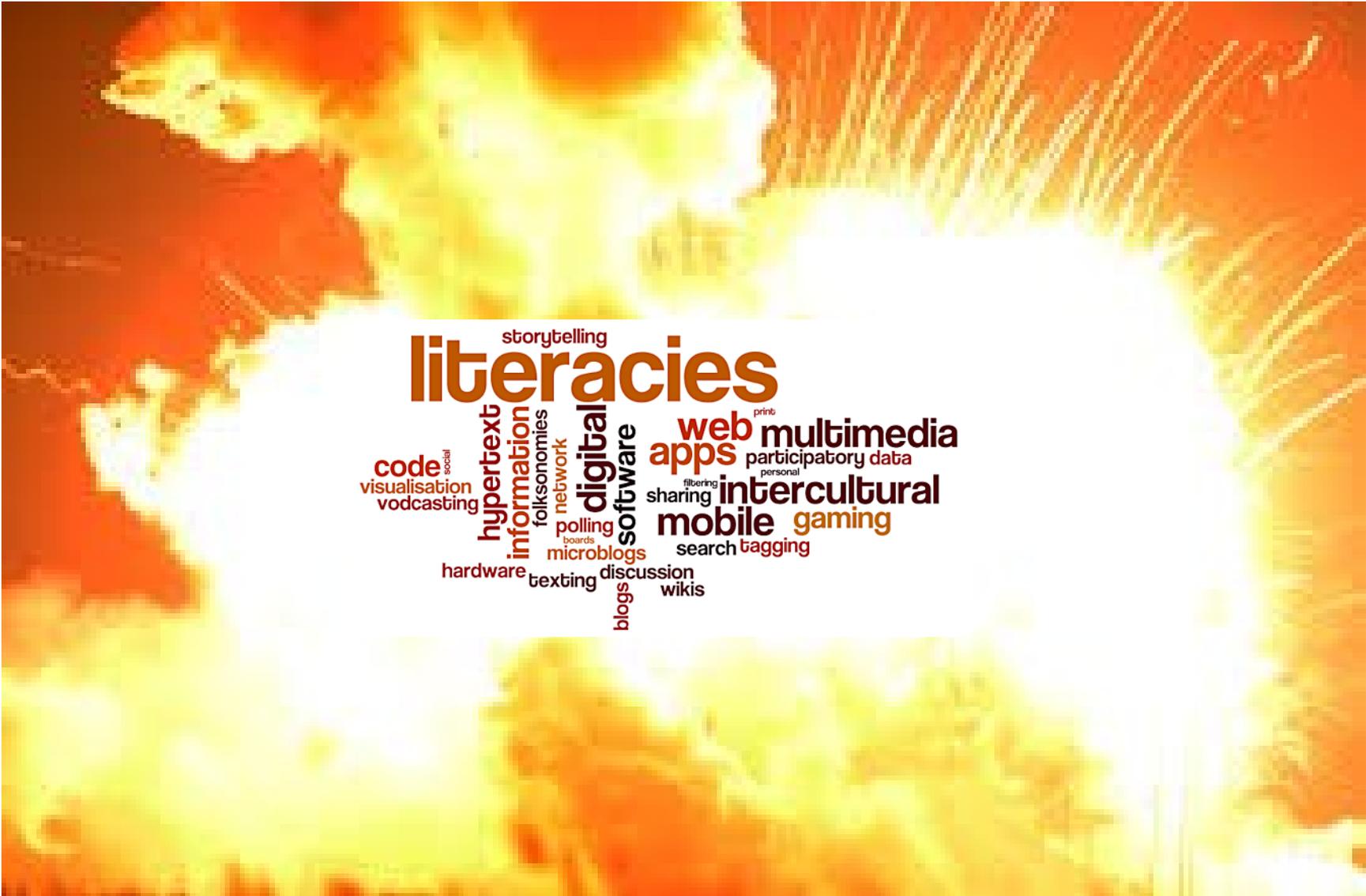
Language as Learning Tool



#As the medium and/or object of learning ~ language using is not the same as language learning (English, Gaelic and other languages)

#For social connectivity and intercultural understanding

Challenging the siloed
curriculum
at all ages and stages



storytelling
literacies

code ^{social}
visualisation
vodcasting
hypertext
information
folksonomies
network
polling
boards
microblogs
hardware
texting
blogs
digital
software
discussion
wikis
web ^{print}
apps
participatory data
personal
filtering
sharing
mobile
search
tagging
gaming
intercultural
data

PluriLiteracies Approaches

Research tells us that cognitive processes are deepened and strengthened when triggered and scaffolded using more than one language and result in improved literacies in the language of schooling, encourage creativity and confidence and motivate young people to extend their understanding of the world

Pluriliteracies Approaches

1. Growing language aware classrooms not only of our pupils but of ourselves (linguistically and culturally)
2. Being actively language aware of the **academic** demands of topics/themes/phenomenon(cognitively, culturally and communicatively)
3. Being inclusive - different topics/disciplines have very different cultures, very different discourses which become increasingly nuanced i.e. progression.... My awareness, my planning!



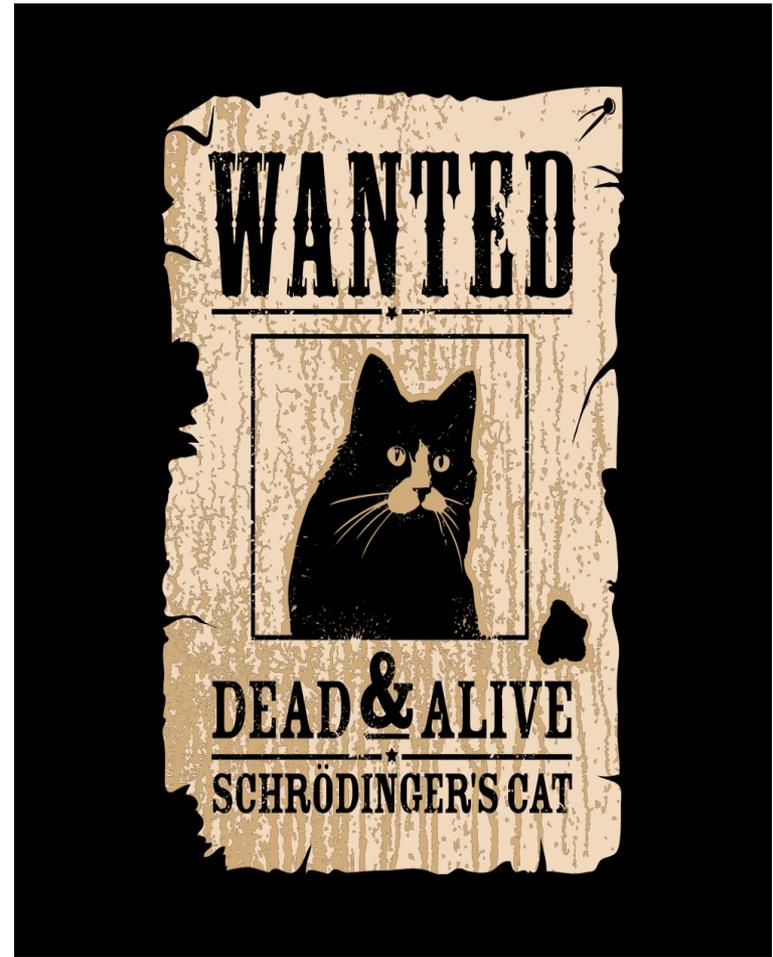
Academic
Language is
nobody's
mother tongue

Evidence of understanding through creative language use



Contre le 'poulet systématique' ...

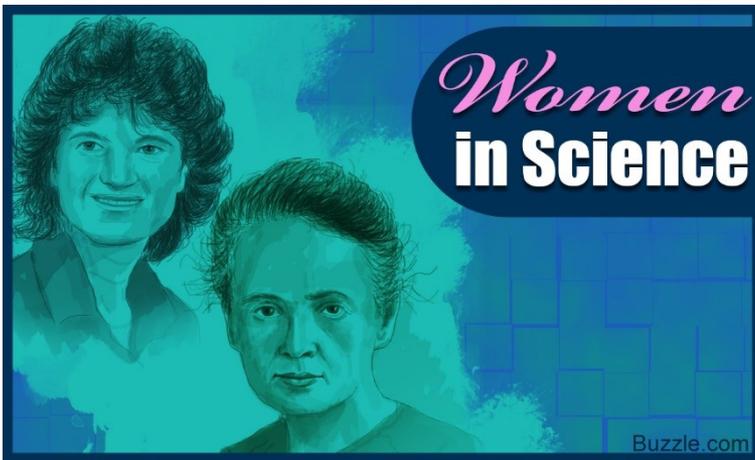
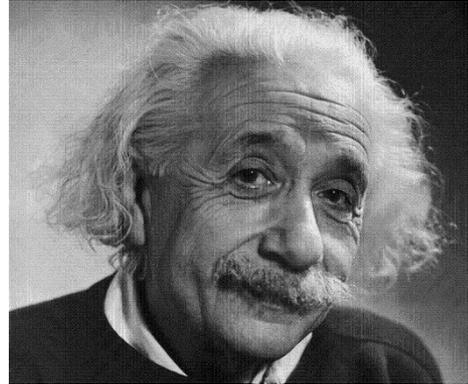
Quantum states...

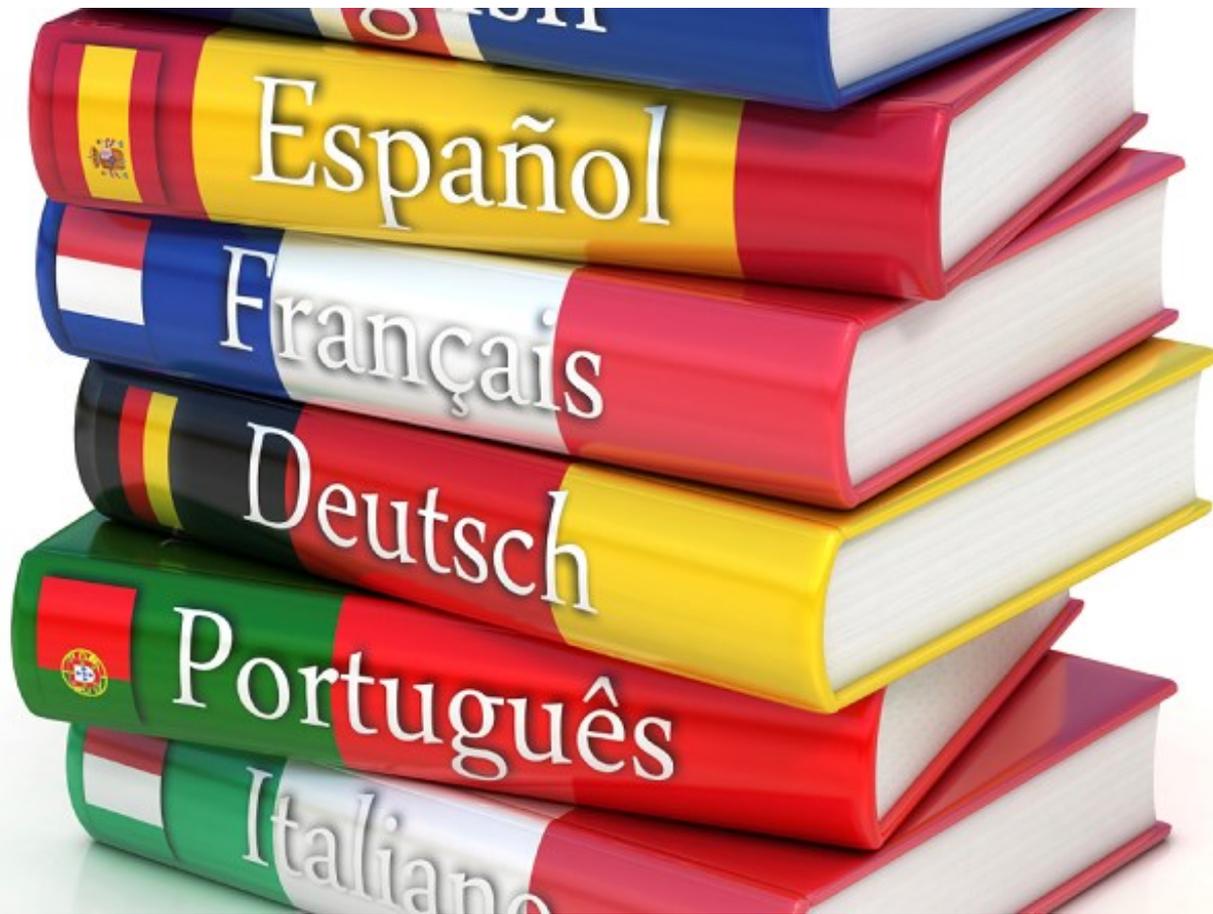


http://youtu.be/d1tn56vWU_g

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

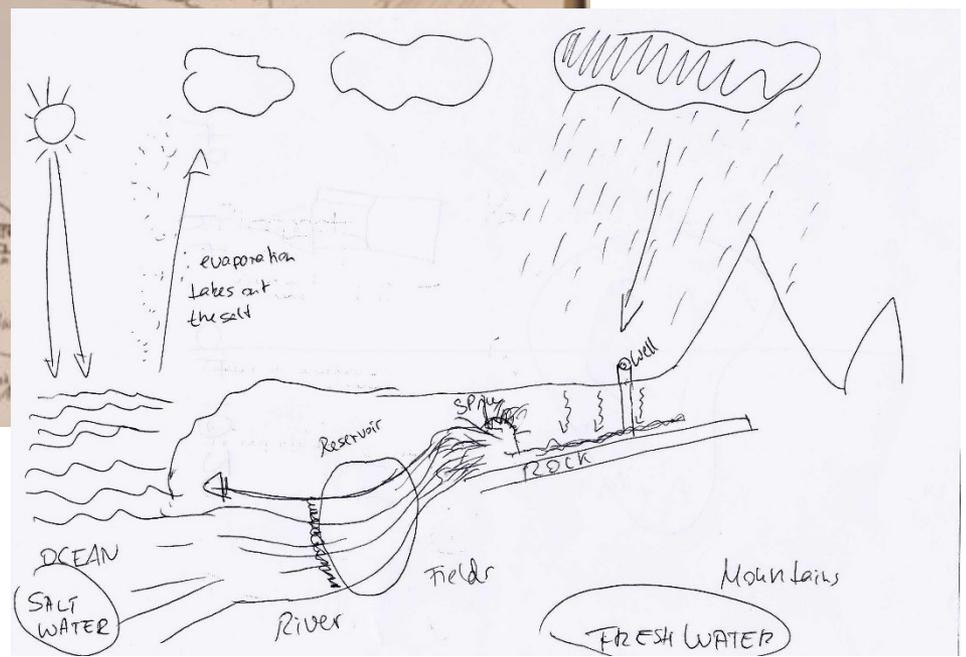
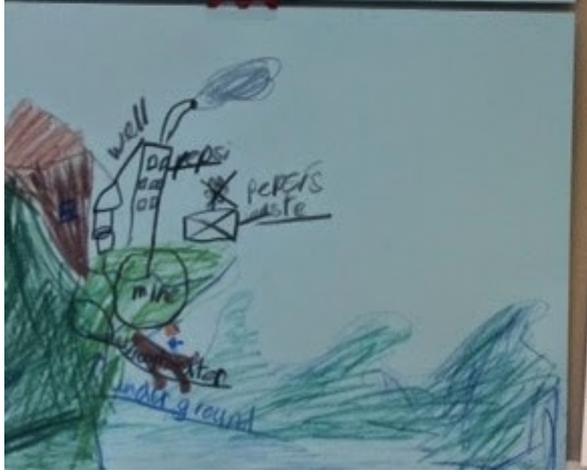
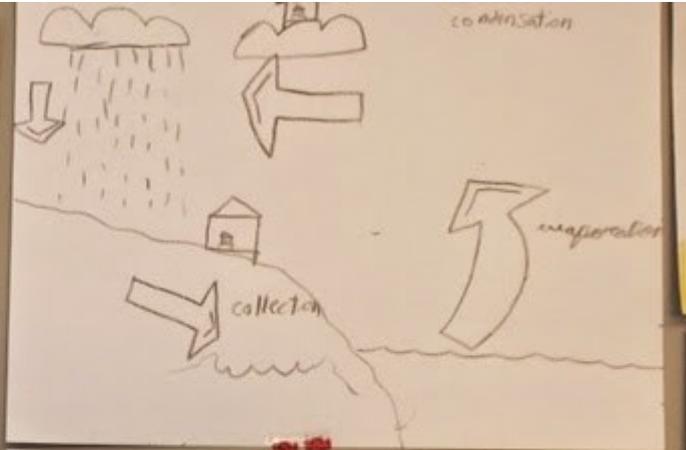
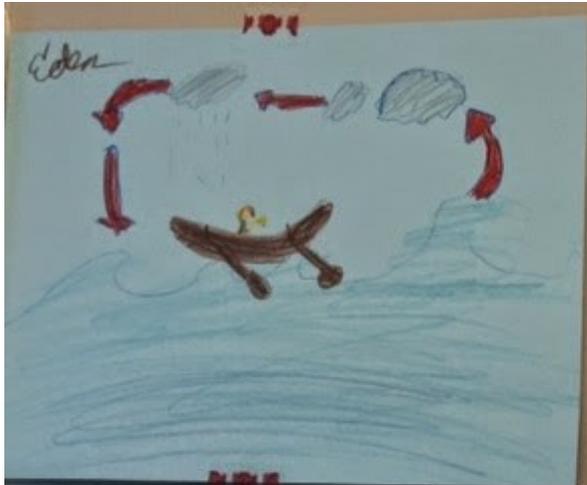
Behaving like.....







To
Language
is a verb



Languages as the Leveller



Le paysage gothique de Maria aged 11



From Gothic literature and landscapes to people descriptions,
from 19th century clothing to evolution of fashion
and emancipation for women, Coco Chanel and so on.....
according to the learners' agenda.

Note:

The following slides provide an example of how a beginner learner of French after only 5 months of learning the language and being in a conducive context where learners had chosen the topic (Goths) and they were all aware that they were learning to write like authors in French. Such an example demonstrates what is possible – with scaffolding of course!

Il y a un arbre.

Il y a une maison.

On remarque un arbre solitaire et mort et derrière l'arbre. On remarque aussi une maison qui a l'air d'être hantée.

Histoire au PASSE! → IMPARFAIT

On remarquait un arbre solitaire et mort. Derrière l'arbre on remarquait une maison qui avait l'air d'être hantée et on sentait l'odeur du bois pourri.

Using language to raise awareness of literacy practices of expert authors and as a learning tool



MON PAYSAGE GOTHIQUE

Dans cette illustration on était dans un cimetière. Le cimetière était un de !"endroit typique de les paysages gothiques. Les couleurs qui étaient présent, dans cette illustration étaient le gris, le blanc mais surtout le noir. Dans le cimetière il y avait un silence si grave que tu pouvais entendre une broche tomber mais tout à coup il y avait le cri d'un hibou qui a brisé le silence. Le temps était nuageux et il y avait de la brume et les arbres étaient presque morts. On entendait une atmosphère sombre et mystérieuse.

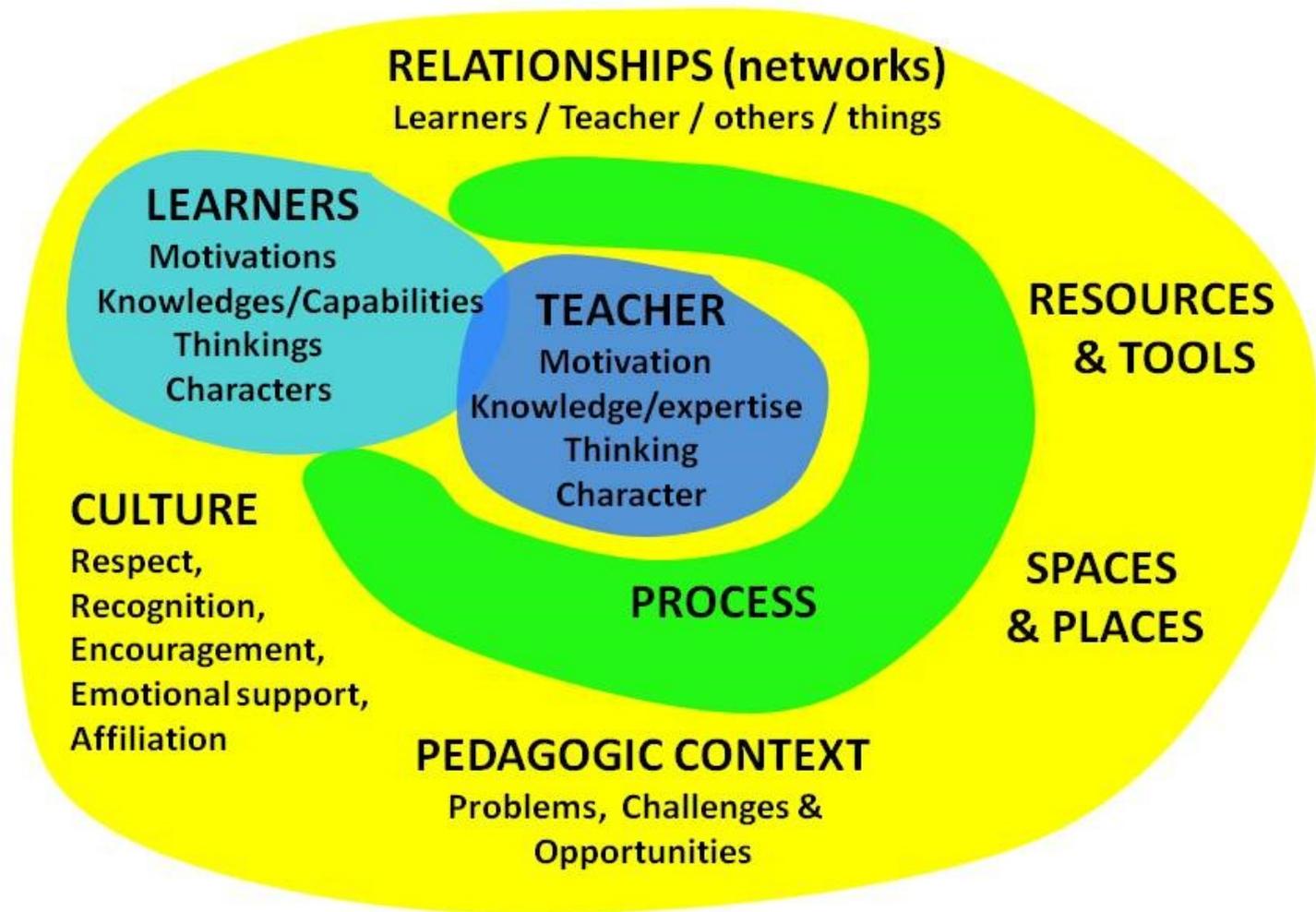
Planning for Learning

becomes



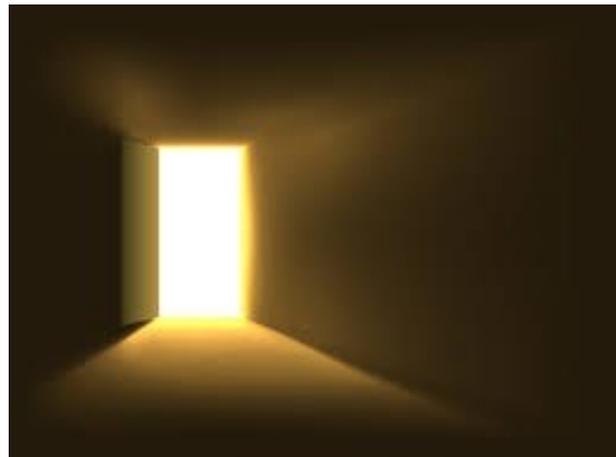
Designing the
learning environment –
emphasis is on LEARNING

Learning Ecologies



Doors, windows and opportunities

- Emphasis on literacies across the curriculum
- Building on 'multicultural' schools
- Aspirational 1 + 2 Policy in Scotland
- A shared alternative (new) language is a great leveller for all teachers and learners
- Strengthening cognitive-languages connectivity and making it transparent for all learners impacts on learning



MESSAGE ONE

Living our shared responsibility towards our pupils- whose linguistic stories cannot be the same as ours since each is unique - to ensure we enable them to understand what being a pluriliterate citizen means i.e. pedagogic inclusion

MESSAGE TWO

Strengthening the cognitive-language link and making it explicit/transparent can lead to deeper learning which impacts on the quality of learning for any learners – we need to be language aware

MESSAGE THREE

To promote the meaning of 'academic' literacies for all by creating drawing, languaging, talking spaces for all learners through learning partnerships

MESSAGE FOUR

A pluriliteracies approach to learning is not about the teaching of another 'foreign' language, not about making our learners bilingual, not about having to be bilingual ourselves it is all about strengthening cognitive pathways and require a shift in mindset, thinking outside the box in terms of designing learning, learning partnerships – the impact is powerful and we can start small.....

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



Interested?

If you or colleagues are interested in finding out more or want to explore some of the ideas further in your school - regardless of whether or not you could come to the workshop - do not hesitate to make contact with Do Coyle on

do.coyle@ed.ac.uk