Design Tools for Successful CLIL – do.coyle@ed.ac.uk

Figure 1: 4Cs Framework

An Integrated Approach for Learning and Using Languages Across the Curriculum

Communication

Culture
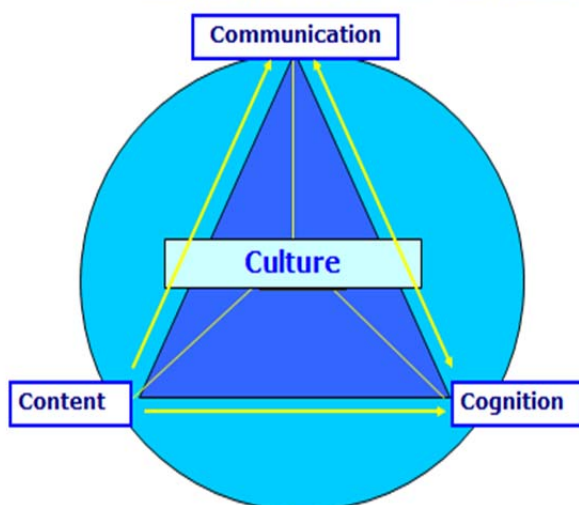
Content

Cognition

4Cs and Subject Literacies

Meaning-making involves knowing (**content**) and thinking (**cognition**) articulated (**communication**) in ways which demonstrate intercultural awareness and subject appropriate discourse (**culture**). These processes are all about developing subject literacies.

The Language Triptych

Language of learning

Foreign Language Learning and Using

Language for learning **Language through learning**

Coyle, Hood, Marsh, 2010

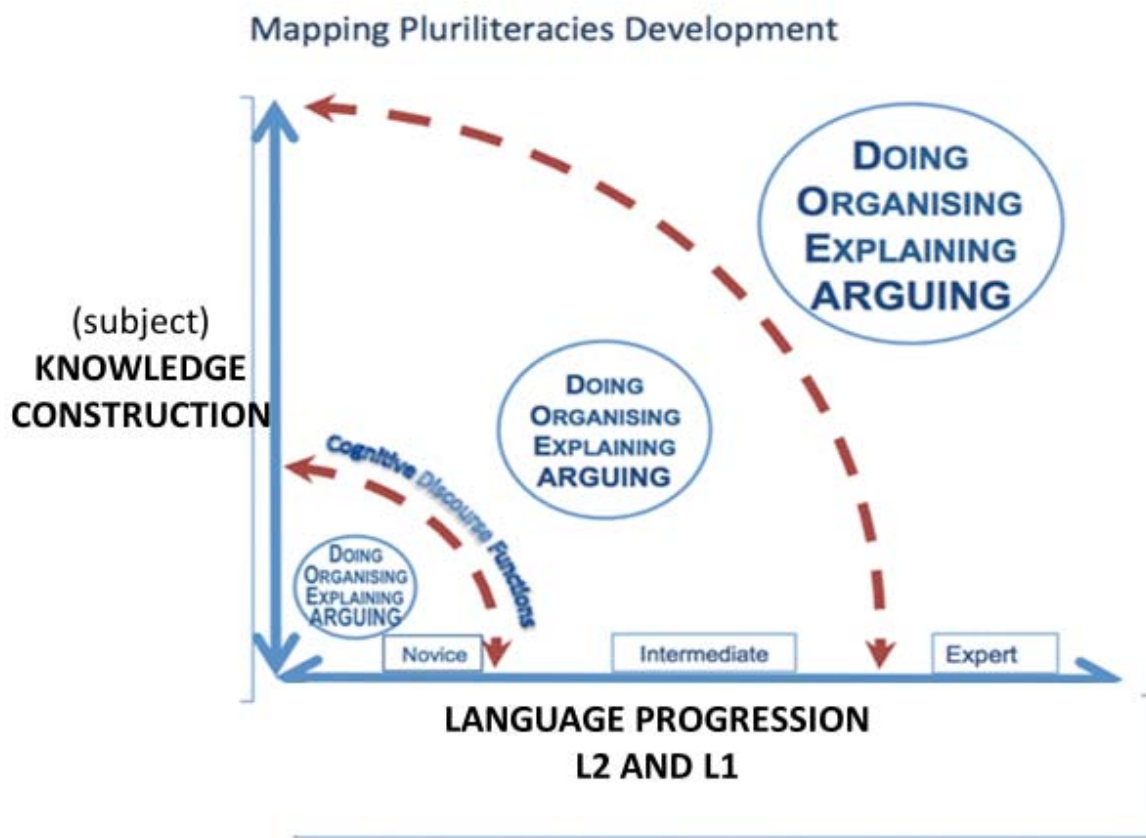Figure 2: Language Learning needs Language Using

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]

Figure 3 and 4: Knowledge Pathways

Mapping Pluriliteracies Development

(subject)
KNOWLEDGE CONSTRUCTION

DOING ORGANISING EXPLAINING ARGUING

DOING ORGANISING EXPLAINING ARGUING

Cognitive Discourse Functions

DOING ORGANISING EXPLAINING ARGUING

Novice | Intermediate | Expert

LANGUAGE PROGRESSION L2 AND L1

Cognitive Discourse Functions (Dalton Puffer)

Function Types	Communicative Intention	Label
Type 1	I tell you how we can cut up the world according to certain ideas	CLASSIFY
Type 2	I tell you about the extension of this object of specialist knowledge	DEFINE
Type 3	I tell you details of what can be seen (also metaphorically)	DESCRIBE
Type 4	I tell you what my position is vis a vis X	EVALUATE
Type 5	I give you reasons for and tell you cause/s of X	EXPLAIN
Type 6	I tell you something that is/are potential cause/s of X	EXPLORE
Type 7	I tell you about something external to our immediate context on which I have a legitimate knowledge claim	REPORT

The Pluriliteracies Model of Deeper Learning
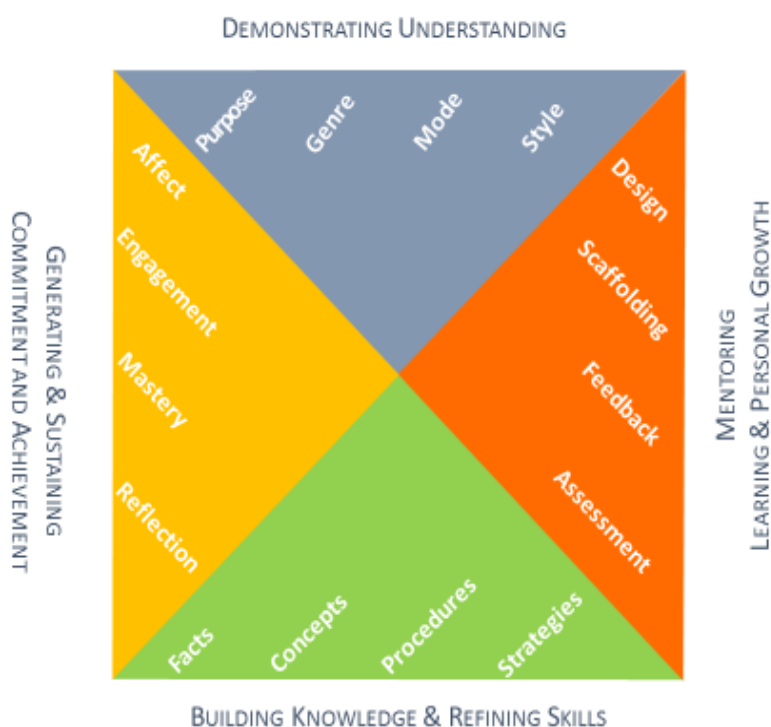
The Pluriliteracies Wheel

creating deep learning tasks
by enabling students to language subject specific activities
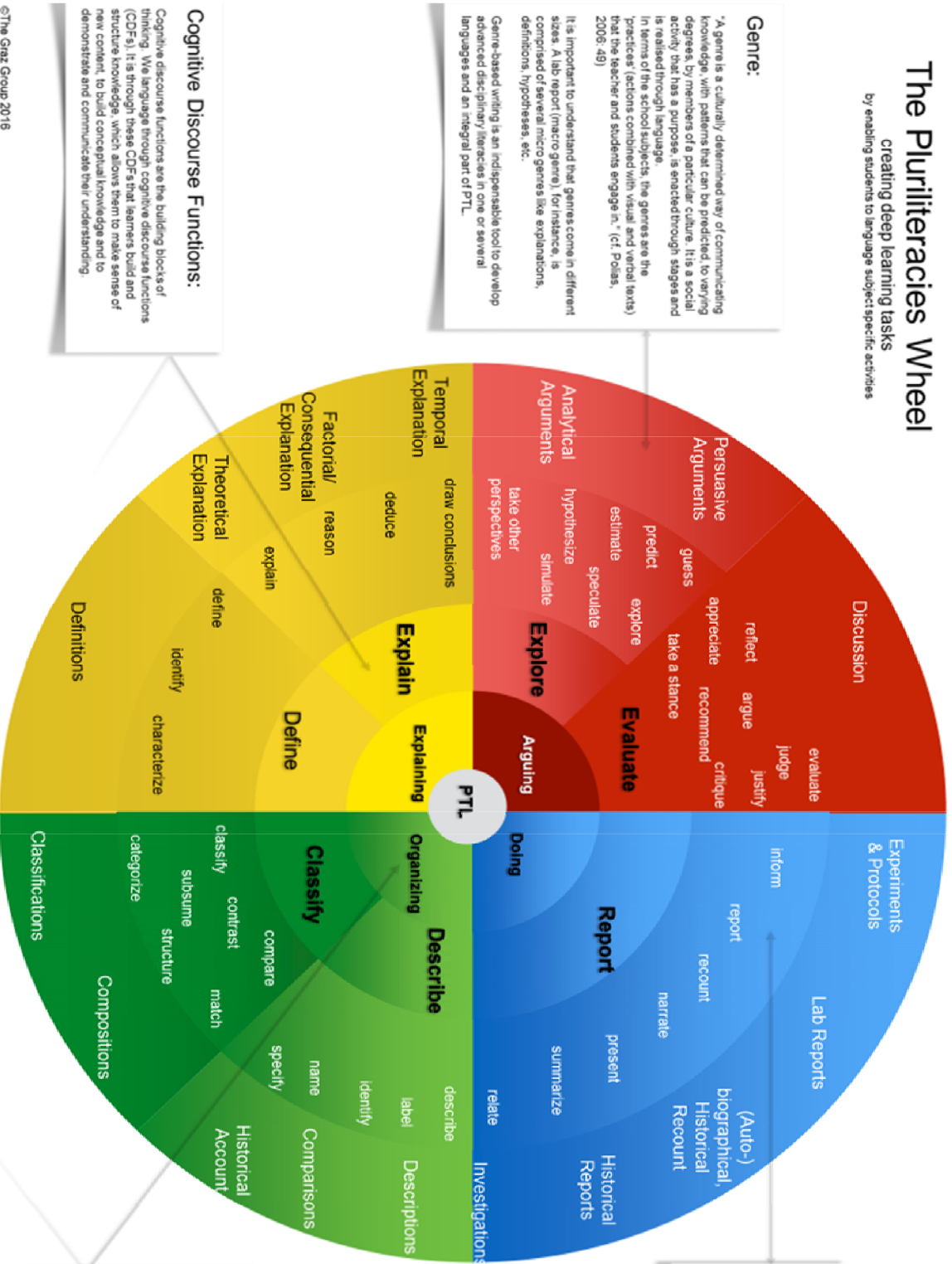
Genre:

'A genre is a culturally determined way of communicating knowledge, with patterns that can be predicted, to varying degrees, by members of a particular culture. It is a social activity that has a purpose, is enacted through stages and is realised through language.

In terms of the school subjects, the genres are the 'practices' (actions combined with visual and verbal texts) that the teacher and students engage in.' (cf. Polias 2006: 49)

It is important to understand that genres come in different sizes. A lab report (macro genre), for instance, is comprised of several micro genres like explanations, definitions, hypotheses, etc.

Genre-based writing is an indispensable tool to develop advanced disciplinary literacies in one or several languages and an integral part of PTL.

Cognitive Discourse Functions:

Cognitive discourse functions are the building blocks of thinking. We language through cognitive discourse functions (CDFs). It is through these CDFs that learners build and structure knowledge, which allows them to make sense of new content, to build conceptual knowledge and to demonstrate and communicate their understanding.

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Operative Verbs:

Operative Verbs are used to initiate learning processes. These verbs trigger CDFs and are widely used in education to design both written and oral tasks and for assessment purposes. However, these verbs alone do not really offer any information about the language needed by the students so they can successfully engage in these activities and so that the various technical meanings can be understood.

Activity Domains:

Each subject has its specific activity domains made up of genres with their predictable patterns of structure and language. Students learn about a subject by participating in these four broad activity domains:

Doing: student produce scientific data;
Organising: students organize the data;
Explaining: students make sense of the data;
Arguing: students use their newly gained knowledge to question ideas/the world around them.