Moving from the 4Cs Framework to a PluriLiteracies approach for CLIL

Slide 1	**A transcript of the presentation by Do Coyle (University of Aberdeen) on behalf of the Graz Group ECML 2015**
Slide 2	Hello - I am Do Coyle and in this short presentation I want to take a brief look at the development of Content and Language Integrated Learning or CLIL as a pedagogic concept. We are living in times of rapid change. CLIL has shifted from its earlier days of investigating potential learning gains where subject learning or thematic studies and languages are successfully brought together, to more recently supporting a pluriliteracies approach. A Pluriliteracies Approach is one where integrated learning in the broader sense can impact on any learning across any language – be it a first, second, foreign or other language.
Slide 3	When the European Centre for Modern Languages – ECML - funded a team to work on pluriliteracies and CLIL in 2013, the early phase of working with Oliver Meyer, Ana Halbach, Teresa Ting and Kevin Shuck soon developed into the Graz Group. The Graz Group is developing a new and evolving model for pluriliteracies in CLIL. I would therefore like to share with other CLIL professionals how our PluriLiteracies Approach is rooted in the 4Cs and thereby enables teachers, teacher educators and researchers to conceptualise and re-conceptualise their practices in the light of deepening understanding.

	I shall now explore this further.
Slide 4	I would like to begin by revisiting the 4Cs Framework. The 4Cs Framework was developed in the 1990s after working constantly with groups of teachers, teacher educators – especially my colleague Philip Hood at the University of Nottingham - and researchers across Europe. The aim was to provide a tool which foregrounds the fundamental elements of CLIL. The 4Cs – as they are now commonly called- are now used widely across the globe to raise awareness of the **components** of CLIL and to support teachers in their CLIL planning. It highlights the need for teachers to not only focus on content and language, but also on the dynamic aspects of **integrated learning** without which neither language progression nor knowledge construction can happen effectively.
Slide 5	The 4Cs Framework is based on the principle that strengthening and deepening a learner's conceptual understanding requires social, cultural, linguistic and cognitive processes. The component are: Content, Cognition, Communication and Culture.
Slide 6	**The first C is the C for Content. Content** is the subject or theme which ranges from subject disciplines such as Science or Geography to cross-disciplinary themes such as global citizenship or sustainability which can be led by any teacher.

	It is important to note, that content, in the broadest sense, may range from topics and themes which language teachers wish to work with in their classes to those which the subject teacher must cover as part of the syllabus. Content can be worked on at any age and stage. Critically, content learning involves meeting and understanding different kinds of new knowledge including concepts, facts and procedures so that learners can apply their knowledge to problem solving, discussion or further development.
Slide 7	**The second C for Cognition** requires learners to process information and engage with it in order to make meaning. Constructing meaning involves individual learners in applying and strategically using existing and new knowledge to solve problems and carry out tasks related to the subject or theme. It also involves learners in 'cognitive challenge' through higher order thinking - for example - as set out in Bloom's Taxonomy. We know that content is not about the rote learning of facts, but that content is all about how learners can engage with it in different creative and challenging ways so that it can be internalised.
Slide 8	**The 3rd C is Communication and perhaps one which is the most interesting. It focuses on** the language which is needed to construct knowledge. It 'cements' content and cognition since language is needed by individuals to share and demonstrate understanding both externally and internally.

	Communication involves both **language learning** (i.e. acquiring the language needed to learn the subject or theme) and **language using** (i.e. using language to articulate understanding and thereby engage in learning processes). Communication is part of any learning – be it through a foreign, first or second language.
Slide 9	The Language Triptych provides us with a useful reminder that creating the necessary conditions for learning is needed to enable learners to access the different types of language: language *of* learning, language *for* learning and language *through* learning. Language **of** learning is the language closely related to the content such as key vocabulary, expressions and terminology; language **for** learning is the language learners need to process and operationalise their understanding in the classroom -such as how to work in a group or write a report; and language **through** learning is the language that emerges and is needed by individual learners to deepen and internalise their learning – new learning requires new language determined by the learner, not the teacher
Slide 10	**The 4th C –Culture** has two interrelated strands. <u>First,</u> at the macro level, culture encompasses making transparent societal values and cultures embedded in home and other contexts. Culture is the filter through which individuals interpret their world. CLIL requires learners to develop intercultural understanding which impacts on all the other Cs. <u>Second,</u> at the micro level, in CLIL each subject discipline or related theme has its own culture with its own content and ways of communicating and interpreting the world. These subject-specific norms impact on the way in which content is conceptualised and the kind of discourse functions used

	to support these processes. It requires learners to think and act like a scientist or like a geographer or like a global citizen.
Slide 11	The 4Cs Framework is therefore a conceptual framework. It is a useful aide-memoire for planning and conceptualising CLIL programmes for learning to be **successful** and **connected** in CLIL classrooms. It provides a useful tool and springboard.
Slide 12	**So what about integrated Learning beyond the 4Cs?** The 4Cs was developed to draw attention to **integrating** elements of learning which go beyond content and language. The 4Cs encourages us to conceptualise CLIL holistically, it does not tell us **HOW** to integrate learning over time
Slide 13	The Graz Group has been working with colleagues in the field to develop a new understanding of the **interconnectedness** of the elements of CLIL. The Group seeks to provide guidance about how integrated learning can lead to progression over time, as it happens in reality in classrooms. I shall start with an obvious statement: content only becomes meaningful when it is understood or conceptualised. Conceptualisation requires language to be used appropriately since it is through language that understanding is made visible.
Slide 14	**But what do we mean by made visible?** This happens when learners put into their **own words** what they have learned. This articulation - or to use Swain's term- **languaging** - requires not just 'any' language but language which relates to subject cultures and disciplines

Slide 15	However, when concepts are linked to specific subject tasks and activities, this languaging or explaining learning requires language which is specific to the cognitive-discourse functions of the subject discipline (e.g. classifying, explaining, describing, justifying) in order to make thinking 'visible'.

Each discourse function takes on a different shape depending on the context and subject discipline. In order to progress learners have to learn how to adapt these discourse functions to different subject cultures. Therefore meaning-making which involves knowing (this is content) and thinking (or cognition) only becomes visible when discourse functions are articulated well (that is through communication). |
| Slide 16 | Learner progression is about individuals becoming increasingly skilled in purposeful communication *across cultures and languages* using the appropriate style, mode and genre typical of their subject and their audience, i.e. they will have to develop **subject literacies** across languages (pluriliteracies).

Throughout schooling the quality of this communication needs to become increasingly inter-culturally aware and subject-appropriate (culture).

In other words we cannot separate one C from another. |
| Slide 17 | **So what is the pathway from Subject Literacies to PluriLiteracies?**
Subject literacies have to be developed throughout schooling across disciplines and languages. Whilst this may appear a 'given' it does not automatically happen beacuse |

	the development of learners' subject literacies is not usually prioritised either by subject teachers or language teachers. Fundamentally, it requires learning to be conceptualised as **_progression along knowledge pathways_** in order to increase learners' meaning-making potential and lead them further into deeper learning of subject disciplines.
Slide 18	Starting with basic literacies in any language, learners move increasingly towards subject–specific literacies, broadening the range of text types through which they express their knowledge and understanding. In order to do this, learners must become familiar with a range of genres. They have to learn how to communicate their understanding at deeper levels in different styles and for different purposes. This in turn requires the use of appropriate subject specific modes - such as spoken and written text, visual and graphic representations.
Slide 19	These principles form the basis of our PluriLiteracies Model. The Model takes individual components related to the 4Cs Framework and demonstrates how an integrated approach requires a shift in how we conceptualise learning in CLIL classrooms. It focuses on the development of subject (academic) literacies. It draws on integrating conceptual development and linguistic progression through a range of social, linguistic, communication and cultural processes discussed previously. Our model, therefore, eliminates the content-language divide.

	Placing PluriLiteracies development at the centre of learning, challenges teachers to focus on subject-specific task performance if their learners are to actively engage in subject-specific discourses. Ana Halbach - a member of the Graz group has created a You Tube video where she explains in greater detail the Pluriliteracies Model - so do take a look.
Slide 20	**Finally I would like to underline the fundamental need for Learner Progression in CLIL to be more transparent** The PluriLiteracies Model focuses on meaning-making. Learner progression happens through strengthening the connections between two continua: the conceptualising continuum and the communicating continuum. As a subcategory along the communicating continuum, 'mode' stresses the need for teachers to enable their learners to understand, critically reflect upon and to create multimodal messages - essential for operating successfully in current contexts. Novices move outwards through the pluriliteracy arc in the model. Pluriliterate experts are sensitive to the social and cultural context and can position themselves inside the two axes of the continua. This involves learners in responding appropriately to the demands of a given task. In other words, it requires them to adapt their language to specific purpose, modes and audiences in order to communicate their understanding and construct meaningful social interactions.

	The PluriLiteracies Model provides a means of visually mapping progression in literacies over time across languages, subjects and contexts.
Slide 21	The Model fundamentally challenges the relation between content and language which has dominated the CLIL discussions during the last two decades. In simple terms by working on the language, learners refine their understanding, and by increasing their understanding they also become able to express their knowledge in more appropriate and sophisticated terms. Language and content therefore determine each other.

Slide 22	The Model suggests that defining levels of subject literacies may become possible. This will fundamentally change the ways in which learning is assessed in CLIL contexts in the future. The Model also bridges learning across languages by integrating learning and transfer through a foreign or second language with mother tongue learning. All learning – whatever the language - can benefit from this approach.
Slide 23	The Graz Group hopes that through constructing the Model, there is a transparent pathway for progression where language and language awareness can, and profitably ought to be developed into a whole-school approach to learning cutting across languages and subject boundaries and promoting pluriliterate citizens. We are looking forward to collecting case studies of teachers who are working with the Model. What we do know is that for CLIL to be sustainable and successful then it has to be dynamic. We hope the Pluriliteracies Model provides a useful trigger for future thinking.
Slide 24	Acknowledgements and thanks
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