Mapping Pluriliteracies Development: Historical Source Analysis
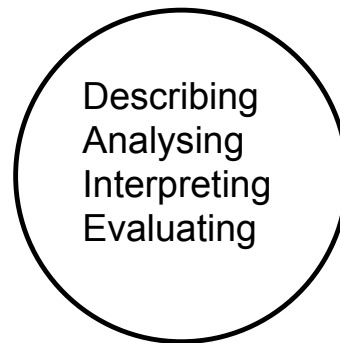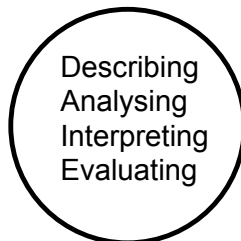
CONCEPTUALISING CONTINUUM (vertical axis)

EXPERT RANGE:
- source analysis as a scientific method to answer historical questions focussing on text, context, author and addressee (Pandel 2000)
- interpretation and evaluation guided by criteria

INTERMEDIATE RANGE:
- source analysis answers given historical questions focussing on text, context, author and addressee
- difference between interpretation and evaluation

NOVICE
- historical source as a means of reconstructing the past
- author and addressee of the source have experiences different from ours today

(circle) Describing Analysing Interpreting Evaluating

(circle) Describing Analysing Interpreting Evaluating

(circle) Describing Analysing Interpreting Evaluating

COMMUNICATING CONTINUUM (horizontal axis)

NOVICE
- no explicit use of genre moves
- no explicit use of specific language functions
- no use of academic lexis (academic words, nominalisations, formation of extended nominal groups and grammatical metaphors)
- no use of agentless passive, reported speech, conditional structures (Zydatiß 2014)

Possible Tasks:
=> historical question presented by the teacher
=> questions guiding through source analysis without making genre moves explicit
=> input and output scaffolding (paraphrasing, useful phrases, beginning of sentences, cloze tasks, visualisations etc.)

INTERMEDIATE RANGE
- guided use of genre moves
- guided use of specific language functions
- guided use of academic lexis (academic words, nominalisations, formation of extended nominal groups and grammatical metaphors)
- guided use of academic grammatical structures (agentless passive, reported speech, conditional structures (Zydatiß 2014)

Possible Tasks:
=> historical question developed with assistance
=> cloze tasks guiding through source analysis making genre moves explicit and producing a genre conform model text
=> analysis grids reinforcing the focus on text, context, author and addressee and making specific language functions explicit
=> analysis grids focussing on the difference between interpretation and evaluation
=> input and output scaffolding (annotations, visualisations, useful phrases, beginning of sentences etc.)

EXPERT RANGE
- explicit use of genre moves
- explicit use of specific language functions
- use of academic language (academic words, nominalisations, formation of extended nominal groups and grammatical metaphors)
- use of academic grammatical structures (agentless passive, reported speech, conditional stuctures) (Zydatiß 2014)

Possible Tasks:
=> historical question developed and answered independently guided by criteria
=> description, analysis, interpretation and evaluation of the source carried out independently
=> no input and output scaffolding necessary

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