



Oliver Meyer

Workshop: Beyond CLIL: Pluriliteracies teaching for deeper learning

Pluriliteracies Teaching for Learning (PTL) constitutes a relatively recent development in Content and Language Integrated Learning (CLIL). This approach has been developed to provide pathways for deeper learning across languages, disciplines and cultures by focusing on the development of disciplinary or subject specific literacies. Deeper learning - by which we understand the successful internalization of conceptual knowledge and the automatization of subject specific procedures/skills and strategies – is currently considered to occur only if learners are taught how to express their knowledge appropriately and in an increasingly complex and subject adequate manner.

In the workshop I will introduce the five core principles of Pluriliteracies Teaching for Deeper Learning along with matching guiding questions which were developed to help teachers design what we have coined deeper learning episodes. I will compare existing task models with our revised model to highlight key differences in planning and teaching. An analysis of classroom materials for different age groups will show ways of mapping and creating learner progressions in order make deeper learning happen and to take (CLIL) learning to the next level.

References:

- Meyer, O., Coyle, D., Imhof, M., Connolly, T. (2018): Beyond CLIL: Fostering student and teacher engagement for personal growth and deeper learning. In: De Dios Martinez Agudo, J.(Ed.): Emotions in Second Language Teaching: Professional Challenges and Teacher Education. Springer (in print).
- Meyer, O., Coyle, D., Schuck, K. (2018). Learnsourcing – creating next-gen learning environments for pluriliteracies growth. Elsner, D. & Buendgens-Kostens, J. (eds.): CALL in multilingual contexts. Multilingual Matters.
- Meyer, O., Imhof, M. (2017): Pluriliterales Lernen: Vertiefte Lernprozesse anbahnen und gestalten. Lernende Schule, 80, 20-24.
- Meyer, O., Imhof, M., Coyle, D., Banerjee, M. (2017). Positive Learning and Pluriliteracies: Growth in Higher Education and Implications for Course Design, Assessment and Research. In: Zlatkin-Troitschanskaia, O., Wittum, G., Dengel, A. (Eds.): Positive Learning in the Age of Information. A Blessing or a Curse? Wiesbaden: Springer, 235-266.
- Coyle, D., Halbach, A., Meyer, O., Schuck, K. (2017). Knowledge ecology for conceptual growth: teachers as active agents in developing a Pluriliteracies approach to Teaching for Learning (PTL). International Journal of Bilingual Education and Bilingualism, 1-17. <https://doi.org/10.1080/13670050.2017.1387516>
- Meyer, O. & Coyle, D. (2017): "Pluriliteracies Teaching for Learning: conceptualizing progression for deeper learning in literacies development." European Journal of Applied Linguistics, 5/2, 199-222.
- Meyer, O. et al. (2015): A pluriliteracies approach to content and language integrated learning – mapping learning progressions in knowledge construction and meaning making. In: Language, Culture and Curriculum. 28/1. DOI:10.1080/07908318.2014.1000924

Project Website: <http://pluriliteracies.ecml.at>