Enacting Pluriliteracies Teaching for Deeper Learning (PTDL) in a Language Classroom - *"A big, big shift"*

Research report submitted by Professor Do Coyle (University of Edinburgh) and Dr Mary Chopey-Paquet (University of Namur)

Introduction

Language is, and has always been, at the very core of all learning as in using (any) language to learn, and/or learning to use language.

Yet, for 21st century educators, the role and plurality of language and literacies have never been greater. Indeed, **language** and **pluriliteracies** are embedded in the meaning-making and deep learning objectives which underpin the principles of **'Universal Learning Programme'** pedagogy (ULP)[1], as developed by the International School of Geneva-La Grande Boissière and UNESCO's International Bureau of Education. ULP's learning areas actively support and foster character, passion, mastery and collaboration, as well as the development of all seven of its key competences (including notions of 'multi-literateness' and self-agency). Whether considering ULP's levels of knowledge building, or its necessary skills, processes and strategies, language and pluriliteracies traverse every aspect of learning and teaching crucial to the cultivation of **'Universal Understanding'.**

This report presents longitudinal transdisciplinary research set within the ULP context carried out by Fred Taveau, Head of Languages at the Ecolint Middle School and an international team at the University of Edinburgh and the University of Namur. The case study looks critically at innovative processes which document how a language teacher becomes a 'subject expert' through experimenting emergent Content and Language Integrated Learning (CLIL) and Pluriliteracies Teaching for Deeper Learning (PTDL) [2] principles in his timetabled 'foreign language' lessons. It is part of on-going collaborative research involving data from multi-perspectival school and classroom-based sources – and a result of a long and fruitful pedagogical partnership with Ecolint over many years.

The research covers a year-long exploration of working with 11-12 year old 'false beginner' learners of French using a PTDL approach to reshape language lessons to foster a passion for learning, knowledge building, creative writing and literacies skill development whilst learning French as a second or 'other' language.

Key Findings

- **The findings demonstrate increases in learners' measurable outcomes** in terms of 'higher than expected' levels in writing skills whilst becoming 'expert literary writers'. Importantly there is also evidence of learners' transferable deeper learning.

- **Defining academic literacies within the field** of language teaching requires mapping an alternative role for language teachers as creative/ literary writing subject experts in bilingual education. The study provides a clear pedagogic pathway towards deeper learning which the teacher himself called a 'big, big shift'. This can be adopted and adapted by other staff.

- **The study weaves distinctive theoretical strands** as they impact on organic pedagogic practice; data chart the co-creation of learning spaces (between teacher and learners) where literacies and pluriliteracies evolve, interconnect and advance over time in bilingual classroom learning.

- **The study presents a meticulous and iterative construction** of the language teacher's Theory of Practice. It contributes to new understandings of what successful bilingual learning can be in under-researched contexts, i.e., language classroom practices.

- **Whilst this report focuses mainly on the teacher involved,** the role of student voice and self-agency alongside co-ownership of learning comes through very strongly.   The potential is immeasurable.

- **The findings are extremely positive** and lay foundations for inspirational ways of learning and teaching additional languages. They exemplify ULP principles and competences. The approach is embedded in academic literacies and making connections across languages (transdisciplinarity). The potential impact of this study on 'making a difference' to learners and on learning outcomes for a wide range of learners is fundamental to ULP and the world-leading reputation of Ecolint.

- **The study documents how contemporary practices evolved** as a result of commitment: first, the extraordinary dedication of the teachers involved; second, the school's purposeful allocation of timetabled development/research time for the teachers; and third, although unfunded in this case, the determined research support from an international university team. It seems clear, therefore, that for the International School of Geneva to continue as world leaders in such pedagogic change, further research and dissemination of outstanding practice, coupled with a commitment to supporting teacher-led research with university support is critical.

" The findings are extremely positive and lay foundations for inspirational ways of learning and teaching additional languages."

[1] https://sites.google.com/ecolint.ch/ulp/home [2] PTDL explained in Section 2

1. Context

1.1 Background to an on-going pedagogical partnership

Ecolint places great value on both research and professional learning and collaborating with academics has long been encouraged. The research team, formerly at the University of Aberdeen and more recently at the University of Edinburgh and the University of Namur, has enjoyed a rich on-going collaborative relationship with Ecolint over the years. This has involved professional development within the school focussing on CLIL and Plurilingual Education Modules, support for class-based research and staff engagement in higher degrees and partnerships resulting in two members of staff becoming members of the Graz Group (https://pluriliteracies. ecml.at/).   This high-profile European Group formed six years ago to promote new theoretical and practice thinking in bilingual education is funded by the European Centre for Modern languages and the European Commission. Both Fred Taveau and Dunja Chamberlain, Deputy Principal have been

practitioner-participants in the ECML/Graz Group and are also lead members of the ECML training team leading professional development programmes across a wide range of European countries for teachers, teacher educators and policy makers in Pluriliteracies education. Practitioner participatory research, including learners as co-researchers in classroom-based research is a priority of the Graz Group.

This study stands alone, however... It is an untold story because it focuses on the work of a language teacher (rather than a subject specialist) and in so doing provides a unique insight into how co-constructed classroom learning can be owned and advanced in partnership with learners to achieve the highest possible outcomes.

1.2 A fertile research context

Ecolint is a fertile multilingual, multicultural and intellectually curious context for examining connections of theoretical understandings with classroom practices. It provides a context for examining in-depth possibilities and potential of plurilingual learning using 'hard to reach' data.

We believe the study makes a crucial contribution to the field of plurilingual learning for several reasons:

- the context for bilingual learning is situated in the language rather than the subject classroom; the language of instruction is a language other than English;

- the teacher and pupils work together as co-researchers enabling the teacher to articulate and interpret with learners how theories can translate into dynamic classroom practices and vice versa (Fullan & Langworthy, 2014); and

- it evidences how teacher exploration and adaptation of Pluriliteracies Teaching for Deeper Learning (PTDL) has the potential to lead to the development of learner language proficiencies (according to internationally-recognised norms) to unparalleled levels.

The phenomenon of change in our increasingly globalised economy and workforce constantly draws attention to the 'super-diversity' (Vertovec, 2007, p. 1024) of multilingual and multicultural learning contexts. Resulting 'messiness' has led to a 'myriad of contextual variables that make comparison and generalisation a tricky business' (Dalton-Puffer et al., 2014, p. 123) as well as continual calls for further research. In particular, an emphasis on the need for an evidence base into more longitudinal micro practices of classrooms in bilingual contexts consistently concludes published studies and articles.

Our case study is situated in the context of bilingual education where a Content and Language Integrated Learning (CLIL) approach is used in specific areas of the curriculum. Coyle (2018) defines CLIL as a 'dual-focussed educational approach in which an additional language is used for the learning and teaching of both content and language', (2010, p. 1). It is in the classroom where the power dynamics of language-medium pedagogies are played out and require a shared understanding of deeper learning in CLIL classrooms – the positionality of which in this paper may be considered by some to be 'ontologically disruptive' – a point to be

subsequently explored. In our view, quality learning involves deeper learning, defined as 'the successful internalization of conceptual content knowledge and the automatization of subject specific procedures, skills and strategies' (Meyer et al., 2015). According to the National Research Council (2012), the product of deeper learning is transferable knowledge, including content knowledge, and an understanding of how, why, and when to apply this to answer questions and solve problems.

Much has been written over a couple of decades regarding the hybridity of bilingual education, e.g., García, 2009; Lasagabaster & Sierra, 2010; Cenoz, Genesee & Gorter, 2013; Dalton-Puffer, LLinares, Lorenzo & Nikula, 2014; Coyle, 2018. As the research base becomes increasingly expansive in CLIL specific contexts, current thinking relevant to its 'evolution' pertinent to this study focuses on: experimenting a practitioner interpretation of inclusive literacies approaches as the pedagogic mediator across languages and curriculum; and the distinctive role and contribution of language teachers to bilingual education. These elements underpin our research which to our knowledge is the first longitudinal study of its kind.

" It is not enough that teachers work should be studied: they need to study it themselves"

Stenhouse, 1975, p. 143

2. Theoretical Positioning

Two research strands frame this study. The first involves a language teacher exploring a (pluri)literacies approach for developing expertise in literary writing for younger learners of French. The second charts the teacher's articulation of a Theory of Practice which emerges whilst translating theoretical principles into pedagogic practice. We believe a Theory of Practice lies at the core of every individual teachers' thinking and being. In order to contextualise the study, each strand will be analysed from a theoretical perspective prior to the presentation of the case study.

2.1 The role of (pluri)literacies for deeper learning

Increasing amounts of literature (Hornberger, 2003, p. 4) unravel how and shape learning from very different perspectives (e.g., Alexander, 2008; Gee, 2008; Hibbert, 2013). Yet there remains a disconnect between traditional literacies practices which focus on developing reading and writing skills in the first language (L1) and those which increasingly take account of multiple literacies skills in other languages (L2) and across more advanced learning of different subjects (Huettner & Smit, 2014, p. 165). Morton (2018, p. 57) notes that in bilingual contexts literacy-based approaches move away from the balancing of content and language forms towards a much deeper integration to support meaning-making across different subjects. This position aligns with Huettner and Smit (2014, p. 165) who identify a gap in 'disciplines or subject-specific language and genre proficiency' (Martin, 2009). However, bridging subject and academic literacies points to prioritising the role of increasingly sophisticated discourse embedded in disciplinary-specific literacies. Mohan identifies a need for:

> a language-based theory of knowing and learning that addresses characteristics of literate language use in all modalities, but a major difficulty lies in the fact that the L2 community cannot as yet readily draw on a theory of language that places meaning and content in the center of its interest. (Mohan et al., 2010, p. 220)

It is precisely Mohan's call for a 'theory of language' which encompasses knowledge construction that led to the conceptualisation of a 'pluriliteracies' model for bilingual education. Whilst literature on the nature of discourse and subject literacies in L1 and across languages is well-documented and extensive (overview e.g., Hornberger, 2003; García et al, 2007; Gee, 2015) this has not impacted on reshaping ways in which L1 and L2 literacies together could support the development of integrated learning or CLIL in the classroom.

Moreover, the need to rethink language as a crucial semiotic tool for conceptual development as well as a communication tool, raises questions regarding how learners can access the type of language required to engage in processes of meaning-making (Coffin & Donohue, 2014). Surface moves which rely on subject specific vocabulary and phrases alone will not enable individuals to build knowledge, refine skills and demonstrate their understanding – whether the language-medium is the L1 or L2 for learners. From this perspective, if learners are to engage in deeper conceptual understanding (involving facts, concepts, procedures and strategies) they will need appropriate language, i.e., subject discourse, which in turn requires explicit instruction embedded in subject-specific contexts. As in L1 settings, CLIL contexts have to foster such conceptual understanding and equip learners with appropriate linguistic tools to communicate their understanding through languaging opportunities – the process of shaping subject or thematic knowledge and experiences through language (Swain, 2006).

Veel (1997) and Polias (2016) usefully define four activity domains common across all subject disciplines/thematic areas, but each one culturally sensitive and cognitively distinctive depending on the subject discipline itself: doing (procedure); organising information (descriptive, taxonomic); explaining (sequential, causal, rhetorical, factorial, consequential explanation and exploration); and arguing (critical, challenging, exposition and discussion). These knowledge-building processes are activated and operationalised through cognitive discourse functions (CDFs) such as classifying, describing, defining. They lie at the interface between thinking (internal building blocks) and language (functional building blocks) which are embedded in subject ways of thinking and behaving.

Building on these principles, a Council of Europe funded initiative Literacies through Content and Language Integrated Learning: effective learning across subjects and languages (ECML 2012-2015), led to an early dynamic iteration of a model for Pluriliteracies Teaching for Deeper Learning (PTDL). For insights into how the model was co-constructed by a transnational team of academics, researchers, teacher educators and teachers (both language and subject teachers) – the Graz Group – refer to Coyle et al. (2018).

The aim of PTDL was to make transparent the interconnected and interdependent dimensions of learning which need to be activated and made explicit by learners and teachers working together (Fullan & Langworthy, 2014) in order to maximize the potential of integrated learning. Two dimensions in the first iteration of the PTDL model (Figure 1) focus on enabling learners to engage in knowledge-construction (conceptualising) and demonstrating their understanding (communicating) through meaning-making (content) using explicit procedures associated with specific disciplinary literacies and their conventions (Shanahan & Shanahan, 2012).
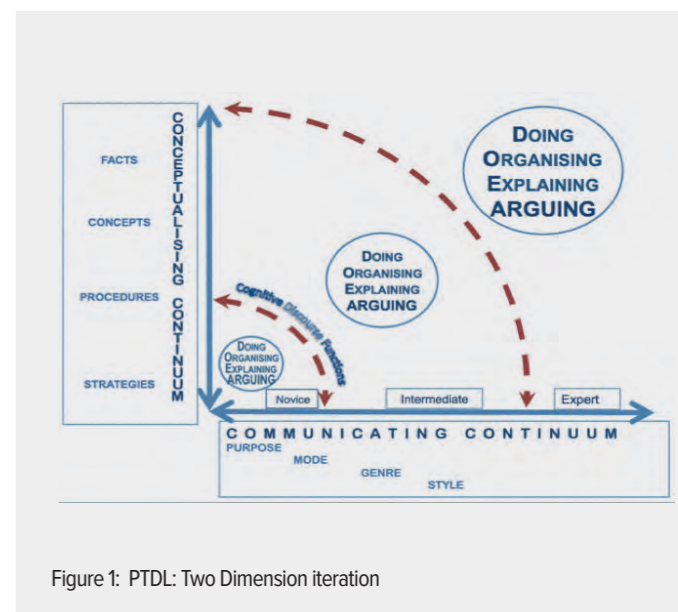

Figure 1: PTDL: Two Dimension iteration

Two other dimensions were later added as 'gatekeepers'. Mentoring learning (for personal growth) and generating and sustaining commitment and achievement provide a more ecological (van Lier, 2010) and coherent vision for pluriliteracies learning across and within languages. This evolved (Figure 2) in terms of inclusive and dynamic teacher-learner learning partnerships (Meyer et al., 2018), where all four elements are integral to bilingual learning.
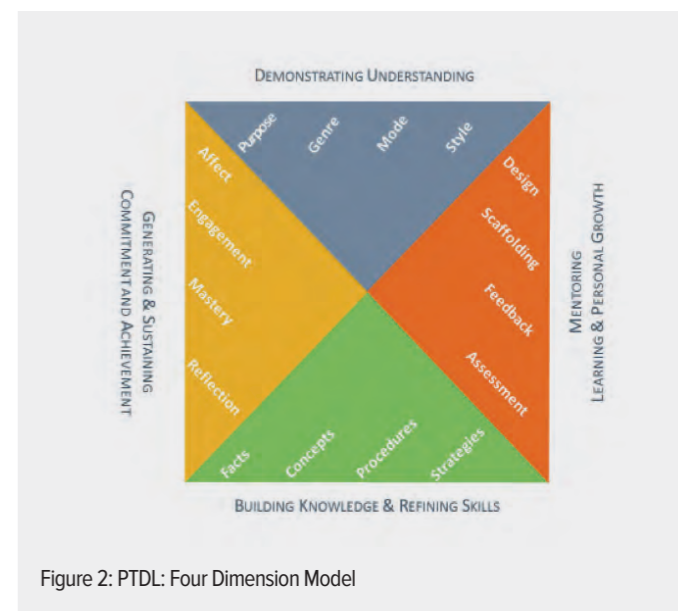

Figure 2: PTDL: Four Dimension Model

For the purposes of this study, the PTDL model identified key elements needing explicit attention by teachers to focus not only on subject literacies to support conceptual development but also on interrelated specific language functions to activate, sustain and deepen learning (Lantolf & Poehner, 2014; Mohan, Leung & Slater, 2010; Gillis, 2014) involving all four dimensions.

Therein lies the conundrum. We would argue that classroom realities for CLIL subject teachers do not prioritise the explicit development of subject literacies or cognitive discourse functions required regardless of the medium of instruction. For language teachers, developing awareness of ways in which language functions connect to subject literacies lie outside their regular frame of reference. Finding ways forward in practice is, therefore, fundamental to transforming and validating PTDL from a theoretical model into classroom-oriented ways of learning.

2.2 The role of language teachers in bilingual programmes

Focussing on the PTDL model requires a critical look at the role of language(s) and language teachers. This raises tensions between the ways in which languages are formally taught, learned and assessed as curricular subjects, and an integrated approach to their development aligned with other academic disciplines. When language lessons focus on syntax, grammatical forms and social communication, they are not intentionally designed to develop specific subject literacies. Certainly, understanding language systems is important: learners need to increase their understanding of how the language structures operate – linguistically, socially, culturally in diverse ways and at different levels. However, this is not enough without an understanding of language use within the disciplinary field. Conversely, many subject teachers are unlikely to have an in-depth understanding of how language underpins their own discipline and the demands of task design which enable learners to 'notice' language (Lyster, 2007), use it to language their learning and develop their linguistic skills and understanding. Moreover, the dominance of English as the medium for learning in bilingual classrooms (Helot & Cavalli, 2016), has marginalised contexts where Languages other than English (LOTE) are used as the medium of instruction (Doiz, Lasagabaster & Sierra, 2011; Jenkins, 2014) and hence under-represented LOTE teachers in the academic and professional literature (Cross, 2015).

Whilst much has been written about teacher professional learning to encourage the principle of collaboration between language specialists and discipline specialists in bilingual education, little attention has been paid to the specific role of language teachers in developing integrated learning curricula (Teddick & Camarata, 2012). Indeed, Dale, Oostdam and Verspoor's (2018) recent in-depth study underscores numerous publications' conclusions: we know little about language teachers since much more attention has been devoted to subject teachers. Their systematic review of the literature from 1989 to 2014 focuses on both pedagogical and collaborative practices of language teachers in bilingual streams. It explores how language teachers collaborate with subject teachers in terms of their 'position and profile' (Dale et al., 2018, p. 368), (e.g., supporting subject experts or designing language-oriented tasks). Due to the paucity of studies focussed solely on language teachers, the team reviewed those which addressed 'convergence' and included what they term as the 'family of approaches' in bilingual education. They selected four inquiry areas for analysis: language teachers' language, content, pedagogical and collaborative practices in bilingual contexts.
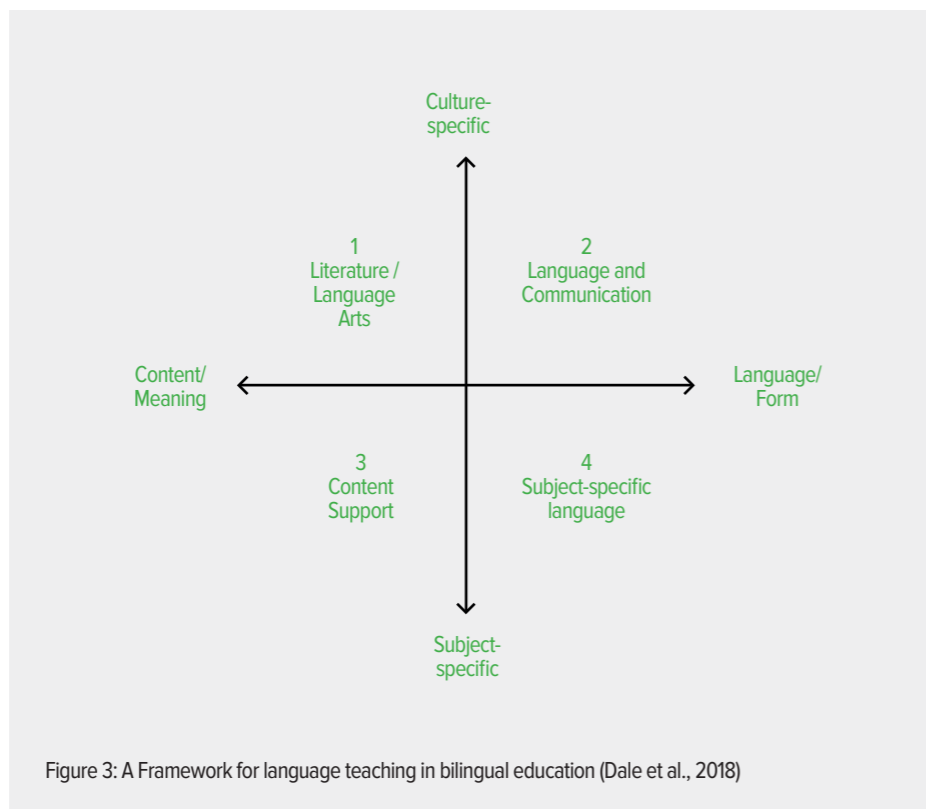

Figure 3: A Framework for language teaching in bilingual education (Dale et al., 2018)

This led to the creation of a framework consisting of two intersecting continua to organise the 'multitude of possible language and content foci' (Idem, p. 367) to support language teachers in making informed choices (Figure 3). The horizontal continuum travels from 'content/meaning (when language using is content determined and meaning focussed)' to 'language/form (when language learning involves form focus and grammatical awareness)' (Idem, p. 376). The vertical reflects apprenticeship into discourse communities from general L2 'culture-specific' language to more 'subject-specific' language (Idem, pp. 376-377). Each quadrant then combines the related theoretical orientations highlighted in the literature review. For the authors, 'all four quadrants are informed by a theory of knowledge construction' (Idem, p. 377).

From the literature, Dale et al. propose that language teachers may be positioned in different quadrants 'with different learners or in different settings at different stages in their career' (Idem, p. 378 and p. 379). They nevertheless stress that, regardless of a multiplicity of possible language and content choices, language teachers' understandings of learning and teaching processes are linked to their disciplinary and cultural identities (particularly when they collaborate with subject teachers):

> On the basis of the findings in this review, we cannot assume that all LTs (language teachers) in bilingual contexts share the same disciplinary and cultural identity or that all LTs will choose a similar language or content focus. (Idem, p. 376)

This observation is of great importance since it highlights the nature of teacher identities and attitudes towards a potential shift in language teachers' roles and professional learning. They note that language teacher beliefs about the ways languages are taught and learned do not necessarily fit with an integrated literacies approach described previously where language teachers 'may not consider the context of culture as the culture of subject content' (Idem, p. 380). Difficult and sensitive questions arise, recognised by Becher and Trowler (2001, p. 47)

as 'disciplinary socialization,' i.e., epistemologically specific ways of interpreting and acting in the world according to affiliation with specific disciplines. For instance, are language teachers with an understanding of systemic functional linguistics better placed at adopting and adapting pluriliteracies approaches? From this perspective, being a member of a disciplinary community involves 'a sense of identity and personal commitment, a 'way of being in the world', a matter of taking on 'a cultural frame that defines a great part of one's life' (Ibid.).

This section has highlighted the complexities and impact of 'changing contextual elements' (Duff & Uchida, 1997, p. 460) in the role of language teachers and their professional identities in CLIL classrooms. It identifies the need to confront these challenges and explore how these might contribute to enabling a repositioning of language teachers as critical to moving forward pedagogic agendas in bilingual education.

3. Methodological considerations

3.1 The rationale for the current longitudinal research project

The research sought to face some of the challenging questions which tend to remain 'invisible'. The study, therefore, investigated situated teaching and learning of pluriliteracies skills and deeper learning in bilingual education by concentrating on one middle school French language teacher in situ with his colleagues and different cohorts of his learners as co-researchers, over the span of three years. The research in this report focuses on one year, although the overarching research takes account of several classes throughout a three-year period - as shown in the photographs and illustration. The on-going 'collaborative research' (van Lier, 1994) involved data from multi-perspectival school and classroom-based sources, including learner voice reflecting on learning. This study focussed specifically on the *case of the language teacher* during one school year and examined with him how his practices evolved (e.g., his identity, pedagogical beliefs, understandings, roles, practices and classroom research) when exploring alternative practices with alternative goals.

The research questions were:

- **How does enacting a Pluriliteracies approach for deeper learning influence a language teacher's (re) positioning of his role within a bilingual curriculum?**

- **What is the language teacher's emergent Theory of Practice which translates Pluriliteracies principles into classroom practices?**

Case study, long used as method and methodology to capture the complexity, understanding and enrichment of classroom practices (see, for example, Stenhouse, 1980; Merriam, 1998), remains relevant for its adaptive nature and for the scientific value of context-sensitive research (Schwandt & Gates, 2018). Miles (2015, p. 311) stresses that it 'seeks to embrace complexity in the account and analysis of practice which is itself complex'. It is exactly the complexity of longitudinal classroom practices which is often absent from the literature. Appropriateness lies in how, as a study of practice, case study supports a 'study of the practitioners' actions and their theories they hold about their actions' (Corcoran et al., 2004, p. 6). In defence of its lack of generalisability potentially perceived as weakness, Miles (2015, p. 311) insists with Flyvbjerg (2001; 2006) and Thomas (2010) that generalisability 'is not only unattainable but detracts from

the purpose, value and insight to the local, particular and practical that is the strength of case study'.

Our case study was both 'reflective' and 'collaborative' (Hamilton & Corbett-Whittier, 2013): *reflective* in that it emphasised the language teacher's personal and evaluative reflection through the methods, types and use of data collected and analysed; and *collaborative* in how it aligned with our chosen positionality, that of outside 'critical friend' (Corcoran et al., p. 10) collaborating with the language teacher/co-researcher. Furthermore, co-constructing understandings of the rich data collected was supported by a transactional approach to interpretive inquiry where researchers have 'personal interaction with the case' (Hyatt, Kenny, & Dickinson-Swift, 2014, p. 2). Triangulation and external validation emerged through using internationally recognised testing materials to measure proficiency in language levels. This allowed for further data-driven reflection: it enabled a comparison between teacher expectations and learner achievement in the testing environment.

"Well, it's a big, big shift from traditional Modern Languages teaching! It's not to follow a grammatical spine, but to think of what kind of critical thinking and concepts children have cognitively and why not applying them to the the L2 classes." [TR1, p. 1]

3.2 The Study: The language teacher and his context

As underlined from the onset of this report, Ecolint places value on both research and professional learning and collaborating with academics is encouraged. Since 2014, he and the Deputy Principal in charge of the curriculum and monitoring Science in the bilingual stream have been practitioner-participants in the ECML/Graz Group Pluriliteracies transnational group of educators and researchers, described previously. Both educators were therefore familiar with the theoretical underpinning of PTDL.

The study took place during one school year in timetabled French language lessons. The language teacher focused on a cohort of Year 7 (11 and 12-year olds) 'False Beginner' learners in a bilingual stream, where the primary language of instruction was English. Most in the cohort were in their second year of learning French as an L2. There were 22 learners (10 girls and 12 boys). They were from diverse backgrounds (with 11 different home languages other than English) and were in a non-selected, mixed ability group. The French L2 course consisted of 5 periods of 45 minutes per week. The language teacher worked within the 'boundaries' of the timetabled L2 course and respected the school's curricular objectives and obligations. From the 'General Departmental Units' (see Appendix 1) for French L2 based on grammatical structures and linguistic competences (*Se presenter; Voyager / Découvrir l'environnement; Voyager et communique*), Fred Taveau created four specific units of work for language as a subject , i.e., literature and literary writing. These were: *Literary portraits; Landscape descriptions; Gothic Stories*; and *Travel Diaries*. The learners' other school exposure to French was during their science course [4].

3.3 Methods

Baseline reflective data consisted of the following:

- **Teacher reflective interviews:** Three unstructured interviews (Appendix 2) were conducted with the language teacher at the start of the study to enable him to articulate founding principles that guide his work. They explored the language teacher's pedagogical beliefs, experience, evolution and current practice. The interviews were audio recorded and transcribed verbatim [TR1, 2 and 3].

- **Teacher-Researchers learning conversations:** Notes were co-produced from six learning conversations (one in-person and five over Skype) between the language

teacher and researchers throughout the study to identify and discuss key strands and principles of his emergent Theory of Practice. See Figure 4 below for an example of co-produced notes. Additionally, conversations were recorded and significant reflective segments were selectively (Davidson, 2009) transcribed [TR4].

Supplementary data collected by the language teacher are referenced by him in the baseline reflective data which illustrated examples from his classroom practice (note: these were not analysed for this study). These included teacher fieldnotes, classroom artefacts, documents and texts as well as the internal use of DELF (Diplôme d'études en langue française) French language tests which were administered at several points during the year by the language teacher. The results provided quantitative data objectivizing the learners' progress in certain linguistic skill sets according to internationally recognised norms, i.e., corresponding to the Council of Europe's Common European Framework of Reference for Languages (CEFRL).
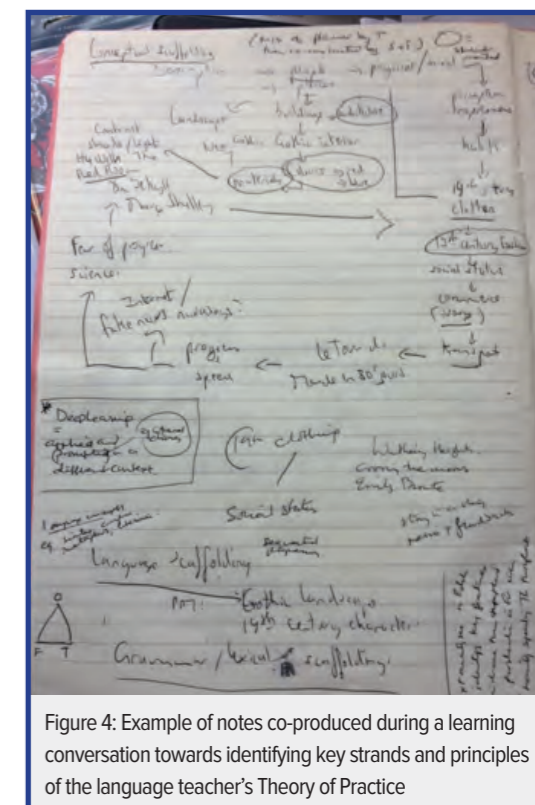

Figure 4: Example of notes co-produced during a learning conversation towards identifying key strands and principles of the language teacher's Theory of Practice

[4] However, it should be noted that neither the learners' disciplinary literacies development in science, nor the question of collaboration between the language teacher and his science teacher colleague were the focus of this specific study.

3.4 Analysis

The data from these mixed sources were varied and rich, but also extensive. Analysis was conducted using a three-stage process, centring the language teacher/co-researcher at a theoretical intersection of both Dale et al.'s (2018) framework (RQ1) and the PTDL model (2018) (RQ2). Using these two as interconnected analytical tools, an iterative 'spiral' of analysis with several 'loops' (Creswell, 2013, p. 182) between us as co-researchers with feedback from the language teacher, allowed for inclusive member reflections (Tracy, 2010; 2013) as validation of interpretation and co-construction of understandings.

Stage one

First, in relation to Dale et al.'s (2018) framework, the language teacher's approach to teaching his 'new' course did not 'fit neatly' into one predominant quadrant; rather, his work seemed to touch upon aspects of all four quadrants. The first stage of analysis, therefore, necessitated widening the elements of the framework, as well as combining them with features of the PTDL model (Meyer et al., 2018). They were thereby centred on the language teacher's teaching reality presented in Figure 5.

The language teacher's shift from teaching a more 'traditional' language course involved him defining his 'subject' as *Literary*

Writing. This choice is placed in Quadrant 1, Literature/ Language Arts as a 'departure point' linked to the language teacher's 'background and preferences' (Dale et al., 2018, p. 377).

It then allowed labelling the other three quadrants in dynamic relation to the transitioned orientation given to his course. These became:

- Quadrant 2, Language and Communication: *Developing language skills: focus on communication and form;*
- Quadrant 3, Content Support: *Conceptualising literary expertise and descriptive, creative and persuasive writing styles;*
- Quadrant 4, Subject-specific language: *Developing language skills: focus on genres and discourse functions for literary experts.*

Viewing his 'subject' through a (pluri)literacies prism further impacted on other parts of the adapted framework. A dashed line around the framework represents 'all four quadrants' being 'informed by' the language teacher's translation of a PTDL approach as 'a theory of knowledge construction' (Dale et al.,

2018, p. 377). Importantly, a central point at the intersection of the axes reflects what the language teacher calls his own evolving *'mindset'* that is *'growing or deeper'* [TR4, p. 2] as being at the core of adopting a (pluri)literacies-based approach to his pedagogical practices. Arrows from the core and traversing the four quadrants represent the language teacher's emergent Theory of Practice mise en action. And holistically, the framework is widened beyond the L2 and the 'Subject' to underscore the language teacher's view to *'capitalize'* [TR2, p. 1] on opportunities to foster potential transferability of skills and meaning-making to other languages, cultures and subjects.

Stage two

The second analytical stage involved thematic content analysis of the baseline reflective data using the adapted framework as an analytical tool. The four quadrants each served as categories and were populated with data chunks in the form of four display tables (one per quadrant) thereby making the interactive nature of the data evident. Data links and overlaps to other quadrants were identified and added to the tables. Next, a fifth category was created and populated with reflective data related to the language teacher's Mindset/ Pedagogical beliefs/Understandings. This, as emphasised previously, is at the core of the analytical tool and is central to influencing how

he has proceeded for adopting and enacting a (pluri)literacies-based approach to his pedagogical practices. It therefore impacts on all four of the quadrants being analysed.

In order to visualise this process, Figure 6 situates the tables superposed onto the analytic tool as an overview. Short extracts of data from each quadrant, as well as the central data display table are displayed in Appendix 2.
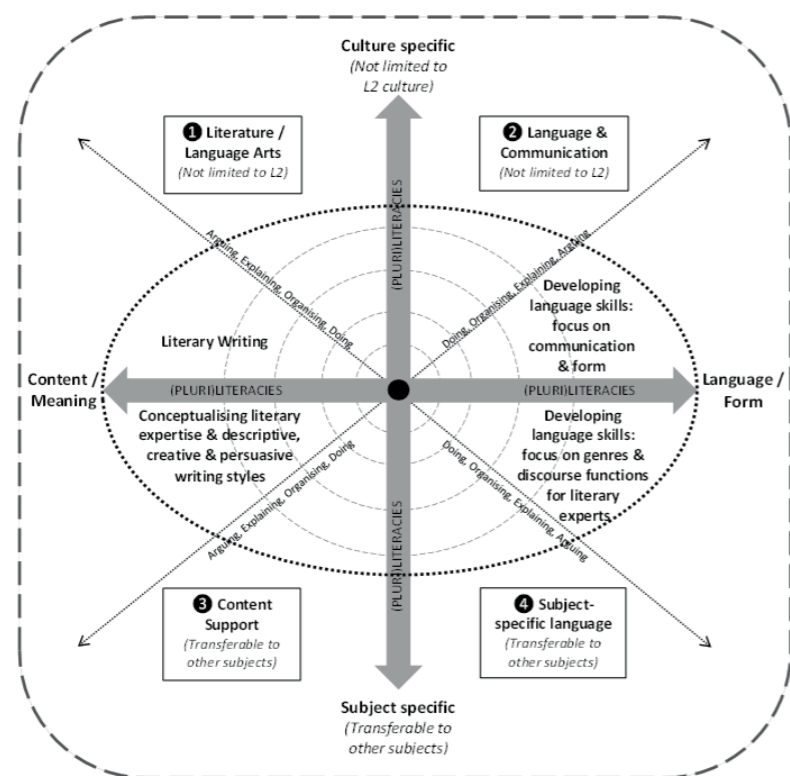

Figure 5: Adapting Dale et al.'s framework (2018) intersected with PTDL (Meyer et al., 2018)
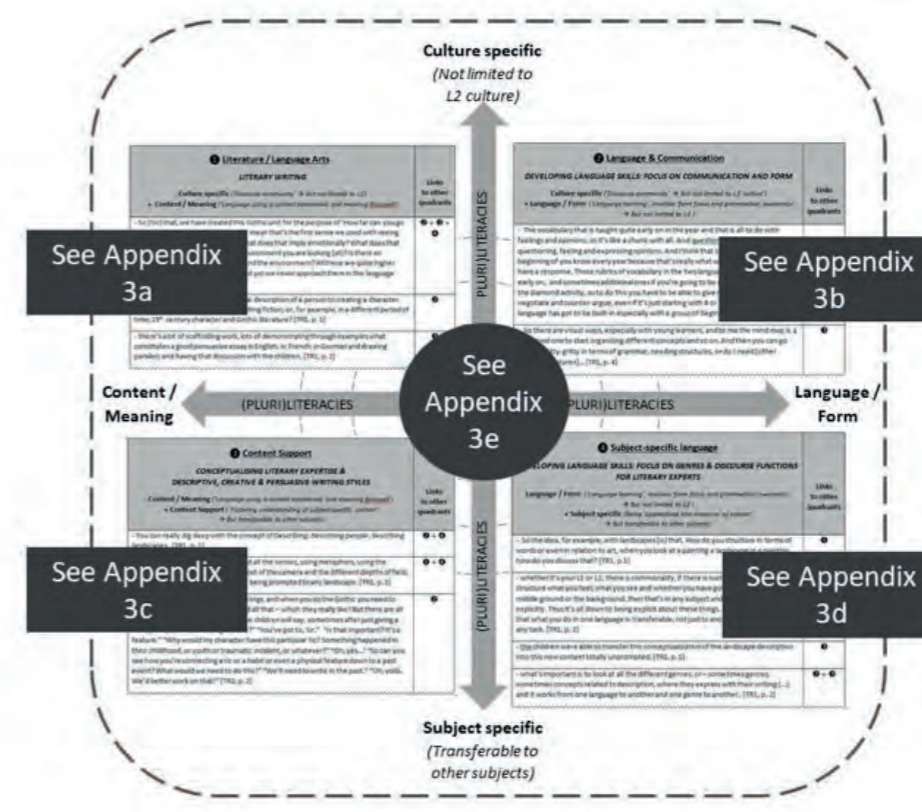

Figure 6: Overview of thematic data analysis per quadrant

Stage three

Finally, cascading from the first two analytical stages, the third stage further contributed to articulating the language teacher's emergent Theory of Practice. Reflective data were analysed using thematic analysis according to the four dimensions of the PTDL model (see Figure 2) to describe/language classroom practice, whilst weaving and illustrating the strands and principles from co-produced notes during learning conversations (see section 3.3). Below, Table 1 organises this analysis.

Table 1: The four PTDL dimensions articulated with the language teacher's emergent Theory of Practice

Demonstrating Understanding *Purpose-genre-mode-style (communicating)*	Generating and Sustaining Commitment and Achievement *affect- engagement-mastery-reflection*
Demonstrate their development and progress/expertise as **fiction writers** involves demonstrating/languaging **Purpose:** developing experts: literary writers – writing fiction with purpose **Descriptions** (e.g. creating a character with life) How to create fictional landscapes- emotive, engaging Use of sensory triggers (metaphors, 'painting a landscape – physical to emotive descriptions) **Genres:** use of persuasive writing Literary **styles** (connectives, starters) and comparing texts in L1 and L2 to raise awareness i.e. text analysis with young learners with limited second language; needing different types of vocabulary than usual (e.g. express emotions, opinions, negotiate)	**Experiencing cognitive challenge:** real life applications, creativity, recognising and using learner maturity (i.e. affect - avoiding patronising and debilitating experiences) reduce 'fear' of making mistakes, **Engagement:** through constant dialogue normalising learner analysis of communication, creativity, concept of expert fiction writer, motivation through real life application) ownership of the learning – own contributions valued, knowing how to open doors and explore learning towards learner autonomy **Mastery** - sense of achievement through developing 'pluriliteracies reflex' **Making progression visible:** making skills explicit (i.e. this so what a writer needs) and giving a sense of achievement through feedback and peer support – encourages risk taking **Learning partnerships – constant reflection, Dialogue** and open discussion about one's own learning and making bridges with skills and understanding developed in other parts of the curriculum
Building Knowledge and Refining Skills *Facts-concepts- procedures-strategies (conceptualising)*	Mentoring Learning and Personal Growth *scaffolding-feedback-assessment*
Literacy skills (subject knowledge)– what learners need to know and understand in order to behave like an expert fiction writer e.g. connectives, analysis, strategies, checklists, language through learning, using senses, writing and reading text; **Language skills (language knowledge)** – how learners need to learn and use language to demonstrate their expertise as fiction writers e.g. comparatives, superlatives, metaphors, adjectives, patterns **Awareness:** engaging in **critical thinking**, cognitive engagement for meaning-making 'digging deeper' **Noticing** – awareness raising /explicit/making bridges/ **Transfer** – e.g. from Gothic Landscapes to Travel Diaries **Strategies:** Integrated literacy strategies are woven throughout and include elements such as the use of connectors, metaphors and similes, modal verbs, tagging negative sentences. Learners experience and develop their strategic competence: engage in tasks using approaches such as 'portrait chinois' (e.g. portrait de Proust); use dictionaries to develop ownership of language used; understand triggers which model a wide range of stories to guide learners to go deeper into creative writing, characterisation and evocative writing (e.g. Gothic texts to evoke fear)	**Making bridges** – connecting learning across disciplines for transfer and making sense **Modelling** – awareness of conditions for learning and ways to design it and role of spontaneity **Scaffolding** (e.g. word mats, connectives). Emphasising strategies such as noticing. 4 types of scaffolding: cognitive scaffolding (thinking and behaving like....);Literacies scaffolding (knowing, using, applying and transferring specifically defined literacies skills);Language scaffolding (increasing awareness of the role of grammar, syntax and linguistic structures); Metacognitive scaffolding which impacts on learner affect(how to..../peer support, reflection, ownership and agency) **Mentoring** – raising awareness e.g. are you explaining, describing, persuading? **Designing learning** – input for progression Use of L 1 and L2 gradually increasing use of L2 through open discussion about L1 and L2 meta-talk about learning – dialogic; raising awareness about learning, breaking down language barriers; connecting with other subject teachers **Teacher as reflective mentor** – less directive, inductive teaching, with Austin Butterfly type feedback from T, deep reflection and critical self-analysis of lessons (if I were at the back of this class...?) **Feedback and Assessment** – peer assessment (training in positive useful feedback), collective agreements for criteria for assessment, protocols for peer and teacher assessment/modelling good practice, use of blogs and buddies, checklists and rubrics **External assessment** – use of DELF to validate achievements demonstrating progression from +/-A2 to +/- B1

4. Findings and discussion

Data provide us with deep insights into the teacher's own professional learning and being (e.g., his identity, pedagogical beliefs, understandings, roles, practices and classroom research) which in turn contribute to a realistic understanding of the development of pluriliteracies skills of his learners. Returning to the two research questions, we now present our findings.

Research Question 1

The first research question examines **how enacting a Pluriliteracies approach for deeper learning influences the language teacher's (re)positioning of his role within a bilingual curriculum.**

From the first reflective interview, the language teacher emphatically set the stage for how he perceives his roles, professional identity, and teaching foci have transitioned and evolved through enacting PTDL with his learners. He stated:

Well, it's a big, big shift from traditional Modern Languages teaching! It's not to follow a grammatical spine, but to think of what kind of critical thinking and concepts children have cognitively and why not applying them to the L2 classes. [TR1, p. 1]

Using thematic analysis of reflective data in the adapted framework to further unpack this 'shift' enabled us to uncover and map the dynamic nature of the language teacher's positioning and repositioning in relation to the four quadrants. He fluidly and strategically shifts his roles – informed and guided by his core mindset/pedagogical beliefs/understandings of PTDL. Taking on the role of a 'subject teacher' for *Literary Writing* (Quadrant 1), he brings the learners' focus to the kinds of literary expertise and writing skills required for conceptualising the content of that subject (Quadrant 3); he builds in the language skills in dialogue with the learners, both in terms of communicative and form-focussed structuring of the language needed (Quadrant 2), as well as in terms of the genres and discourse functions that are integrated into expressing the meaning-making of the content (Quadrant 4).
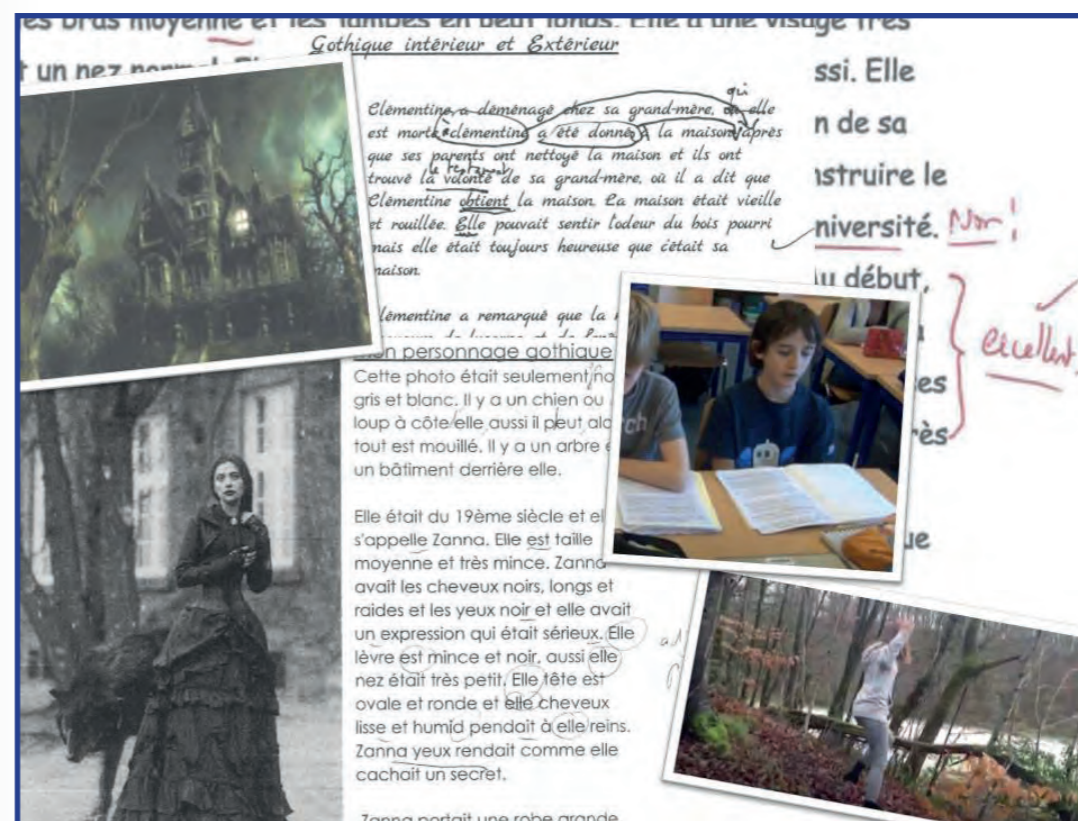
These movements in fact zigzag organically – but purposefully – amongst the quadrants, intertwining them vertically and/or horizontally and/or diagonally. The language teacher positions and repositions himself as he: (1) motivates learner engagement, (2) responds to their needs and (3) scaffolds their developing abilities for *Doing, Organising, Explaining, Arguing* (cf. Figure 1), thereby mentoring their learning and supporting sustained engagement.

The following examples evidence the language teacher's development of Gothic-style Literary Writing with the learners and illustrate such organic movement between the quadrants (see Table 2 - below).

To summarise, through rethinking his teaching through expanding classroom practices for developing pluriliteracies, the language teacher shifted his role from being a more 'traditional language teacher' to that of an expert in literary writing. This transformation continuously required repositioning himself to identify, develop and evaluate the necessary academic literacy skills for empowering his learners to be and become 'expert' literary writers. It dynamically shifted ways in which the teacher and learners worked together and the nature of languages used for enacting 'his' PTDL approach, which will be further discussed in the next section.

Table 2: Examples of data to illustrate language teacher repositioning amongst the quadrants	
LT role repositioning: movement amongst quadrants	**Extracts Research Question 1: Examples regarding Gothic-style Literary Writing**
Quadrant 1 Literature/Language Arts **intertwining vertically with Quadrant 3** Content support ↓	- [With the learners,] we have created this Gothic unit for the purpose of 'How far can you go when you describe the landscape?' I mean that's the first sense we used with seeing really. What does that imply emotionally? What does that imply in terms of response to the environment you are looking [at]? Is there an interaction between the individual and the environment? All these are quite higher order thinking skills and concepts and yet we never approach them in the language classroom. [TR1, p. 1]
Quadrant 3 Content support **intertwining horizontally with Quadrant 4** Subject-specific language ➡	- …using senses, using not just one, but all the senses, using metaphors, using the vertical and horizontal structure almost of the camera and the different depths of field, [so that] they can apply that without being prompted to any landscape. [TR1, p. 1]
Quadrant 3 Content support **intertwining diagonally with Quadrant 2** Language and Communication ↗	- And then they added in the rubrics habits, good and bad habits and how habits can be linked to an aspect of the personality. So what we've done then as a bit of an impromptu follow-up exercise from that, we looked at – oh, they had a booklet on vocabulary, on personalities – and we looked at what personality could, adjective of personality could lead to a particular habit. [TR2, p. 4] - for the Gothic topic, you need to incorporate that element of fear, which they really like! But there are all things and gradually, step-by-step the children will say, sometimes after just giving a little prompt, 'What have I got there?' 'You've got tic, Sir.' 'Is that important? It's a feature.' 'Why would my character have this particular tic? Something happened in their childhood, or youth or traumatic incident, or whatever?' 'Oh, yes…' 'So can you see how you're connecting a tic or a habit or even a physical feature down to a past event? What would we need to do this?' 'We'll need to write in the past.' 'Oh, voilà. We'd better work on that!' [TR2, p. 2]
Quadrant 2 Language and Communication **intertwining vertically with Quadrant 4** Subject-specific language ↓	- And they were coming up with, 'Oh, I could do…' – you know, we talked, when we did descriptions, general descriptions, we talked about the comparatives, superlatives, but also metaphors, and how do you make abstract comparisons? So I'm talking about comparisons: How do you make abstract comparisons with simile and metaphors in English? Why don't we do that in French, then? So when I was showing this they said, 'Oh, why don't we do metaphors and simile?' [TR2, p. 4]
Quadrant 1 Literature/Language Arts **intertwining diagonally with Quadrant 4** Subject-specific language ↘	- So the idea, for example, with landscapes [is] that, How do you structure in terms of words or even in relation to art, when you look at a painting a landscape in a painting, how do you discuss that? [TR1, p.1]
Quadrant 3 Content support **intertwining horizontally with Quadrant 4** Subject-specific language **and diagonally with Quadrant 2** Language and Communication ➡ ↗	- [I ask the students] 'What are you trying to do? Are you arguing? Are you emphasizing? Are you trying to qualify something? Okay so, within that, what would you need?' And they could sense some starters and then really, then you build up the vocabulary. But once you've got this in place, the concept, I would say, the framework of the concept is in place, the child is then ready for communication. [TR1, p. 3]

Research Question 2

The second research question asks **What is the language teacher's emergent Theory of Practice which translates Pluriliteracies principles into classroom practices?** It charts the evolution and experimentation of exploratory as well as adaptive 'tried and tested' micro pedagogic practices. The data illustrate how the language teacher adjusted his regular language learning repertoire into those embedded in the 'subject' of *Literary Writing*. These add further nuances to the PTDL synthesis according to the four dimensions presented in Table 1. The four dimensions serve as an analytical framework for the data as four key conceptual orientations emerge: shifting what the learners do as their language learning is extended into subject learning; developing literacy practices guided by PTDL principles; facilitating deeper learning through pedagogic exploration; articulating his professional understanding and engaging in critical reflection.

The first orientation focuses on how extending regular classroom language practices into subject learning involved a shift in terms of what learners do. For instance, the language teacher took his learners from a *'traditional description of a person to creating a character with a life, and for the purpose of fiction writing, for example, in a different time period, 19th century character and Gothic literature'* [TR1, p. 1]. It involved reconceptualising the role of grammar, lexis and syntax into conceptual and communication tools fundamental to literary writers. He brought this about through learning discussions with the learners, for example: *'If you tell the children, "We're going to concentrate on explaining, organizing, arguing". They understand that. They're really, really on board. And then say, "What kind of structures – what kind of language – do we need to achieve that?" You can take them to different cultures and different languages.'* [TR3, p. 2]

This reinforces the need to ensure that students with their teacher understand exactly what the difference is between different CDFs. It required rethinking with the learners *'what is communication [in a given situation]? Are you trying to explain something? . . . Are you going to persuade somebody? What are the tools required, not just the language tools but the actual sub-concepts, so to speak? And that is something you never discuss in an L2 class.'* [TR1, p. 3]

The second orientation describes the development of explicit literacy practices guided by PTDL principles. Connecting with and extending learner experiences in L1 – ensuring that the connection between different languages is 'visible', involved the need to *'look at literature. . . . That's one step further. How characters are developed in literature. This is the kind of stuff they study in L1'* [TR2, p. 2]; and *'In the end the language will*

tag onto the concept but it does not become an obstacle because there is a purpose to it.' [TR1, p. 2]

In line with the PTDL communicating dimension for demonstrating understanding, the making visible subject literacy practices as relating to literary writing demanded analysis and reflection on language needed such as genres and connectives:

> *What's important is to look at all the different genres – or sometime genres, sometimes concepts related to description, where they express with their writing* [TR1, p. 2]; and

> *The connectives which are under-rated because they're little words, [but] when you start organising them into concepts for the purpose of communication, they take on an extra dimension.* [TR3, p. 2]

The third orientation charts how adapting and exploring pedagogic practices led towards deeper learning. The language teacher comments, for example, that *'[t]here's a lot of scaffolding work, lots of demonstrating through examples of what constitutes a good persuasive essay in English, in French in German and drawing parallels and having that discussion with the children'.* [TR1, p. 2] He also refers to enabling ownership of individual learning through *'visual ways, especially with young learners; the mind map is a very good one to start organising different concepts . . . it forces children to think "in everything I want to say and to communicate, what are the fundamentals?" . . . and then you can go into the nitty gritty of grammar needing structures.'* [TR1, p. 3] In terms of feedback, he proposes constructing clear criteria agreed and used by the learners themselves: *'Whether these criteria are created as a class or by you as a teacher feeding certain criteria, to me is so essential. . . . [I]f criteria are well-constructed it will show progression.'* [TR2, p. 2]

The move towards mentoring learning (PTDL dimension) which is made explicit for the learner through agreed goals is exemplified by the language teacher's use internally of internationally recognised tests. This pays attention to the personal growth of learners (PTDL dimension) developing a growth mindset – not by using the tests as a normative measure but as a means for celebrating achievement and setting further realistic goals to promote mastery and motivation. In this way, realistic goals are set by the learners

themselves with guidance from their teacher. As he explains:

> You need an objective measuring tool. And for us it was DELF . . . So, it is easy to start with the received wisdom . . . we start with A1 and we gradually move on to A2; . . . [but] the children might stagnate at that level A2 for years. So, if you are going to argue "No, with pluriliteracies you're going to have deeper learning and therefore the language will follow suit, cognitively, and therefore will be far more sophisticated and complex". You can measure it with DELF. . . . The criteria are very clear and objective. [TR3, p. 3]

This benchmarking led to unexpected outcomes: '[T]he expectations for the group at the end of the school year would have been a level A2 for all with some reaching a level B1 or showing signs of level B1. The analysis showed that most reached level B1 earlier in the year with even some signs of B2 sporadically', [TR4, p. 3]. These 'results' can be interpreted as indicators of achievement rather than attainment since they are embedded in an ecologically-driven dynamic classroom which takes account of all learning dimensions (PTDL). Nonetheless, the levels are indicative of how alternative pedagogies have the potential to lead to advances in progression according to normative measures. Additionally, the language teacher points to affective, motivational effects, for example:

> It was interesting to note that some quiet, invisible, middle-of-the-road students . . . really benefited from this approach in their writing and wrote 'for pleasure' after this level of success. . . . [Another learner] with reasonably good confidence orally but not matched in writing, ended being one of the best writers in the group and ended in an Advanced group in Year 8 where he continued to blossom. [TR4, p. 3]

Propelled by the need to ensure that learner achievement is celebrated alongside attainment and to inspire learners to take ownership of a drive to learn, the language teacher suggests that 'In the end their communicating is being transferred.' [TR1, p. 2] 'We've got a protocol of peer assessment in French and that means criticism is always constructive and positive.' [TR2, p. 2]

The fourth orientation has driven the language teacher's Theory of Practice through articulating professional understanding and engaging in critical reflection: 'The difficulty was to translate intuition into practice.' [TR3, p. 2] 'It's a mindset. And you have to be a risk-taker. The moment you go into research there'll be things you find out about your teaching

which are not always pleasant but you move on.' [TR3, p. 2]

In terms of transforming theories into practices, he asks himself, 'How can [the learners] communicate what is happening in terms of cognition?' He emphasises that it is crucially when

> concepts or skills are transferred. . . . That's [in] my view when deeper learning has taken place. . . . when you think you have done and dusted something, the kids will come up with the bridge – opening a door onto something else. And it's about giving the reflex to the children to keep opening the doors. [TR2, p. 5].

> When a child can move from one concept and take that concept to a completely different context . . . that's when deeper learning has been taking place. Far more important than, 'oh! a nice strong subjunctive there!' [TR2, p. 6]

His understanding of the need to develop growth mindsets in his learners is also reflected upon:

> I tended to be a bit too directive last year . . . "To be in the mindset of a novelist, a writer, this is what you need to do". . . . But with this year's group I am trying to get this to come out of them more, so doing in reverse. [TR2, p.1]

This resonates with ULP which emphasize the need to develop universal understanding of the definition of disciplinary literacies.

> The Austin's Butterfly video is very inspiring one because it's showing them . . . the sky is your limit. And if you can do that as a scientist, and you can do that as writer . . . that's where pluriliteracies becomes interesting. [TR3, p. 4]

The data therefore document the language teacher's emergent Theory of Practice (see Table 3) and the 'big, big shift' involved in the translation of pluriliteracies principles into classroom practices.

Table 3: My Theory of Practice - Developing a Pluriliteracies Approach in a Language Classroom

My Theory of Practice: Developing a Pluriliteracies Approach in a Language Classroom

Literacies Principles: subject discipline – literary writing; build on L1 literacies in L2; create tasks to enable learners to behave as 'expert' writers; use real-world content (i.e., authentic literary texts); use literacy strategies e.g., use of connectors, metaphors and similes, modal verbs; move from simple literary descriptions to nuanced characterisation and landscape discourse; build in progression and ownership of text (e.g., characters – their physical, moral, emotional descriptors, phobias, social status, fashions and transport as in Le Tour du Monde en 80 Jours; fake news and split personalities – Belle et la Bête, Superheroes; landscapes including gothic interiors, landscapes, architecture using The Red Room and Dr Jekyll); encourage deeper learning and transfer to Travel Diaries; manipulate texts from authentic literature used with comparative texts French and British e.g., Maupassant "La peur, La parure"; Gautier "Le chevalier double"; Brontë's "Wuthering Heights", Shelley's "Frankenstein" to guide learners in experimenting creative characterisation and evocative writing (e.g., Gothic texts to evoke fear).

PTDL Principles: ecological student-teacher learning partnerships; student-centred learning; ownership of learning (choice); provide mentoring and support for beginners scaffolding language related to subject learning; learner experiences and challenge. Students 'own' their learning through 'voting' on certain topics e.g. Gothic clothes led to "social status through clothing in 19th century Europe" and "the condition of women in 19th century industrial Europe" onto 'corset as repression' to emancipation in women's fashion. Text analysis as core activity for learners to experience behaving like a writer and learn skills/processes/ways of thinking they need; use literary tasks such as 'portrait chinois' (e.g., portrait de Proust) and dictionaries to encourage creative construction of language through scaffolded tasks and activities.

Note: The principles illustrated in 'Austin's Butterfly' guided and led to the creation of a similar power point and video: Gothic character description and Landscape.

For him, it starts with a vision: allowing oneself to 'move away from any monocultural approach, or national system approach to language teaching' . . . [or] of following a textbook approach that takes grammar as the spine, with present tense first and then this, and then eventually the past tense.' [TR3, p.4] It involves time commitment and willingness to be self-critical and reflective. It emphasises the discovery of bridges – between teachers, between teachers and learners, between curriculum and learning design, between models and frameworks for learning and between learning outcomes and achievement. And it encourages daring to push limits: 'Writing a 3- or 4-page story in a 19th century fashion for a group of beginners could be viewed as impossible. And even if, somehow, it's hard to believe this, but it works! That's exactly what pluriliteracies and CLIL together have enabled me to facilitate with the children'. [TR 3, p. 3-4].

Furthermore, the language teacher's emergent Theory of Practice involves willingness for spontaneity, noticing and listening to learners. It includes inviting them in the quest for deeper learning and asking them about the language they need. It implies mentoring their learning and providing scaffolding to use language creatively and appropriately, building on learner understanding which reflects diverse yet inseparable interpretations of all four dimensions of PTDL. His own Theory of Practice identifies and opens up new pathways which guide his continued work: extending regular classroom language practices into subject learning; developing literacy practices guided by PTDL principles; adapting and exploring pedagogic practices to enable deeper learning; and articulating professional understanding and engaging in critical reflection. This dynamic process is ongoing.

5. Conclusions

5.1 A Theory of Practice as the medium for pedagogic transitioning

The outcomes of the study are summarised using the language teacher's own words as a '*big, big shift*'. It symbolises the language teacher's own growth-mindset and pedagogical willingness, openness and curiosity to experiment that enabled him to stretch his professional identity and rethink his role. It is not a shift from 'A' to 'B', but rather an evolving dynamic guided both by intuition – a continuous desire to improve his teaching – and new understandings nurtured through the development of a CLIL/PTDL theoretical framing for his work. Using PTDL as a guide, his teaching moves around the four quadrants of the adapted Dale et al.'s framework (Figure 4), drawing on more traditional L2 pedagogies (Quadrant 2) whilst providing learners with the conditions for organic growth alongside development of 'subject' as well as transferable literacies.

Constructing his own Theory of Practice was fundamental to providing a locus for analysis and reflection which charts an ecological journey transforming pedagogic principles into pedagogic realities:

> *Well, it's almost the thing that, as an L2 teacher, you've been waiting for [all] your life and suddenly it's materializing. And that's because it's the transfer of that cognitive ability that is materializing, simply by the kind of ideas that are expressed by the child. Things which go far*

beyond [what] any textbook could give you. . . . [W]hen the child starts being able to incorporate how environment can influence the behaviour of a character, and a character can influence the development of the environment, and they can express that – even if there are mistakes, even if grammatically it's not always sound – to me we've gone into the area of deep learning. [TR 3, p. 3]

This study, we believe, acts as a 'significant contribution', to encourage what Tracy (2013, pp. 239-240) refers to as resonance with the readers and to 'bring (some) clarity to confusion, make visible what is hidden or inappropriately ignored, and generate a sense of insight and deepened understanding'. The analytical tools were merged in an attempt to address 'ontological disruption' and bridge the worlds of language and subject bilingual teachers through a pluriliteracies approach. The data used were gathered by – and with – a teacher-researcher whilst constructing his own dynamic Theory of Practice. The data detail first steps in truly bridging different worlds.

The processes and guidance are there for other practitioner-researchers to take up the mantle – to adopt and adapt research and theoretical interpretation – and most importantly to share the 'essential practices' needed for the '*big, big shift*' in pedagogic understanding.
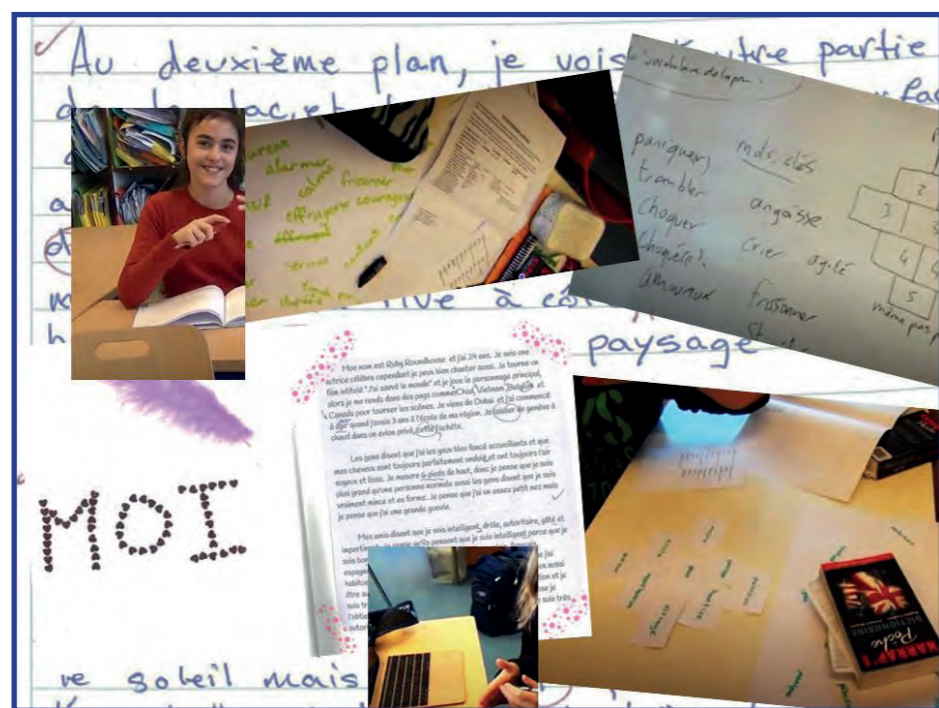
5.1 Next Steps

It is essential to value this early study for its potential to change how we see language learning in the middle school curriculum. Such potential cannot be overlooked. Studies such as these raise the profile of language as a core discipline, which elevates its position alongside the science and other STEM subjects. We propose the following next steps, building on and extending the research to include:

- Studies which focus on the learners themselves- their own ideas, views, experiences, which are in line with ULP - so as to tell the 'languages' story of the development of learner competencies from a *transdisciplinary* and *mulilterateness* perspective.

- A multi-layered learner-focussed study to document the development of deeper learning in the language classroom, which resonates with other subject disciplines and hence elevates language learning and teaching as core to the curriculum. Diverse tools and resources - many of which will be co-created and critiqued by learners themselves - to be made visible for other educators and researchers to develop and use.

- Pioneering further expansion of a pedagogic approach that would be enquiry-based, where learners are guided in setting their own challenging learning goals and where commitment, resilience, mastery and inspiration are expected as normal in the language classroom. As in the study reported on in this document, the PTDL approach would be accessible for all learners, hence celebrating a socially just and equitable approach to language learning and language using.

- Research design which would collect quantitative data in order to provide 'hard evidence' of measurable outcomes.

- Class-based participatory inquiry carried out by collaborative teams (with students and teachers as researchers) which encourage whole communities/departments of teachers to engage in partnerships and co-design of learning and provide evidence of curriculum as a co-located concept.

- Further large-scale cross-schools, international studies will strengthen powerful messages evidenced in these findings.

Finally, we wish to highlight the commitment that has enabled the contemporary practices documented in this study to evolve: first, the extraordinary dedication of the teachers involved; second, the school's purposeful allocation of timetabled development/research time for the teachers; and third, although unfunded in this case, the determined research support from an international university team. It seems clear, therefore, that for the International School of Geneva to continue as world leaders in such pedagogic change, further research and dissemination of outstanding practice, coupled with a commitment to supporting teacher-led research with university support is critical.

"In the end they're making the bridges . . . this conceptual thinking and in the way of communicating it is being transferred. That is, to me, the ultimate goal: when the transfers are applied and it's unprompted by the teacher. That's when you think 'this is where pluriliteracies work!' and it works from one language to another and one genre to another – and one subject to another!" [TR1, p. 2]

References

Alexander, B. (2008). Web 2.0 and emergent multiliteracies. *Theory into Practice.* 47, 150–160.

Becher, T. & Trowler, P. (2001). *Academic tribes and territories: Intellectual enquiry and the culture of disciplines* (2nd ed.). Philadelphia, PA: Open University Press.

Cenoz, J., Genesee, F., & Gorter, D. (2013). *Critical analysis of CLIL: Taking stock and looking forward. Applied Linguistics*, 35(3), 243–262.

Coffin, C. & Donohue, J. (2014). *A Language as Social Semiotic-Based Approach to Teaching and Learning in Higher Education* (Language Learning Monograph Series). Mary J. Schleppegrell (Ed.). Hoboken, NJ: Wiley-Blackwell.

Corcoran, P.B., Walker, K.E., & Wals, A.E.J. (2004). C*ase studies, make-your-case studies, and case stories: a critique of case-study methodology in sustainability in higher education*. Environmental Education Research, 10(1), 7-21.

Coyle, D. (2018). *The Place of CLIL in (Bilingual) Education.* Theory Into Practice 57(3) (Innovations and Challenges in Content and Language Integrated Learning (CLIL)), 166-176.

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL - Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Coyle, D., Halbach, A., Meyer, O., & Schuck, K. (2018). *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, 21 (3), 349-365.

Cross, R. (2015). *Defining content and language integrated learning for languages education in Australia*. Babel, 49(2), 4–15.
Creswell, J. W. (2013). Qualitative inquiry and research design: Choosing among five approaches (3rd ed.). Thousand Oaks, CA: Sage Publications.

Dale, L., Oostdam, R., & Verspoor, M. (2018). Searching for identity and focus: towards an analytical framework for language teachers in bilingual education. International Journal of Bilingual Education and Bilingualism 21(3), 366-383.

Dalton-Puffer, C., LLinares, A., Lorenzo, F,. & Nikula, T. (2014). *You can Stand under my Umbrella: Immersion, CLIL and Bilingual Education. A response to Cenoz, Gensee, & Gorter* (2013). Applied Linguistics 35, 2, 213-218.

Davidson, C. (2009). *Transcription: Imperatives for qualitative research.* International Journal of Qualitative Methods, 8(2), 35-52.

Doiz, A., Lasagabaster, D., & Sierra, J.M. (2011). *Internationalisation, Multilingualism and English-Medium Instruction.* World Englishes, 30(3), 345-359.

Duff, P. A. & Uchida, Y. (1997). *The negotiation of teachers' sociocultural identities and practices in postsecondary EFL classrooms*. TESOL Quarterly, 31(3), 451-486.

Flyvberg, B. (2001). *Making social science matter.* Cambridge: Cambridge University Press.

Flyvberg, B. (2006). *Five misunderstandings about case study research.* Qualitative Inquiry, 12(2), 219-245.

Fullan, M. & Langworthy, M., (2014). *A rich seam: How new pedagogies find deep learning*. Toronto, ON: Pearson.

García, O. (2009). *Bilingual Education in the 21st century: A global perspective.* Singapore: Wiley-Blackwell.

García, O., Bartlett, L., & Kleifgen, J.A. (2007). *From biliteracy to pluriliteracies.* In P. Auer & L.Wei (Eds.), Handbook of Applied linguistics, Vol. 5: Multilingualism. 207–228. Berlin: Mouton-De Gruyer

Gee, J. P. (2008). Chapter 8, Discourses and literacies and Chapter 9, Language, individuals and discourses. In *Social Linguistics and Literacies: Ideology in Discourses,* (3rd Ed). London: Routledge.

Gee, J.P. (2015). *Literacy and Education,* Routledge

Gillis, V. (2014). *Disciplinary Literacy: Adapt Not Adopt. Journal of Adolescent & Adult Literacy* 57(8). 614–623.

Graves, K. (2016). *Language curriculum design: Possibilities and realities.* In G. Hall (Ed.) The Routledge Handbook of English Language Teaching. London: Routledge, 79-94.

Hamilton, L. & Corbett-Whittier, C. (2013). *Using case study in educational research*. London: SAGE publications.

Helot, C. & Cavalli, M. (2016). *Bilingual Education in Europe: Dominant Language*s. In O. Garcia, A. Lin, & S. May (Eds.) Bilingual and Multilingual Education. Encyclopedia of Language and Education (3rd ed.) 1-18. Cham: Springer.

Hibbert K. (2013). *Finding wisdom in practice: the genesis of the salty chip, a Canadian multiliteracies collaborative.* Language and Literature. 15 (1) 23–38.

Hornberger, N. (2003). *Continua of Biliteracy: An Ecological Framework for Educational Policy, Research and Practice in Multilingual Settings.* Clevedon: Multilingual Matters.

Huettner, J. & Smit, U. (2014). *CLIL (Content and Language Integrated Learning.* International Journal of Applied Linguistics 18 (2), 146–165.

Hyatt, N., Kenny, A., & Dickson-Swift, V. (2014). *Methodology or method? A critical review of case study reports.* International Journal of Qualitative Studies on Health and Well-being, 9(1), 1-12.

Jenkins, H. (2014) *Rethinking 'Rethinking Convergence/Culture'.* Cultural Studies, 28(2), 267-297.

Lantolf, J. P. & M. E. Poehner (2014). *Sociocultural Theory and the Pedagogical Imperative in L2 Education.* New York: Routledge.

Lasagabaster, D., & Sierra J.M. (2010) *Immersion and CLIL in English: more differences than similarities,* ELT Journal, 64(4), Pages 367–375, https://doi.org/10.1093/elt/ccp082

Lyster, R. (2007). *Learning and teaching languages through content: A counter-balanced approach.* Amserdam/Philadelphia: John Benjamins.

Lyster, R. (2017). *Content-Based Language Teaching.* New York: Routledge.

Martin, J. R. (2009). *Language, register and genre.* Linguistics and Education, 10(21), 1-28.

Merriam, S.B. (1998). *Qualitative research and case study applications in education.* San Francisco: Jossey-Bass.

Merriam, (2009). *Qualitative research design: A guide to design and implementation* (3rd ed.). San Francisco: Jossey-Bass.

Meyer, O., Coyle, D., Halbach, A., Schuck, K., & Ting, T. (2015). *A pluriliteracies approach to content and language integrated learning – mapping learner progressions in knowledge construction and meaning-making.* Language, Culture and Curriculum, 28(1), 41-57.

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., Coyle, D., Imhof, M., & Connolly, T. (2018). *Beyond CLIL: Fostering Student and Teacher Engagement for Personal Growth and Deeper Learning.* In: J. Martínez Agudo (Ed.) Emotions in Second Language Teaching. Cham: Springer, 277-297.

Miles, R. (2015). *Complexity, representation and practice: Case study as method and methodology.* Issues in Educational Research, 25(3), 309-318.

Mohan, B., Leung, C., & Slater, T. (2010). *Assessing language and content: A functional perspective.* In A. Paran & S. Lies (Eds.), Testing the untestable in language education, 217–240. Bristol: Multilingual Matters.

Morton, T. (2018). *What does the research on Content and Language Integrated learning (CLIL) tell us about EAL?.* EAL Journal, Summer 2018, 56-62.

National Research Council. (2012). E*ducation for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century.* J. W. Pellegrino & M. L. Hilton (Eds.). Board on Testing and Assessment and Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Polias, J. (2016). *Apprenticing Students into Science: Doing, Talking, and Writing Scientifically. M*elbourne: Lexis Education.

Sadovnik, A.R. (2001). Basil Bernstein (1924-2000). *Prospects: the quarterly review of comparative education,* vol. XXXI, no. 4, 687-703. Paris, UNESCO: International Bureau of Education.

Schwandt, T.A. & Gates, E.F. (2018). *Case Study Methodology*. In N.K. Denzin & Y.S. Lincoln (Eds.) The SAGE Handbook of Qualitative Research (5th ed., pp. 341-358). Thousand Oaks, CA: Sage Publications.

Shanahan, T. & Shanahan, C. (2012) *What Is Disciplinary Literacy and Why Does It Matter?* Topics in Language Disorders, 32(1), 7-18.

Stake, R.E. (1995). *The Art of Case Study Research.* Thousand Oaks, CA: Sage Publications.

Stake, R.E. (2005). *Qualitative case studies.* In N.K. Denzin & Y.S. Lincoln (Eds.) The SAGE Handbook of Qualitative Research (3rd ed., 443-466). Thousand Oaks, CA: Sage Publications.

Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development,* London: Heinenmann.

Stenhouse, L. (1980). *The study of samples and the study of cases.* British Educational Research Journal (6), 1-6.

Swain M. (2006). *Languaging, Agency and Collaboration in Advanced Second Language Proficiency.* In H. Byrnes (Ed.) Advanced Language Learning: The Contribution of Halliday and Vygotsky, 95-108. London-New York: Continuum.

Teddick, D.J. & Camarata, L. (2012). *Content and Language Integration in K-12 Contexts: Student Outcomes, Teacher Practices and Stakeholder Perspectives.* Foreign Language Annals 45(S1), S28-S53.

Thomas, G. (2010). *Doing case study: Abduction not induction, phronesis not theory,* Qualitative Inquiry, 16(7), 575-582.

Tracy, S. J. (2010). *Qualitative quality: Eight "big-tent" criteria for excellent qualitative research.* Qualitative Inquiry, 16(10), 837-851.

Tracy, S. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact.* Malden, MA/Chichester, UK: Wiley-Blackwell.

Van Lier, L. (1994). *Action Research.* Sintagma 6, 31-37.

Van Lier, L. (1996). *Interaction in the Language Curriculum: Awareness, Autonomy, and Authenticity.* London: Longman.

Van Lier, L. (1998). *The Classroom and the Language Learner.* London, UK: Longman

Van Lier, L. (2010) *The ecology of language learning: Practice to theory, theory to practical and theoretical ramifications of an ecological approach.* Procedia Social and Behavioral Sciences 3, 2010 2–6.

Veel, R. (1997). *Learning how to Mean – Scientifically Speaking: Apprenticeship Into Scientific Discourse. In the Secondary School.* In F. Christie & J. R. Martin (Eds.) Genre and Institutions. Social Processes in the Workplace and School, 161-195. London: Continuum.

Vertovec, S. (2007). *Super-diversity and its implications,* Ethnic and Racial Studies. 30(6) 1024-1054.

Appendix 1: Programme overview for Year 7 False beginners

Textbooks and booklets : « Exercices de vocabulaire en contexte, niveau débutant », « Exercices de grammaire en contexte, niveau débutant », « Upgrade Listening » (Green booklet), « Upgrade Reading » (Yellow booklet)

Expected Average Level at the end of the year: A2. Some students should achieve level B1

General Departmental Units : (1) (SE) PRESENTER   (2) VOYAGER / DECOUVRIR L'ENVIRONNEMENT   (3) VOYAGER ET COMMUNIQUER

	« Les robots »	**« Tout sur moi » : le profil et le portrait littéraire**	**Le "Gothique": paysages et personnages en literature**	**"Carnets de Voyage" (Travel Diaries)**
Thèmes / Topics	• Descriptive vocabulary: appearance and functions • To develop the concept of time in French.	Section 1: birthday, star signs and personalities, family and friends Section 2: Likes, dislikes, fears and phobias Section 3: L'Amour! What the ideal person would look like. Section 4: My plans and ambitions for the future	• To describe a Gothic landscape and interior- • To describe a character in the19th century.	• To describe a variety of landscapes using the 5 senses • To develop an understanding of "Francophonie". • To explore how environment and individuals can influence each other.
Compétences orales / oral skills	• To present a robot, describing its features and functions. • To express and justify opinions. • To ask questions with greater spontaneity.	• To take part in short debates. • To intervene with greater spontaneity, without being prompted. • To understand a TV series in French, to summarise key events and to make predictions. • To do a presentation on all 4 sections with increased fluency and accuracy in pronunciation.	• To understand the main points of a story told at near normal speed and to be able to rephrase it with own words. • To start reading aloud making clear connections between combination of letters and sound • To tell a story and to captivate an audience.	• To understand various travel announcements and to be able to purchase travel tickets, to make enquiries… • To present and discuss different aspects of a specific country. • To narrate and describe an imaginary itinerary. • To express emotions with specific vocabulary • To express ideas with greater finesse.
Compétences écrites / written skills	• To write a detailed description using colours, shapes, textures and materilas • To write a short narrative in the Past	• To write full literary descriptions on a range of characters • To demonstrate an understanding of progression and an element of subjectivity in a description. • To use increasingly complex sentences	• To get familiar with extracts and simplified versions of authentic 19th century literature. • To write a detailed description of a place respecting set criteria and using at least 2 out of the 5 senses. • To pick out and reproduce some characteristics of 19th century literature in descriptions of people and places. • To write a full Gothic story with clear use of paragraphs, punctuation and coherence in the organisation of ideas.	• To demonstrate understanding and use of this specific style of writing. • To introduce humour in one's writing to catch reader's attention. • To show ability to transfer skills and knowledge acquired in previous units and to write with much greater autonomy. • To learn how to do the synthesis of a range of documents and to present findings using charts, timelines, maps…
Grammaire / Grammar	• Les adjectifs • Le comparatif et le superlatif (p.86-91) • La phrase interrogative (p.24-31) • Passé-Composé (révisions) (p.120-128) • Les verbes modaux 8p.18-21) • Les connecteurs de temps	• Les conjonctions • Les pronoms toniques • Les pronoms relatifs • Le conditionnel • Le Futur • La phrase négative (p.32-42) • La phrase complexe • Les adjectifs possessifs • Les adjectifs démonstratifs.	• Les connecteurs de lieux et de temps • Les prépositions • Les verbes prépositionnels • Les pronoms COD et COI (les pronoms personnels compléments p.102-109) • Les adverbes	• Les pays et les prépositions. • L'expression du lieu p.50-59

Appendix 1: Programme overview for Year 7 False beginners

Apprendre à Apprendre / Learning to Learn	• To learn to develop one's own lexical, using words of same family, synonyms... • To organise French exercise book to maximise learning • To set up French blog and to keep electronic portfolio up to date	• Mind Maps • To identify criteria between DELF levels to work towards progress.	• To keep track of language portfolio. • To be able to draw parallels between literatures in French and English of the 19th century. • Victor Hugo : « Le bossu de Notre Dame » + « Les misérables (extraits) • Guy de Maupassant : « La Peur »	• To develop sufficient vocabulary and strategies to be able to discuss one's work with others. • Metacognitive skills: ability to transfer a set of skills from previous unit without intervention from teacher. • Jules Verne : « Le Tour du Monde en 80 jours », Niveau 3 • Extracts of « Notes from a Small Island » (Bill Bryson)
Lecture / Reading	Texts in class	Lecture CLE en Français facile, Niveaux 1 et 2 (au choix)	Victor Hugo : « Le bossu de Notre Dame » + « Les misérables (extraits) Guy de Maupassant : « La Peur »	Jules Verne : « Le Tour du Monde en 80 jours », Niveau 3 Extracts of « Notes from a Small Island » (Bill Bryson)
Lecture indépendante/ Autonomous Reading	PRIX EDELWEISS + Yellow Booklet	PRIX EDELWEISS + Yellow Booklet	PRIX EDELWEISS + Yellow Booklet	PRIX EDELWEISS + Yellow booklet
Evaluations / Assessments	• Presentation of made robot in front of the class. • Written description of robot with evidence of modal verbs + Short narrative in the Past Tense	• Oral presentation at level A2 on all 4 sections. • Written production in exams conditions on all 4 sections. Preparation (1st Draft) in French blog. • DELF examination at Level A2 (Listening, Speaking, Reading, Writing)	• Filmed presentation of either a short Gothic story (can be same or different from written story) or a legend/myth from your country. • Detailed description of a Gothic landscape and interior following specific guidelines. • Production of a short Gothic story (minimum 300 words) • DELF examination at Level A2 (Listening, Speaking, Reading, Writing)	• Presentation to the class 3 countries according to a set model • Oral narrative of an imaginary itinerary around the world. • Production of a Travel Diary according to set criteria for exhibition in Carter Hall, to which parents will be invited. • DELF examination at Level A2 or B1
Dives / Miscellaneous		DVD series « Le Café des Rêves »	• School trip to either ruins of Château de Rouelbeau (GE) or Château Chillon (VD) • Visit to Mary Shelley's exhibition in Cologny	School trip to Château de Prangins? tbc

Appendix 2: Reflective Interview Questions

Reflective Interview 1 [TR1] (21:27)	• Can you talk a little bit about what you understand with the Pluriliteracy skills? • Which one of the many skills, or which series might you have concentrated on? • In terms of yourself as a teacher, if somebody said to you 'Explain pluriliteracies and how that influences what you do in the classroom', what would you say? • What is your understanding of literacies? • You know the work of Veel where we're saying that what you're doing in class the learner has to do, organize, explain, and then position themselves in terms of being able to justify or argue, or whatever else. How do you see that playing in with the kind of stuff you're doing? How you set up your tasks? Does it just emerge, do you purposefully set up tasks that enable them to do it? • Are you there giving the learners support so that they can do this in L1 or in L2 – in English or in French?
Reflective Interview 2 [TR2] (24:10)	• Regarding formative assessment, what goes on in your lessons? How do you give feedback to enable the students to improve? • Do you do any sort of peer assessment, as well? • When the learners are asked to prepare and give feedback on somebody else's work, how does it influence their own work? • Do you construct rubrics with the learners? • When you do your planning, how do you plan then for progression? Do you have a kind of pre-set notion of what progression might be like? Or what does it depend on? • What, for you, are some of the key behaviours or products that the students have to produce that gives you evidence that they are engaging in deeper learning?
Reflective Interview 3 [TR3] (20:39)	• What are the challenges of being a class-based researcher? • You have been part of theoretical conversations about pluriliteracies. How do you accommodate a translation of theory into what it means in the classroom? Have you got any thoughts about how you became involved and how you married some of the more academic stuff, which is theoretical but not embedded in classroom practice, to be putting it into practice, or at least be experimenting with it? • Some of the work that you've been doing is all around what you've been doing in your classroom with your learners. And the learners to an extent have been co-researchers because you've been involving them directly and openly in that process. What kind of data sets or tools have you used to capture what's going on? • What kind of evidence have you gathered as it happened, as it evolved? • What would you say that you have learned through engaging in this kind of very, very reflective processing of working alongside your pupils? What key lessons have you got from this that you might share with other teachers? What have you got from doing all this?

Appendix 3: Excerpts of thematic data analysis display tables

I. Four categories per each of the quadrants of the adapted framework as an analytical tool

3a	
1. Literature / Language Arts *LITERARY WRITING* **Culture specific** ('Discourse community' ➜ But not limited to L2) + **Content / Meaning** ('Language using is content determined and meaning focussed')	Links to other quadrants
- [With the learners], we have created this Gothic unit for the purpose of 'How far can you go when you describe the landscape?' I mean that's the first sense we used with seeing really. What do we do with that? What does that imply emotionally? What does that imply in terms of response to the environment you are looking [at]? Is there an interaction between the individual and the environment? All these are quite higher order thinking skills and concepts and yet we never approach them in the language classroom. [TR1, p. 1]	2 + 3 + 4
- And they're on board. They're building this conceptualization of what creates a good fictional character. Once you've got that, that can apply to a real character, that can apply to themselves as superheroes trying to do, and so on. [TR2, p. 2]	3
- I've got a pre-set notion of what a literary character should look like [and use] demonstrating through examples what constitutes a good persuasive essay (...) But I think it's important to capitalize on whatever things [emerge]. (...) "Okay listen to this..." – that can help to the construction of a rubric. The kids are well read as a whole. And because they do a lot of work in their L1, if you push a little bit they [come] up with, "Oh, I could do this ..." [TR2, p. 4]	3

3b	
2. Language & Communication *DEVELOPING LANGUAGE SKILLS: FOCUS ON COMMUNICATION AND FORM* **Culture specific** ('Discourse community' ➜ But not limited to L2 'culture') + **Language / Form** ('Language learning', involves 'form focus and grammatical awareness' ➜ But not limited to L2)	Links to other quadrants
- The vocabulary that is taught quite early on in the year and that is all to do with feelings and opinions, ...so questioning, feeling and expressing opinions. And I think that should come at the beginning of you know every year because that's really what we need to be able to have a response. Those rubrics of vocabulary in the two languages that come quite early on, and sometimes additional ones if you're going to be doing, like we've done the diamond activity, so to do this you have to be able to give rubrics on how you negotiate and counter-argue, even if it's just starting with 4 or 5 expressions. So the language has got to be built-in especially with a group of beginners. [TR1, p. 4]	
- The use of the mind map is a really good tool because it forces the children to think 'In everything I want to say and to communicate what are the fundamentals?' [TR1, pp. 3-4]	3
- The starting point for me is connectives because we use connectives for so many – and for an L2 class it's an ideal starting point – we use connectives for all sorts of different reasons. So whether you're emphasizing, illustrating, counter-arguing. So that's why we created this bilingual poster. It's nothing new. Teachers have been using connectives since the beginning of time. [TR1, p. 3]	3 + 4

3c

3. Content Support *CONCEPTUALISING LITERARY EXPERTISE &* *DESCRIPTIVE, CREATIVE & PERSUASIVE WRITING STYLES* **Content / Meaning** ('Language using is content determined and meaning focussed') + **Content Support** ('Fostering understanding of subject-specific content' ➡ But transferable to other subjects)	Links to other quadrants
- You can really dig deep with the concept of describing: describing people, describing landscapes. [TR1, p. 1]	2 + 4
- Using senses, using not just one, but all the senses, using metaphors, using the vertical and horizontal structure almost of the camera and the different depths of field, [so that] they can apply that without being prompted to any landscape. [TR1, p. 1]	1 + 4
- [M]ost teachers will have some checklists. They tend to be a lot in terms of grammar, spelling. And that's great. We use that as well. But what's interesting is when you try to get the children to focus precisely on the concepts. So if you tell them, "Okay you're going to analyse each other's work in terms of character development and I want you to think, if you read that as part of a novel, what would you bring to get that so much more enjoyable?" You can keep it as vague as this and they will come up with the solutions. [TR2, p. 3]	2 + 1

3d

4. Subject-specific language *DEVELOPING LANGUAGE SKILLS: FOCUS ON GENRES & DISCOURSE FUNCTIONS FOR LITERARY EXPERTS* **Language / Form** ('Language learning', involves 'form focus and grammatical awareness' ➡ But not limited to L2) + **Subject specific** (Being 'apprenticed into discourse of subject' ➡ But transferable to other subjects)	Links to other quadrants
- So the idea, for example, with landscapes [is] that, How do you structure in terms of words or even in relation to art, when you look at a painting a landscape in a painting, how do you discuss that? [TR1, p.1]	1
- Whether it's your L1 or L2, there is commonality, if there is such a term, of how you structure what you feel, what you see and whether you have got the foreground, the middle ground or the background, then that's in any subject and yet it's rarely taught explicitly. Thus it's all down to being explicit about these things. And then you realize that what you do in one language is transferable, not just to another language, but to any task. [TR1, p. 1]	3
- The children were able to transfer this conceptualization of the landscape description into this new context totally unprompted. [TR1, p. 1]	3
- What's important is to look at all the different genres, or – sometimes genres, sometimes concepts related to description, where they express with their writing . . . and it works from one language to another and one genre to another. [TR1, p. 2]	2 + 3

II. Fifth category regarding Core Mindset/Pedagogical beliefs /Understandings central to the adapted framework

3e

Core Mindset / Pedagogical beliefs / Understandings ➡ Influences the LT's work amongst all 4 of the quadrants
- [For]discussion with the children, it doesn't matter which language you use. In the end they're making the bridges. And in the end you find you're starting this conceptual thinking and in the way of communicating it is being transferred. That is, to me, the ultimate goal: when the transfers are applied and it's unprompted by the teacher. That's when you think 'this is where pluriliteracies work' and it works from one language to another and one genre to another. [TR1, p. 2]
- But there should be no inhibition, as long as they're doing the explaining, the arguing, the organizing. Another thing in terms of pluriliteracies, a mind map being one of them, [the students] are used to interpreting data through graphs and all that in humanities or in science and we don't always do that in languages. [TR1, p. 5]
- Dialogue between the various subject teachers and the language teachers, whether it's L1 or L2, is paramount. That is literacy becoming pluriliteracies, or pluriliteracies becoming one Big Literacy. But we are so compartmentalized in our own subjects that we forget that these kids are actually exposed to a lot more ways of communicating, explaining, than we are in a sense. So it's being proactive about finding out and capitalizing on all these other ways because it makes a lesson so much more interesting. [TR1, p. 5]
- So, you know, it's again the role of the teacher, the facilitator and bringing [everything] together. [TR2, p. 5]
- The biggest challenge is, first, your baggage: your training, where you come from, your culture. And it implies I think, [take] a good look in the mirror at your teaching practice. [TR3, p. 1]
- It's a mindset. [TR3, p. 2]
- I was talking about these doors connecting each other. You've also got to do that job as a teacher and that means sometimes exploring areas outside your own subject. . . . Education is not about being in one compartment. It's about having global vision - citizens of tomorrow and the age of technology and yet we still are working in compartments. So that's how it's changed me. [TR3, p. 4]