

授業探訪

言語系科目・英語自由科目

Introduction to Global Studies B: Social Science

A pluriliteracies approach to CLIL

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As reflected in the lifestyle changes brought about by the COVID-19 pandemic, the world is in a state of *supercomplexity*, where various environmental and societal systems are growing increasingly complex through continuous change. Under such unpredictable circumstances, it is insufficient to teach only specific knowledge that might, sooner or later, be outdated; rather, it should be paramount to develop in students *functional literacy* that is required for effective actions in the continuously changing world (UNESCO, 2021).

For this aim, I have adopted a *pluriliteracies approach* to Content and Language Integrated Learning (CLIL) in our new elective English courses, as it offers a sound theoretical and methodological foundation for the development of students' literacy through teaching English. A pluriliteracies approach emphasizes subject-specific literacy development in more than one language and helps students become literate in various content subjects or topics, thereby empowering them to communicate knowledge and skills successfully and appropriately across cultures and languages (Coyle & Meyer, 2021). The development of pluriliteracies will help students prepare to participate effectively in the multilingual and globalized knowledge society. In this paper I present the pedagogic principles based on this approach and then describe how these principles have been practiced in 'Introduction to Global Studies B: Social Science'.

Integrating content and language

CLIL is an educational approach that aims to enrich classroom discourse through substantive content in a way that provides both a cognitive basis for deeper learning and academic language use and a motivational basis

for purposeful communication (Coyle & Meyer, 2021). The key component of the CLIL pedagogy lies in the integration of two dimensions: content and language. Shifting attention between content and language is likely to increase their awareness for language use. Moreover, understanding increasingly complex content while attending to the language that encodes the content helps students develop their cognitive capacity.

Learning subject-specific content is not aimed at simply learning facts and concepts but rather at *deeper learning*. That is, students develop not only expertise in a particular area but also a capacity to engage with unfamiliar interpretations that are different from their own and to use language to construct meaning in explicit manners. A pluriliteracies approach emphasizes *genres* and *cognitive discourse functions* to make students engaged in deeper learning and to develop their academic language proficiency (Cummins & Man, 2007). Genre refers to “a category of texts that are similar in purpose and written in response to similar contexts” (Caplan & Johns, 2022, p. 33). A particular genre includes conventions of characteristic structures and language use. With the genre knowledge, students are better able to comprehend or produce a text efficiently and participate effectively in the world outside the classroom (Caplan & Johns, 2022). While genres provide a framework for learning content, cognitive discourse functions (CDFs) offer

Table 1. The construct of cognitive discourse functions (based on Dalton-Puffer [2013])

Type	Category	Action verbs
1	Classify	classify, compare, contrast, match, structure, categorize, subsume
2	Define	define, identify, characterize
3	Describe	describe, label, identify
4	Evaluate	evaluate, judge, argue, justify, take a stance, critique, recommend, comment, reflect, appreciate
5	Explain	explain, reason, express cause/effect, draw conclusions, deduce
6	Explore	explore, hypothesize, speculate, predict, guess, estimate, simulate, take other perspectives
7	Report	report, inform, recount, narrate, present, summarize, relate

a tool of academic discussion: namely, recurring linguistic patterns realized in learning subject content in the classroom. CDFs are recognized as the building block of higher-order thinking, which is classified into seven types (Table 1). By using CDFs actively at increasingly complex levels, students build and develop their own cognitive capacity, which allows them to make sense of new content.

Lesson plan for ‘Introduction to Global Studies B: Social Science’

Using the pedagogic principles presented above as a basis, I designed a new elective course, ‘Introduction to Global Studies B: Social Science’, within our new English curriculum. I have taught this course from 2021 and have continuously revised its content and tasks in accordance with feedback from students. This course aims to provide a learning environment where students develop their thinking skills and academic language proficiency through learning about contemporary issues and concepts from a variety of social science disciplines (e.g., economics, business, law, politics). Social science themes are useful for the present objectives because they require students to make some level of evaluation and to take a certain perspective on the learning content (Llinares & Dalton-Puffer, 2015); they are also likely to increase students’ awareness of their connection to the real world. Students are expected to understand different ways of seeing the world and expand their perspective through being involved in learning these subject contents.

I present an example lesson using international relations as a content. The whole lesson largely involves two parts: content-led and language-led. To engage students in deeper learning with challenging themes, various types of activities (e.g., group discussion, presentation, and project work) are provided throughout the course, where students collaboratively work and receive feedback from the teacher and peers. In doing so, students are involved in opportunities for knowledge construction and purposeful communication with appropriate levels of scaffolding.

Part I. Content-led instruction

In this part, students read and discuss an article entitled ‘Japan and Global Britain’ (nippon.com, 2021). First, warm-up questions (Step 1 in Table 2) are

provided to activate students' thinking about the topic and encourage them to prepare for the following steps. Then, students gain contextual knowledge of the content through searching for key terms, where they are encouraged to employ 'scanning'—reading the text quickly in order to find specific information (Step 2). In the next step, students read the whole text quickly with specific purposes in mind, where they are guided to employ 'skimming'—reading quickly to get general ideas of the text (Step 3). In the final step, students read the text again and draw diagrams to represent the international relations between countries (Fig. 1)—from individual planning and group discussion to whole-class discussion (Step 4). Through these steps, students are scaffolded to understand the text with necessary contextual

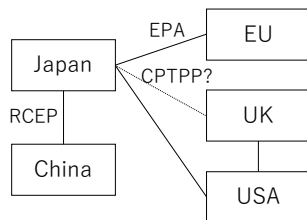


Figure 1. Example of the diagram

Table 2. Teaching procedures of Part I.

Step	Procedures	Activity	CDF
1	Warm-up questions: 1.What is the official name of the UK? 2.Why is it called Great Britain? 3.What does 'Global Britain' mean?	<ul style="list-style-type: none"> • group discussion • whole-class discussion 	1, 5
2	Understanding key terms: Search for the following key terms in the text and make a short description for each. You may use some information from other sources (e.g., dictionaries, the Internet). 1. Brexit, 2., CPTPP, 3. RCEP, 4. The Commonwealth	<ul style="list-style-type: none"> • individual, group discussion • whole-class discussion 	1, 2, 3, 5
3	Purposeful reading: Comprehension questions: 1.Why is Britain so eager to join CPTPP? 2.Explain what CPTPP achieves. 3.Why would US membership in the CPTPP be desirable?	<ul style="list-style-type: none"> • individual, group discussion • whole-class discussion 	1, 3, 5
4	Exploring international relations: Draw a diagram to represent the relationships between the UK, Japan, China, the US, and the EU.	<ul style="list-style-type: none"> • individual, group discussion • whole-class discussion 	1, 5, 6

knowledge while employing various types of CDFs.

Part II. Language-led instruction

In this part, students are guided to understand a genre of journalism. First, they discuss various types of journalistic genre (e.g., news articles, interviews, features, reviews, columns, editorials) and identify ‘editorial’ as a useful form to share a writer’s perspective, raise awareness of an issue, and generate discussion in the community (Step 1 in Table 3). In the following step, students identify several editorial styles (e.g., interpretive, critical, persuasive, praising) and understand ‘interpretive’ as a style to explain and provide background information on an issue (Step 2). In the final step, they understand the structure of an editorial genre (i.e., Introduction, Argument, Evidence, Counterargument, Regulation, and Conclusion) and explore where each component can be identified in the article (Step 3). Through these steps, students understand how the writer’s argument is presented effectively. They are encouraged to employ various types of CDFs in each step.

Table 3. Teaching procedures of Part II.

Step	Procedures	Activity	CDF
1	Understanding journalistic genre: <ul style="list-style-type: none"> • What are the genres of journalism? • What type of journalistic genre is used in the article? 	<ul style="list-style-type: none"> • group discussion • whole-class discussion 	1, 2, 5
2	Identifying text type of the article: <ul style="list-style-type: none"> • What text types are in an editorial genre? 	<ul style="list-style-type: none"> • individual, group discussion • whole-class discussion 	1, 2, 5
3	Analyzing the editorial genre: <ul style="list-style-type: none"> • What are the components of an editorial genre? • Identify each component in the article. 	<ul style="list-style-type: none"> • group discussion • whole-class discussion 	1, 2, 5, 7

Conclusion

The example lesson was aimed at integrating content learning and language learning through shifting from content-led to language-led instruction. In each part, various types of activities are provided to scaffold

students' understanding of increasingly complex content through interaction and feedback. Throughout the course, they learn about various genres and are encouraged to use CDFs, which engages them in deeper learning. By taking the pluriliteracies approach explained in this paper, students are expected to develop their functional literacy as well as academic English language proficiency, which will in turn empower them to participate in the globalized world we are living in.

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