

If education is to prepare learners for lifelong learning, there needs to be a shift towards deeper learning: a focus on transferable knowledge and problem-solving skills alongside the development of a positive or growth mindset. In this book, a follow up to CLIL, the authors review new developments in the understanding of the interface between language and learning, and propose an original new 'pluriliteracies' approach which refines and develops current thinking in CLIL. It aims to facilitate deeper learning through an explicit focus on disciplinary literacies, guiding learners towards textual fluency, encouraging successful communication across cultures, and providing a key stepping-stone towards becoming responsible global citizens. It both provides strong theoretical grounding, and shows how to put that understanding into practise. Engaging and practical, this book will be invaluable to both academics and education practitioners, and will enable conventional classrooms to be transformed into deeper learning ecologies.

Do Coyle is Chair in Languages Education and Classroom Pedagogy at the University of Edinburgh. Oliver Meyer is Head of the Department of Teaching English as a Foreign Language at the Johannes Gutenberg-University of Mainz. Together, they have been working on a shared vision for deeper learning across subjects and languages. The pedagogic approach presented in this book is the result of extensive collaboration with expert practitioners and researchers around the world.

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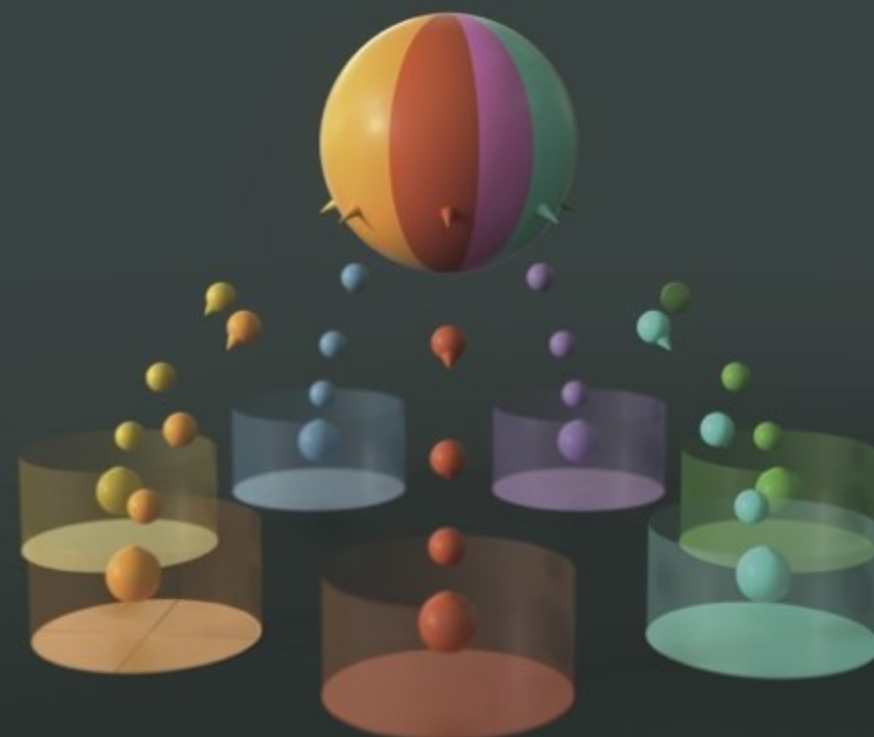
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Pluriliteracies Teaching
for Deeper Learning



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