



SOCIAL-SEMIOTIC AND FUNCTIONAL APPROACHES TO LANGUAGE AND CONTENT INTEGRATION IN BILINGUAL/MULTILINGUAL EDUCATION

- DISCUSSION -

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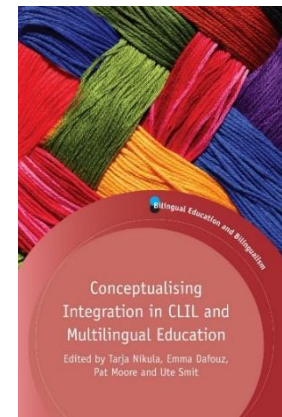
OVERARCHING THEMES EMERGING ACROSS PRESENTATIONS



Rethinking language, content and their relationship

- n Language as a meaning-making system
 - contextual, motivated, purposeful
- n Language learning inherently tied to subject areas
- n Rather than juggling dichotomies (language-content, form-function, product-process), presentations adopt a complex and holistic view of language that recognizes
 - ambiguities, probabilities and uncertainties
 - the co-presence of linguistic, discursive, social and cultural dimensions

See also this new publication on language/content relationship:



Advancing theorizing related to language and content integration

- n Drawing on ideas from systemic functional linguistics, usage based linguistics, legitimation code theory, speech act theory, task-based learning
 - theory-building creating new metalanguage to make sense of the role of language in learning
 - theory-building contributing to the development of better tools to tackle content and language integration as an empirical question

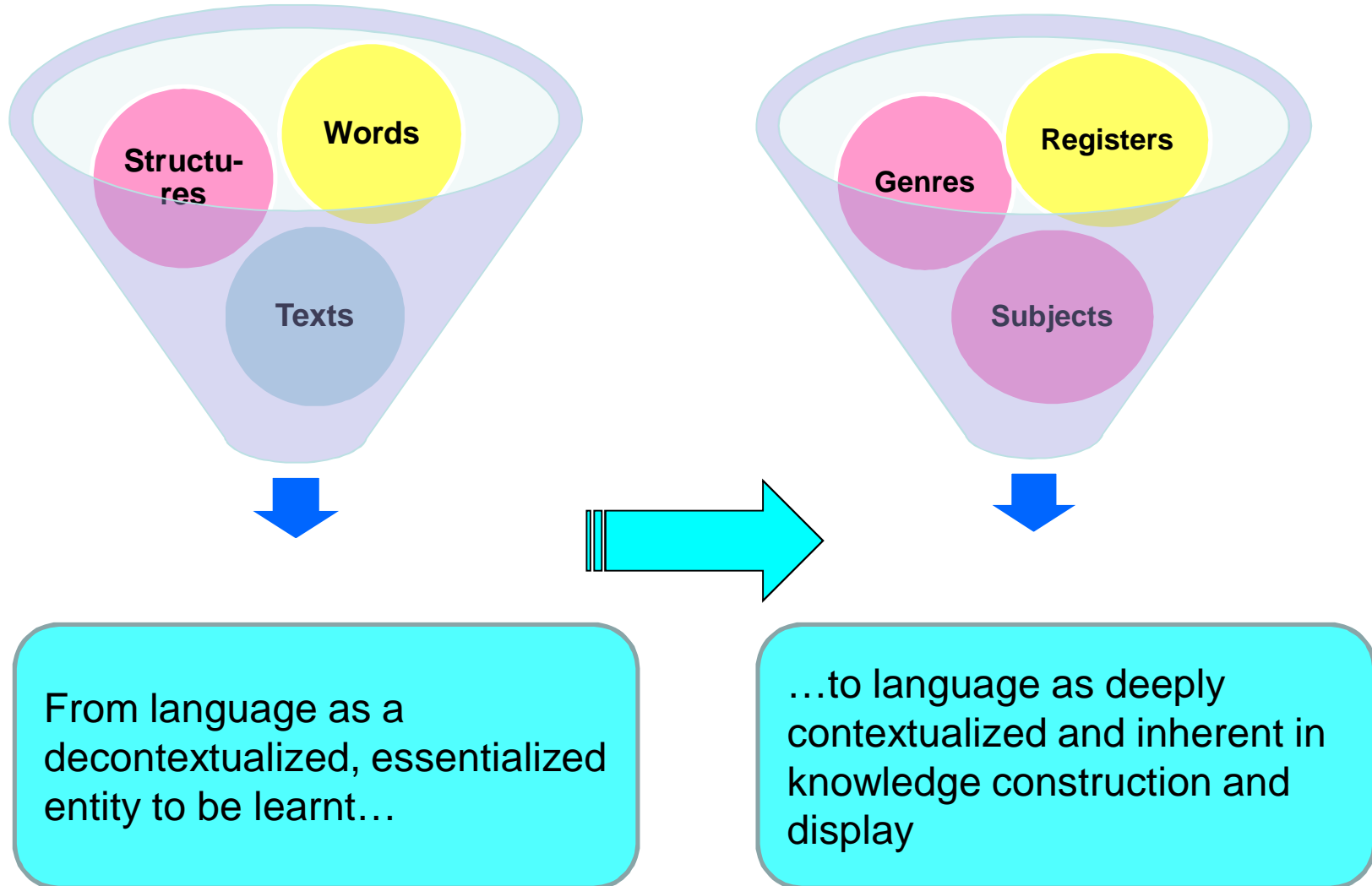


Research-based insights to develop practice

- n Offering new metalanguage to handle the interconnectedness of language and content
 - e.g. semantic waves, the notion of unpacking and repacking information
- n Highlighting the importance of (inter)personal aspects of language alongside knowledge transfer
 - e.g. voice, appraisal
- n Guiding attention to patterned, schematized ways of using language in subject-specific ways, with implications for language learning
 - e.g. cognitive discourse functions, registers, genres



The presentations reflect well the ongoing changes in the research field





Kiitos!

Thank you!

