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

- Language as a meaning-making system
  - contextual, motivated, purposeful
- Language learning inherently tied to subject areas
- 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

- 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

- Offering new metalanguage to handle the interconnectedness of language and content
  - e.g. semantic waves, the notion of unpacking and repacking information

- Highlighting the importance of (inter)personal aspects of language alongside knowledge transfer
  - e.g. voice, appraisal

- 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
From language as a decontextualized, essentialized entity to be learnt...

...to language as deeply contextualized and inherent in knowledge construction and display

The presentations reflect well the ongoing changes in the research field.
Kiitos!

Thank you!