

## Do' Coyle

### **Biodata**

Renowned for her contributions to bilingual education, Do Coyle has significantly influenced the global evolution of Content and Language Integrated Learning (CLIL). Her career spans both practical and academic realms, having taught languages across various educational contexts in the UK and France before moving into higher education, where she has focused on optimizing learning environments that integrate additional languages as mediums of instruction. She collaborated with bilingual educators to conceptualize the influential CLIL 4Cs framework alongside the Language Triptych – pedagogical models that have since been reinterpreted and adopted by educators worldwide. She played a pivotal role in establishing the Graz Group, an international research initiative supported by the ECML. This team spearheaded the development of the PluriLiteracies approach to Teaching for Deeper Learning (PTDL), a framework aimed at fostering multidimensional literacy in increasingly interconnected classrooms.

### **Plenary**

#### **Going beyond language fluency: using untapped resources that language teachers bring to the classroom**

In this keynote, I shall outline the possibilities that are open to teachers to develop their practices beyond legacy pedagogies, so that practices align with emerging opportunities in our contemporary world. I shall focus on ways of transforming the well-defined needs for a future thinking society, well documented in policies and reports e.g., UNESCO and European bodies, to explore what these really mean for diverse classrooms, diverse languages and diverse learners. Building context-sensitive, culturally nuanced, cognitively demanding (language) and linguistically rich learning spaces, reposition language teachers as fundamental to inclusive and equitable pluriliterate learning within and beyond the classroom. The future is indeed promising if we want it to be.

### **Workshop**

#### **Going beyond language fluency: using untapped resources that language teachers bring to the classroom for well-learning**

In this workshop I shall build on the points raised in the keynote by taking participants through some activities that promote ideas for scoping the future of language teaching and learning in our contemporary world. I shall introduce the concept of well-learning and on how making small changes potentially impact learning at any age and stage and grow over time. This not only enables our young people to understand better the complex potential of language as a learning tool, but also to feel valued as a learner and to engage in a range of ways that seek to deepen an awareness of self, identities and wellbeing.