

# PAULINE GIBBONS

OPLÆG OG BOGRECEPTION 23. NOVEMBER



Den 23. november besøger den australske professor Pauline Gibbons Nationalt Videncenter for Læsning for at holde oplæg om sproglig udvikling og stilladsering i flersprogede klasserum.

Pauline Gibbons' oplæg følges op af en bogreception, afholdt af forlaget Samfundslitteratur, hvor vi fejrer den danske oversættelse af Pauline Gibbons' klassiker *Scaffolding Language, Scaffolding Learning*.

Pauline Gibbons' forskning har forsynet os med vigtige bud på, hvordan lærere kan udfordre deres elever i fagundervisningen, samtidig med at de støtter elevernes sproglige udvikling. Dette fokus er baggrunden for meget af hendes arbejde med uddannelse af lærere verden over – fra Asien til Afrika, over Mellemøsten til USA og Norden – foruden naturligvis Australien, hvor genrepædagogikken er udviklet.

Pauline Gibbons har i mange år undervist i andetsprogs-pædagogik ved University of Technology i Sydney og er nu adjungeret professor ved University of New South Wales. Gibbons har flere udgivelser bag sig, herunder *Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom*, 2nd edition (2015) Heinemann; *English Language Learners, Academic Literacy and Thinking* (2009) Heinemann; and *Bridging Discourses in the ESL Classroom: Teachers, Students and Researchers*, (2006) Continuum.

## Dato

23. november 2016  
Kl. 10.30-13.00

## Sted

Campus Carlsberg  
Humletorvet 3  
1799 København V

## Arrangør

Nationalt Videncenter for Læsning  
og Samfundslitteratur

## Tilmelding

➔ [Gå til tilmeldingsmodul her](#)

Tilmeldingsfrist den 17. november  
Tilmelding er bindende fra den  
14. november

## Pris

Deltagergebyr 300 kr. inkl. moms  
Studerende 50 kr. inkl. moms

# PROGRAM

## KI. 10.30

### Language and Literacy for Learning: Integration in Content-based Classrooms

Pauline Gibbons, Adjunct Professor, University of New South Wales

The notion that “all teachers are teachers of language” has become axiomatic in recent years. In Australia this has largely been due to the increased numbers of school-aged students who are learning subject content through their second (or subsequent) language. To be successful learners, these students need targeted, ongoing and planned support to meet the language and literacy demands of all school subjects.

In addition, teachers themselves have increasingly become aware of the relationship between language and learning, and have recognised that outcomes for all students are improved when subject-based language and literacy are integrated with disciplinary knowledge.

Drawing on authentic classroom practices and specific examples taken from both primary classrooms (5-13 years) and secondary classrooms (13-18 years), I will illustrate how academic language and literacy can be integrated with subject learning, and show that, through the scaffolding they provide, teachers can support all students in the development of the language and literacies of school.

There will be opportunities for questions and discussion.

## KI. 12.00

### Bogreception for *Styrk sproget, styrk læringen - Sproglig udvikling og stilladsering i flersprogede klasserum*

Vi fejrer den danske oversættelse af Pauline Gibbons' klassiker *Scaffolding Language, Scaffolding Learning*. Samfundslitteratur byder på lidt let at spise og drikke, og det vil være muligt at købe bogen med rabat. Gibbons signerer gerne dit eksemplar.

➔ [Læs mere om bogen her.](#)

