

Linguistic Reasoning (LR)

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Background

- Complex and globalising world
 - critical thinking skills
 - digital revolution (ICT)
- Traditional grammar education
 - Focusing on the right answer
 - mnemonic devices and action plans
 - Manifesto
- School course history → from knowing facts to reasoning with facts
- Gap between university and secondary education

Research Question

How can the teacher integrate linguistic reasoning into the pedagogy of grammar education with the help of ICT sources to stimulate critical thinking skills?

Methods

Study 1

- Literature study
- Expert consultation
- Pilot PLC

Study 2

- Educational design research
- PLC

Study 3

- Literature Study
- Digital analysing tool (ABCSCCL)

Study 4

- Educational design research
- Students' talk (reasoning)

Studies

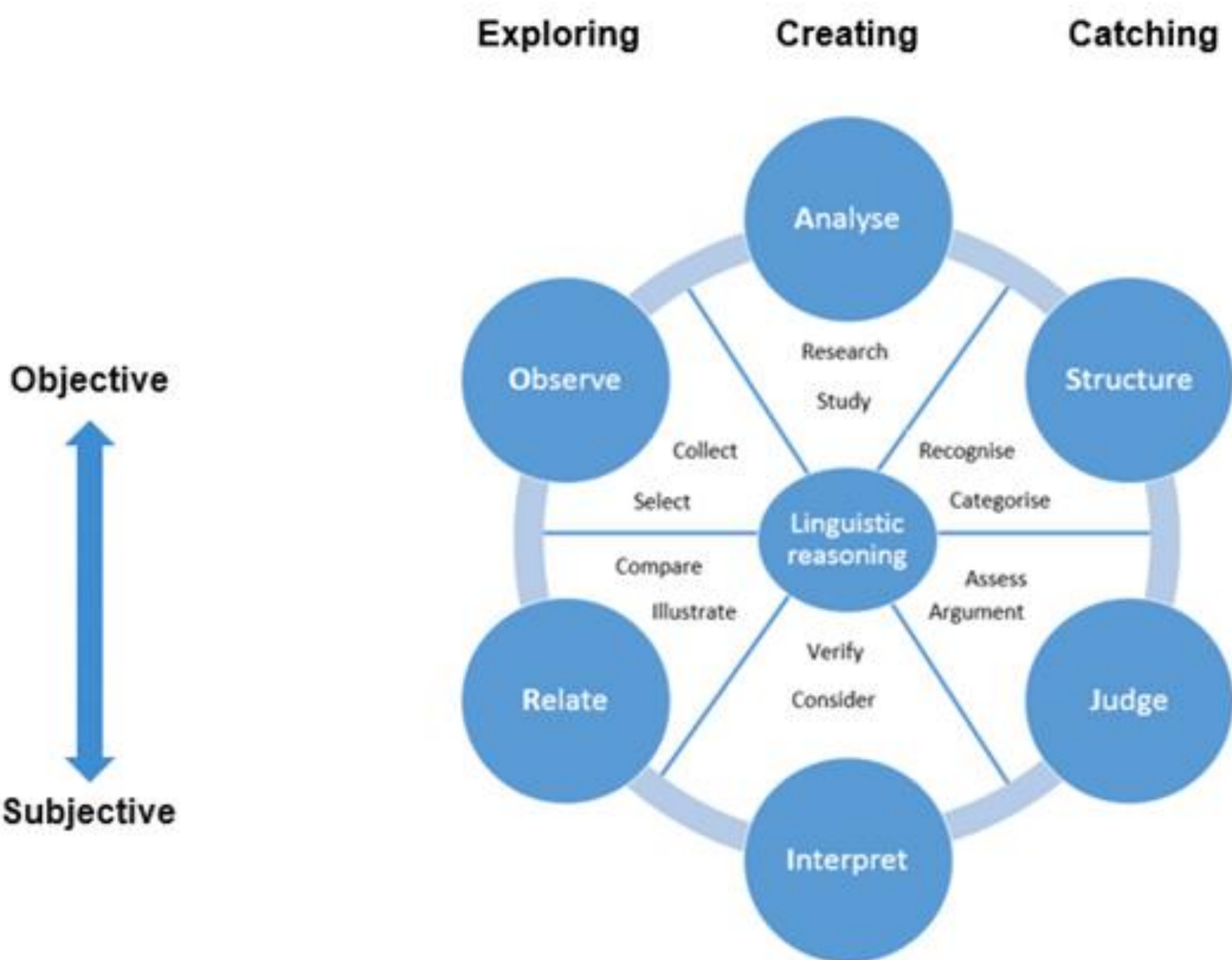
1. Defining LR

2. Integrating LR

3. Analysing LR

4. Stimulating LR

Preliminary Results First Study



Defining LR

Framework

- Six components
- Three learning phases
- Linguistic feeling, reality & rules

Novice	Expert
Convergent	Divergent
One perspective	Multiperspective
Singular argumentation	Plural argumentation
Own words	Using linguistic meta-concepts

Design principles

- Deductive → inductive
- Multiple answers possible
- Reward arguments
- Collaborative learning
 - Students' talk
- Role teacher: less authority, more sparring partner
- Use digital resources