

**Developing Foreign Language Courses  
Using a Multiple Literacies Approach  
CERCLL Summer Workshop  
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**Presenter Contact Information:**

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**I. Introductory Activity: Please write your responses to the questions shown in the Powerpoint slide in the space below.**

## II. Key Concepts for Understanding a Literacy-Based Approach to FL Learning

**Note:** The Powerpoint presentation shown today can be accessed at <http://works.bepress.com/heatherwillisallen/> by clicking on "Developing Foreign Language Courses Using a Multiple Literacies Approach" and downloading the file.

**Please take your own notes during the presentation and feel free to ask questions!**  
**All items marked with an \*asterisk\* are defined in your information packet.**

1.) literacy\* (Kern, 2000, p. 16)

2.) seven principles of literacy\* (Kern, 2000, pp. 16-17)

interpretation

collaboration

conventions

cultural knowledge

problem solving

reflection and self-reflection

language use

3.) dimensions of literacy\*

linguistic

cognitive

sociocultural

4.) conduit metaphor of communication / *transfer* of meaning

5.) design metaphor of communication / *design* of meaning

6.) available designs

*linguistic* resources *schematic* resources  
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7.) genre

8.) reading as meaning design

9.) apprenticeship into a discourse community

10.) writing as meaning design

11.) three approaches to teaching writing\*: *product*-, *process*-, and *genre*-based approaches

### III. Key Concepts for Designing Literacy-Based Instruction

1.) four curricular components\* (New London Group, 1996)

situated practice

overt instruction

grammar

critical framing

transformed practice

2.) student participation structures (Hall, 2002)

individual

whole-group

peer (paired)

team (small group)

3.) examples of instructional activities (Hall, 2002; Kern, 2000; Swaffar & Arens, 2006)

journaling / wiki writing

mapping / graphic organizers

matrix

information gap

4.) dimensions of assessment (Hall, 2002)

diagnostic

formative

summative

5.) ways of organizing a course syllabus (Graves, 1999)

structural

functional

situational

task-based

content-based

genre-based

6.) ways of organizing course units / modules (Graves, 1999)

cycle

matrix

combination (cycle/matrix)

#### **IV. Case Study: Re-designing an advanced French grammar and stylistics course**

This case study can be accessed at: <http://works.bepress.com/heatherwillisallen/>

Click on: "A literacy-based approach to the advanced French writing course" (in press, *French Review*, 2010)

#### **V. Workshop**

Please see the packet of detailed instructions (PINK paper).

## VI. Resources for Teachers Designing Literacy-Based FL Courses

1. Kern, R. (2000). *Literacy and language teaching*. Oxford: Oxford University Press.
  - ➔ Primary text that describes a sociocognitive view of literacy, how literacy relates to communication in language learning, and how reading, writing, technology, and assessment might be treated in a literacy-based approach.
2. The New London Group (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66 (1), 60-93. Available online: [http://wwwstatic.kern.org/filer/blogWrite44ManilaWebsite/paul/articles/A\\_Pedagogy\\_of\\_Multiliteracies\\_Designing\\_Social\\_Futures.htm](http://wwwstatic.kern.org/filer/blogWrite44ManilaWebsite/paul/articles/A_Pedagogy_of_Multiliteracies_Designing_Social_Futures.htm)
  - ➔ Primary text that describes the components of a multiliteracies pedagogy as well as the rationale for employing such a pedagogy.
3. Swaffar, J. & Arens, K. (2006). *Remapping the foreign language curriculum: An approach through multiple literacies*. New York: Modern Language Association.
  - ➔ Proposes literacy-based instruction as a means to address existing bifurcations in the university-level FL curriculum. Offers specific techniques for teaching reading and using the concept of genre to bridge language and culture.
4. Hall, J. K. (2002). *Methods for teaching foreign languages: Creating a community of learners in the classroom*. Upper Saddle River, NJ: Prentice Hall.
  - ➔ Methods book that aims to guide instructors in ways of designing curricula, instruction, and assessment based on a sociocultural understanding of language and development. Incorporates the four pedagogical components proposed by the New London Group throughout. Targets middle and high school levels yet can be applied to post-secondary contexts.
5. Graves, K. (1999). *Designing language courses: A guide for teachers*. Boston: Heinle.
  - ➔ Does not specifically focus on how to organize courses from a multiliteracies perspective but does contain user-friendly chapters on conceptualizing course content, formulating course objectives and goals, and organizing course content.
6. Heather Allen's Doctoral Seminar, Spring 2009, University of Miami: Literacy and Advanced FL Teaching and Learning, [www.courses.miami.edu](http://www.courses.miami.edu), guest login: mll-allen; guest password: allen; click on MLL605RY
  - ➔ Contains a number of PDF book chapter and articles on literacy and foreign language teaching (click on Readings from the main course menu).