

Expanding L2 Learning:

Teaching Multimodal Composition through Socioscientific Topics

This work was supported by a grant (P220A180015) from the U.S. Department of Education (CFDA 84.229A) and from the Center for Educational Resources in Culture, Language, and Literacy at the University of Arizona.

AGENDA

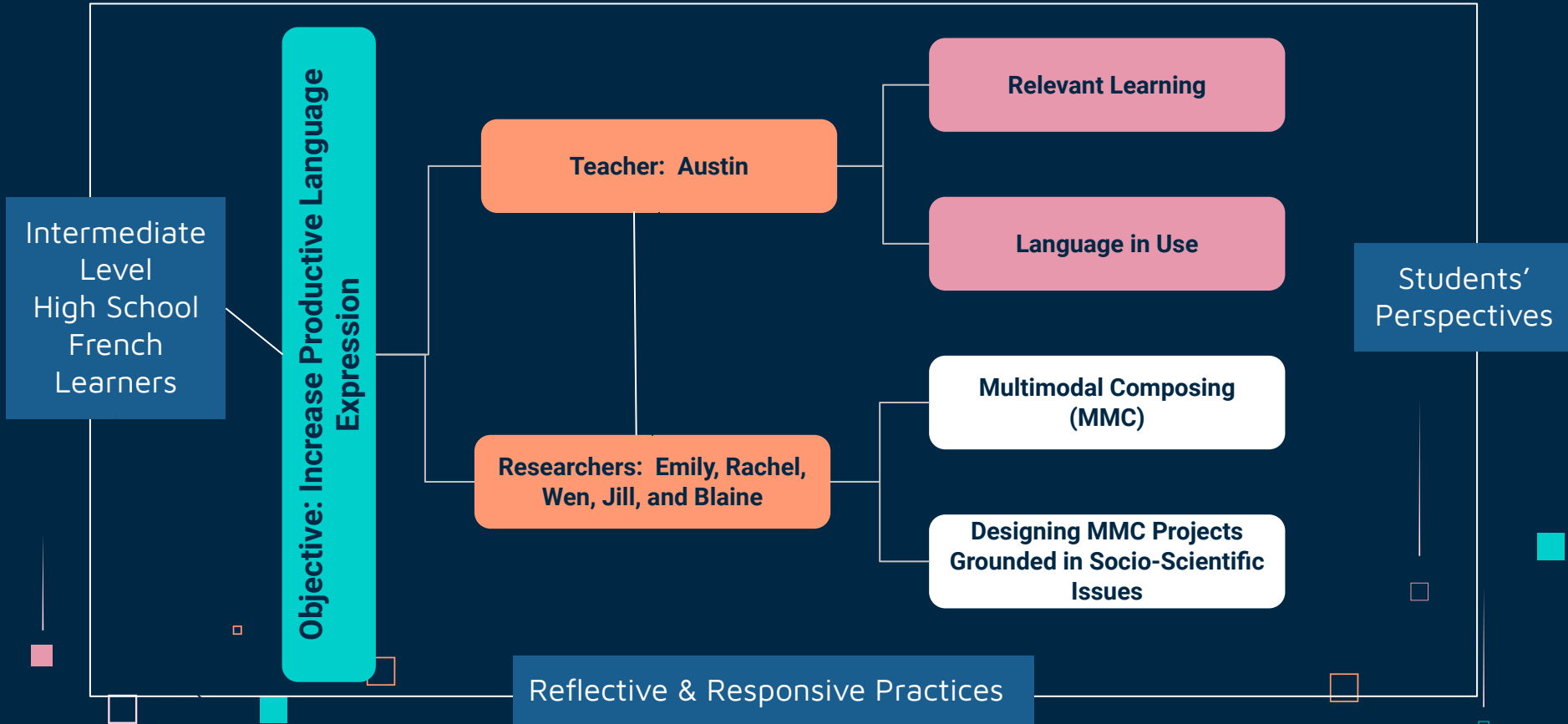
I. Multimodality

III. Implementing
Instruction

II. Designing
Instruction

IV. Assessing
Learning

Context & Collaboration





Website Introduction

<https://sites.google.com/email.arizona.edu/multimodal-composing-in-fl-tea/home>



The image features a dark blue background with several white vertical lines of varying lengths. Interspersed among these lines are several small squares in different colors: cyan, pink, orange, and white. The word "MULTIMODALITY" is centered in a large, white, sans-serif font.

MULTIMODALITY

What is multimodality?

- The use of several semiotic modes in communication (Kress & van Leeuwen, 2001)
- **Semiotic modes:** text, speech, visuals, sound, movement, gesture, gaze, etc.

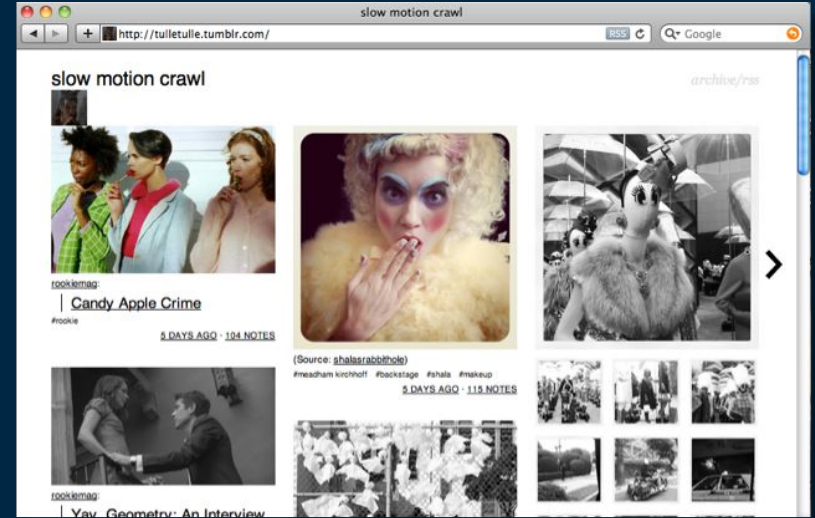


Multimodal Composition is Diverse

Videos

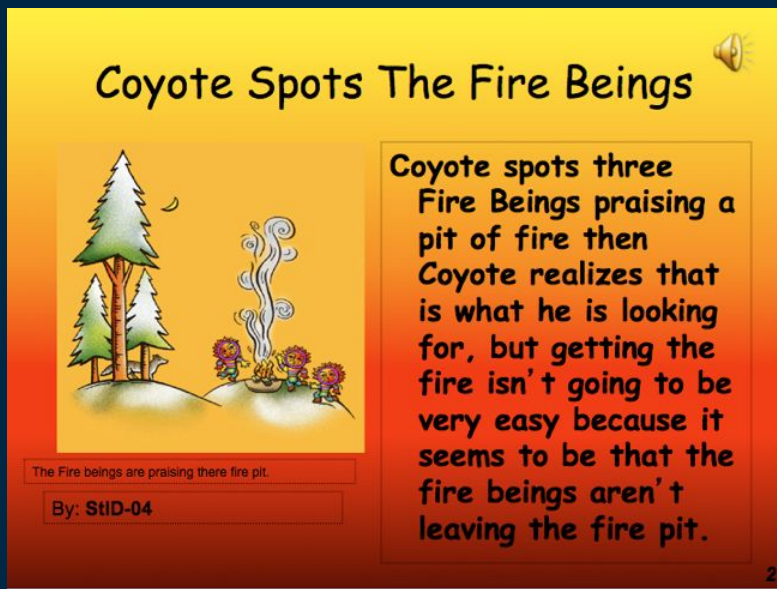


Blogs & Websites



Multimodal Composition is Diverse

Presentations



Coyote Spots The Fire Beings

The Fire beings are praising there fire pit.

By: StID-04

Coyote spots three Fire Beings praising a pit of fire then Coyote realizes that is what he is looking for, but getting the fire isn't going to be very easy because it seems to be that the fire beings aren't leaving the fire pit.

2

Video Games & Virtual Worlds



EYES AND NOSE

Eye Size
Eye Shape
Eye Angle
Nose Length
Nose Width
Nose Protrusion

Body
Eyes and Nose
Face
Forehead
Lipku

Eye Color

Random Randomize All

BACK

Customize the appearance of your Character

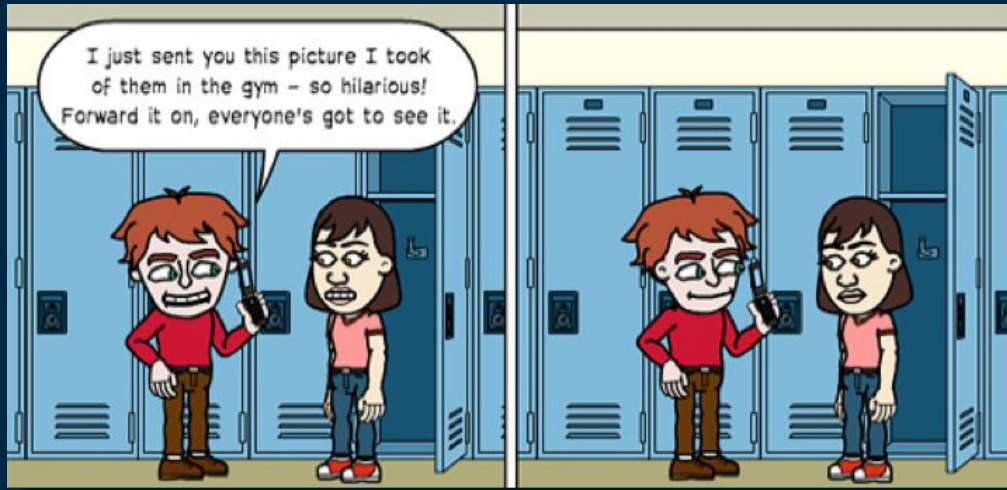
NEXT

(Dalton et al., 2015)

(Leander & Frank, 2006)

Multimodal Composition is Diverse

e-Comics



Podcasts



Multimodality: Key Concepts

Complex Meaning-Making

*Composers “orchestrate meaning through their selection and configuration of modes...**The meanings in any mode are always interwoven** with the meanings made with those of all other modes co-present and co-operating”*

(Jewitt, 2009, p. 15)

Multimodality: Key Concepts

Transmediation

- Translating meaning from one mode to another
- Generative process that involves innovation and reflective thinking on the part of the composer as they transform meaning across modes

(Siegel, 1995; Suhor, 1984)



Multimodality: Key Concepts

Translanguaging

- Translanguaging is fundamentally multimodal, as individuals draw on semiotic resources coded in verbal language, in gesture, in written texts, and in other modalities to achieve communicative ends



(García and Li, 2014)

Why Does Multimodality Matter?

- Expanded view of literacy & communication
 - ACTFL Communication Standard
- Universal Design for Learning (Rose & Meyer, 2002)
- A growing majority of adolescents create and share multimodal content online (Lenhart, 2015)
- Dramatic disconnects between in-school and out-of-school compositional practices (Ito et al., 2010)
- New and different ways of thinking (Leu et al., 2013; Mayer, 2008)
- Empowerment for culturally and linguistically diverse students (Kress, 2003)

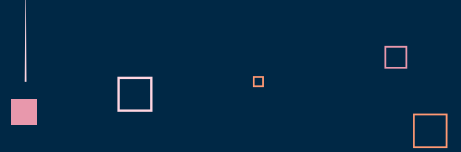
Research on L2 Learning & Multimodal Composing in Schools (Smith, Pacheco & Khorosheva, 2021)

- *Identity Expression and Agency (60% of studies)*
- *Reshaping Classroom Spaces (46%)*
- *Developing as Multimodal Designers (40%)*
- *Expanding Linguistic Repertoires (34%)*
- *Multimodal Composing-to-Learn (26%)*





APPLICATION & INTERACTION



Think over your existing course assignments. Which assignment might you be able to remix so that it is in a digital format and involves multiple modes of expression?



DESIGNING INSTRUCTION

The image features a dark blue background with the text "DESIGNING INSTRUCTION" in white, bold, sans-serif font. The text is centered horizontally and vertically. Surrounding the text are several decorative elements: a vertical white line on the left side, a vertical white line on the right side, and several small squares in teal, pink, and orange colors scattered across the page. The overall aesthetic is modern and minimalist.

PROJECT 1

lememenagib
Morocco

expliquer l'électricité à ta mère

ne rien dire à propos de la radio

dire que la radio est magique

13,549 likes

lememenagib Quand ton mère pense qu'un magicien contrôle la radio 🤪🤪 #lemagicienelectricite #monmerenenas #lolz
View all 425 comments

19 November 2019

8:44

Instagram

La_Mère_de_Nagib



76 likes

Cette nouvelle technologie est "une radio." Dans la radio, Il y a un magicien fantastique qui dit les informations. Je remercie mes fils pour l'explication.
#radio #technologieestmagie

lehommemaroc



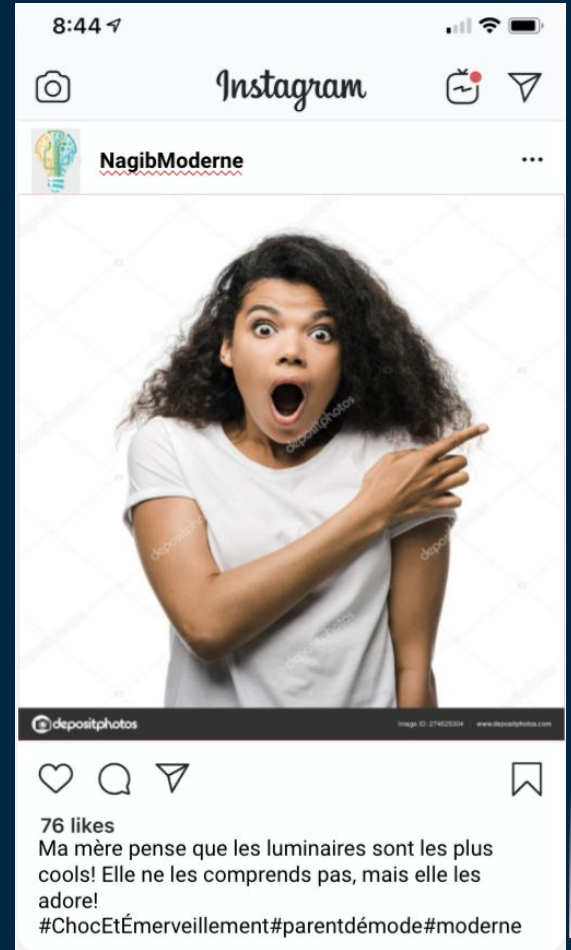
Liked by garbear.exclusive

lehommemaroc quand ta mère pense qu'un gars habite dans ta radio 🤪

Motivations & Objectives



- Introduction to multimodality
- Meaningful language production
- Meanings conveyed by multiple modes





Socioscientific Issues

Issues that are complex, controversial,
socially-relevant and that bridge science
and society

Sadler et al, 2006



Socioscientific Issues



Photo by [Anthony Indraus](#) on [Unsplash](#)





Socioscientific Issues

Time



Photo by [Anthony Indraus](#) on [Unsplash](#)

- Quick
- 60-75 min

Assignment Details



Student Assignment Sheet

The extrait we read from *La civilisation ma mère* looks at what happens when new technologies get integrated into our daily life.

Your job is to create an Instagram post as one of the three characters in the reading. The topic of your post should relate to technology and its impact on life, as expressed in the reading.

Your post should include:

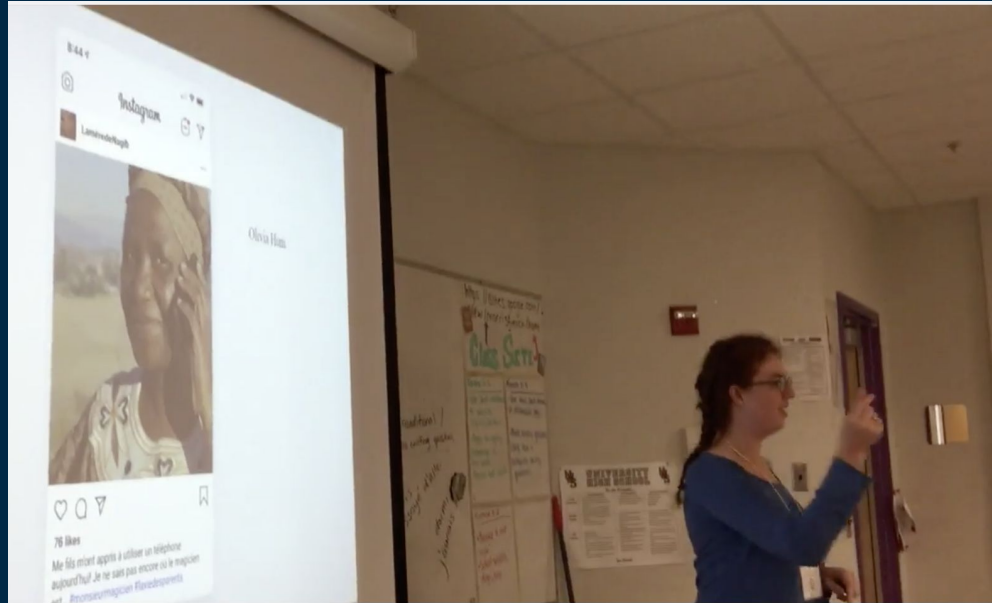
- A profile name
- A profile picture
- A main picture post (you can take this picture or you can find it online)
- A brief caption in French that includes hashtags

Your post should be posted in the collaborative Google Slideshow, using the template provided.

Assignment Details



Showcase!



Assignment Details



Reflection

In addition to your post, write a brief description of what you did in English:

- How does this post connect the story to themes of technology?
- Why did you choose the images you choose?
- Why did you choose the hashtags and caption that you chose?
- How does using three different modes, image, caption and hashtag together more completely convey your idea or create an interesting contrast? What is the value added of representing your idea using three different modes? How do they work together or create contrast? What is your intent?

Assignment Details



“The three different modes of image, caption, and hashtag help to convey the entire message of the mother’s fascination with technology...each mode complements the other two by giving more context or snippets of the story...”

The post shows what it would be like if Nagib's mother were to be taught what a phone is and how to use it, similar to when she was taught about a radio in the story. The woman is simply holding a mobile phone to her ear, indicating she knows how to use. I chose this image because I thought it would best fit the idea that Nagib's mother just learned how to use a phone that day and decided to post a picture of herself on Instagram. The caption that I chose connects to what was happening in the picture as well as the part of the story when Nagib's mother is convinced that electricity is magic done by a magician. Therefore, the caption has the mother's thoughts describing how she still cannot figure out where "monsieur" "monsieur magicien" is located. The hashtag "#monsieurmagicien" shows how she thinks technology works and somewhat gives thanks to the magician for powering the phone. The hashtag "#laviedespar" translates to "#parentlife" and is a somewhat common hashtag for parents who are new to Instagram or social medias involving posts and want to keep up with the times or "be hip", so I imagined Nagib's mother would use that hashtag. The three different modes of image, caption and hashtag help to convey the entire message of the mother's fascination with technology as well as her misconception that a magician uses his magic to power technology. Each part or mode complements the other two by giving more context or snippets of the story to explain why each I chose each image or caption.

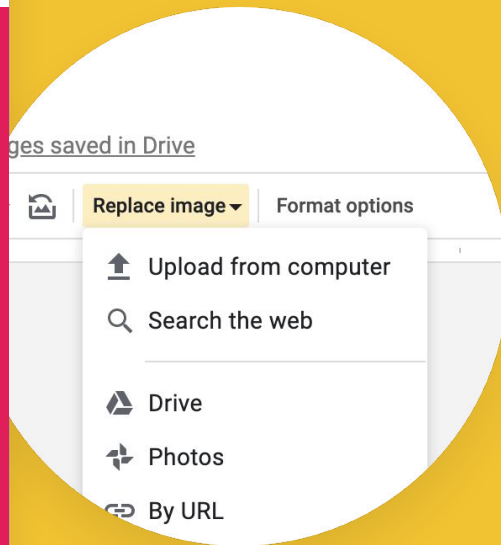
Tech Tools



- Instagram template +
Google Slides



Comment faire?



Tech Tools



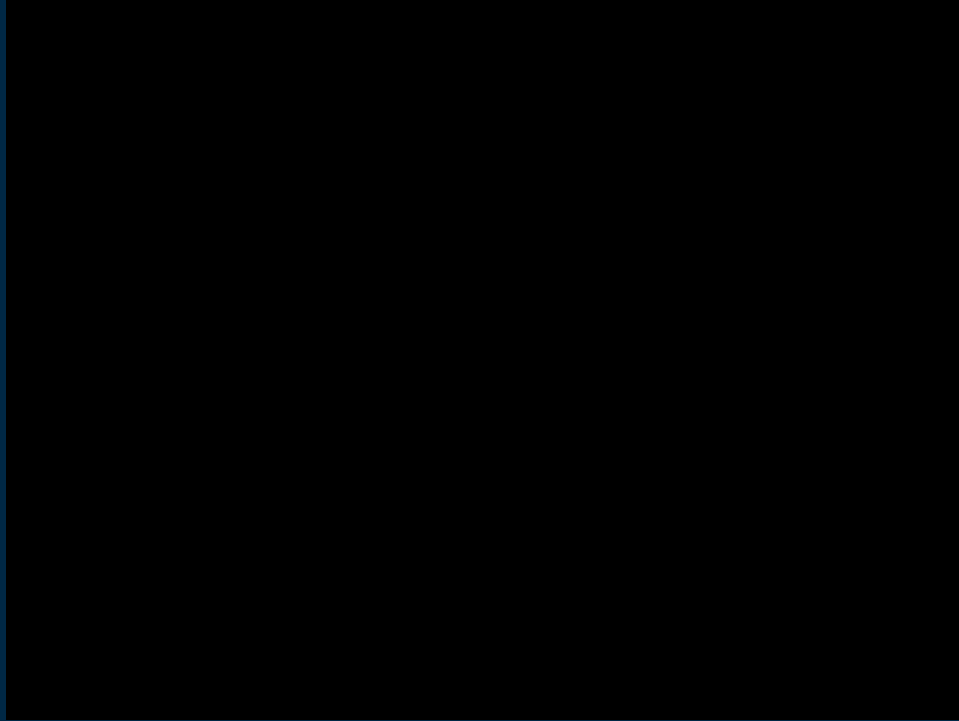
- Instagram template + Google Slides
- Other ideas
 - Facebook template
 - PowerPoint



PROJECT 2



PROJECT 2



Motivations & Objectives



- Practice + apply textbook unit
- Use multiple modes to express opinions on complex issues
- Develop digital literacy skills





Socioscientific Issues



Photo by [Adeolu Eletu](#) on [Unsplash](#)






Socioscientific Issues

Time



Photo by [Adeolu Eletu](#) on [Unsplash](#)

- Longer-term
 - 6 class sessions
- 

Assignment Details



Format:

Your digital story can take multiple formats (e.g., Augmented Reality, digital comic strip, iMovie, PowerPoint). We will show you how to use one tool in class, but you can choose another platform as long as your project meets the requirements.

Project Requirements:

- Your digital story should address the topic of the future of work and illustrate a day in the life of a worker in 2070.
- Your digital story should be 1:30-3:00 minutes long.
- You should combine at least 3 different modes, such as images, text, audio (speech, music), and/or video.
- The spoken elements of your digital story should be in French.

Assignment Details



Reflection

We will complete this in-class on Monday Feb. 10 (Period 1)/Tuesday Feb. 11 (Period 6).

Think back on the *L'avenir du travail* project and about the questions below. Write a 200-300 word reflection response in English.

- How does using different modes more help convey your idea or create an interesting contrast?
- What factors led to you choosing a specific mode?
- What challenges did you face when working on the project?
- How did the digital tools you used affect or support your completion of the project?

Tech Tools

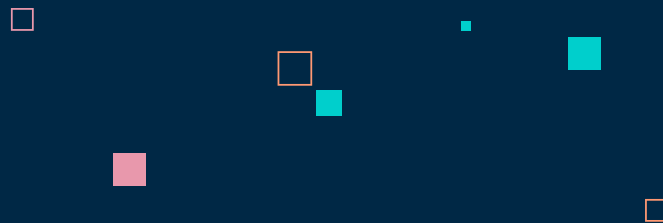


- Pixton (comic maker), VoiceThread, Be Funky (collage maker)
- Other ideas
 - Book Creator
 - PlayPosit
 - PowerPoint





APPLICATION & INTERACTION

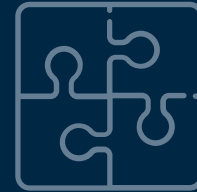


***Part I: Explore Projects 3 & 4
on the website***

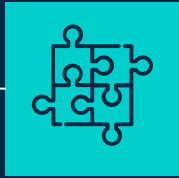
Part II: Padlet Reflection



IMPLEMENTING INSTRUCTION



Implementing Instruction



01

Multimodality



02

Digital Literacies



03

Socioscientific issues

Multimodality





Start with short-term projects and build from there

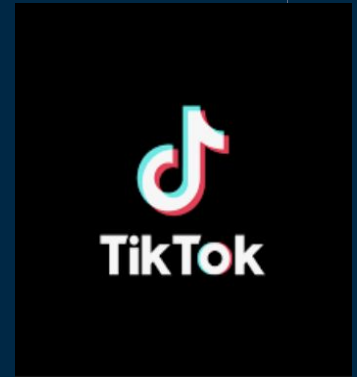
A diagram illustrating the concept of multimodality. It features two horizontal arrows pointing to the right. The top arrow is teal and labeled 'Long Term Project'. The bottom arrow is orange and labeled 'Short Term Project'. The orange arrow is positioned within the lower portion of the teal arrow, indicating that short-term projects are part of a larger long-term project.

Long Term Project

Short Term Project

Multimodality

-  Connect multimodal meaning making to ways students communicate their ideas outside of school
-  Highlight everyday examples of multimodality all around us



Multimodality



Discuss examples of how modes work together to extend and deepen messages

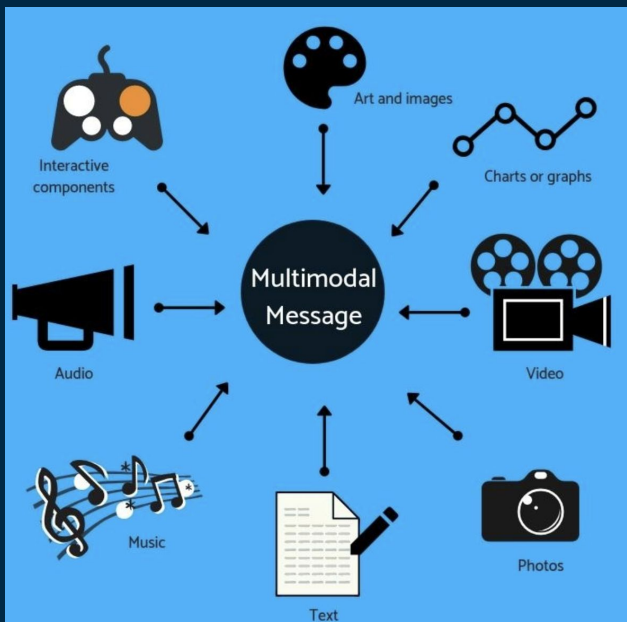


Image from [TRU Write Site](#)

Modification Genetique (negatives)

Advanced comic maker Edit Settings

Je n'ai pas amies.

Ce n'est pas cool d'être blonde

Personne n'est unique parce que certains traits seront à la mode

La beauté est objective et peut changer avec temps, alors les relations seront plus compliquées

Les familles qui n'ont pas beaucoup d'argent ne peuvent pas avoir un bébé avec les traits populaires.

Modes: Dialogue, Images, Gesture, Use of Color, Audio Narration

Multimodality: Reflections



Jan 10, 2020

Heureux au travail ?

26 responses • 232 views • 0 comments • 3.5 hours of engagement

- Dans quel pays travailleriez-vous et pourquoi ?
- Est-ce qu'il faut être heureux au travail ?

May 5, 2020

Climate Change Talk-it-Out

3 responses • 15 views • 0 comments • 0.2 hours of engagement

Êtes-vous surpris(e) par vos résultats ?

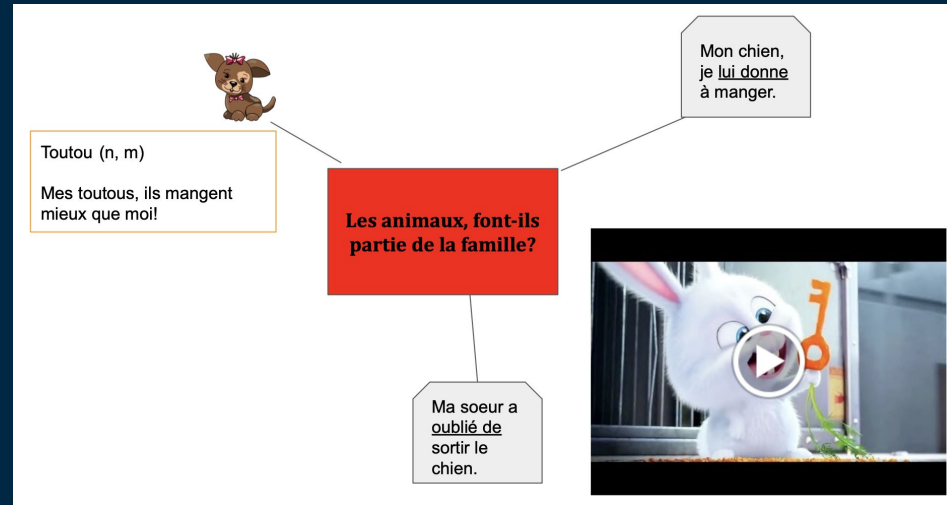
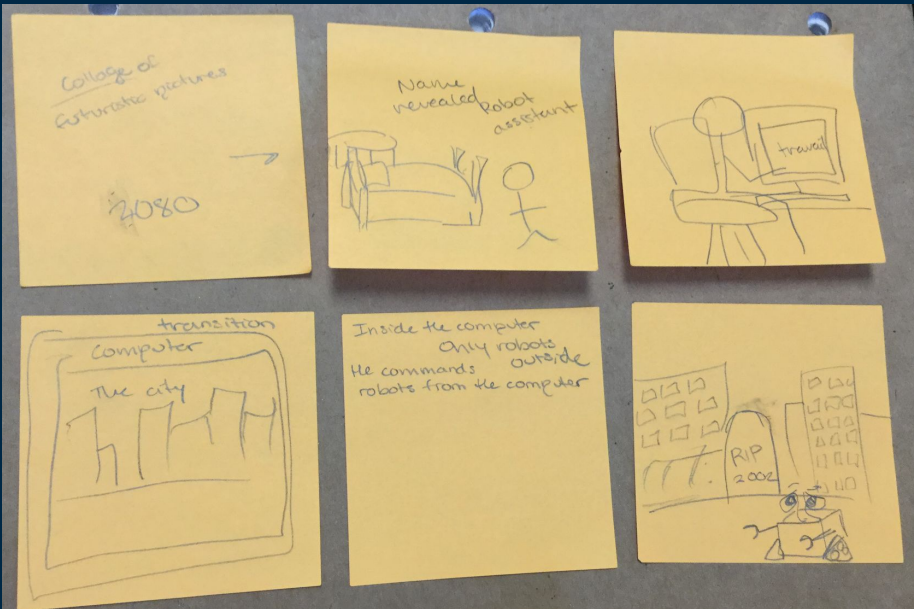
Dans quelle catégorie avez-vous le plus de succès ?

Dans quelle catégorie pouvez-vous apporter le plus d'amélioration ?

Digital Literacies: Drafting Ideas in Storyboards



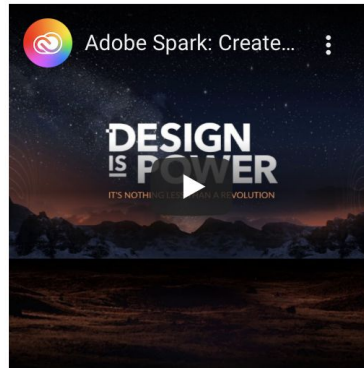
Support students in organizing their ideas to communicate meaning



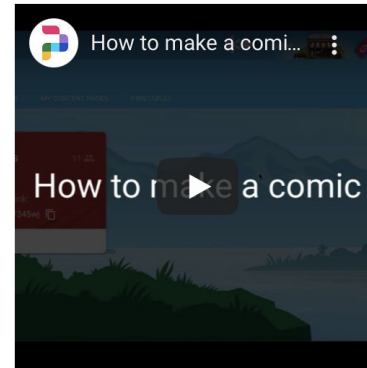
Digital Literacies



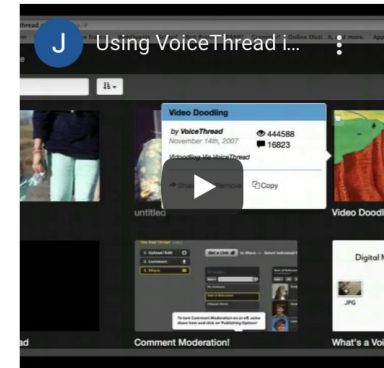
Reuse digital tools



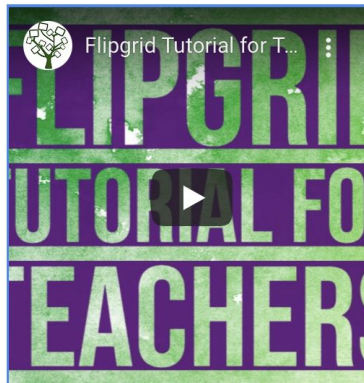
Adobe Spark



Pixton



VoiceThread



Digital Literacies : Collaboration



Use peer-to-peer collaboration to workshop ideas & gather feedback from multiple perspectives



Photo by [Brooke Cagle](#) on [Unsplash](#)

Socioscientific Issues

- Climate change
 - Genetic engineering
 - Artificial intelligence
 - Fish farming
 - Conservation of endangered species
 - Sustainable housing
 - Plant-based food alternatives
-



Photo by [Markus Spiske](#) on [Unsplash](#)

Socioscientific Issues



Use student interest

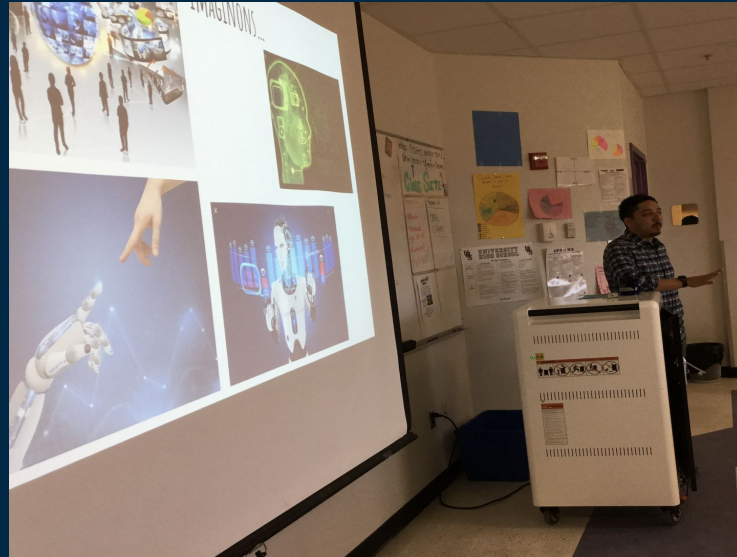


Image from <https://images.all4ed.org/>

Socioscientific Issues

 Use student interest

 Use curriculum topics as a jumping off point





APPLICATION & INTERACTION



How might you incorporate reflection into your current teaching contexts?

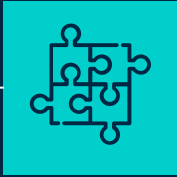
What socioscientific topics might be relevant to your teaching context(s)—e.g., might course material connect to? What topics that are salient to your local community?





ASSESSING LEARNING

Assessing Learning



01

WHAT ARE
STUDENTS
LEARNING?



02

HOW ARE
STUDENTS
LEARNING?



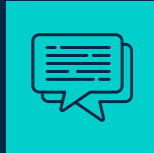
03

HOW CAN
STUDENTS BE
ASSESSED?

What are students learning?

LANGUAGE IN USE

Communication in Context

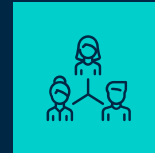


VOICE & CHOICE

Meaning that is personal and individual

DIGITAL LITERACIES & MULTIMODAL EXPRESSION

Use of different digital tools and platforms to integrate media and modes



COLLABORATION

Working together to advance ideas as a collective

“Authentic design—of anything, including meaning itself—needs a creative capacity, the ability to fashion the raw material of conventional forms, practices, and meanings into novel ones.”

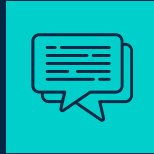
***Squaring Literacy Assessment With Multimodal Design:
An Analytic Case for Semiotic Awareness***

*Phillip A. Towndrow, Mark Evan Nelson, Wan Fareed Bin
Mohamed Yusuf*

What are students learning?

LANGUAGE IN USE

Communication in Context

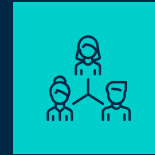


VOICE & CHOICE

Meaning that is personal and individual

DIGITAL LITERACIES & MULTIMODAL EXPRESSION

Use of different digital tools and platforms to integrate media and modes



COLLABORATION

Working together to advance ideas as a collective

How are students engaged in learning?

- Project-Based Approach
 - Investigate and respond to a challenge
 - Open-ended responses and connections
 - Learners Communicate ideas in personally meaningful ways

Provide
Guidelines

Scaffold
Choices

Schedule
Check-Ins

Showcase
Products

Discuss
Outcomes

A decorative graphic at the bottom of the slide consists of several vertical lines and small squares in various colors (pink, teal, orange, white) scattered across the bottom edge.

How can students be assessed?

**Rubrics and
Performance Criteria**

**Use of Multiple
Methods (beyond just
outcomes)**

Options of Rubrics and Performance Criteria

Teacher-Designed

**Teacher- & Student
Negotiated**

Options: Beyond Assessing the Product & Outcomes



Storyboards for
Organizing Ideas



Oral Presentations or
Performances



Written or Oral
Reflections



Self-Assessment
Checklists

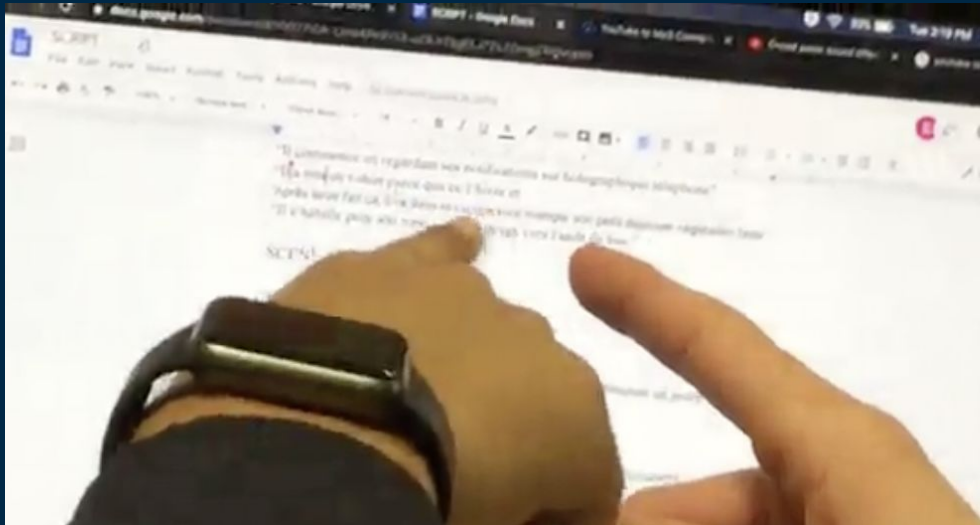


Can-Do Statements
(ACTFL)

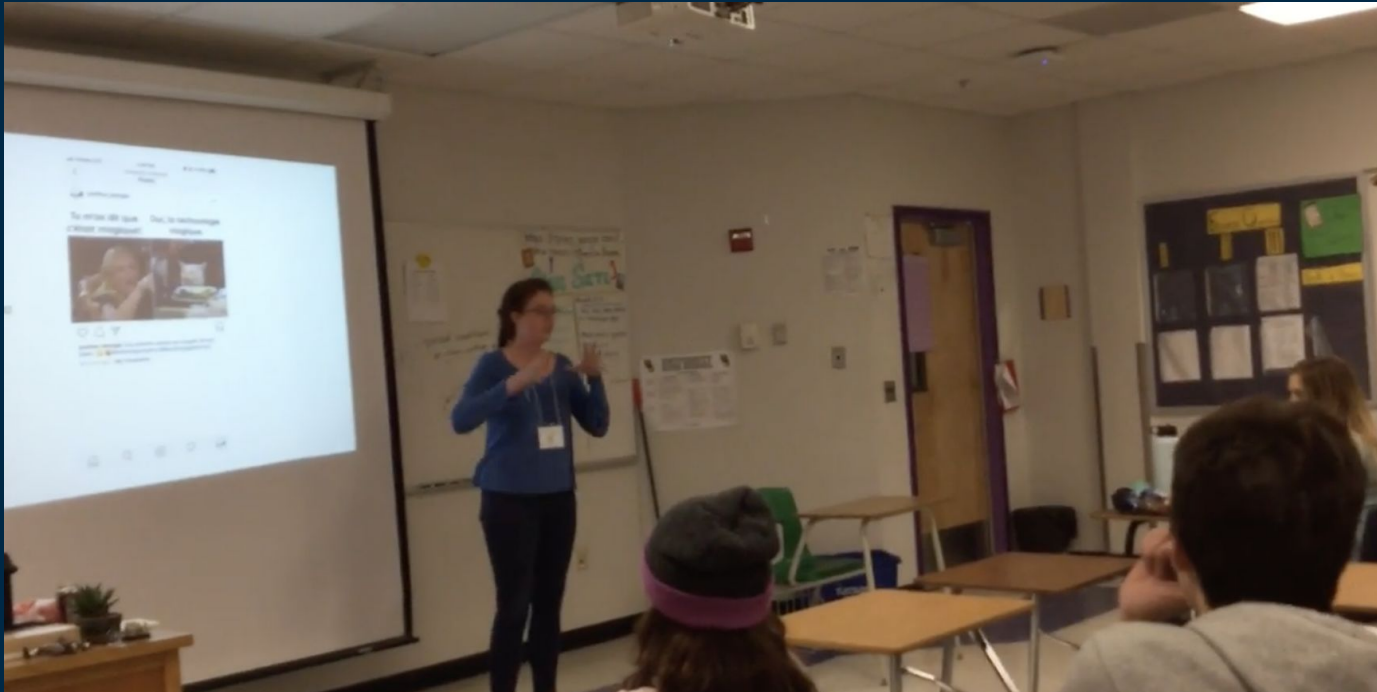


Project Portfolios

Examine Process Artifacts along with the Products



Options of Approaches: Oral Presentations or Performances



Written or Oral Reflections: Extended Responses

The post shows what it would be like if Nagib's mother were to be taught what a phone is and how to use it, similar to when she was taught about a radio in the story. The woman is simply holding a mobile phone to her ear, indicating she knows how to use. I chose this image because I thought it would best fit the idea that Nagib's mother just learned how to use a phone that day and decided to post a picture of herself on Instagram. The caption that I chose connects to what was happening in the story.

Self-Assessment Checklists

- How well did I...
 - Work with others?
 - Synthesize the use of multiple modes?
 - Make use of linguistic resources?
 - Make use of digital resources?
 - Overcome challenges of multimodal composition?

Options of Approaches: Can-Do Statements

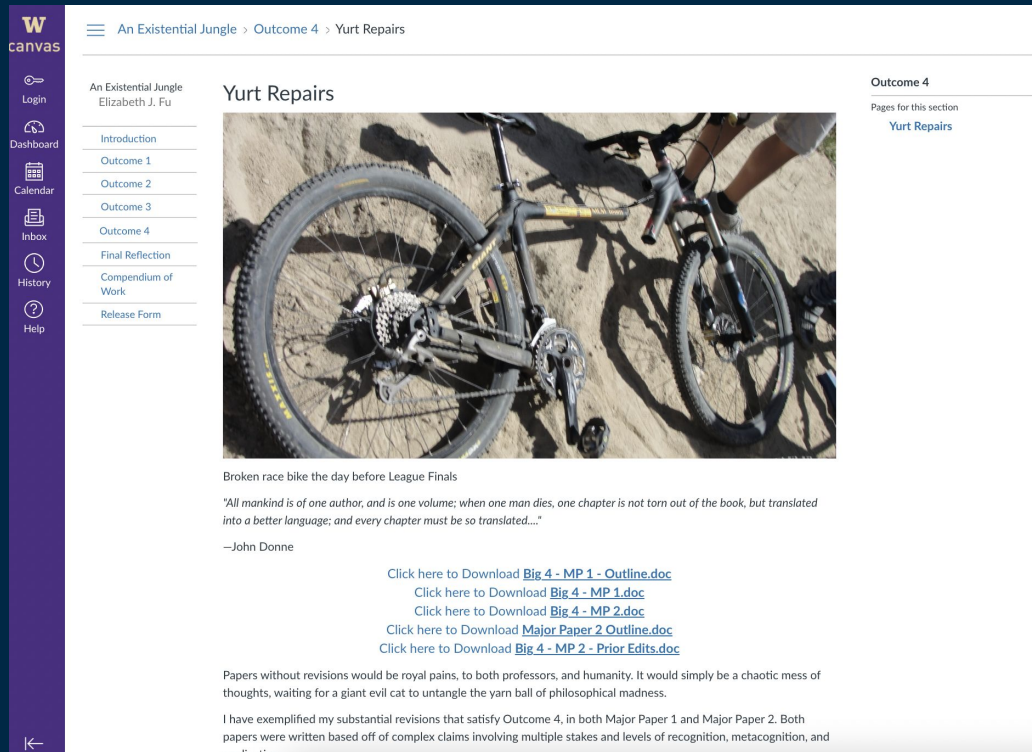
ACTFL

“**I can** present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.”

Adapted

“**I can** present information on the socio-scientific issue we have learned about and discussed using a variety range of linguistic, multimodal, and digital resources.”

Options of Approaches: Project Portfolios



The screenshot shows a Canvas LMS page for a project portfolio titled "Yurt Repairs". The page is part of a course "An Existential Jungle" and is under "Outcome 4". The left sidebar contains navigation options: Login, Dashboard, Calendar, Inbox, History, and Help. The main content area features a table of contents with links to Introduction, Outcome 1, Outcome 2, Outcome 3, Outcome 4 (selected), Final Reflection, Compendium of Work, and Release Form. A photograph of a broken mountain bike is displayed. Below the photo is a quote by John Donne: "All mankind is of one author, and is one volume; when one man dies, one chapter is not torn out of the book, but translated into a better language; and every chapter must be so translated..." The page also includes several download links for documents related to the project, such as "Big 4 - MP 1 - Outline.doc", "Big 4 - MP 1.doc", "Big 4 - MP 2.doc", "Major Paper 2 Outline.doc", and "Big 4 - MP 2 - Prior Edits.doc". At the bottom, there is a paragraph of text discussing revisions and the complexity of the project.

W canvas

≡ An Existential Jungle > Outcome 4 > Yurt Repairs


An Existential Jungle
Elizabeth J. Fu

Yurt Repairs

Introduction
Outcome 1
Outcome 2
Outcome 3
Outcome 4
Final Reflection
Compendium of Work
Release Form

Outcome 4

Pages for this section
Yurt Repairs



Broken race bike the day before League Finals

"All mankind is of one author, and is one volume; when one man dies, one chapter is not torn out of the book, but translated into a better language; and every chapter must be so translated..."

—John Donne

[Click here to Download Big 4 - MP 1 - Outline.doc](#)
[Click here to Download Big 4 - MP 1.doc](#)
[Click here to Download Big 4 - MP 2.doc](#)
[Click here to Download Major Paper 2 Outline.doc](#)
[Click here to Download Big 4 - MP 2 - Prior Edits.doc](#)

Papers without revisions would be royal pains, to both professors, and humanity. It would simply be a chaotic mess of thoughts, waiting for a giant evil cat to untangle the yarn ball of philosophical madness.

I have exemplified my substantial revisions that satisfy Outcome 4, in both Major Paper 1 and Major Paper 2. Both papers were written based off of complex claims involving multiple stakes and levels of recognition, metacognition, and application.

https://canvas.uw.edu/eportfolios/12029/Outcome_4

Activity 1: What do you value in assessment?

Evaluate this student product based on:

1. Effectiveness of Message
2. Creativity
3. Clear Expression of Ideas
4. Use of Language

Padlet



Activity 2: How would you design assessment?



Process Artifacts
along with Products



Oral Presentations or
Performances



Written or Oral
Reflections



Self-Assessment



Can-Do Statements
(ACTFL)



Project Portfolios

Wrapping Up

The background is a dark blue gradient. It features several vertical white lines of varying lengths. Scattered throughout are small squares in three colors: light blue, light orange, and light pink. Some squares are solid, while others are hollow outlines. The overall aesthetic is clean and modern.

Q&A

CREDITS: This presentation template was created by [Slidesgo](#), including icons by [Flaticon](#), and infographics & images by [Freepik](#)
Please keep this slide for attribution

The background is a dark blue gradient. It features several vertical white lines of varying lengths. Scattered throughout are small squares in various colors: light blue, pink, orange, and cyan. Some squares are solid, while others are hollow outlines.

Thank you!

This work was supported by a grant (P220A180015) from the U.S. Department of Education (CFDA 84.229A) and from the Center for Educational Resources in Culture, Language, and Literacy at the University of Arizona.