IMPLEMENTING MULTILITERACIES IN TEXTBOOK-DRIVEN LANGUAGE CURRICULA

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OVERVIEW

- Introduction: Textbook materials & L2 instruction

- Grounding L2 courses in multiliteracies pedagogy

- Q & A break

- Integrating multiliteracies pedagogy & textbook materials : An example

- Conclusions, Q & A

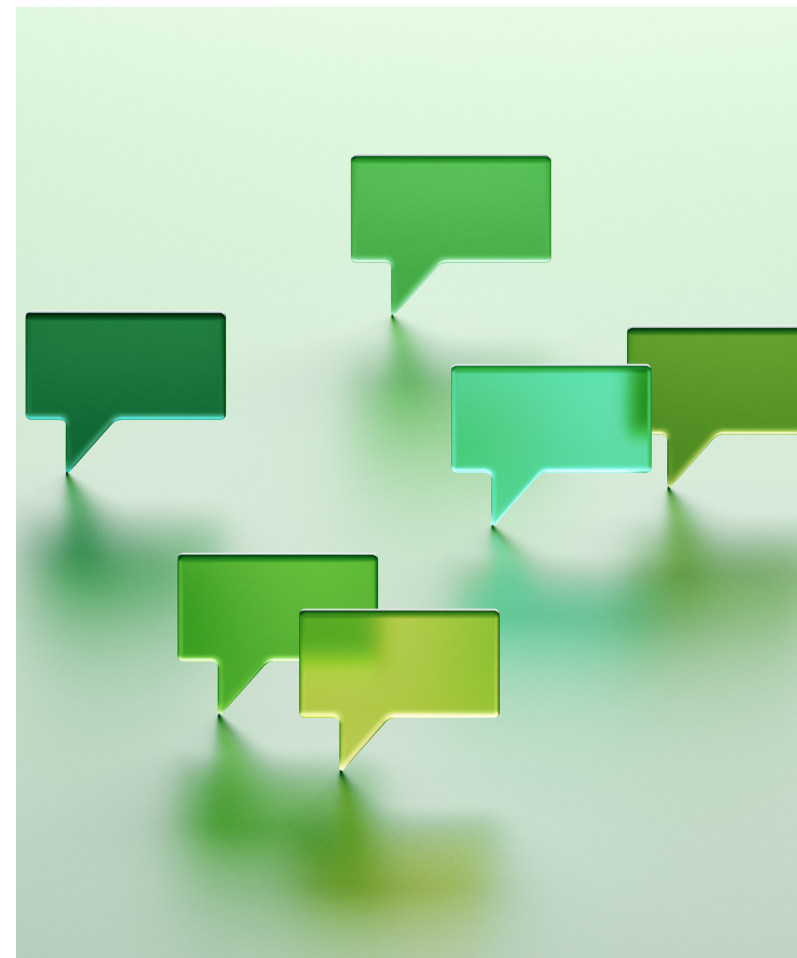# In a Digital Future, Textbooks Are History

New York Times
August 8, 2009

OUR CONCEPTUALIZATIONS OF L2 TEXTBOOKS

Finish the following sentence in 1 to 4 words :

For me, a textbook functions as or represents ... in an L2 course.

Please complete the poll to share your response.

RESEARCHERS' CONCEPTUALIZATIONS OF L2 TEXTBOOKS

➢ cornerstone of the course (Chapelle, 2016)

➢ bedrock of syllabus design & lesson planning (Kramsch, 1988)

➢ an ideology that reflects a worldview (Cortazzi & Jin, 1999; Risager, 2018)

➢ artefacts that legitimize specific types of knowledge (Canale, 2016)

➢ resource to use selectively (Bal, 2020)
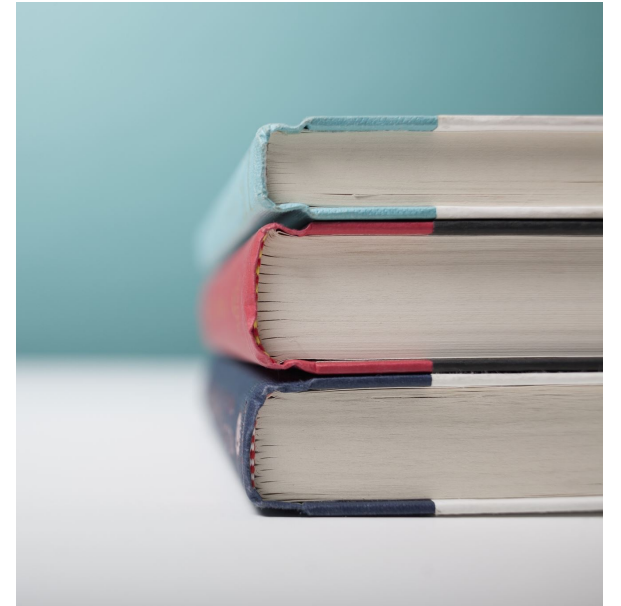
OUR USES OF L2 TEXTBOOKS

Please complete the poll to share your opinions.

LIMITATIONS OF L2 TEXTBOOKS

➢ cost (Zapata, 2018)

➢ relevance for learners' identities, interests & needs (Bal, 2020; Bragger & Rice, 2000)

➢ representations of L2 cultures (Chapelle, 2016; McConachy, 2018)

➢ pedagogical approaches & assumptions about L2 learners & learning (Allen, 2008; Aski, 2003; Menke & Paesani, 2018)

CONSTRUCTS IN L2 TEXTBOOK EVALUATION: ASSUMPTIONS REGARDING COMMUNICATIVE LANGUAGE USE

- learners are engaged in **interaction & meaningful communication**

- learners learn through **collaboration & sharing**

- content is **relevant, interesting, & engaging**

- activities provide **opportunities to negotiate meaning**

- activities include **discovery learning of underlying rules of language**

- activities include **creative language use** & make space for **trial-and-error**

- activities include the use of **learning & communication strategies**   Richards (2006)

CONSTRUCTS IN L2 TEXTBOOK EVALUATION: FACILITATORS OF TASK ENGAGEMENT

- **authenticity**: How meaningful, relevant, & familiar is the task?

- **social interaction**: Is the L2 used to negotiate meaning & share ideas?

- **interest**: Does the task elicit situational interest & curiosity?

- **autonomy**: Does the task include learner choice including language used?

- **challenge-skill balance**: Is task difficulty appropriate for learners' skill level?

- **feedback**: Are learners provided timely, relevant, & constructive feedback?

Egbert et al. (2022)

[C]ourse content and syllabus design are to a large extent determined by existing textbooks ... [that] subscribe to a communicative language approach and as such favor activities for conversation. Most books also market themselves as emphasizing all four skills and culture, and, accordingly, include sections devoted to listening, reading, writing, and to highlighting some cultural information. These sections are, for the most part, made of **texts composed in a simplified language** for the book audience ... there is **little expectation that the students engage with those fabricated texts' language or content**--the ideas, beliefs, or worldview--**critically** .. This tendency is exacerbated by **content that emphasizes students' immediate world,** including family, university life, hobbies, relationships, travel, and food. The activities proposed in relation to these topics rarely encourage the students to question the transferability of their views on, and experiences of, a particular topic to the other culture(s) ... Important changes, both in the content and pedagogies current used ... are thus called for. (López-Sánchez, 2016, pp. 60-61)

PREMISES OF MULTILITERACIES PEDAGOGY

[T]he study of language and texts should be **integrated** at all curricular levels … [and] the overarching goal of foreign language literacies development promotes students' **communicative and critical thinking abilities**, their **cultural understanding**, and their **agency**. These key premises are interrelated in that a literacies orientation to language education prioritizes the learning of language through textual content.

(Paesani & Menke, 2023, p. 1)

LITERACIES ARE MULTIDIMENSIONAL

linguistic

cognitive

sociocultural
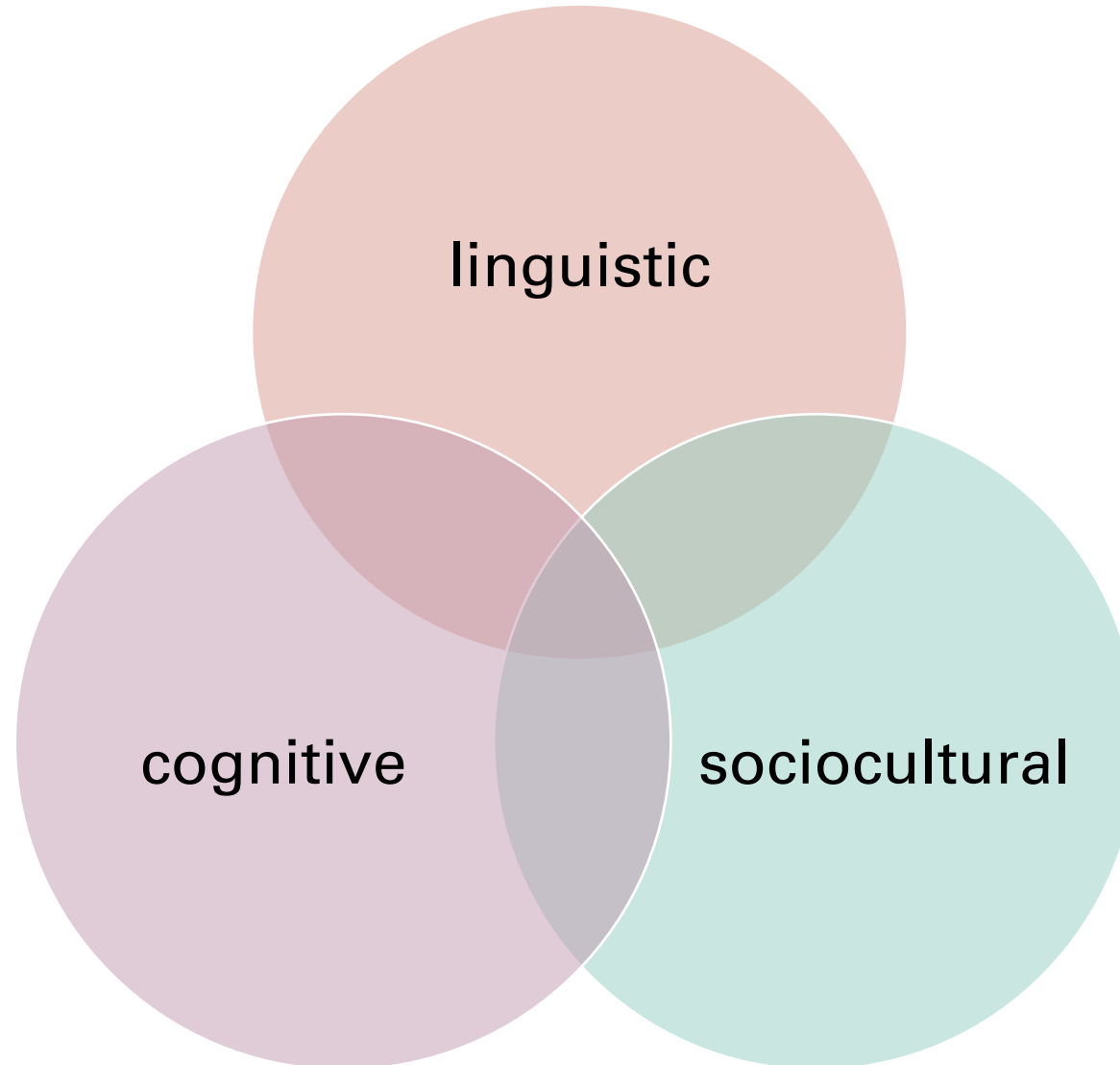
Kern (2000)

LITERACIES ARE MULTIMODAL

- Multimodality entails the making of meaning through the interrelating of two or more semiotic systems. (Bull & Anstey, 2019)

- When producing or consuming a multimodal text, students need knowledge of the semiotic systems used, their codes & conventions, together with an understanding of what to consider when combining them in a multimodal text. They also need to know how to make informed decisions regarding technology & dissemination of texts when consuming or producing them. (Anstey & Bull, 2018, p. 82)

ALIGNING LEARNING OUTCOMES WITH A MULTILITERACIES APPROACH

- Conceptualize learning not as skill practice but engagement in meaning design & gaining awareness of how to use new meaning-making resources in a variety of contexts.

- Use the 3 modes of communication to integrate rather than separate linguistic modalities.

- Prioritize textual learning as a vehicle for communicative language use & cultural inquiry.
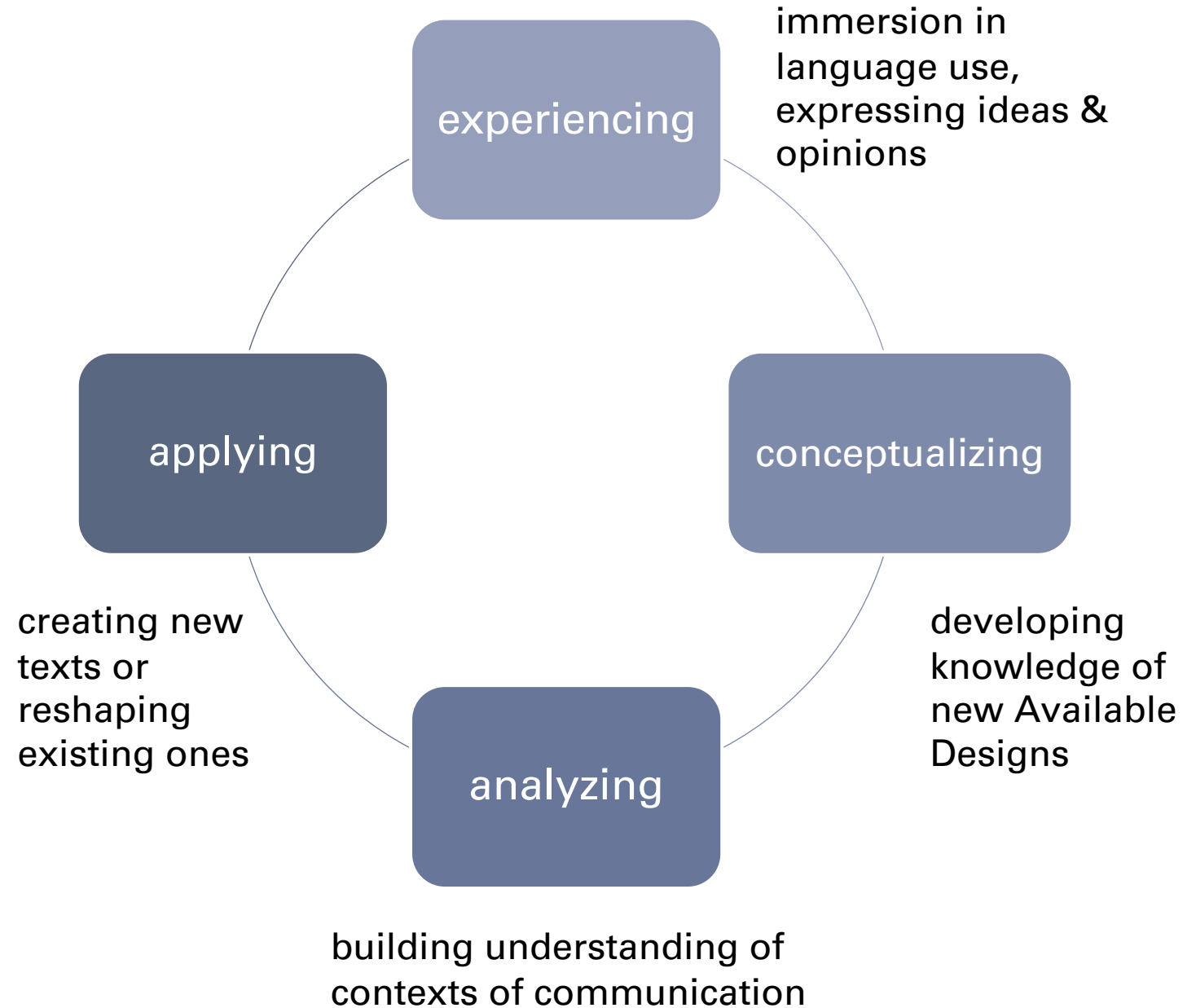
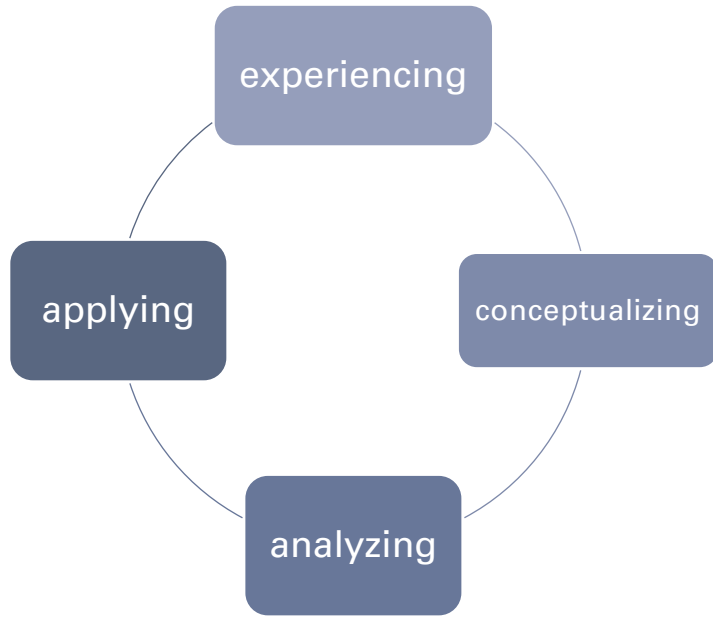# FROM PRACTICING LANGUAGE TO DESIGNING MEANING

- Learning a new language entails building understanding of new L2 Available Designs, or linguistic, schematic, visual, audio, gestural, or spatial meaning-making resources used in communicative events & texts.

- Meaning design involves making form-meaning connections through interpreting & creating L2 texts.

ENGAGING LEARNERS IN MEANING DESIGN WITH MULTILITERACIES PEDAGOGY

Kalantzis et al. (2016)

experiencing

immersion in language use, expressing ideas & opinions

conceptualizing

developing knowledge of new Available Designs

analyzing

building understanding of contexts of communication

applying

creating new texts or reshaping existing ones

How might the 4 knowledge processes map on to each chapter component?

Themes and Communication

Saying hello and good-bye
Using common classroom expressions
Saying and spelling your name
Saying where you are from
Counting from 0 to 69
Saying the date

Structures

The imperative
Voilà / Il y a
The verb **être**
Questions
C'est / Il (Elle) est
Negation with **ne...pas**

Destinations

France and the Francophone world

Project

Writing a short personal ad to find an e-pal

EXPERIENCING

1-23 **Je me présente.** You probably don't know everyone in your French class yet. Sit next to a person you don't know. Ask your partner his or her name, place of residence, and place of origin.

Modèle: E1: Bonjour, comment est-ce que tu t'appelles?
E2: Je m'appelle [Alain Beaufort].
E1: Où est-ce que tu habites?
E2: J'habite à…
E1: Tu es d'où?
E2: Je suis originaire de…

➢ **Collaboration** among students to **describe, explore, react & compare knowledge & perspectives** is an important element of Experiencing activities.

Paesani & Menke (2023)

Experiencing-the-known activities facilitate students expressing thoughts and opinions, recalling memories, and identifying interests.

Experiencing-the-new activities immerse learners in new ideas, information, and situations through engagement with texts.

Example formats: brainstorming, surveys, think-pair-share, jigsaw, true-false questions, summarizing, retelling, discussion forum.

CONCEPTUALIZING

➢ Conceptualizing entails identifying & naming meaning-making elements, establishing patterns & relationships between them, & **connecting them to textual meaning.**

➢ Learners are active & involved in identifying & demonstrating understanding of patterns & relationships when engaged in Conceptualizing activities.

Paesani & Menke (2023)

Pour bien communiquer — **Les jours de la semaine, les mois de l'année**

Les jours de la semaine (*the days of the week*)

lundi	mardi	mercredi	jeudi	vendredi	samedi	dimanche
Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*	*Sunday*

The days of the week and the months of the year are not capitalized in French.

Les mois de l'année (*the months of the year*)

Les mois d'été (*the months of summer*)	juillet	août	septembre
Les mois d'automne (*fall*)	octobre	novembre	décembre
Les mois d'hiver (*winter*)	janvier	février	mars
Les mois du printemps (*spring*)	avril	mai	juin

C'est aujourd'hui (*today is*) mardi, le 12 septembre.

The word **printemps** begins with a consonant and uses **du** whereas **été, automne,** and **hiver** begin with a vowel sound and use **d'**.

1-27 Quelques fêtes. Give the dates for the following special days.

Modèle: Noël
    C'est le 25 décembre.

1. la fête nationale américaine (l'indépendance américaine)
2. votre anniversaire (*your birthday*)
3. la fête nationale française (la prise de la Bastille)
4. le premier (*first*) jour d'été
5. demain (*tomorrow*)
6. aujourd'hui (*today*)

1-28 Le bon compte. Take the quiz about days, months, and seasons in French. Then ask questions for your partner to answer, using the structure of the model.

Modèle: les jours dans la semaine
    E1: Combien de (*how many*) jours est-ce qu'il y a dans la semaine?
    E2: Il y a 7 jours dans la semaine.

1. les mois dans l'année
2. les saisons dans l'année
3. les heures (*hours*) dans un jour
4. les jours dans un mois

ANALYZING

➤ Analyzing activities involve learners **questioning what is learned from L2 texts** that they read, listen to, & view & relating textual content to their own cultures & perspectives.

➤ Formats for Analyzing activities include critical focus questions, personal reflections, & 3-2-1 activities (summarize, analyze, reflect).

Paesani & Menke (2023)

APPLYING

➢ Applying activities allow learners to demonstrate & transform what they have learned through Experiencing, Conceptualizing, & Analyzing by creating or remixing texts.

➢ Formats for Applying activities include genre reformulation, story retelling, debate, & many other interpersonal & presentational oral, written, & multimodal texts.

Paesani & Menke (2023)

A votre tour

Exposition

Having a e-pal promotes faster language learning and greater understanding of culture. Knowing this, you decide to post a short introductory paragraph about yourself and the kind of e-pal you are looking for on a dedicated pen pal search website. To help you complete this task, you will work through a series of activities in your textbook and student activity manual, which include . . .

• reading e-pal ads
• examining the greetings found in the ads
• considering the content and style of the ads
• selecting the information you want to share

TEXTBOOK MATERIALS & MULTILITERACIES PEDAGOGY

Experiencing	Conceptualizing	Analyzing	Applying
• Include activities that go beyond exchange of factual information • Integrate engaging L2 texts • Leverage multimodality • Provide robust L2 support for learner-learner activities	• Focus on linguistic Available Designs necessary for communication • Prioritize discovery learning • Link use of new L2 forms with textual meaning	• Use textbook-provided L2 texts as a jumping-off point • Weave Analyzing questions into interpretive communication activities • Consider the option for learners to use L1 if needed	• Provide robust scaffolding of pre-speaking or writing activities • Prioritize agency & creativity in meaning design • Incorporate collaboration between & among learners

YOUR QUESTIONS

INSTRUCTIONAL EXAMPLE ———— INTERMEDIATE FRENCH

- Interpersonal communication

- Interpretive communication

- Presentational communication

- Lexico-grammatical knowledge

- Knowledge of L2 cultural practices & perspectives

- Cross-cultural comparisons

- Reflection on L2 learning & use

- Selection of chapter themes with most potential for relevant, engaging L2 Meaning Design

- Consideration of vertical articulation

- Use of the "less is more" principle: coverage of fewer textbook units to allow for prioritizing L2 textual content to complement textbook materials

PLANNING APPLYING ACTIVITIES & FOCAL GENRES

	Intermediate French 1	Intermediate French 2
Module 1	*Introduction* ➢ Preparing to communicate about L2 cultural topics ➢ Journalistic texts	*Introduction* ➢ Preparing to communicate about L2 cultural topics ➢ Journalistic texts
Module 2	*Human relationships on & off-line* ➢ Research surveys ➢ <mark>Film review & roundtable discussion</mark>	*Should globalization be encouraged or protested?* ➢ Research surveys ➢ <mark>Persuasive article</mark>
Module 3	*Are scientific developments today outpacing us?* ➢ Docu-fiction videotext ➢ <mark>Persuasive oral group presentation</mark>	*Immigration & "national identity"* ➢ Video news reports ➢ Novel excerpts & author interview ➢ <mark>Debate</mark>
Module 4	*Food culture & youth today* ➢ Literary descriptive text ➢ Video news reports ➢ <mark>Public service campaign</mark>	*The French language in the 21st century world* ➢ Documentary film ➢ <mark>Public service campaign</mark>

PLANNING MULTILITERACIES-BASED ACTIVITIES TO COMPLEMENT TEXTBOOK MATERIALS

➢ Do not overlook the utility of Experiencing activities to build on students' existing knowledge, perspectives & experiences to motivate later learning

➢ Scaffold Experiencing activities with authentic texts carefully & incorporate comprehension checking of textual content as a springboard for later Analyzing activities

➢ Focus Conceptualizing activities on Available Designs necessary for interpretive & interpersonal communication & creating new L2 texts

➢ Provide extra support for vocabulary learning, e.g., multimodal resources, linguistic choices such as informal register, Google Doc word lists

➢ Allot sufficient time during class for pre-writing & pre-speaking workshops for Applying activities

CONCLUDING THOUGHTS: INTEGRATING MULTILITERACIES IN TEXTBOOK-BASED L2 COURSES

- Recognize the time commitment required for multiliteracies-based materials development & start with a *targeted* rather than a full course revision (Menke, 2018)

- Find collaborators to make implementing multiliteracies pedagogy & materials more sustainable (Allen & Paesani, 2010)

- Do not overlook the importance of student buy-in & understanding of the "hows" and "whys" of L2 learning beyond textbook materials (Allen & Paesani, 2010; Goodspeed, 2018)

- Seek out additional professional development resources to continue the process of learning about multiliteracies – it is a long-term process!

RESOURCES TO LEARN MORE ABOUT MULTILITERACIES & L2 MATERIALS DEVELOPMENT

Learning by Design and Second Language Teaching
Theory, Research, and Practice
Gabriela C. Zapata

CARLA: Center for Advanced Research on Language Acquisition
Improving language teaching and learning

🏠 **Initiatives** Professional Development Publications About CARLA Events

Home › Initiatives › Literacies in Language Education › Resources for Teachers

❮ Initiatives

Equity & Access to State Seals of Biliteracy	⌄
Language Program Direction	⌄
Language Teacher Education	⌄
Literacies in Language Education	⌄
Research	
Resources for Teachers	⌄
Activity Repository	
Text Resources	

Literacies Resources for Teachers

The Literacies in Language Education project team has created a range of resources for teachers.

Activity Repository ›

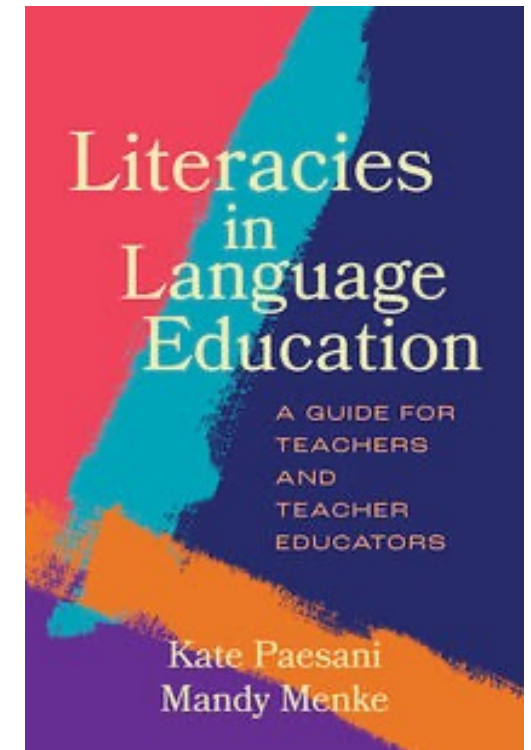Activities for enacting the knowledge processes of multiliteracies pedagogy

Text Resources ›

Written, audio, and audiovisual texts in multiple languages

Lesson Analysis Checklist ›

Tool for analyzing and adapting existing text-based lessons

Literacies in Language Education
A GUIDE FOR TEACHERS AND TEACHER EDUCATORS
Kate Paesani
Mandy Menke

carla.umn.edu/literacies

YOUR QUESTIONS