Developing Learner Literacy Based on Targeted Textual Features

Simon Zuberek
February 18, 2019

Recap

- The 3 principles of literacy that contribute to students' literacy development and can be used to guide curriculum development, instruction, and assessment
- Meaning design: A dynamic process of making form-meaning connections
- Backward design helps synchronize learning goals/objectives, with assessment, and instruction.

Today's Outline

- How do available designs, meaning design, and the principles of literacy relate?
- How do we employ the above relationships to select texts facilitative of students' TL literacy development?

What are available designs? What kind of meaning resources come to mind when you think of available designs? In what texts are these resources most likely to be found?

Available designs

Linguistic, cultural, and social resources that:
- Students use to understand and create texts
- Characterize texts
- May be targeted by instructors in designing learning activities
- Are different across different texts and for different students, as they are defined by students' experiences.

Available Designs

https://padlet.com/sez2117/LRC2019Designs

sound system, proximity, syntax, organizational patterns, sounds, camera effects, spacing, background knowledge, genre/style, view, shapes, hand and arm gestures, filters, stories, emoji, hairstyle, writing system, clothing, music, grammar, silence, body postures, memes, colors, facial expressions, background noises, semiotics, size, vocab, movement, layout, perspective, eye movements, landscape, scontent schemata,

Available Designs

Types of available designs:

- **Linguistic** (writing system, sound system, vocab, syntax, grammar, etc.)
- **Schematic** (organizational patterns, genre/style, stories, content schemata, background knowledge, etc.)
- **Visual** (colors, view, shapes, camera effects, filters, emoji, memes, movement, etc.)
- **Audio** (sounds, music, background noises, silence)
- **Gestural** (body postures, hand and arm gestures, facial expressions, hairstyle, clothing, eye movements)
- **Spatial** (size, proximity, layout, perspective, spacing, landscape, semiotics, etc.)

What available designs characterize this poster?

Types of available designs:

- **Linguistic** (writing system, sound system, vocab, syntax, grammar, etc.)
- **Schematic** (organizational patterns, genre/style, stories, content schemata, background knowledge, etc.)
- **Visual** (colors, view, shapes, camera effects, filters, emoji, memes, movement, etc.)
- **Audio** (sounds, music, background noises, silence)
- **Gestural** (body postures, hand and arm gestures, facial expressions, hairstyle, clothing, eye movements)
- **Spatial** (size, proximity, layout, perspective, spacing, landscape, semiotics, etc.)

Available Designs and Multiliteracies

Types of available designs:

- **Linguistic** (writing system, sound system, vocab, syntax, grammar, etc.)
- **Schematic** (organizational patterns, genre/style, stories, content schemata, background knowledge, etc.)
- **Visual** (colors, view, shapes, camera effects, filters, emoji, memes, movement, etc.)
- **Audio** (sounds, music, background noises, silence)
- **Gestural** (body postures, hand and arm gestures, facial expressions, hairstyle, clothing, eye movements)
- **Spatial** (size, proximity, layout, perspective, spacing, landscape, semiotics, etc.)

The principles of multiliteracies instruction

Language use
Related to how language is used in both spoken and written contexts to create form-meaning connections. It is always contextualized within both linguistic and socio-cultural knowledge.
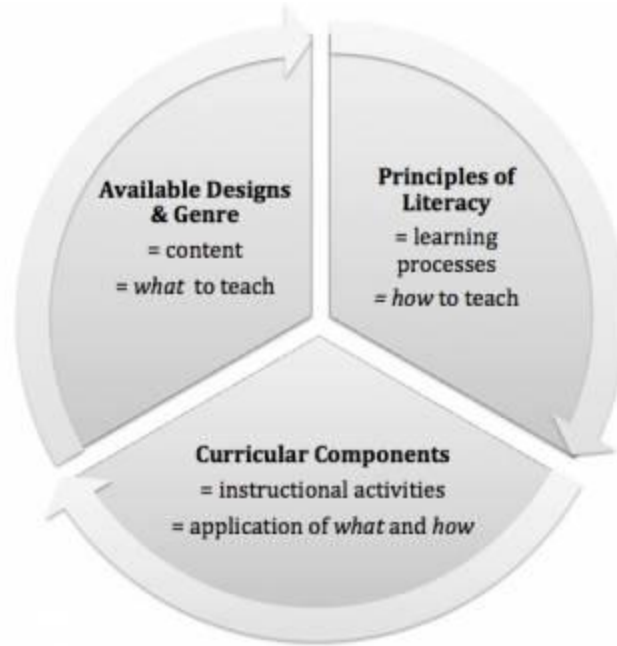
Conventions
They shape how people interpret and create textual meaning. Conventions can be linguistic, genre-based, organizational, etc. Raising learners' awareness of conventions and the genres they typify is crucial as it helps them make connections between the target discourse and the types of discourse they have experienced in their L1. It also makes learners aware of the ways in which the speakers in the target community employ language to fulfill various communicative needs

Cultural knowledge
Products, practices, and perspectives that characterize a society, community, or a cultural group. Communication often breaks down and misunderstandings occur when the cultural knowledge that the learner possesses is in contrast with the cultural practices of the target culture.

Types of available designs:

- **Linguistic** (writing system, sound system, vocab, syntax, grammar, etc.)
- **Schematic** (organizational patterns, genre/style, stories, content schemata, background knowledge, etc.)
- **Visual** (colors, view, shapes, camera effects, filters, emoji, memes, movement, etc.)
- **Audio** (sounds, music, background noises, silence)
- **Gestural** (body postures, hand and arm gestures, facial expressions, hairstyle, clothing, eye movements)
- **Spatial** (size, proximity, layout, perspective, spacing, landscape, semiotics, etc.)

Available Designs & Genre
= content
= *what* to teach

Principles of Literacy
= learning processes
= *how* to teach

Curricular Components
= instructional activities
= application of *what* and *how*

The principles of multiliteracies instruction

- Language use
- Conventions
- Cultural knowledge

A Multiliteracies Framework for Collegiate Foreign Language Teaching by Paesani, Willis Allen, and Dupuy, 2016, p. 27.

Curricular Components

- The 4 learning processes that students engage when carrying out instructional activity. They're not a method, nor do they need to be followed in a specific order, they can overlap and reoccur within the course of one lesson.
- They provide the structure to organize instruction
- They allow students to access all the available designs.

Interpretation
Moving beyond the literal, surface-level interpretation of facts to deeper understanding of cultural perspectives, personal opinions, points of view conveyed by the text, etc. This process involves inferencing, creates the space for bringing one's own knowledge and ideas to the text.

Collaboration
Collective, social engagement with textual content (reader/text, speaker/audience, student/instructor, etc.)

Problem solving
Understanding language use in texts, how forms are linked to meaning.

Reflection and Self-reflection
Thinking about language, culture, etc. and their relationship to the world and oneself. This element immensely contributes to strategy development as students reflect what cognitive strategies are and aren't effective in deriving textual meaning.

What is a text? What kinds of texts do you use with beginner, intermediate, and advanced students?

Text

What is a text?

Multimodal: written, oral, audio, visual, digital doc combining multiple features (words, sounds, images, hypertext, gestures, memes, etc.)

What is an authentic text?

A text that reflects the naturalness of form and an appropriateness of cultural and situational context found in the language used by the speakers from the target culture; a text that is created to fulfill a specific social purpose in the community for which it was created or wherein it emerged

What advantages and drawbacks are there to using authentic texts? What criteria do you use to decide whether a text is suitable or not for your students?

Text

Advantages

- Develop interpretive communication and reading/listening/viewing competence
- Link classroom knowledge to participatory knowledge in real-world events
- Increase motivation
- Socioculturally informative

Disadvantages

- Can be frustrating
- Inaccessible if not scaffolded well
- Contain references, registers, and symbols students may be unfamiliar with

Text

When selecting texts, keep in mind the following principles:

- The topic should be familiar and interesting to the students
- Substantive, discernable plot, or message system
- Clear, sequential development with clearly marked episodes
- Recognizable agent or concrete subject
- Unambiguous intent
- Appropriate length
- Genres relevant to the TL and its discourse communities
- Fitness to the learning purpose (it should fit the learning purpose

Readability

- You can select a more readable text but you should keep in mind that it will be more redundant or longer.
- Readable texts tend to identify the unfamiliar with references to the familiar.
- You can expect them to be age-appropriate as per the standards of the TL culture.

Text type

- More listenable text has less complex syntax
- Low lexical density or diversity
- Clear and logical text organization
- Discourse markers that show meaning
- Visual, gestural, spatial, and other elements that complement the audio track

Poem

Which features in this text meet the selection recommendation outlined by the previous slide? Is this text appropriate for a lower-level classroom? If not, which level is it appropriate for? Which available designs would be reflected in this text?

This is America
By Donald Glover (Childish Gambino)

Look how I'm geekin' out (hey)
I'm so fitted (I'm so fitted, woo)
I'm on Gucci (I'm on Gucci)
I'm so pretty (yeah, yeah)
I'm gon' get it (ayy, I'm gon' get it)
Watch me move (blaow)
This a celly (ha)
That's a tool (yeah)
On my Kodak (woo, Black)
Ooh, know that (yeah, know that, hold on)
Get it (get it, get it)
Ooh, work it (21)
Hunnid bands, hunnid bands, hunnid bands (hunnid bands)
Contraband, contraband, contraband (contraband)
I got the plug on Oaxaca (woah)
They gonna find you like blocka (blaow)

Next Meeting

Date and Time

- Monday, March 4th, 2019, 2.30pm - 3.30pm in IAB 254

Topics

- We will examine how grammar and vocab are viewed through the lens of the multiliteracies framework.
- We will investigate how multiliteracies pedagogy can be applied to teach language forms through texts.

Reading

- Chapter 3 in *A Multiliteracies Framework for Collegiate Foreign Language Teaching* (Paesani, Willis Allen, Dupuy, 2016)