



Working with Grammar and Vocabulary in the Multiliteracies Framework

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Outline

1. What are grammar and vocabulary?
2. How are grammar and vocabulary viewed from the perspective of the multiliteracies framework?
3. How can the multiliteracies framework be applied to teach language forms through text?



Recap

- **Backward curricular design** helps align learning objectives, assessments, and instruction.
- **Pedagogical Acts:** situated practice, overt instruction, critical framing, and transformed practice, allow instructors to facilitate their students' ability to understand and create texts.
- **Available designs** are the resources a person uses to understand and create texts, as well as resources that comprise and characterize texts themselves.

- **How do you define grammar and vocabulary?**
 - **What is the best way for FL students to learn these language forms?**
 - **What is the best way for FL instructors to teach them?**
 - **What is the role of authentic texts in teaching and learning grammar and vocabulary?**
-



Common beliefs about G&V

- Language forms must be mastered before they can be applied in communicative tasks
- Memorization is crucial in order to learn these forms effectively
- Teaching G&V is the necessary evil in FL classes
- Accuracy is the most important aspect when learning language forms

Mastery-oriented View:

- Focused on accuracy
- Memorization
- Isolated understanding
- Explicit knowledge
- Mono-dimensional



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Meaning-oriented View:

- Focused on fluency (fluent usage-based knowledge)
- Language use
- Contextualized understanding
- Explicit and implicit knowledge
- Multidimensional

**Is your FL textbook more reflective
of the mastery-oriented view of
language forms or of the
meaning-oriented view?**

—



Mastery-Oriented View

Grammar

- “What one should and shouldn’t say in order to speak and write a language ‘correctly’” (Katz and Blyth, 2007, p. 264)
- A set of rules learned outside of any meaningful context

Vocabulary

- Retention or memorization of words in isolation
- Accurate use of words
- Lists of words



Meaning-Oriented View

Grammar

- Explicit, implicit, productive, and receptive knowledge
- Gives expression to relationships between parts of sentences
- Entails learners' implicit knowledge, their unconscious, spontaneous use of grammar,
- The ability to use language forms actively or productively
- The ability to understand grammatical forms without being able to produce them.

Vocabulary

- productive and receptive knowledge of a word's form, meaning(s), and use, as well as its relationship to other words and phrases
- understanding culturally situated word meanings

How do you think grammar and vocabulary will be defined from the multiliteracies perspective?



Grammar and Vocabulary in the Multiliteracies Context

- Two of the MANY available designs contributing to the textual meaning and learners' linguistic development.
- Learning language forms 'entails discovering form-meaning connections through interpreting and creating texts' (today's chapter, p. 83).
- Language forms are a vehicle of self-expression.
- The meaning and use of G&V are socially constructed and culturally dependent
- G&V are related to the 3 dimensions of literacy: Linguistic, Cognitive, and Sociocultural
- G&V are connected to the principles of language use and conventions: writing systems (spelling), phonetic systems (sound-spelling relationships); they can also serve as coherence devices (pronouns and word families) and cohesion devices (conjunctions and subordinate clauses).
- Learners' ability to understand and use these resources in their L1 affects their ability to interact with these available designs in their L2/TL.



Read “Déjeuner du matin” (*Breakfast*) by Jacques Prévert

- What linguistic Available Designs (e.g., grammar, vocabulary) in the poem might be targeted in instruction?
- How do these linguistic Available Designs contribute to the poem's meaning?

<http://frenchpoetrytranslations.blogspot.co.uk/>

**How do you apply the
multiliteracies pedagogy to teach
language forms through text?**



The Four Pedagogical Acts

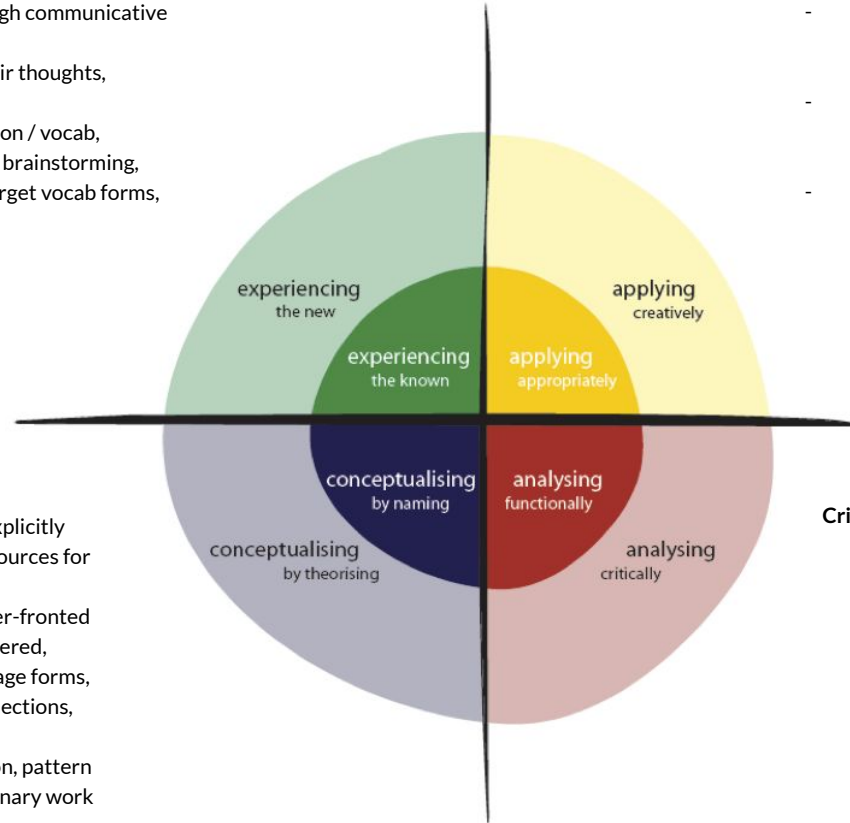
- 4 pedagogical acts: Situated practice, overt instruction, critical framing, transformed practice
- Provide the means to guide learners through the process of meaning design.
- Facilitate the learners' access to the language, conventions, cultural content, and other available designs in the text.
- Engage learners in the learning processes of interpretation, collaboration, problem solving, and reflection.

Situated Practice (*Experiencing*)

- Immersion in language use through communicative activities using FL texts
- Focus on learners expressing their thoughts, opinions
- **Examples:** categorizing information / vocab, verifying predictions made while brainstorming, matching images and ideas for target vocab forms, directed reading

Transformed Practice (*Applying*)

- Opportunities to apply the understandings, knowledge, and skills gained through textual learning
- Can entail either applying appropriately or creatively and may focus on either creating a new text or reshaping an already existing one
- **Examples:** ppt presentation, creative writing, story retelling.



Overt Instruction (*Conceptualizing*)

- Development of knowledge to explicitly identify and learn to use new resources for meaning design in FL
- These are not mechanical, teacher-fronted activities. They are student-centered, aimed at unpacking texts - language forms, conventions, form-meaning connections, and textual organization
- **Examples:** sentence reformulation, pattern analysis, selected deletion, dictionary work

Critical Framing (*Analyzing*)

- Focus on understanding the cultural, historical, linguistic, and social contexts of texts
- Developing an awareness of how rules of language use and communication in the FL are tied to the contexts of use
- **Examples:** predicting, critical focus questions, debates, self-assessment

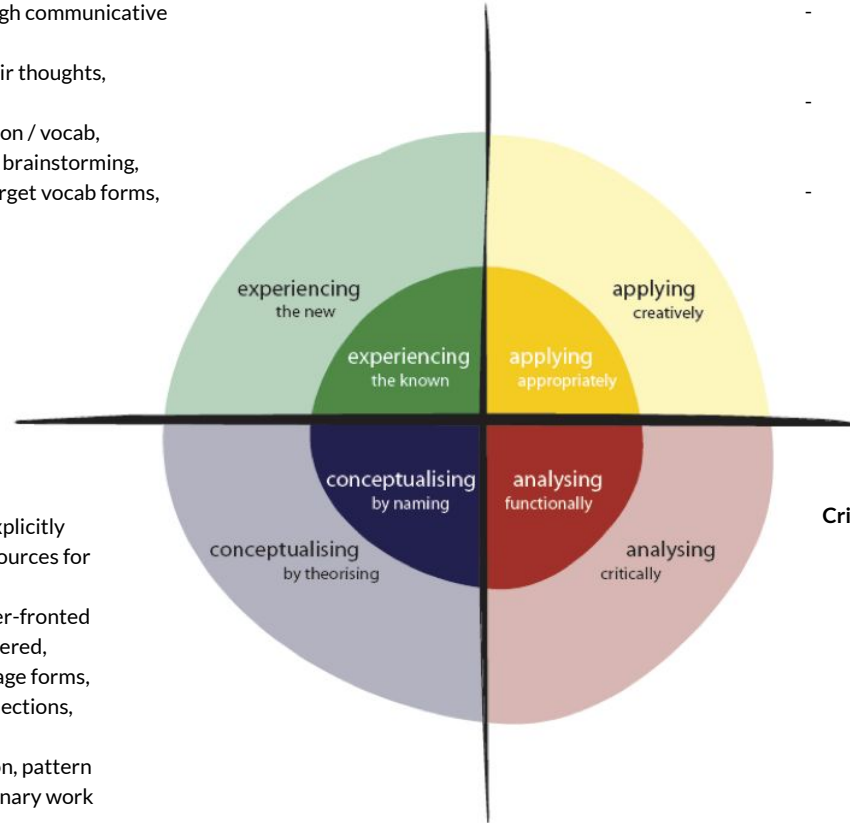
Read the sample lesson plan provided and find activities that exemplify situated practice, overt instruction, critical framing, and transformed practice.

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Grammar and Vocabulary: A Lesson Plan

1. **Introducing ideas**
 - a. Brainstorming (Situating Practice)
 - b. Word associations (Situating Practice / Overt Instruction)
2. **Understanding meaning**
 - a. Clink and clunk (Situating Practice)
 - b. Reading matrix (Situating Practice / Overt Instruction)
3. **Hypothesizing**
 - a. Text annotations (Overt Instruction)
 - b. inductive reasoning (Critical Framing)
4. **Establishing relationships**
 - a. Substitutions (Overt Instruction)
5. **Applying knowledge**
 - a. Critical lenses (Critical Framing / Transformed Practice)
 - b. Imitate the genre (Transformed Practice)



Grammar and Vocabulary: A Lesson Plan

- Template in Chapter 3 on p.94
- The template facilitates meaning-based vocabulary and grammar instruction.
- It is grounded in interaction.
- Allows students to both learn about and use the target forms.
- Can be used to introduce new forms or to deepen students' understanding of the already introduced forms.
- Because the plan is focused on G&V learning, Overt instruction activities are at the core..



Summary

- Grammar and Vocabulary are taught through multidimensional interactions with target language texts.
- The 5-stage template that can introduce new forms or deepen learner's understanding of the already known forms.
- Engaging learners in all 4 acts of multiliteracies pedagogy, with a stronger focus on overt instruction activities.



Next Meeting

- Monday, April 1, 2019 at 2.30pm - 3.30pm
- Questions:
 - How is literacy development linked to interpersonal oral language use?
 - What is the role of interpersonal speaking in FL literacy development?
 - How essential is scaffolding in facilitating students' interactions with target language texts and developing their oral language abilities?
- Reading:
 - Chapter 4 in *A Multiliteracies Framework for Collegiate Foreign Language Teaching* (Paesani, Allen, & Dupuy, 2016):

GRACIAS
ARIGATO
SHUKURIA
JUSPAXAR
DANKSCHEEN
TASHAKKUR ATU
YAQHANYELAY
SUKSAMA
EKHMET
TINGKI
BIYAN
SHUKRIA
THANK
YOU
BOLZIN
MERCI
MAAKE
GRAZIE
MEHRBANI
PALDIES
KOMAPSUNNIDA
GOZAIMASHITA
EFCHARISTO
BAIKKA
YAVTAPUCH
MEDAWAGSE
SPASSIBO
SNACHALHYA
NUHUN
CHALTU
WADEEJA
MAITEKA
HUI
YUSPAGARATAM
ANHA
ATTO
DHANYABAAD
SPASIBO
DENKAUJA
HENACHALHYA
UNALCHEESH
HATUR
GUL
ENK-UJ
SIKOMO
LAH
FAKAAUE
AGUYJE
SAINCO
MERASTAWHY
GAEJTHO
BAKETAJ
MIMONCHAR