

Literacy Development and Interpersonal Oral Language Use

Simon Zuberek
April 1st, 2019



Review

- Literacy > Reading + Writing.
- Literacy = interpreting and creating various text types from various points of view
- Student literacy development happens via acts of meaning design. (**Q:** What is meaning design?)
- Multiliteracies instruction includes 4 pedagogical acts (**Q:** what are they?) engaging students with available designs functioning in texts and inviting the processes of interpretation, collaboration, problem solving, and reflection.

What is your textbook's approach to interpersonal communication?

What kinds of interpersonal speaking tasks are students required to carry out?

Oral Communication in FL Programs

Lower-level Courses

- Using language in predictable patterns
- Studying and enacting scripted dialogues
- Controlled, teacher-led Q&A
- Focus on oral “survival skills”

Shortcomings

- The language isn’t authentic (no opportunities to learn about the features of oral genres)
- Form over meaning (not how we learn language naturally)
- Speaking rarely goes beyond chunks/patterns/phrases. This strips students of the opportunity to use extended discourse.
- Speaking activities tend not to be rooted in cultural content.

IRE pattern (Initiation - Response - Evaluation)

Shortcomings

- Predictability: instructors ask questions to which they already know the answer, or to which they are expecting a particular type of response.
- Limited student production (as a function of predictability).
- Teachers usually talk for longer than students, and take turns more often.
- Teachers control the learning.
- The fact that students remain passive vis-a-vis their interlocutors doesn't adequately prepare them for the demands of everyday FL conversations.

Oral Communication in FL Programs

Higher-level Courses

- The more traditional higher-level courses also follow the IRE pattern.
- Classroom talk also centered around the teacher.
- Discussions tend to be unstructured. The underlying assumption is that such unstructured exchanges will facilitate speaking development.
- Not a whole lot of meaning negotiation, even less explicit focus on form
- The oral production elicited is usually below the advanced proficiency level.

Shortcomings

- Oral proficiency as a skill develops apart from student interactions with meaningful content.
- Student engage with advanced literary content, with their oral skills lagging behind.

What challenges do you face in your FL program related to developing students' speaking abilities across curricular levels?

How might the multiliteracies framework help overcome the challenges you have identified?

Interpersonal Communication

World Readiness Standards

The ability to interact and negotiate meaning in spoken, signed, or written conversations, to share information, reactions, feelings, and opinions (ACTFL, 2015).

Multiliteracies

An individual and social act involving relationships, shared assumptions, conventions, imagination, creativity, and emotions through interaction with textual content (from the chapter)

Oral Communication in the ML Framework

- Interpretation and creation of multiple text types from a variety of perspectives.
- Authentic oral texts that students interpret and use as models for their own oral production.
- Students use oral language to construct and negotiate meaning in a range of contexts and through exposure to various genres.
- This dynamic process draws on students knowledge of the language, takes advantage of their problem-solving strategies and skills, allows them to take advantage of their cultural knowledge of the TL, and facilitates their understanding of the society and the interpersonal pragmatics underlying the communication patterns in the TL.

Speaking as an Act of Meaning Design

- Allows for the discovery of meaning through creation of oral texts.
- Framed by linguistic, schematic, and gestural resources (available designs) that facilitate meaning making.
- Highlights the role of attention to social and cultural knowledge and experience.
- Engages the participants in the processes of interpretation, collaboration, problem-solving, and reflection.

The available designs in speaking:

- **Linguistic:** sounds, prosody, pauses, turn taking, assuming and holding stance,
 - **Schematic:** background knowledge and experiences, conventions characterizing interpersonal genres (chats, debates, arguments, dinner conversations, etc.)
 - **Gestural:** facial expressions, gestures, posture, body positioning in space
-

Is your textbook's approach more reflective of the traditional or multiliteracies views of oral interpersonal communication? Do the activities in your textbook encourage students to design meaning? Do they target the various Available Designs that characterize oral discourse?

Teaching oral interpersonal communication through texts

4 pedagogical acts:

- **situated practice (experiencing)**
 - **overt instruction (conceptualizing)**
 - **critical framing (analyzing)**
 - **transformed practice (applying)**
-
- 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.**

What would these pedagogical acts look like in the context of Oral Communication? Can you think of activity examples?

Teaching oral interpersonal communication through texts

4 pedagogical acts:

- **situated practice (experiencing)**
 - **overt instruction (conceptualizing)**
 - **critical framing (analyzing)**
 - **transformed practice (applying)**
-
- 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 that use FL texts. No focus on form. Instead, learners experience the language through the contents of the text.
- Focus on learners expressing their thoughts, opinions, and feelings.
- Example activities: think-pair-share (sharing thoughts and opinions), jigsaw activity, A/V interview.

Overt instruction - Conceptualizing

- Developing knowledge to explicitly identify and learn to use new resources for meaning design in FL.
- Unpacking texts: language forms, conventions, form-meaning connections, textual organization. (Teacher-driven discussions about the above)
- Example activities: teaching gambits (students learn the forms that help them take and maintain the floor during oral interactions), schematic mapping.

Critical framing - Analyzing

- Focus on the understanding of the cultural, historical, ideological, and/or social contexts of texts, underpinning its content; also how meaning is made in the text
- Developing an awareness of how rules of communication in the FL are tied to contexts and communities of use.
- Example activities: 3-2-1 summary, instructional conversations, debates

Transformed practice - Applying

- Opportunities to apply 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 existing one.
- Example activities: talking journals, personal action plan, PPT presentation

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

Situated practice - Experiencing

- Immersion in language use through communicative activities that use FL texts. No focus on form. Instead, learners experience the language through the contents of the text.
- Focus on learners expressing their thoughts, opinions, and feelings.
- Example activities: think-pair-share (sharing thoughts and opinions), jigsaw activity, A/V interview.

Overt instruction - Conceptualizing

- Developing knowledge to explicitly identify and learn to use new resources for meaning design in FL.
- Unpacking texts: language forms, conventions, form-meaning connections, textual organization. (Teacher-driven discussions about the above)
- Example activities: teaching gambits (students learn the forms that help them take and maintain the floor during oral interactions), schematic mapping.

Critical framing - Analyzing

- Focus on the understanding of the cultural, historical, ideological, and/or social contexts of texts, underpinning its content; also how meaning is made in the text
- Developing an awareness of how rules of communication in the FL are tied to contexts and communities of use.
- Example activities: 3-2-1 summary, instructional conversations, debates

Transformed practice - Applying

- Opportunities to apply 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 existing one.
- Example activities: talking journals, personal action plan, PPT presentation

Lesson Plan

Instructional Stages

1. Pre-speaking:
 - Activate background knowledge (schema)
 - Establish support for speaking tasks structures around textual content
2. Textual interpretation:
 - Gather information about the content of the lesson
 - Explore the details of the language in use
3. Knowledge application:
 - Demonstrates textual understanding through interpersonal oral communication activities
4. Summary and reflection
 - Discusses what students have learned and the learning experience itself

Learning Activities

1. Pre-Speaking
 - a. Survey Completion (Situating Practice and Overt Instruction)
 - b. Instructional Conversation (Critical Framing)
2. Textual Interpretation
 - a. Jigsaw (Situating Practice and Critical Framing)
 - b. 3-2-1 Summary (Transformed Practice)
3. Knowledge Application
 - a. Debate (Critical Framing)
4. Summary and reflection
 - a. Talking Journal (Transformed Practice)

Recap

Oral interpersonal communication can be taught:

- Through interaction with target language texts
- Using a 4-stage template that scaffolds learning and promotes extended oral discourse
- By engaging learners in all 4 pedagogical acts of multiliteracies pedagogy

The lesson in the handout engages students in meaning design while focusing on interpersonal oral development. Students **interpret** the cultural content of the text they read, they **collaborate** with peers to summarize information and make conclusions, **solve problems** on how language forms are connected to textual meaning, and **reflect** on their own learning process.

Next Meeting

- April 15th, 2019 at 2.30pm - 3.30pm
- Same location
- **Topic:** How does video-mediated listening contribute to students' interpretive communication?
 - We will talk about the role of video-mediated listening in FL literacy development
 - We will investigate links between listening and reading
 - Lastly, we will identify various available designs comprising videos that may be targeted in TL instruction.
- **Reading:** Chapter 7: Teaching Video-Mediated Listening as Constructing Meaning from Texts

Thank you!

