



A Pedagogy of Multiliteracies: Designing Social Futures

By The New London Group



Review

1. Think about some of the FL teaching approaches discussed during the last session. Which ones are most closely aligned with your own teaching? Where do they fall short? How would you address their limitations?
2. Does today's article point towards any way in which these shortcomings might be addressed?



Questions

1. Who are your students? How are they different from each other? Does it matter? How do you attend to these differences?
2. What is *discourse*? What are some of its current forms? Are they accounted for in your class? How?
3. What is a *literacy*? How is it different from *multiliteracy*?

What are multiliteracies?



Multiliteracies

- The framework accounts for the diversity in the modes of communication encountered in everyday life.
- It provide a lens to critically approach and interpret these multimodal communicative acts.
- It sensitizes students to the realization that all modes of communication are valid and deliberately designed instances of meaning-making, reflecting one's experiences, identity, and story.



**What types of
literacies are in use
today?**

**Through what
modalities are they
manifested?**

What are the advantages of a multiliteracies approach?

Implementation

1. Situated Practice
2. Overt Instruction
3. Critical Framing
4. Transformed Practice





For the next session

- Do you find any of the theoretical ideas in this article useful points of reference for what you might do in your classroom in practical terms?
- Read *Exploring the Feasibility of a Pedagogy of Multiliteracies in Introductory Foreign Language Courses* (Willis Allen and Paesani, 2010).

