

# Exploring the Feasibility of a Pedagogy of Multiliteracies in Introductory Foreign Language Courses



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# A changing climate?

- Not global warming...
- How has the climate around higher education changed in the context of foreign language teaching?
- Have the consequences of these changes impacted your own program?
- What is the proposed solution to these challenges? Do you think it will work for you and your program?

**What is wrong with the  
current system?**

# What can be done to fix it?

(The 2007 MLA Report)

Do you agree with the Report's  
suggestions?

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**Would the Multiliteracies framework work  
as a solution?**

# How is it effective?

## Kern's (2003) Seven Principles of Literacy

1. Interpretation
2. Collaboration
3. Conventions
4. Cultural Knowledge
5. Problem-Solving
6. Reflection and Self-Reflection
7. Language Use

## The Key Elements of Multiliteracies (Designing the Meaning)

1. Available Designs
2. Designing
3. Redesigned

## The Key Components of Multiliteracies

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

**Challenges?**

# Pedagogy

- What are the pedagogical challenges?
- How can they be overcome?
- Can you think of an activity marrying the CLT and the Multiliteracies approaches, that could be implemented in your own class (introductory, intermediate, or advanced)?



# Content

- What are the problems with the current content?
- How can these issues be addressed?
- Would you move away from your textbook as the source of content?
- How would you repurpose the textbook to be more in line with the Multiliteracies framework?
- How would you restructure your content? How would you sequence it? Why?

# Departmental Buy-in

- Why would your colleagues and dept. admins be concerned?
- How could you get the members of your department to buy into collaborating on redesigning the curriculum and materials for your language courses?
- Whom would you engage?



# For the next session

- Monday, November 12th, 2018 at 2.30pm - 3.30pm
- *“Bridging Activities,” New Media Literacies, and Advanced Foreign Language Proficiency* (2008) by S. Thorne and J. Reinhardt
- Would the ideas outlined by the article work in your class?
- Podcast: Kate Paesani on Multiliteracies and resources for instructors

A dark, atmospheric illustration of a ruined city street. The scene is filled with skeletal remains of buildings, twisted metal, and debris. In the center, the words "DEAD END" are written in a large, black, serif font. The background is a hazy, greyish-brown sky with a single, bright red sun or moon. Several birds, possibly crows or ravens, are scattered throughout the scene, some perched on debris and others in flight. The overall mood is one of desolation and horror.

DEAD END