



# Developing Grammar and Vocabulary tasks in the Multiliteracies Framework

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March 7th, 2019



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

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## Grammar and Vocabulary in the Multiliteracies Context

- Learning language forms 'entails discovering form-meaning connections through interpreting and creating texts' (today's chapter, p. 83).
- The meaning and use of G&V are socially constructed and culturally dependent
- 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.

**Two of the MANY available designs contributing to the textual meaning and learners' linguistic development.**



# 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.)

**How does one apply the  
multiliteracies pedagogy to teach  
the available designs of language  
forms through text?**

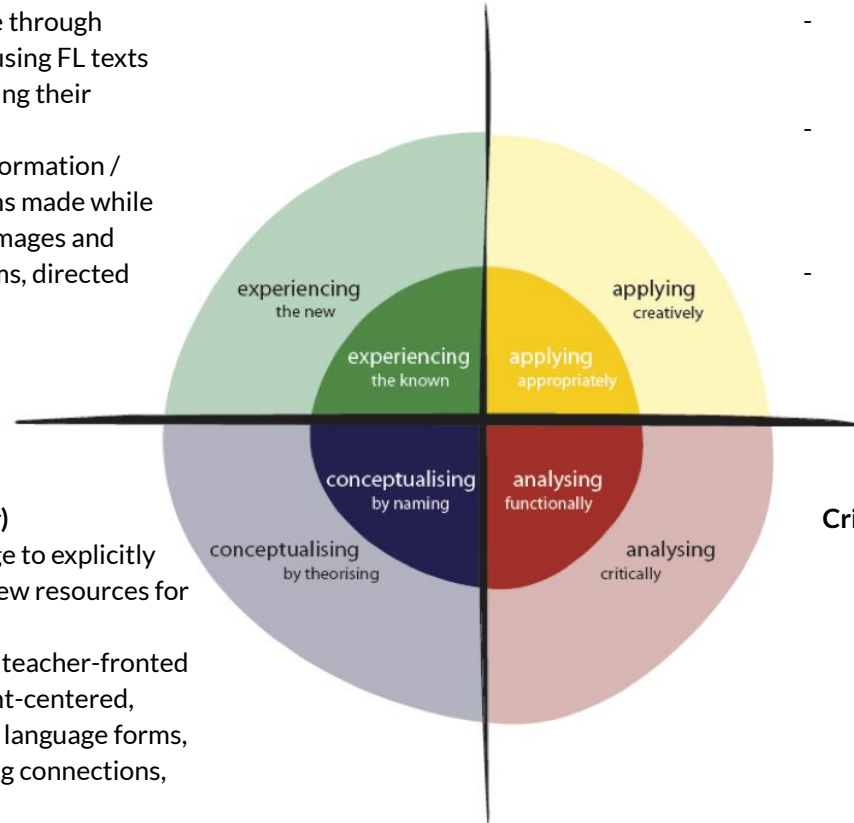
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### Situated Practice (*Experiencing*)

- 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.**

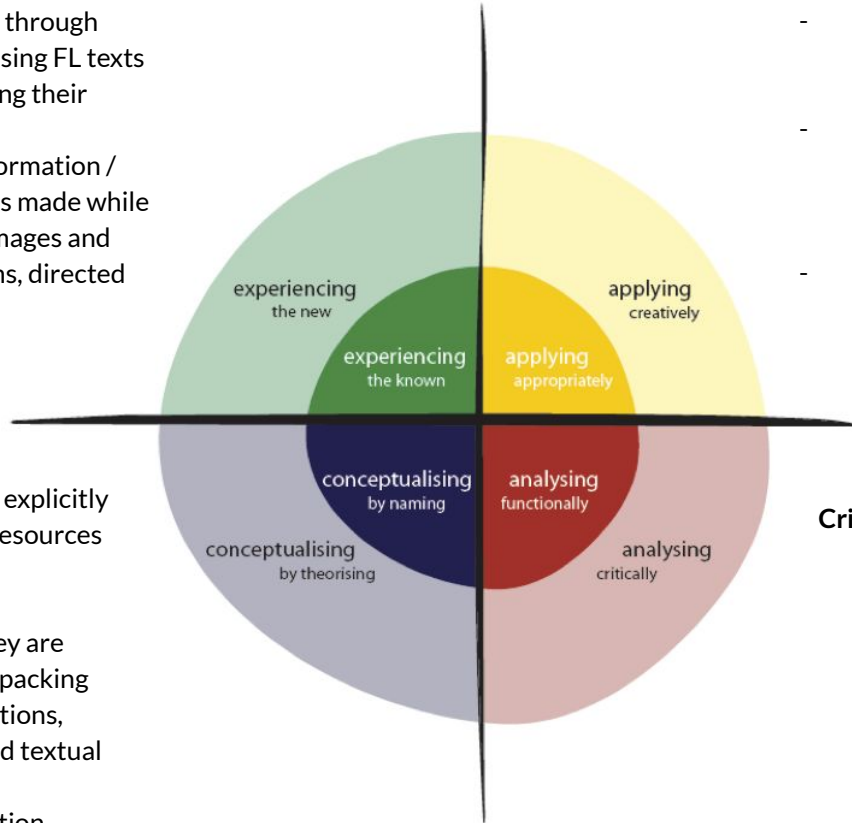
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# Grammar and Vocabulary: A Lesson Plan

- 1. Introducing ideas**
  - a. Brainstorming (Situating Practice)
  - b. Word associations (Situating Practice / Overt Instruction)
- 2. Understanding meaning**
  - a. Clunk 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)

# Could we improve these activities?

- Create a free account with the email of your choosing and write that email on the wall.
- When prompted, make sure to enable Flash in your browser; set it to “use every time”.
- Brainstorming Activity: <http://bit.ly/LRCPopplet1>
- Settings > Labs > Popplet Permissions > Allow Collaborators to Edit
- Manually add your collaborators by their email
- Use Popplet to Create another activity (Clink and Clunk)
- Poem at: <http://frenchpoetrytranslations.blogspot.com/>





# Announcements

- Next workshop on **Friday, March 15th at 1pm - 3pm at Casa Hispanica:**

*The technology of today speaks the poetry of tomorrow: Approaches to Language Teaching*

- **This Friday, March 8th at 3pm - 5pm in Hamilton 503:**

*Translanguaging: Shifting the View from Languages to Speakers* with Ofelia Garcia (CUNY)

# End

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