# Analyzing Foreign Language Instructional Materials through the Lens of the Multiliteracies Framework

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## Background Information

### What are literacy and the multiliteracies framework?

- LITERACY = "emphasizes students' developing ability to critically interpret and transform written, audio, and audiovisual texts of various genres; the interconnectedness of language and culture; and the centrality of language in understanding diverse societies" (Menke & Paesani, 2017, p. 3)
- MULTILITERACIES FRAMEWORK = pedagogical approach for developing students' FL literacy through activities centered around four knowledge processes (Kalantzis et al., 2016)



### Why literacy?

- Solution to the language-content divide in collegiate FL programs
- Prepare learners to interact with intellectual content at all curricular levels
- Coherent framework for rethinking curriculum instruction, and assessment
- Challenge learners and teachers to rethink their beliefs and assumptions
- Enable more holistic, consistent, and effective FL teacher professionalization (Paesani, Allen, & Dupuy, 2016)

### Where are the research gaps?

*Limited understanding of…*
- how teachers design and implement multiliteracies instructional materials
- what characterizes multiliteracies instructional materials in collegiate FL programs
- what professional development supports assist teachers in applying the framework

## Study Design

### Research questions

1. What knowledge processes characterize multiliteracies instructional materials?
2. Does the distribution of knowledge processes vary according to level?
3. Are some knowledge processes emphasized more than others?

### Methodology

- Materials analysis (Littlejohn, 2011) of 134 tasks from 25 multiliteracies lessons
- Researcher-created knowledge processes coding tool
- Coding by lesson plan authors (2) and researchers (2)
- Audio recording of coding discussions
- Focus group follow-up

## Coding Tool

| EXPERIENCING |
|---|
| KEYWORDS: describe, examine, explore, imagine, immerse, observe, record, respond, survey |

| *Experiencing the Known* | *Experiencing the New* |
|---|---|
| = draw upon and articulate personal opinions and familiar, lived experiences | = work with and reflect upon new situations, ideas, or texts |
| e.g., bring in, show, or talk about something/somewhere familiar or "easy" | e.g., introduce/immerse students in something new or unfamiliar |

*(bubble: Brainstorm vocabulary, Multiple choice comprehension)*

| CONCEPTUALIZING |
|---|
| KEYWORDS: clarify, deduce, define, extrapolate, generalize, identify, recognize, solve, sort |

| *Conceptualizing by naming* | *Conceptualizing with theory* |
|---|---|
| = classify the individual design elements of texts | = outline schematic relationships between the design elements of texts |
| e.g., define terms, make a glossary, label a diagram, sort or categorize like and unlike things, etc. | e.g., make generalizations by connecting concepts and developing theories (e.g., concept map, summary, diagram) |

*(bubble: Mini grammar presentation, Analyze intent of grammar choices)*

| ANALYZING |
|---|
| KEYWORDS: assess, conclude, connect, critique, evaluate, interpret, judge, justify, synthesize |

| *Analyzing functionally* | *Analyzing critically* |
|---|---|
| = account for the various ways a text works to convey meaning | = account for the perspectives, interests, and motives of producers of texts |
| e.g., analyze logical connections, cause and effect, structure and function (e.g., explain, create a flow chart, make a model) | e.g., evaluate own and other's perspectives, interests, and motives (e.g., identify gaps, discuss consequences, hold a debate) |

*(bubble: Explore different perspectives, Explain significance of an image)*

| APPLYING |
|---|
| KEYWORDS: compose, create, demonstrate, design, personalize, plan, produce, synthesize, use |

| *Applying appropriately* | *Applying creatively* |
|---|---|
| = use accepted text conventions to produce a traditional text type | = innovatively recombine text conventions to produce a hybrid or transgressive text type |
| e.g., try knowledge in real-world or simulated situations; write, draw, act out in the "correct way", solve a problem, etc. | e.g., use knowledge in an innovative, creative way; express one's own voice; transfer knowledge to a different context |

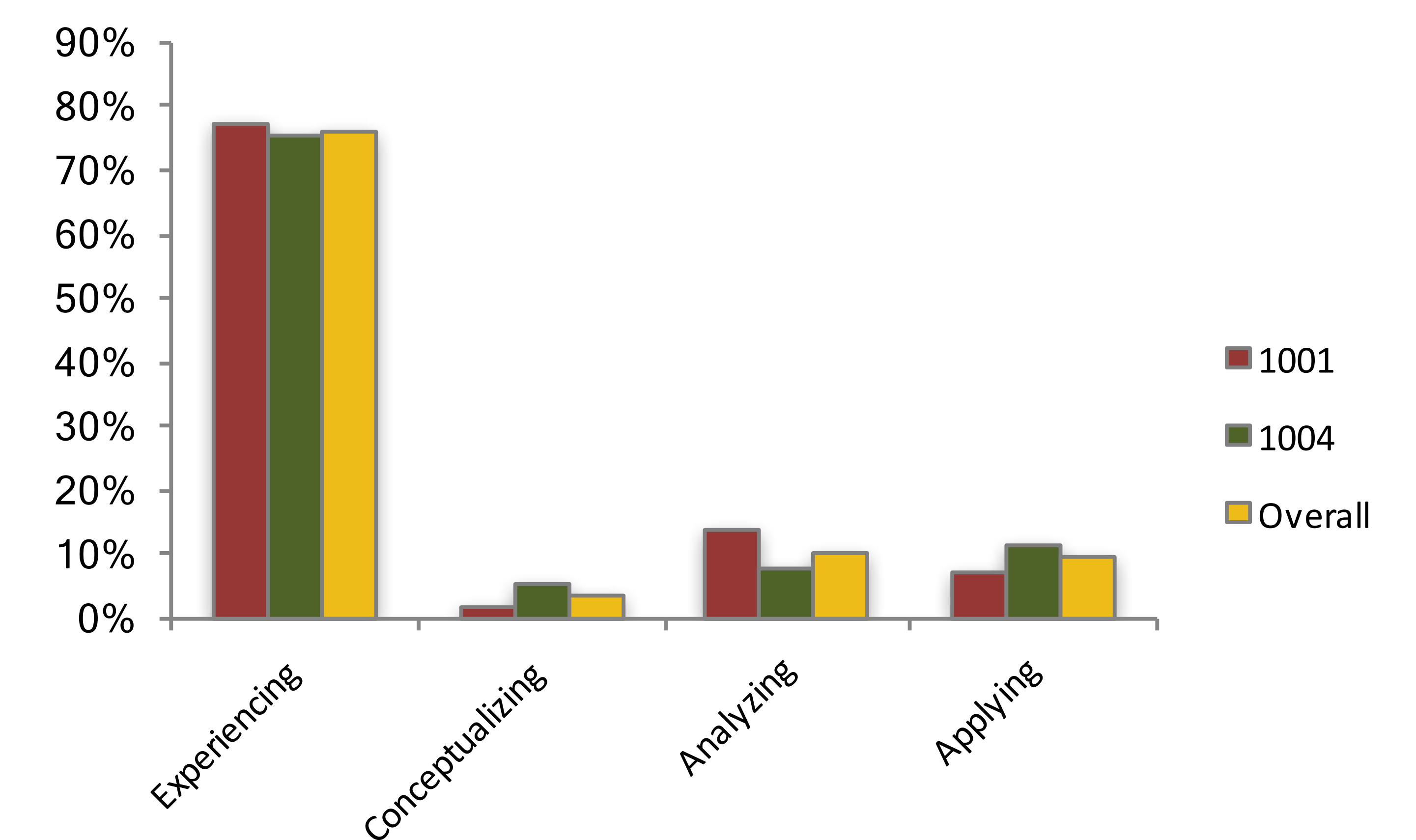*(bubble: Oral presentation, Write a song verse)*

**Sources**: Kalantzis et al. (2016); newlearningonline.com; Rowland et al. (2014)

## References

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## Results

### Results

*Distribution of Knowledge Processes across tasks*



Legend: 1001, 1004, Overall

### Instructor perceptions

*Reflections on using the coding tool and analyzing multiliteracies materials:*
- Deeper understanding of the multiliteracies framework, its benefits and limitations
- Reinforced importance of goals and objectives and their alignment with instructional materials
- Paradigm shift from what the teacher does to student cognition
- More objective assessment of communicative language teaching/textbooks and their limitations
- Potential to facilitate programmatic/curricular change

## Future Directions

### Study – Phase 2, Fall 2017 & Spring 2018

1. What are instructors' understandings of multiliteracies pedagogy and its classroom implementation?
2. How do instructors implement multiliteracies lesson plans?
3. What tools, resources, and professional development experiences support instructors' implementation and understandings of multiliteracies lesson plans?

*Case study procedure*:
- Observations of instructor implementation
- Follow-up interviews
- Professional development meetings