

WRITING AND LITERACY



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LITERACY – ANOTHER DEFINITION

Literacy = making sense of, with, by, through written words

- Making sense **of** writing = reading, understanding, interpreting
 - Making sense **by** writing = creating, changing
 - Making sense **through** writing
- cf. "Literacy is a symbolic system used for representing the world to ourselves." (Barton)



LITERACY EDUCATION TODAY – WHAT IS NEW?

"21st century children need a different literacy from that of their parents. Being able to read books and write with pen and paper does not have the same place it had previously. The practices that parents often associate with literacy are only a part of what their children encounter in this age of information technology and global connectedness. Children today not only use a wide range of language conventions that didn't exist when their parents were growing up; they are in fact, creating them through new technologies."

(http://mltav.asn.au/images/documents/advocacy/Linking_languages_and_literacy_brochure_NALSAS.pdf)

LITERACY IN THE 21ST CENTURY: MULTILITERACIES

Multi...

- ...**literacies**: (recall Barton: "People have different literacies...")
- ...**lingual** – literacy in more than one language is normal, not exceptional
- ...**modal** – written language as one mode (or: modality) of making sense, often combined with others

"Whichever way we look, written language is not going away. It is just becoming more closely intertwined with the other modes, and in some respects becoming more like them." (Cope & Kalantzis 2009)

LITERACY = PRACTICES

"Literacy-related **social practices** almost always involve a good many other things besides written language. They almost always include and integrate, along with **written language**, specific and characteristic ways of **talking, acting, interacting, thinking, feeling, valuing**, and using various sorts of symbols and tools." (Lewis, *Literacy Practices as Social Acts*, cited from Winch et al. 2014)

"For example, when we go shopping we interact with a range of texts as an integral part of that action: texts such as our shopping list, product labels, price tags, advertising signs or the growing total of our purchases on the checkout computer." (Winch et al. 2014)

MODALITIES

(COPE & KALANTZIS 2009, 178-179)

- **Written** language: handwriting, print, screen
- **Oral** language: live or recorded speech
- **Visual** representation: still or moving image, sculpture ...
- **Audio** representation: music, sounds, noises...
- **Tactile** representations: touch, smell, taste
- **Gestural** representations: movements of hands and arms, expression of face, eye movement, gait...
- **Feelings** and emotions, one's "inner eye" – in representation to oneself
- **Spatial** representation, including proximity, layout, cityscape, landscape

TASK

Think of literacy practices where written language is combined with other modes (1 or more other modes)

- in real life / everyday situations
- in learning a second language

Written and Oral

- in life: taking notes during a phone call, reading a story to children (may be + Visual - pictures), ...
- in SLA: dictation, ...

Written and Visual ...

...

**"In an electronically mediated world, being literate is to do with understanding how the different modalities are combined in complex ways to create meaning. People have to learn to make sense of the iconic systems evident in computer displays—with all the combination of signs, symbols, pictures, words and sounds. Language is no longer just grammar, lexicon and semantics: language now comprises a wider range of semiotic systems that cut across reading, writing, viewing and speaking. What looks like the same text or multimedia genre on paper or on screen is not functionally the same. It follows different meaning conventions and requires different skills for its successful use. Further, it operates in different social networks for different purposes as part of different human activities."
(Snyder 2002, cited after Winch et al. 2014)**

"By and large, traditional literacy does not recognize or adequately use the meaning and learning potentials inherent in synaesthesia. It tries to confine itself to the monomodal formalities of written language, as if the modality of written language could be isolated as a system unto itself. This was always a narrowing agenda. Today, even more than a decade ago, such narrowing is unrealistic given the multimodal realities of the new media and broader changes in the communications environment."

(Cope & Kalantzis 2009)

THE MULTILITERACIES APPROACH ACCORDING TO COPE & KALANTZIS (2009)

TABLE 2

The “What” of multiliteracies—designs of meaning

| | |
|-------------------|---|
| Available designs | Found and findable resources for meaning: culture, context and purpose-specific patterns and conventions of meaning making. |
| Designing | The act of meaning: work performed on/with Available Designs in representing the world or other’s representations of it, to oneself or others. |
| The redesigned | The world transformed, in the form of new Available Designs, or the meaning designer who, through the very act of Designing, has transformed themselves (learning). |

TABLE 3

The “How” of multiliteracies—the microdynamics of pedagogy

| <i>Pedagogical orientations—1996 formulation</i> | <i>Knowledge processes—2006 reformulation</i> |
|--|---|
| Situated practice | Experiencing ... the Known ... the New |
| Overt instruction | Conceptualizing ... by Naming ... with Theory |
| Critical framing | Analysing ... Functionally ... Critically |
| Transformed practice | Applying ... Appropriately ... Creatively |

see also: Rowland et al. 2014

example: Teaching in grade 2 <http://newlearningonline.com/multiliteracies/videos> video 3.2:

COPE & KALANTZIS' FRAMEWORK USED IN MATERIAL ANALYSIS

- Rowland et al. (2014) examined teaching material for teaching English as a foreign language at a university in Japan

Table 1. Results of the materials analysis project using the knowledge process framework.

| Knowledge process | Experiencing | | Conceptualising | | Analysing | | Applying | |
|--|--------------|---------|-----------------|-------------|--------------|------------|---------------|------------|
| | The known | The new | By naming | With theory | Functionally | Critically | Appropriately | Creatively |
| Number of materials (<i>n</i> = 167) | 69 | 41 | 14 | 1 | 6 | 1 | 26 | 9 |
| Percentage of total materials (%) | 40 | 25 | 8 | 1 | 4 | 1 | 16 | 5 |

EXAMPLE FOR MULTIMODALITY IN EARLY LITERACY TEACHING (PAPADOPOULOU 2001)

- pre-school (kindergarden) education in Greece, new curriculum 1999:
- no teaching of letters but *securing "the right conditions ... for the children to familiarize themselves in a relaxed and unpressured way with the various forms of written discourse (books, newspapers, magazines, written signs, etc.)"*
- children should be helped to develop an understanding of the principles of an alphabetic writing system by their own attempts, and to discover the relationships between the oral and the written language

EXAMPLE: WORKING WITH HEADLINES FROM A NEWSPAPER FOR CHILDREN



(Papadopoulou 2001)

Σοκολάτα η τροφή των θεών!



ONE DAY
THIS MAKE
SENS TO YOU.

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