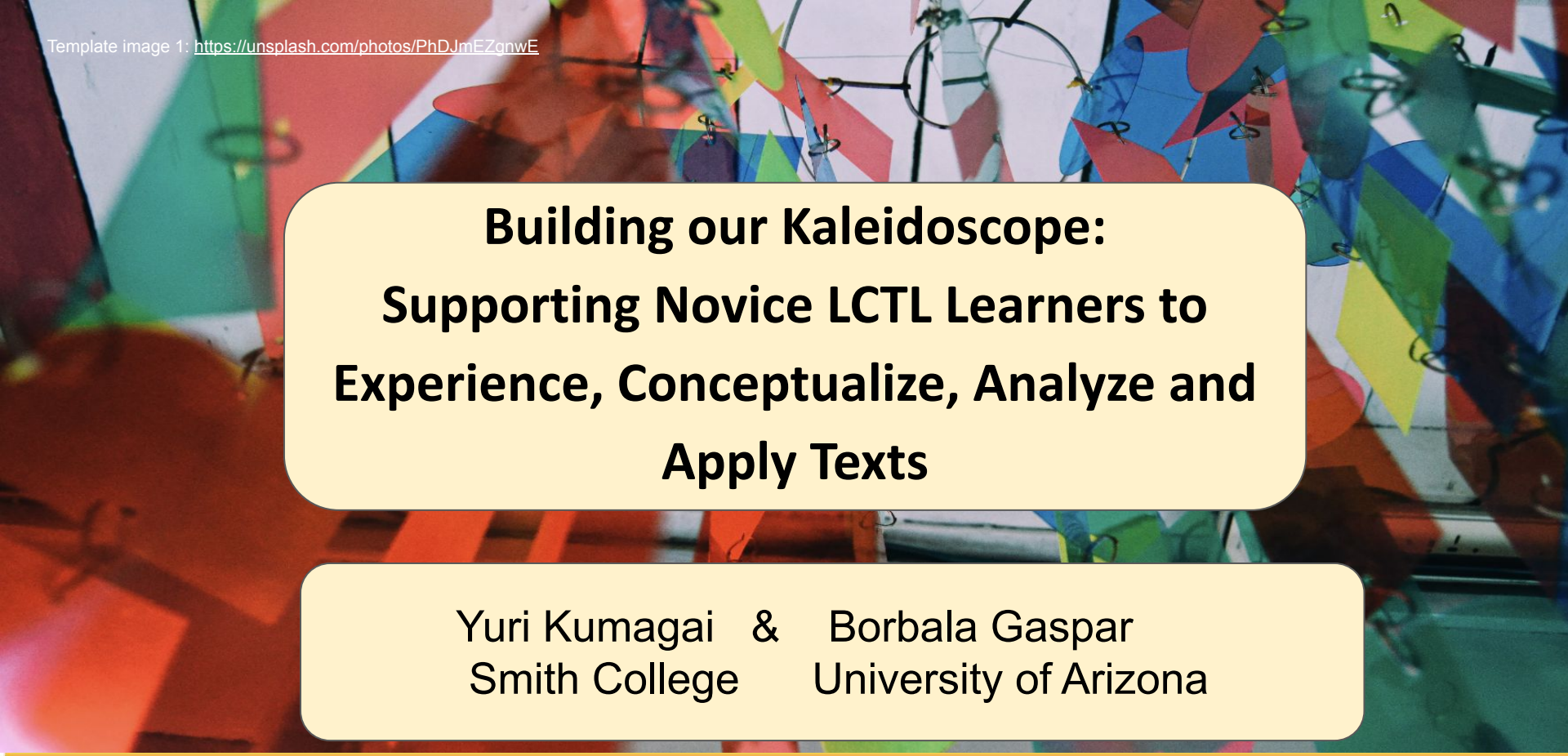


Building our Kaleidoscope: Supporting Novice LCTL Learners to Experience, Conceptualize, Analyze and Apply Texts

Yuri Kumagai & Borbala Gaspar
Smith College University of Arizona

CARLA
Center for Advanced Research on Language Acquisition

Introduction

- Please write in the chat your name, the language you teach, whether you teach at high school or college, and if you use a textbook in your course.

DESCRIPTION

We will explore the possibilities that social media platforms and linguistic landscapes can offer LCTL teachers working with novice learners.

Adopting multiliteracies pedagogy, we'll delve into four activity types: experiencing, conceptualizing, analyzing, and applying. Through hands-on experiences, you will gain insights into how to create engaging, multiliteracies-inspired lessons.

Additionally, you will have the opportunity to refine and submit activities for feedback from the workshop leaders and publish them on the CARLA website.

Today's Agenda 11:00-2:00 pm (Central time)

1. **Introduction (40 minutes)**
    a. Intro to multiliteracies: Why it matters? *5 min*
    b. The four knowledge processes *5 min*
    c. Game: "Name the knowledge process." *30 min*

2. **Activities I: Experiencing (35 minutes)**
    a. Examples from Italian and Japanese classes (Social Media & Linguistic Landscape) *10 min*
    b. Experiencing *Activity 1. 15 min* ***2 breakout rooms***
    Discussion of activity for Experiencing 10 min

BREAK (5 min)

3. **Activities II: Conceptualizing and Analyzing (60 minutes)**
    a. Examples from Italian and Japanese classes *20 min*
    b. Conceptualizing and Analyzing *Activity 2. 30 min* ***2 breakout rooms***
    Discussion of activity for Conceptualizing and Analyzing 10 min

4. **Activities III: Applying (30 minutes)** ***whole group***
    a. Examples of Applying *10 min*
    b. Applying *Activity 3. Idea sharing whole group 20 min*

Today's Objectives

After this workshop, you will be able to:

- **Discuss** the multiliteracies activity types of experiencing, conceptualizing, analyzing and applying
- **Identify** the characteristics of these activity types in sample instructional materials
- **Apply** these activity types to create activities around a target language text.

Literacies

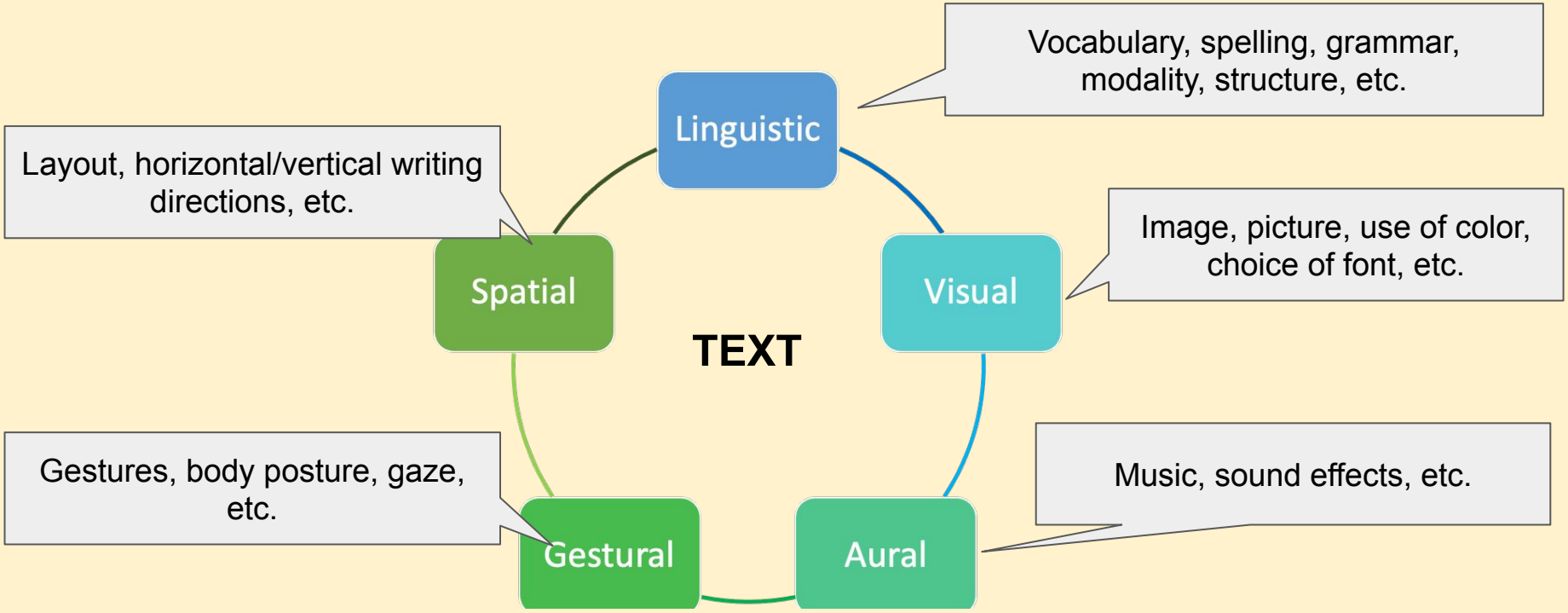
Socially-, historically, and culturally-situated practices *involving reading, writing, viewing, creating, talking and listening about texts.* (Kern, 2000)

Texts

*"...are **multimodal** (i.e., reflect written, audio, audiovisual, visual, or digital modes or a combination of two or more of these modes), **socially and culturally situated**, and created for some **real-world purpose** other than language learning."* *(Paesani & Menke, 2023, p. 43)*

Textual Features/Multimodal

- Meaning-making resources in texts



Linguistic landscapes (LL)

- real-world, living texts
- multimodal elements
- literacy and cultural learning
- learning about space
- history of place
- politics of languages
- dynamic learning context

Local/nearby areas?

Google Map Street Views?

Social media platforms offer:

1. real-world, timely multimodal texts
2. Inclusive
3. Manageable new information
4. Variety of language use
5. Familiar platforms

Why texts matter?

Texts are an essential components of beginning LCTL courses because it helps:

1. **analyze** various types of discourses
2. reflect on **meaning making**
3. gain understanding of **discourse practices**
4. make **connection** between language, literature and culture/ society
5. engage in **critical reading** practices
6. sharpen eyes to **assess legitimacy** of information in the age of information overload and mis-/dis-information

Pedagogy of Multiliteracies (New London Group, 1996, 2000)

‘Why’:

- Life changes. We need different literacies to become **effective citizens**/better communicators.
- How **social and cultural differences** affect and are reflected in text.
- **Take control of learning** in a variety of contexts.

‘What’: 2 “multis”

- Multilingual and multicultural (varieties of languages, cultures)
- Multimodal and multimedia (technology)

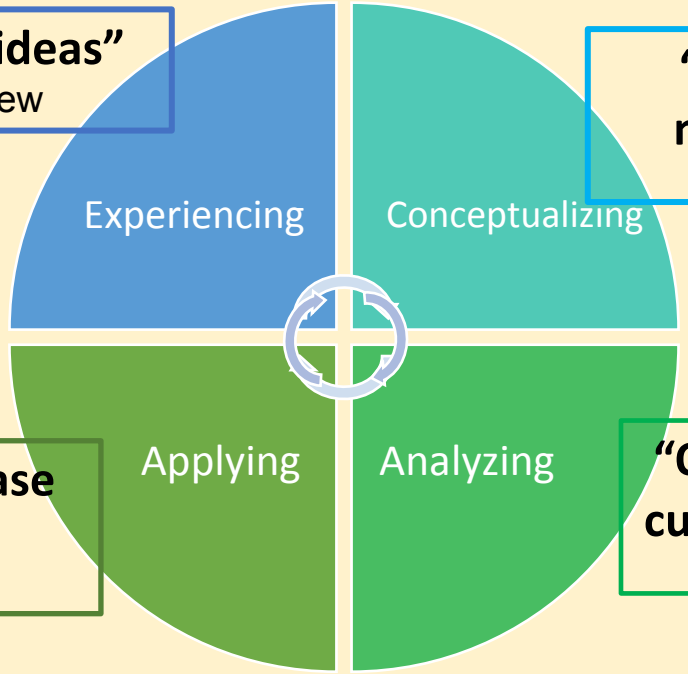
‘How’:

- By “weaving” knowledge processes of experiencing, conceptualizing, analyzing, applying activity types.
- By offering interpretive, interpersonal and presentational communication.

The four *knowledge processes* of multiliteracies approach: experiencing, conceptualizing, analyzing, applying

“Explore familiar and new ideas”
Activate the known, learn the new

“Connect language and meaning through texts”



“Create texts and showcase new knowledge”

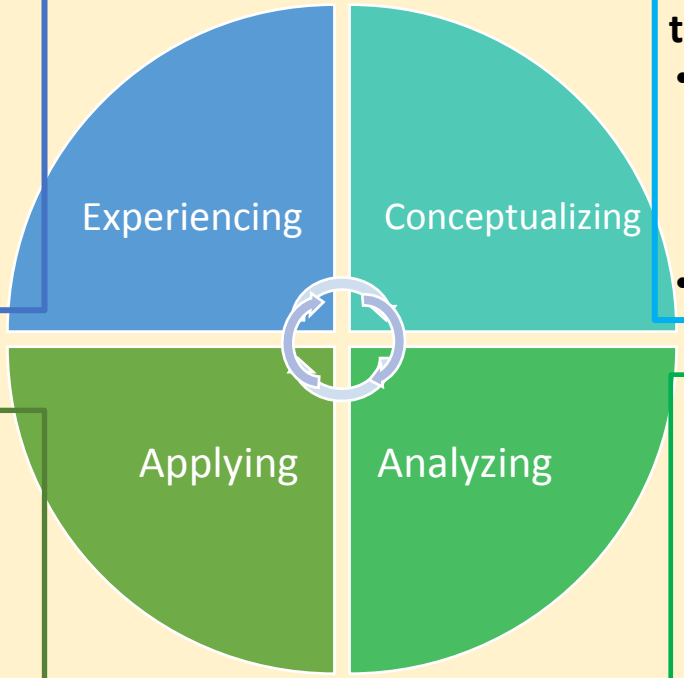
“Question the complexity of culture, language, and ideas”

Paesani & Menke (2023, p.84)

The four *knowledge processes* of multiliteracies approach: experiencing, conceptualizing, analyzing, applying

"Explore familiar and new ideas"

- Learning through immersion in texts, activities, and social situation.
- Expressing thoughts, feelings, etc.



"Connect language and meaning through texts"

- Learning how language forms, conventions, organization, and other features of texts work to convey meaning.
- Unpacking texts.

"Create texts and showcase new knowledge"

- Learning by using new knowledge, skills and understandings and by producing language in creative ways.

Paesani & Menke (2023, p.84)

"Question the complexity of culture, language, and ideas"

- Learning by connecting the content of texts to social, cultural and historical contexts.
- Critically reflecting on the textual content.

Game: Name the knowledge processes the described activities are featuring

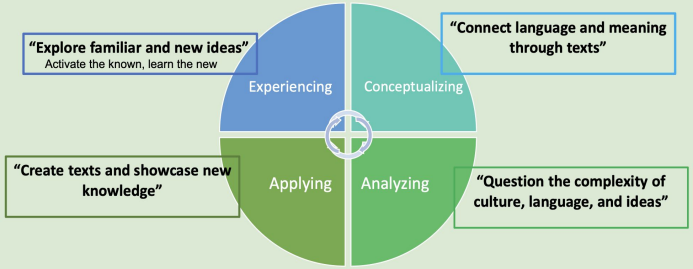
The four knowledge processes are:

A. Experiencing
B. Conceptualizing
C. Analyzing
D. Applying

Game: Name the knowledge processes

https://www.boredpanda.com/funny-diet-weight-loss-memes/

A. **Experiencing**
B. **Conceptualizing**
C. **Analyzing**
D. **Applying**



This meme is part of the 30 funniest memes, it resulted as the #11th funniest meme.

1. Observe the meme, what are some elements of this meme that confirm you the genre?
2. What function does "Me at 2am" have? Where have you seen this type of structure? Why it is in bold?
3. Who is this meme created for?
4. What makes this meme funny?

Game: Name the knowledge processes

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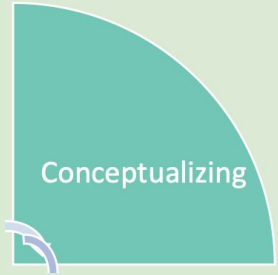

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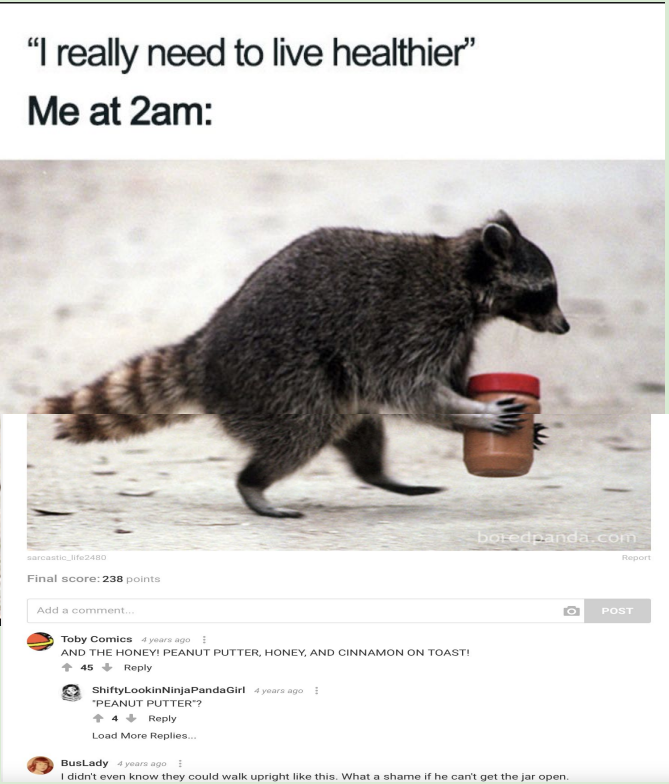
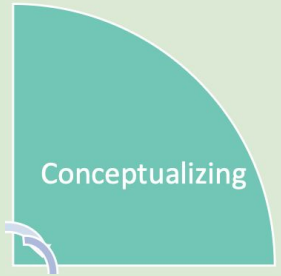
An alternative type of this activity: CIRCLE





Observe the meme. **Circle** the elements of this meme that confirm you the genre of meme. Circle all that apply.

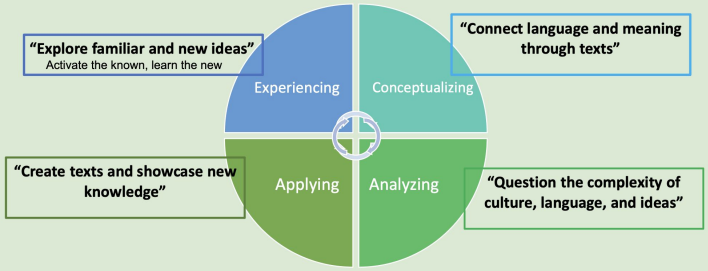
Sarcasm image long text humour sound effects

Short text relatability academic style informational

Professional quality pictures serious topic advertising

Game: Name the knowledge processes

A. **Experiencing**
B. **Conceptualizing**
C. **Analyzing**
D. **Applying**



"THINK-PAIR-SHARE"

1. Do you consider yourself a healthy eater?
2. Do you like to snack at night?
3. What does living "healthier" mean to you?
4. Name a food that could turn you into a racoon like the one on the picture.

https://www.boredpanda.com/funny-diet-weight-loss-memes/

Game: Name the knowledge processes

A. **Experiencing**
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A variation of these questions: Multiple choice

When you prepare the multiple choice consider: module goals (vocabulary, structure)

https://www.boredpanda.com/funny-diet-weight-loss-memes/

1. Do you consider yourself a healthy eater?

A. Yes, I try to eat healthy whenever I can.
B. I am not sure. Yesterday I ate healthy, today I will do my best.
C. No, I don't like vegetables.
D. Yes, I am vegetarian, and I cook my own meal.

Game: Name the knowledge processes

https://www.boredpanda.com/funny-diet-weight-loss-memes/

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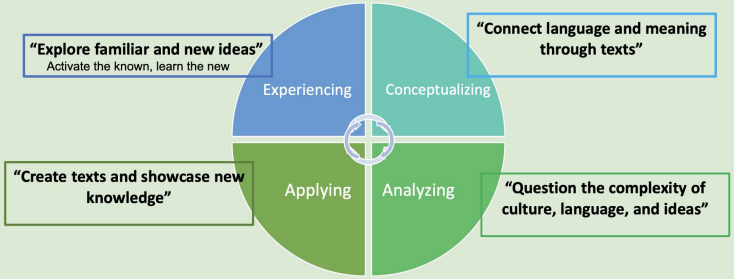

1. What socio cultural elements of this meme make this meme ironic or funny?
2. What are some assumptions about healthy eating in your society?

Game: Name the knowledge processes

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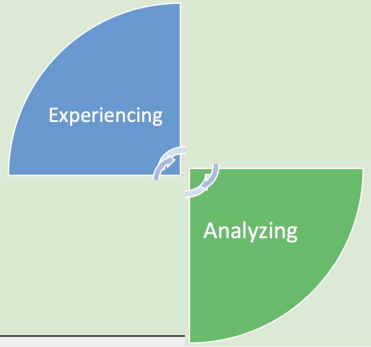
ALTERNATIVE ACTIVITY:
Knowledge processes can be combined

https://www.boredpanda.com/funny-diet-weight-loss-memes/



1. What socio cultural elements of this meme make this meme ironic or funny?
2. What are some assumptions about healthy eating in your society? Why do you think this meme won the 11th funniest meme?
3. **In your cultural context what would your racoon carry?**

Additional Question

An alternative type of this activity: Agree or Disagree?

https://www.boredpanda.com/funny-diet-weight-loss-memes/

Analyzing

1. What socio cultural elements of this meme make this meme ironic or funny? Do you agree or disagree with the statements?

a) Living **healthier** is difficult.
b) Eating at 2am is good for your **health**.
c) A racoon is known as the **healthiest** animal.
d) Peanut butter has **health-promoting** nutrients.

Game: Name the knowledge processes

https://www.boredpanda.com/funny-diet-weight-loss-memes/

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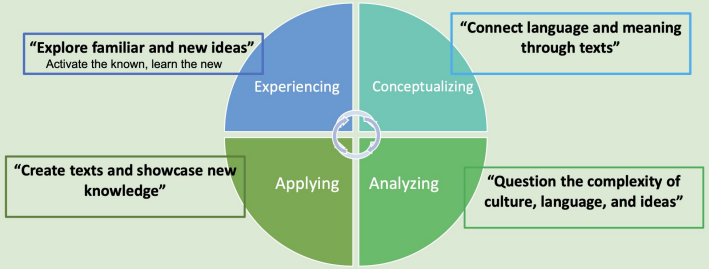

OPTIONS:

1.Change the image of the meme to represent your cultural context that accompanies the original text of the meme.

2. Keep the image, change the text into a different meme.

3. Create an advertisement for peanut butter.

Game: Name the knowledge processes

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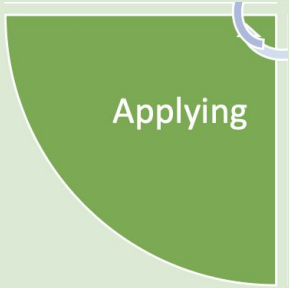

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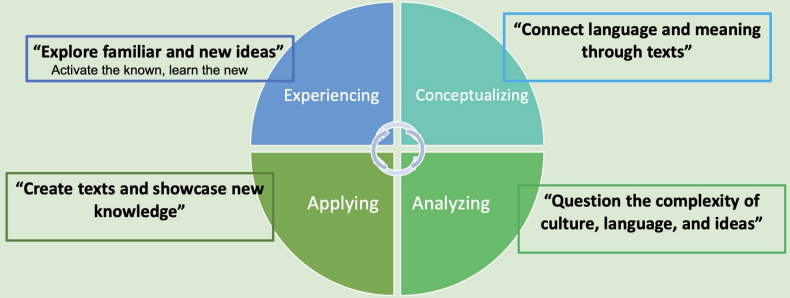
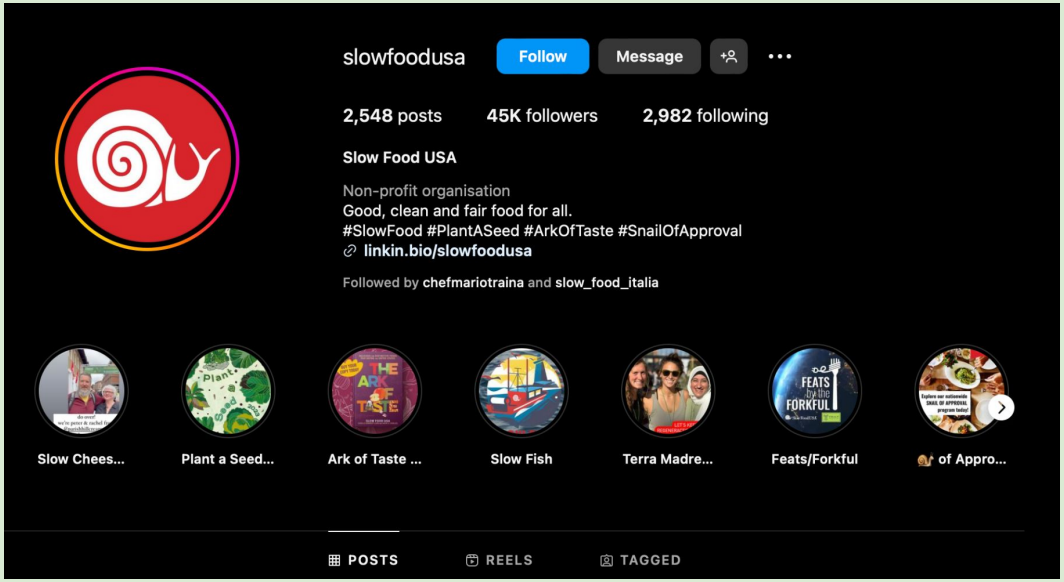




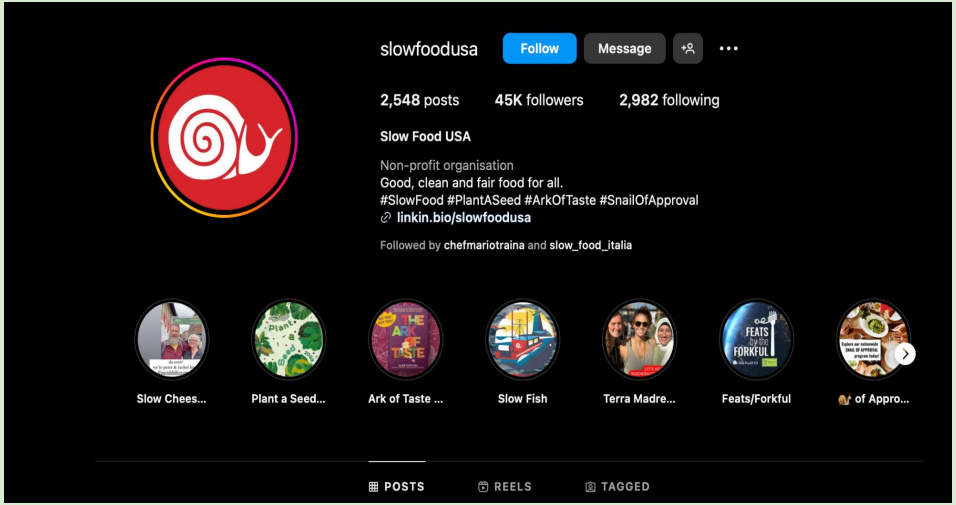
The following is the Instagram post of Slowfoodusa. Observe the screenshot.

1.What are the elements that indicate the genre of an Instagram account?

2. Read the hashtags and translate them. What topics these Instagram posts cover? Who is the audience? What type of lifestyle are they promoting?

3. "Good, clean and fair food for all" is the slogan of the Slow Food organization. How would this sentence be different if we transform it into a suggestion.

Game: Name the knowledge processes



Some of these questions can be turned into multiple choice, or “circle the right one”.

Conceptualizing

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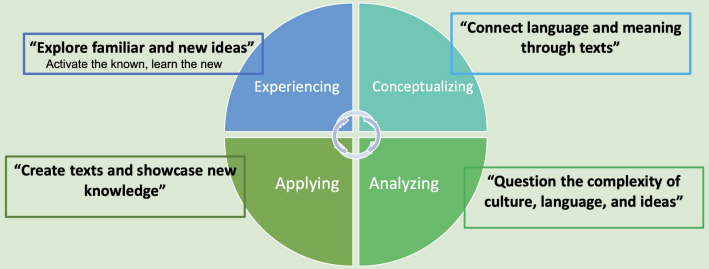

Al di là Trattoria is one of the restaurant in New York City that was approved by Slow Food USA.

a) Go to maps.google.com and put "Al di la trattoria" in the search. Walk around the area and answer the following questions.
   1) What kinds signs do you see? What language(s) is used on the signs?
   2) In what area is this restaurant located? What did you see nearby? How does the restaurant look from the outside? What impressions do you get from the exterior?

Game: Name the knowledge processes

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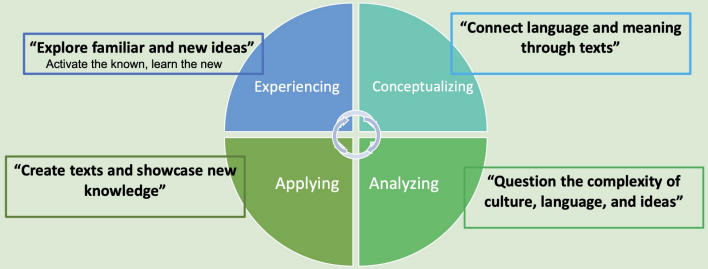

A. Experiencing
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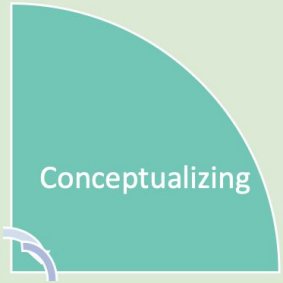
1. What indicates that "Al di là" is the name of a restaurant?

2. What synonym can you think of this word?

Game: Name the knowledge processes



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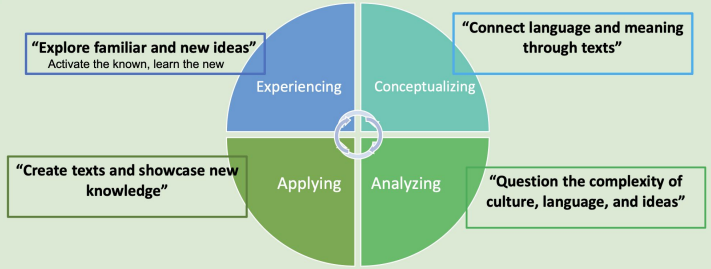

1. Why do you think this restaurant is popular in the area?

2. The name of the restaurant Al di là means "beyond" in Italian. Why do you think the restaurant has this name? Is it a good decision to name an Italian restaurant in Italian in this neighborhood?

Game: Name the knowledge processes

A. **Experiencing**
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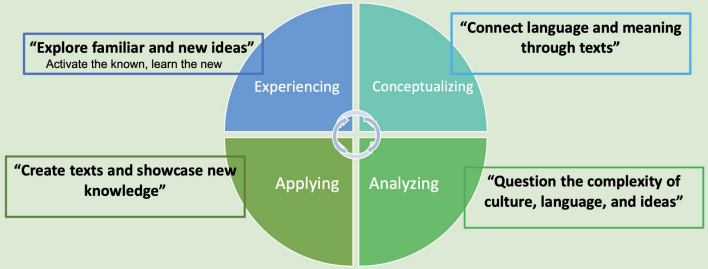
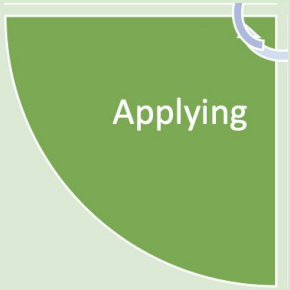


As part of the Slow Food movement you want to help out the restaurant. Create an Instagram post of the Al di là restaurant. Visit the homepage and the Instagram page of the restaurant. Take a closer look at the Instagram posts. What do they feature? Is there a text that accompany the image?
https://www.instagram.com/aldilabrooklyn/

Based on the information you learn, and based on the information in this module we learned about Slow Food, create an Instagram post that captures the essence of Al di là restaurant and the slow food movement.

Game: Name the knowledge processes



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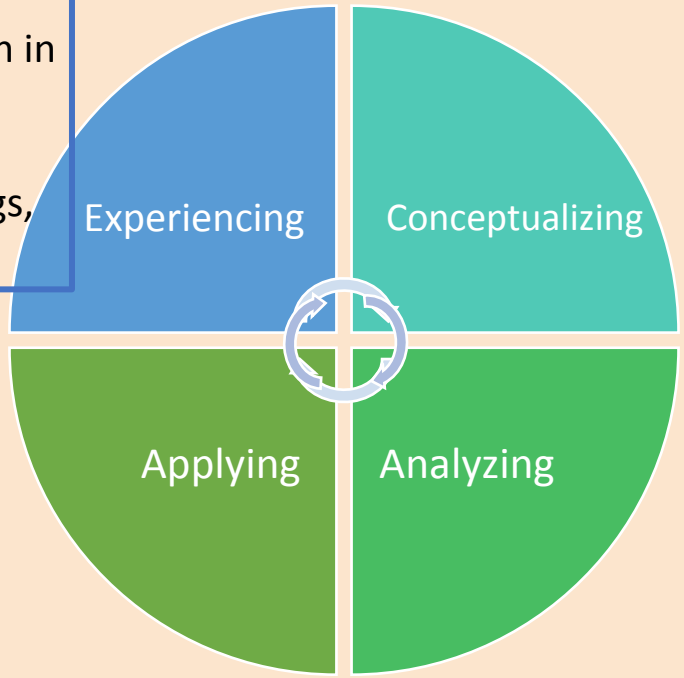
Activities I
Experiencing

Examples from Italian and Japanese Classes
Main Room
(10 minutes)

“Explore familiar and new ideas”

- Learning through immersion in texts, activities, and social situation.
- Expressing thoughts, feelings, etc.



Paesani & Menke (2023, p.84)

Experiencing:Example

B. Analisi dei post di Instagram

Osserva i seguenti posts di Instagram.

1. **Leggi i commenti e/o le informazioni accanto alle fotografie e discutili.**
2. **Cosa noti guardando le foto? Cosa trovi sorprendente o meno sorprendente? Osserva gli hashtags, cosa significano?**
3. **Secondo te, quali sono i mezzi di trasporto più usati in Italia e perché?**

   E nel tuo paese?
4. **Secondo te, il traffico è un problema nelle grandi città? E nella tua città?**

il treno - train

in ritardo - late

in anticipo - early

Imbottigliato = bloccato, chiuso; anche nel senso figurato: rimanere bloccato nel traffico

Ti è mai successo di sbagliare l'uscita?

Cos'è la corsia preferenziale? È una corsia riservata alla circolazione dei mezzi pubblici (autobus di linea, tram e taxi) e di emergenza.

Le corsie preferenziali nascono nel secondo dopoguerra, durante il boom economico degli anni Sessanta per poter evitare l'imbottigliamento dei mezzi pubblici.

https://www.instagram.com/p/CPhts7IrPwF/

Rispettare i limiti - La parola limiti si riferisce ai limiti di velocità.

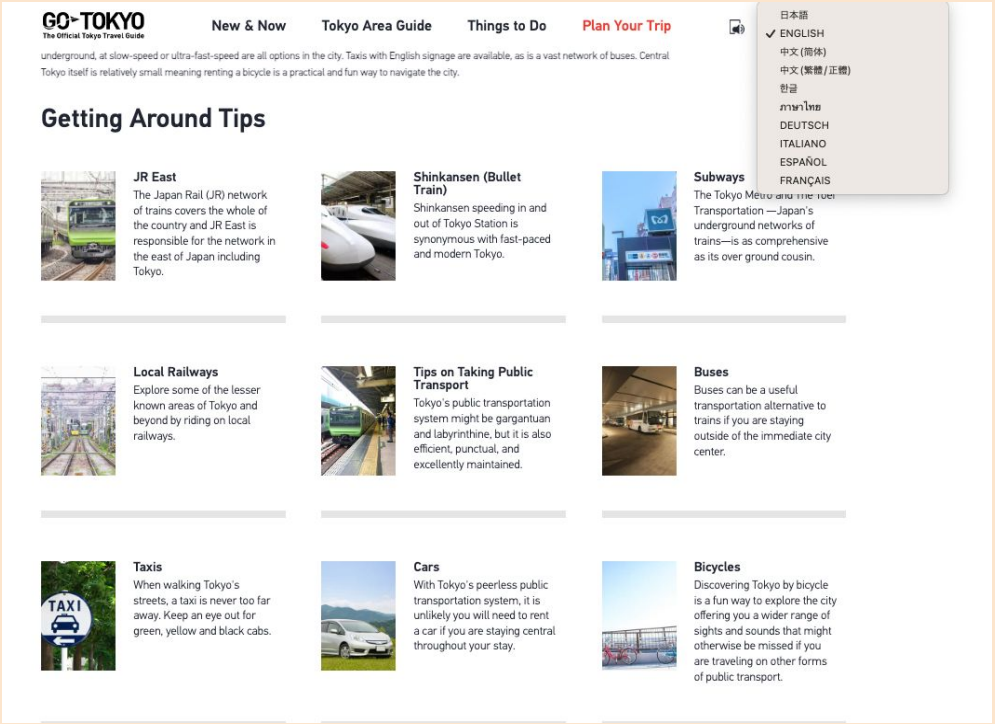
Perché hanno scritto "rispettate i limiti" secondo voi?

Experiencing:Example

(Original questions in simple Japanese)

https://www.gotokyo.org/en/plan/getting-around/index.html

- What are public transportation systems like in the place you live?
- What kinds of problems/issues are there when using the public transportation (your experience)?
- Go to “GO TOKYO” site and explore what transportation options are there in Tokyo. Click 日本語 tab, and learn how each system is called in Japanese.
- Are the availability of transportation similar to where you live?



Experiencing: Example

(Original questions in simple Japanese)

Are your manners in good shape?

Metro Cultural Foundation

Don't run onto the train! Not only is it dangerous to yourself and others, it leads to delays

These posters were found at subway stations in Tokyo.

Now, pay attention to the posters:

- What languages are used?
- What writing systems are used for Japanese words? (i.e., ひらがな、カタカナ、**漢字、ローマ字**)
- What Japanese words can you identify and what do they mean?
- What other modes are used (e.g., pictures /illustrations, figures, symbols, maps, use of colors, layout, typography, etc.)?

Create & Discuss Your Own Activities in Two breakout rooms

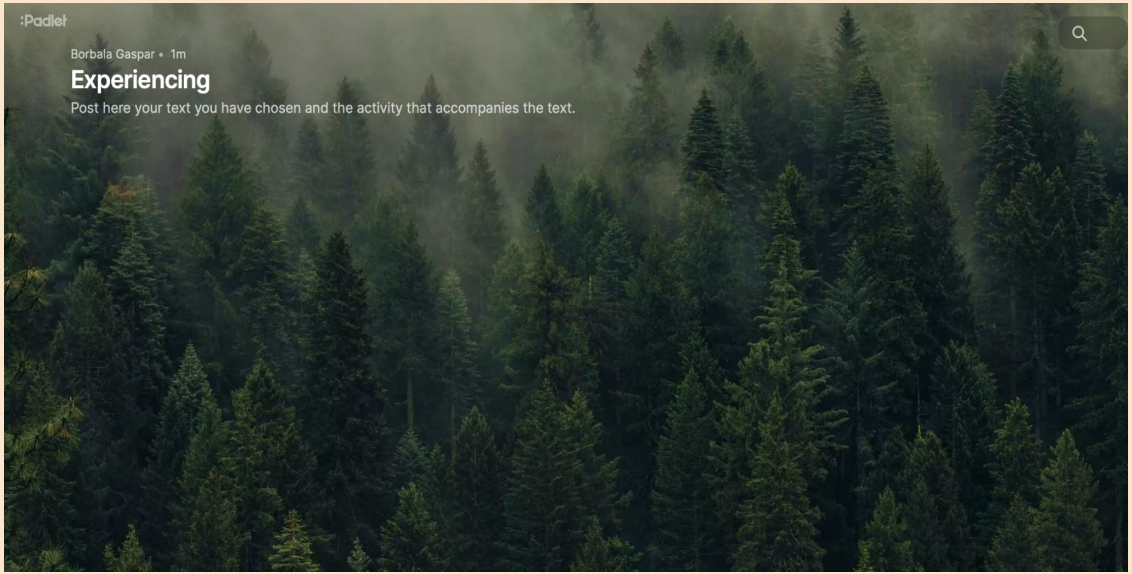
(25 minutes)

- **Create Experiencing activities** to engage beginning LCTL learners with your text. (individual work: 15 minutes)
- **Share** your activities and discuss them in a group. (10 minutes)

Group 1
East Asian Languages

Group 2
Other Languages

PADLETS: Share your Experiencing Activity and the text that you are using. Be ready to share.



Group 1 (Yuri)

https://padlet.com/bgaspar5/experiencing-8eeee9otzr9zhitu

Group 2 (Borbi)

https://padlet.com/yurikumagai/experiencing-8dlbjeq8ntbv1lk7

BREAK TIME

(5 minutes)

Activities II
Conceptualizing & Analyzing

Examples from Italian and Japanese Classes
Main Room
(20 minutes)

The four *knowledge processes* of multiliteracies approach: experiencing, conceptualizing, analyzing, applying

Paesani & Menke (2023, p.84)

"Connect language and meaning through texts"

- Learning how language forms, conventions, organization, and other features of texts work to convey meaning.
- Unpacking texts.

"Question the complexity of culture, language, and ideas"

- Learning by connecting the content of texts to social, cultural and historical contexts.
- Critically reflecting on the textual content.

Conceptualizing/Analyzing:Example

https://docs.google.com/document/d/1qs54_m6uGAcuPSX0SU74kAPNb_nFJoPvBQWZ-vXNXYQ/edit

Conceptualizing:

1. What elements indicate that this is an Instagram post? What type of sentences we see?
2. Why we have this “@” symbol?

Analyzing:

1. Why was this image taken? Why is this a big deal?
2. Why is Brando frustrated with the comments this politician received related to her decision to change her plaque?

Conceptualizing: Example

- Who created this sign?
- Who is the intended audience?
- Pay attention to the image: Do you recognize a kanji in the poster? What does it mean?
- Make a list of *katakana* words from the poster. What do they mean? Do you notice the unusual use of *katakana*? Why do you think that particular word is written in *katakana*?
- What is the message? Choose one.
  a) Do not miss the train.
  b) Do not run to the leaving train.
  c) Do not swing your bag.
  d) Do not cut the line.
- The slogan in the poster,「あなたのマナー、いいカンジ！？」, is not a complete sentence. Transform it to a complete sentence.

Analyzing:Example

Stop running onto the train! It is not only dangerous, but causes delays of the train.

Don't run onto the train! Not only is it dangerous to yourself and others, it leads to delays

- Compare Japanese and English writings. What do you notice?
- The poster does not explicitly tell people what (not) to do. What sociocultural practices can you infer?
- Do you think this sign is easy for everyone to understand? If not, who may have difficulty understanding them?
- What does the prevalence (indeed, there are many!) of a sign like this tell you about a problem at the train stations?
- What is your reaction to the sign? How do you feel about the sign?

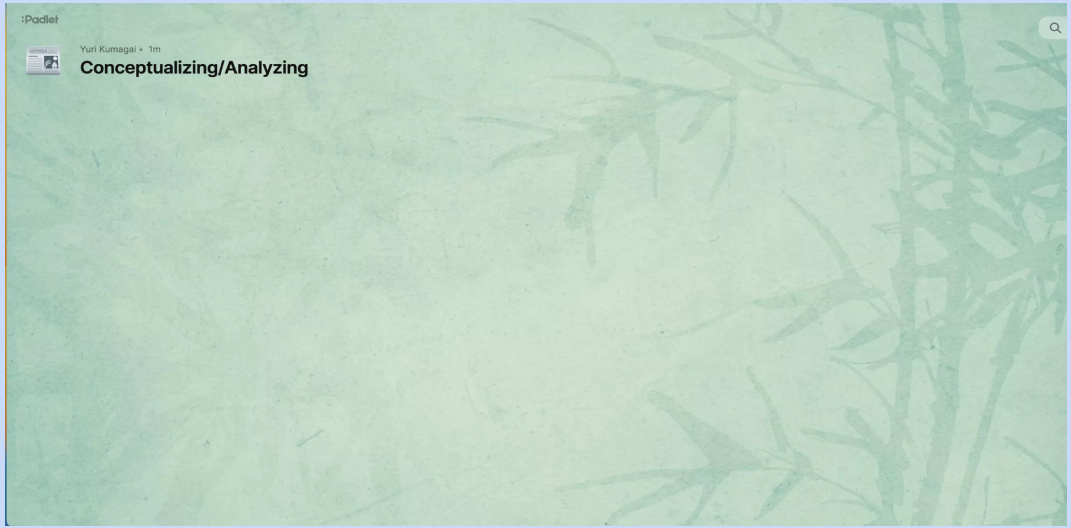
Create & Discuss Your Own Activities in Two breakout rooms (40 minutes)

- **Create Conceptualizing and Analyzing activities** to engage beginning LCTL learners with your own text. (individual work: 30 minutes)
- **Share** your activities and discuss them in a group. (10 minutes)

Group 1
East Asian Languages

Group 2
Other Languages

PADLET: Share your Conceptualizing/Analyzing activities and the text that you are using. Be ready to share.



Group 1 (Yuri)

https://padlet.com/ykumagai/conceptualizing-analyzing-66amartbnd3xtlo6

Group 2 (Borbi)

https://padlet.com/yurikumagai/conceptualizing-and-analyzing-7rr3nlfrx2wj71vr

Activities III
Applying

Whole group

(30 minutes)

The four *knowledge processes* of multiliteracies approach: experiencing, conceptualizing, analyzing, applying

"Create texts and showcase new knowledge"

- Learning by using new knowledge, skills and understandings and by producing language in creative ways.

Paesani & Menke (2023, p.84)

The four *knowledge processes* of multiliteracies approach: experiencing, conceptualizing, analyzing, applying

"Explore familiar and new ideas"

- Learning through immersion in texts, activities, and social situation.
- Expressing thoughts, feelings, etc.

"Create texts and showcase new knowledge"

- Learning by using new knowledge, skills and understandings and by producing language in creative ways.

Paesani & Menke (2023, p.84)

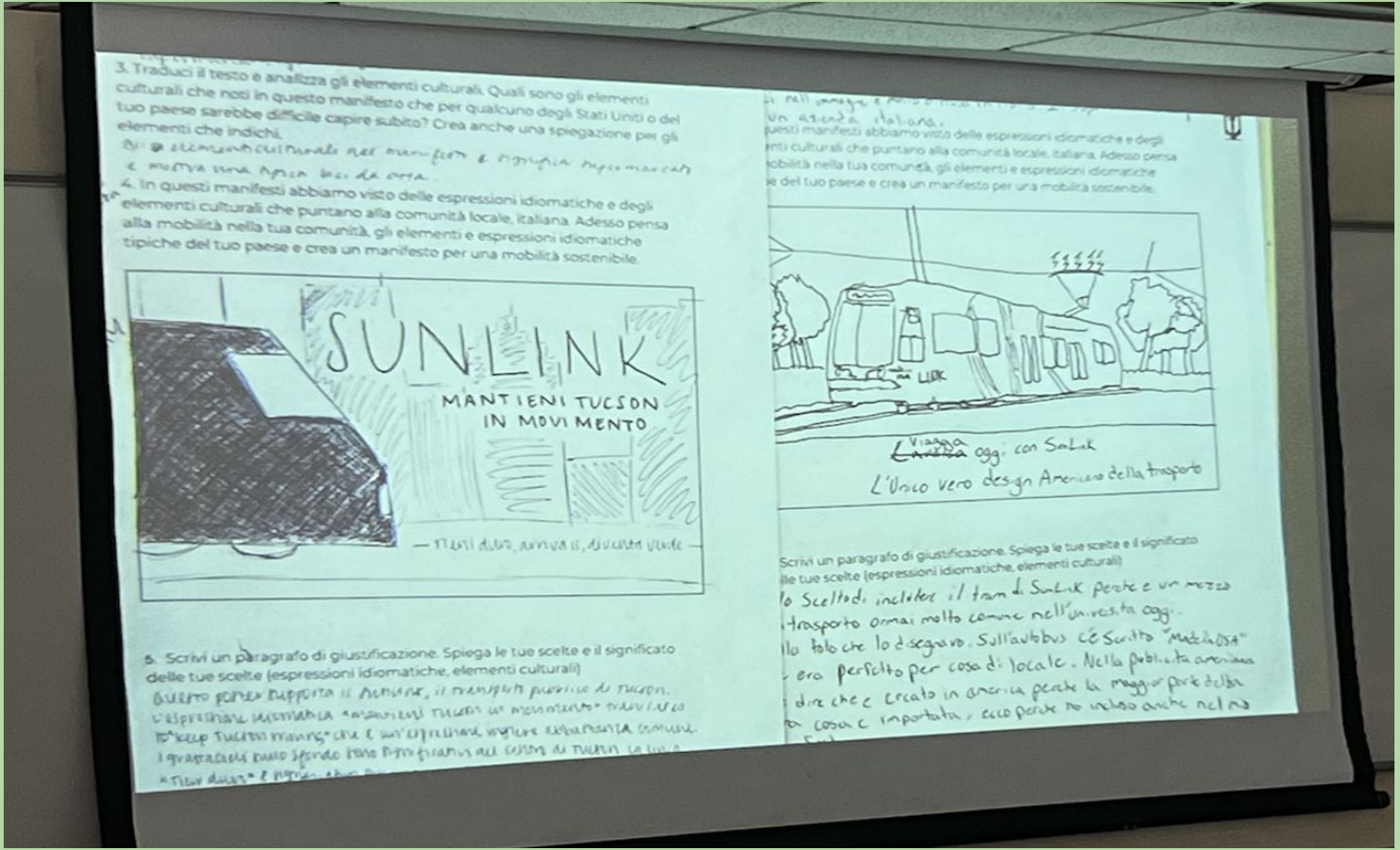
"Connect language and meaning through texts"

- Learning how language forms, conventions, organization, and other features of texts work to convey meaning.
- Unpacking texts.

"Question the complexity of culture, language, and ideas"

- Learning by connecting the content of texts to social, cultural and historical contexts.
- Critically reflecting on the textual content.

Applying: Example



Applying: Example

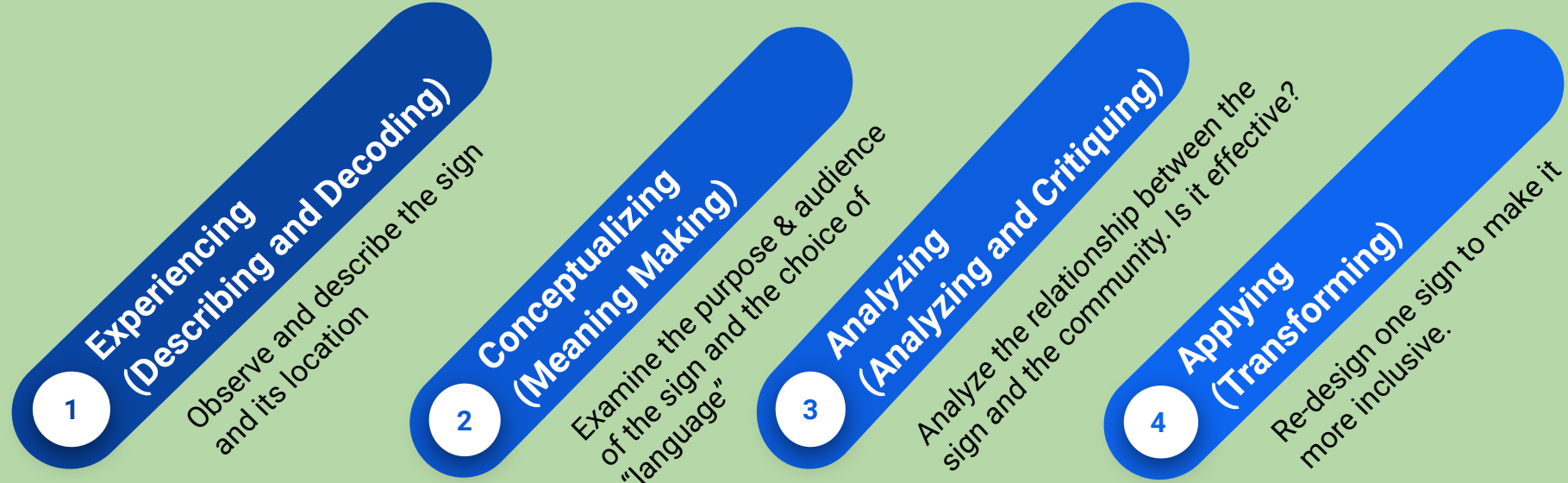
- What specific suggestions can you make to the creator of these signs to make them communicate their message more clearly?
- How can you change the signs to be more helpful and inclusive for everyone who use the subways?

Options:

- Think of other issues that may be there regarding the manners related to traveling/transportation. Choose a kanji that captures the idea and design your own poster.
- Create an instagram post (e.g., https://www.instagram.com/p/CyGLrC0LbKU/) that would inform travellers of expected manner at subway stations.

More Example: (Kumagai & Takahashi, 2023, Kumagai, 2024)
“Linguistic Landscape Project” in a Japanese Class

- Explore a city of their choice in a small group using Google Street View
- Collect images of signs that they found intriguing
- Analyze the signs based on the guiding questions (4 knowledge processes)

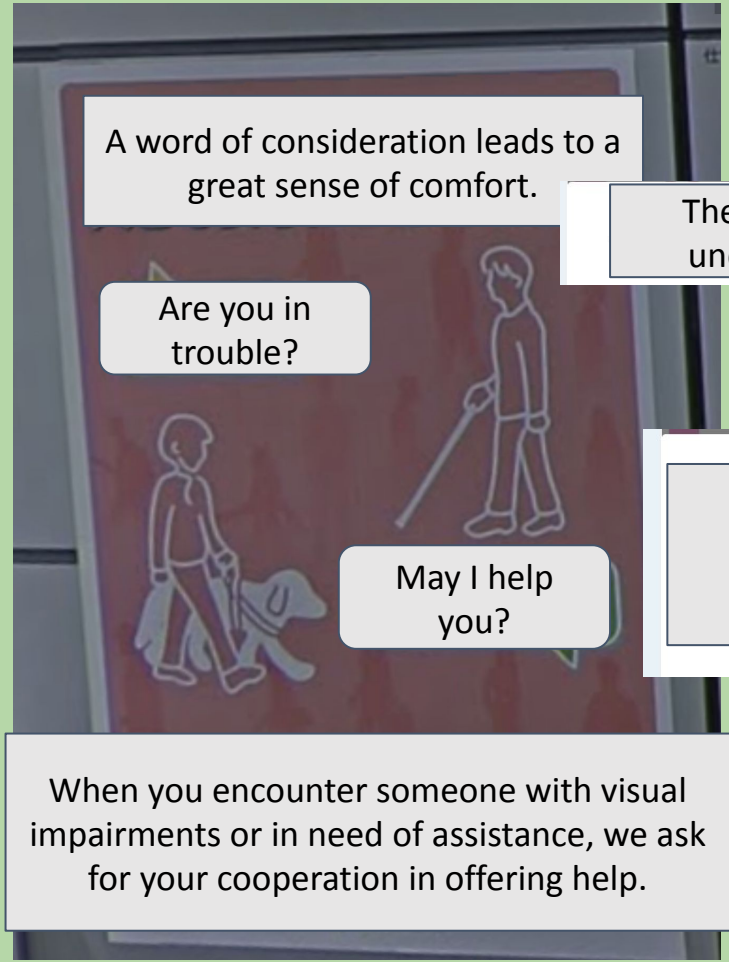


Applying: Example

日本の街・
言語景観プ
ロジェクト

Proudly powered by WordPress • Theme: Pictorico by WordPress.com.

Applying: Example



When you encounter someone with visual impairments or in need of assistance, we ask for your cooperation in offering help.

For those who cannot read kanji, we put furigana (readings).

The images of people are hard to understand, so we drew glasses.

We wrote in many languages. …
English, Chinese, Vietnamese, and Spanish.

This is a message in Braille. The message is: “Hope you have an easy and happy experience in subways. If you need, please ask train masters and other passengers for help”

Applying: Creating new knowledge

It's funny because **before this project, I've never considered [linguistic injustice] in America.** ... **But look at things in this critical light in Japan, and in America which is more diverse than Japan, signs still tend to be in English.** I come across with the signs in Spanish, I take note of it because, I'm like, "that's not usual." I'm from [a] really white area…. But because I live in a neighborhood and it's very liberal so there are all sorts of signs saying like, "you are also our neighbors" in English, Spanish, and Arabic, because these are hot bun issue around immigration. And it was just interesting to me because **all those languages are only utilized when making a political point or stand, but then in everyday life they really aren't. ... So it made me think about that critically to my own life.**

(Evelyn, interview, 2019)

Applying: Brainstorm on ideas

Questions? Comments?

IN THIS WORKSHOP:

1. We explored the possibilities that social media platforms and linguistic landscapes can offer LCTL teachers working with novice learners.

2. We examined and identified the four activity types: experiencing, conceptualizing, analyzing, and applying. Through hands-on experiences, we created engaging, multiliteracies-inspired lessons.

Additionally, you will have the opportunity to refine and submit activities for feedback from us and publish them on the CARLA website.

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Thank you for your participation and for bringing value to this group. Your dedication to teaching is inspirational for us!

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