MAKING MULTILITERACIES REAL: Comparing Multiliteracies Pedagogy & Communicative Language Teaching





Your Questions Answered How does Multiliteracies

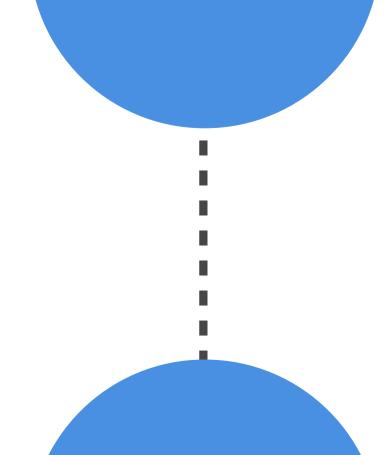
- Pedagogy compare to Communicative Language Teaching? How are these approaches
- similar? How do they differ? How are they applied to K-
- 16 language education in the **United States?**

to language.

Teaching.

Origins and Purpose





1980s -

1990s

1970s

appropriately in real-world contexts. Grounded in social, functional, and cognitive orientations

Developed to address the need to communicate

Communicative Language Teaching (CLT)

CLT grows and adapts based on new understandings of language teaching and learning. Strong and weak versions develop, as

do offshoots such as Task-Based Language



texts, and communication, and increased

Multiliteracies Pedagogy (ML)

cultural and linguistic diversity. Grounded in sociocultural principles and critical pedagogy. ML grows and adapts based on new

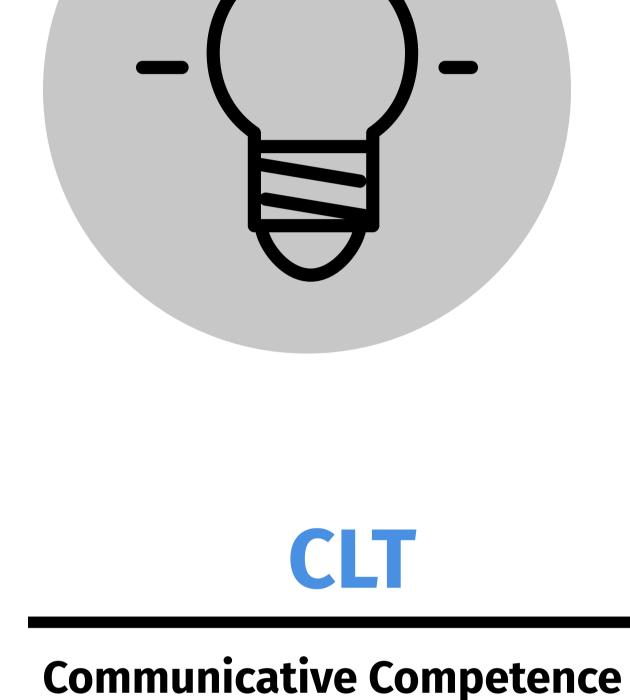
understandings of literacy practices and

Developed in response to new views of literacy,



to multiple disciplines, including K-16 language education.

technology-enhanced communication. Applied



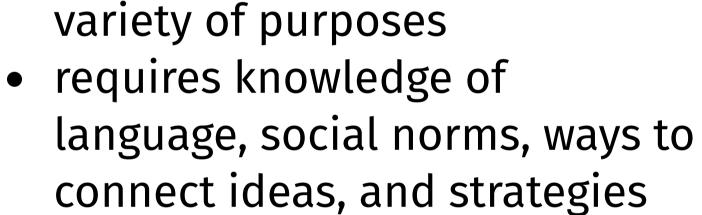
communicative competence, whereas the aim of ML is to develop students' foreign language

The aim of CLT is to develop students'

Foundational Concepts

aims. **Foreign Language Literacies**

literacies. Related concepts help realize these



ability to use language for a

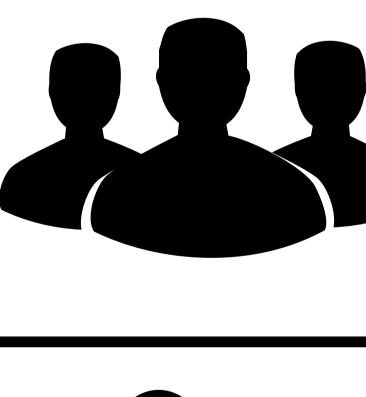
- Interaction communication to
- practice language forms often transactional and self-referential

exchange information and

and factual details often surface level

Form - Function Mappings

literal understandings



that represent diverse societies **Collaboration**

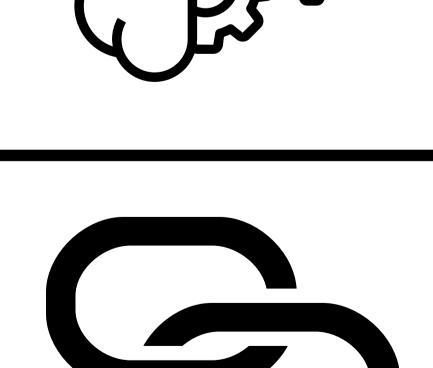
texts of various genres

• ability to interpret and create

and modalities (e.g., interviews,

literature, infographics, films)

communication about textual & cultural content problem solving with others to uncover a text's forms and meanings



cultural products reading, listening or viewing "between the lines"

Interpretation

Form - Meaning Connections connecting language forms

understanding texts as

and conventions to the

meaning they convey in texts

language used to carry out real-world tasks (give directions, narrate, purchase tickets)

Comprehension



Both approaches place meaningful

communication at the center of instruction

Functional, transactional language use

in different ways



Texts at the center of the curriculum

Communicating appropriately with others Texts used to practice language forms and functions • Interpretation and creation of written, oral, and



cultural information

constructed

ML

- instructional priorities.

through different curricular and

Teaching Principles

Both approaches enact a focus on meaning

- Instruction: presentation of input, practice of language forms, production of output; activities to develop interpretive, interpersonal, and presentational communication about cultural information using specific language functions
- Curriculum: texts and their language forms, conventions, and cultural content; how meaning is Instruction: experiencing known and new information, conceptualizing form-meaning

connections, analyzing ideas, applying knowledge; interpretive, interpersonal, and presentational communication about cultural content through texts

• Curriculum: language functions and related forms;

ML



• Cope, B., & Kalantzis, M. (2015), The things you do to know: An introduction to the pedagogy of multiliteracies. In B. Cope & M.

References:

- Kalantzis (Eds.) A pedagogy of multiliteracies: Learning by design (pp. 1-36). Palgrave, • Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press.

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