A Kaleidoscopic Look at Texts:
Engaging Novice LCTL Learners
Through Literacies-Informed Teaching

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Today's Agenda

1. Introduction (10 min)
   a. Kaleidoscopic look
   b. Setting a common ground
   c. Today's objectives
2. Getting to know each other: Your experiences (10 min) *Activity 1. (Breakout Room)*
3. Guided activities for selecting texts (35 min) *Activity 2. (Breakout Room)*
4. BREAK (5 min)
5. Discussion of the guided activity (35 min)
6. Linguistic landscape examples (10 min)
7. Process for selecting text (10 min)
8. Exploring and selecting your own texts (30 min) *Activity 3. Individual work*
9. Discussion and reflection (in 2 groups) (25 min) *Activity 4. (Breakout Room)*
10. Closing remarks and questions (5 min)

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.

Why a "special" focus on "Less Commonly" Taught Languages?

- Creating a special space for the community of LCTL practitioners

- Responding to limited resources
  - by sharing experiences, resources, and materials
  - by developing lessons and sharing them as Open Educational Resources (OERs)

- Enriching our textbooks/curricula by learning to use real life texts effectively

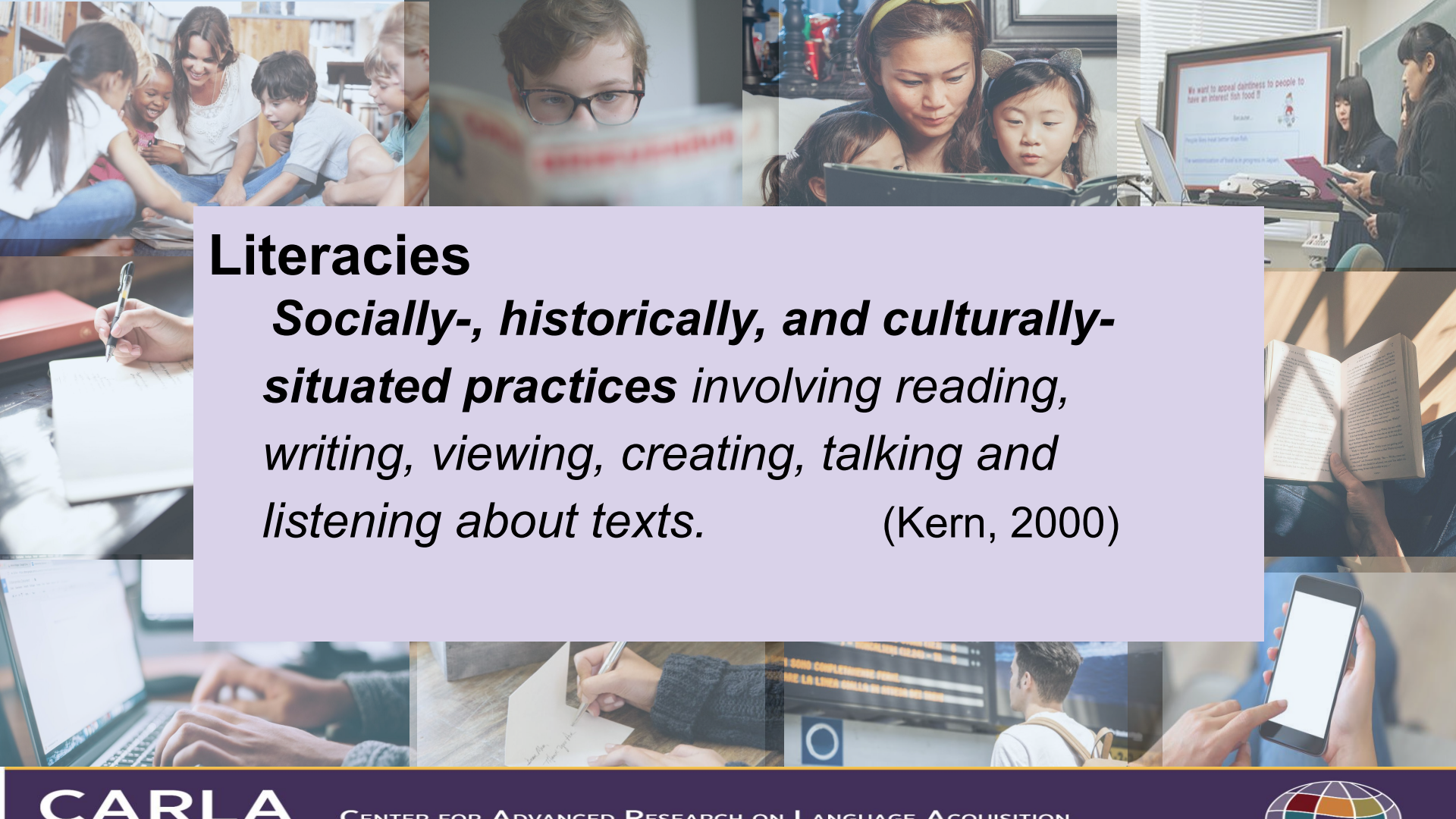# a. Kaleidoscopic look: Taking a new look to possibilities

Template image 2: https://unsplash.com/photos/TC2f02Iq8IE

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b. Setting the Common Ground

Literacies

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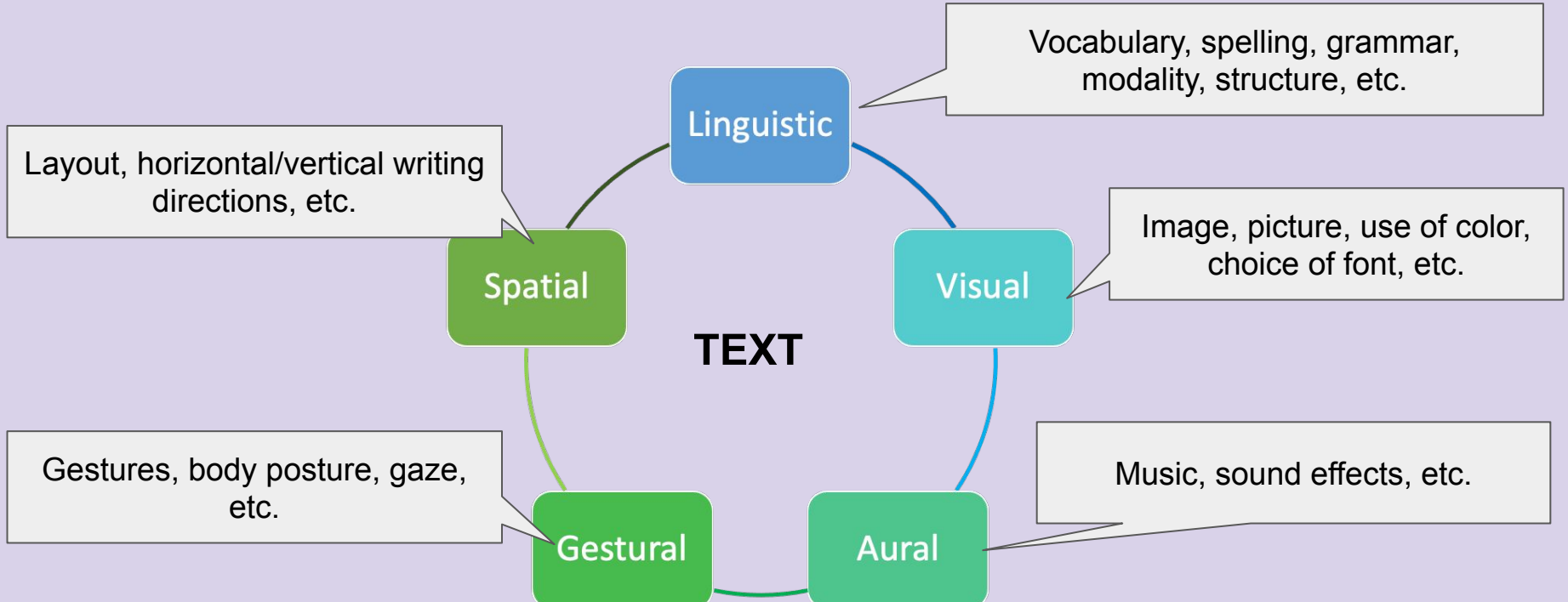
Texts

*"...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)*
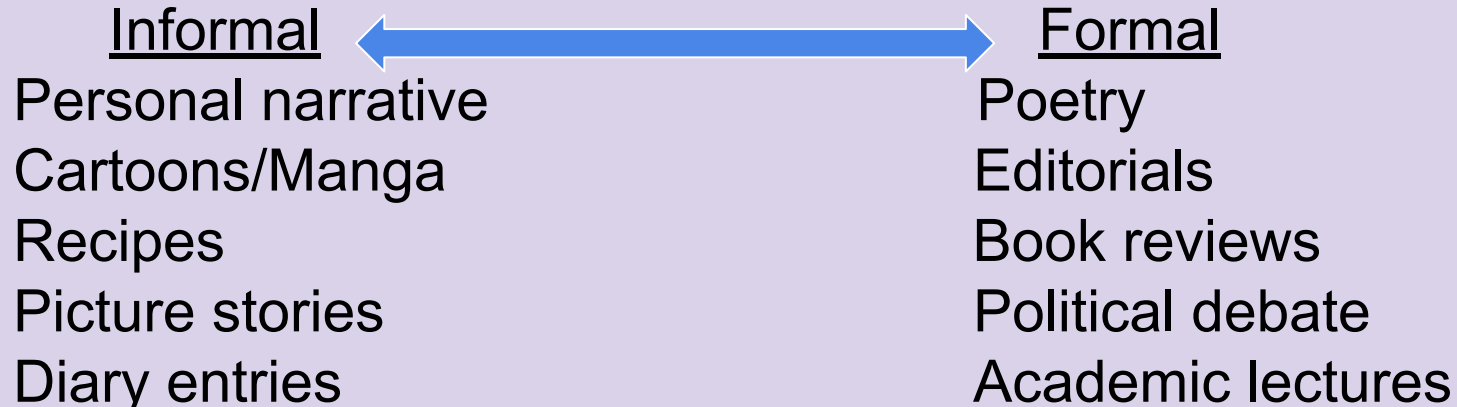
Textual Features/Multimodal

- Meaning-making resources in texts

Vocabulary, spelling, grammar, modality, structure, etc.

Linguistic

Layout, horizontal/vertical writing directions, etc.

Spatial

Image, picture, use of color, choice of font, etc.

Visual

TEXT

Gestures, body posture, gaze, etc.

Gestural

Music, sound effects, etc.

Aural

Genres

- *a classification of text (written, spoken, visual) that shares **recognizable characteristics** of form, structure, content and subject matter, style and tone, purpose and function, and audience expectations.*

Examples of Genres

Informal	Formal
Personal narrative	Poetry
Cartoons/Manga	Editorials
Recipes	Book reviews
Picture stories	Political debate
Diary entries	Academic lectures

c. Today's Objectives

- **Describe** the importance of **texts** as an essential component of beginning LCTL courses.
- **Apply** criteria for selecting **texts** appropriate for your students.
- **Identify** **textual features of specific genres** in target language texts.
- **Formulate**, **experiment** with, and **evaluate** ideas for engaging beginning LCTL learners with **texts**.

https://uarizona.co1.qualtrics.com/jfe/form/SV_0p2oZpwO6frhUrA

Let's take a quick poll!

2. Getting to know each other: Your Experiences with Texts

Breakout Room Activities: Groups of 3 (10 minutes)

2. Your Experiences with texts

1. Discuss your experiences with text:
   - What purposes/functions does text have in your classroom?
   - What are the learning goals and the types of activities?

2. Share a highlight, a lowlight moment and insights (unexpected good outcomes) when using texts.

10:00

3. Guided Activities for Using Texts

Breakout Room Activities (35 minutes)

[LINK](#)

- Go to the link to make a copy of your own activity sheet.
- Please write your name on your copy.

In (random) pairs 35 minutes

(5 minutes)

5. Discussion/Reflections on the Guided Activity

35 min.

**LINK:** https://docs.google.com/document/d/1avFGsJ10anZm6SJozHQvaTLIBgUhXJAgtRK4FDKBOSY/edit

https://www.wholefoodsmarket.com/tips-and-ideas/archive/its-time-change-sign-slow-food-manifesto

After you completed a series of short activities on the Slow Food movement, what additional information or materials would you imagine including in a lesson on Slowfood? Slowfood exists in many different countries. Check here to check if Slowfood exist in the language you are teaching on Instagram here. Check also hashtag on Instagram such as #slowfoodchina, #slowfoodkorea, #slowfoodthailand, etc.

LINK: https://docs.google.com/document/d/1avFGsJ10anZm6SJozHQvaTLIBgUhXJAgtRK4FDKBOSY/edit
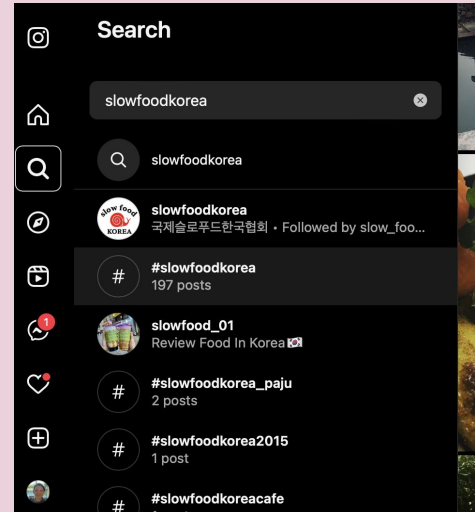
6. Linguistic Landscapes as Real-World Texts

(10 minutes)
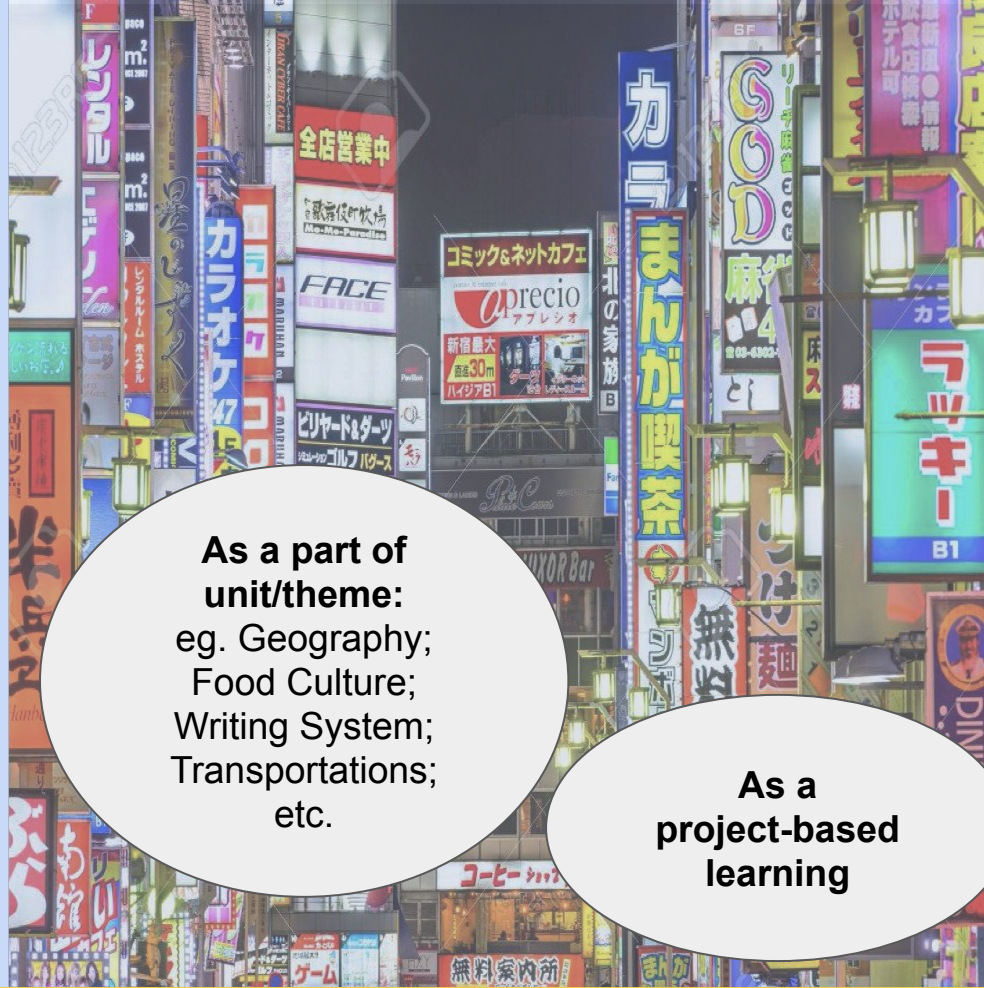
Linguistic landscapes (LL)

Local (or virtual) linguistic landscapes as real-world living texts and discursive space offers a learning context, and stimulates language/ literacy and cultural learning in naturally occurring contexts.

Local/nearby areas?

Google Map Street Views?

As a part of unit/theme: eg. Geography; Food Culture; Writing System; Transportations; etc.

As a project-based learning

Example: (Kumagai & Takahashi, 2023)
# "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 steps)

Describing and Decoding
1
Observe and describe the sign and its location

Meaning Making
2
Examine the purpose & audience of the sign and the choice of "language"

Analyzing and Critiquing
3
Analyze the relationship between the sign and the community. Is it effective?

Transforming
4
Re-design one sign to make it more inclusive.

Linguistic landscapes can facilitate…

1) **Linguistic competence:** Learn new vocab, new meanings and uses of "old" vocab; grammar, metaphor, and other creative use of language.

-There are **so many more ways to use Japanese** than just those found in formal writing in textbooks.

-We learned that **the style, fonts and word choice of sign were carefully chosen** to present a particular image.
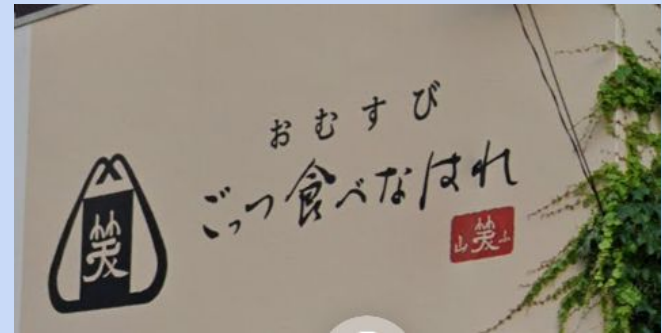
2) **Pragmatic competence**: Analyze how language is used to *do* things, and make/invite/suggest people do things.

- Some signs communicate their meanings **without explicitly stating what they imply.**

たばこを持つ手は、
子供の顔の高さだった。

A lit cigarette is carried at the height of a child's face.

ADULT   CHILD   SMOKER

3) **Intercultural competence:** Experience how different languages (cultural groups) compete and co-exist each other.

-There are definitely parts of Japan that are a lot more diverse than I would have thought.

-Foreign language can also be **an attraction mechanism** for Japanese locals.

4) Multimodal, multiliterate competence: Learn how "language" and other modes together create meaning.

- **A helpful picture can transcend language and communicate** the content of the sign even to those who do not speak the language, but it **can also confuse** the reader or mislead them.

5) Critical, sociocultural, reflective competence: Cultivate new ways of looking at, questioning, and challenging "the ordinary."

-In regular life, I don't think we would sit down and try to decipher a sign and its significance but this project enabled us **to think more analytically and be more aware of our daily surroundings.**

-I learned **to look at signs in an analytical way**, evaluating how effective they are based on their use of words and illustrations, how they can **cause senses of inclusion and conversely exclusion** from the languages they do and don't use, etc.

So… how about letting students select texts?

By doing so, we provide students with the opportunity to:

1. Develop and demonstrate a sense of self.
2. Increase motivation by tapping into their own interests.
3. Enjoy discoveries (of texts and their own abilities).
4. Develop their confidence in selecting and engaging with real-world texts, and their sharing own findings with others.
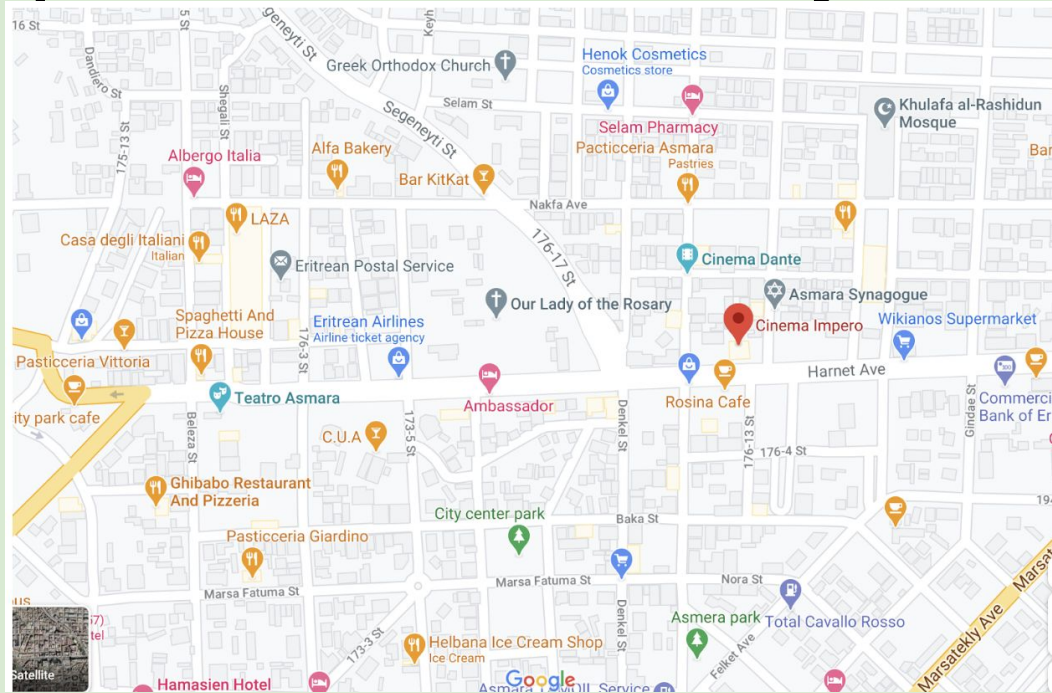5. Exercise their agency.

   And more…

Examples of the use of LL in our classes
Exploring the city of Asmara, capital city of Eritrea.
In the chapter on "house" and "city."

Examples of the use of LL in our classes
Exploring the city of Asmara, capital city of Eritrea. In the chapter on "house" and "city"

La Fiat Tagliero futurist architecture built in 1938.

▲ The city found a strange new role as an unlikely playground for futurist architecture under its Italian colonisers. Photograph: Natasha Stallard/Brownbook

▲ The country's conflicts placed Asmara's buildings in a time capsule: as well as the Fiat building, there are art deco cinemas, futurist service stations and boulevards built for bicycles. Photograph: Natasha Stallard/Brownbook

Examples of the use of LL in our classes
Exploring the city of Asmara, capital city of Eritrea. In the chapter on "house" and "city"

Lo Spazio Impero, a Roma, in Via di Acqua Bullicante, built in 1937.

Cinema Asmara, built in 1937.

Asmera, a small village in the nineteenth century, started to grow quickly when it was occupied by Italy in 1889. According to the 1939 census, Asmera had a population of 98,000, of which 53,000 were Italian. Only 75,000 Italians lived in all of Eritrea, making the capital city by far their largest centre

7. Process for selecting text (10 min)

7. Process for selecting text

Step 1

Identify and create a list of the topics and themes that are present in your language classroom.

7. Process for selecting text

Step 2

Write down cultural/social topics that might be relevant to these modules

Step 1 & 2

Examples in an Italian course

Greetings
Bar
University

Community
family

Daily
routines
Free time

Family
nationalities

Restaurant
Food
pasta

7. Process for selecting text

Step 3

Match your cultural topics with concrete ideas:

- Think of people, groups, associations, affinity groups that most likely discuss these topics. Write down these groups.

Example: a singer, a sustainable food organization, an affinity group, a brand, inclusivity discussion, equity, LGBTQ+, multiculturalism, immigrants.

7. Process for selecting text

Step 4

Look through texts that are already in the chapter. Consider choosing one main topic that matches your chapter content.

Example: For the chapter on "work and professions", I chose to discuss professions in masculine and feminine forms in Italian.

What is the topic?

 Work professions

Is this text a good example to address the topic?

-has additional hashtags / clue/ info

What else I collected for this text?

- Comments on the Instagram post.

- Historical / cultural background
  (How do words get into the dictionary? Who decides if a word is appropriate?)

  I included a short text from Vera Gheno sociologist's book (for this I gave a lot of English translation parts because language was hard to grasp for the level).

- Other instagram post that included some visual illustrations.

- An Instagram post of a woman who does not agree with the female gendered professions to make sure I balance content.
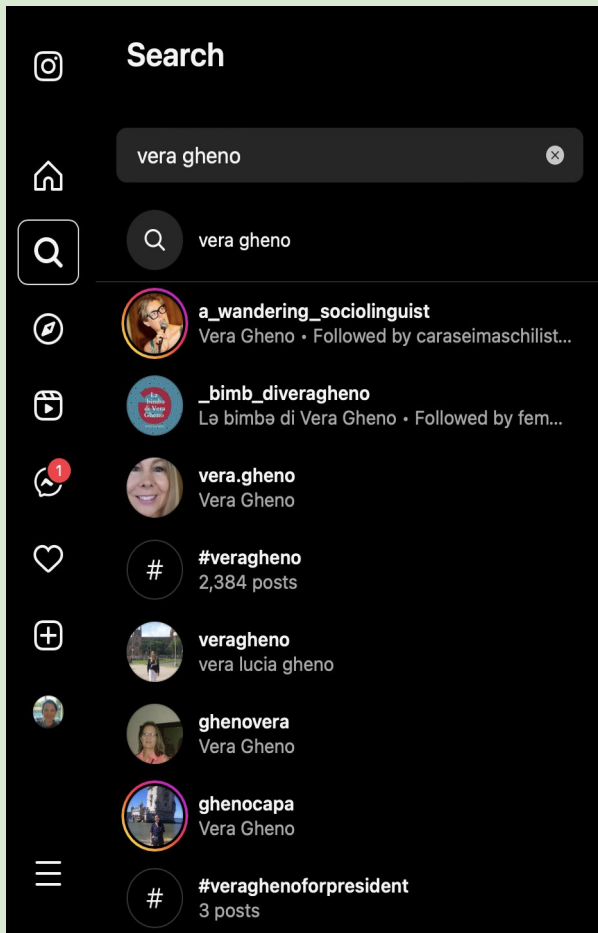
Process for selecting text

Step 5

Identify sources and genres.

1. The person or group that represent the BEST WAY the topic/theme is

   _____.

2. Text from a letter/ book/website/video that explains the historical cultural elements. _____.

3. Start following people who are actively posting about these topics and start collecting more materials on the topic. But how?
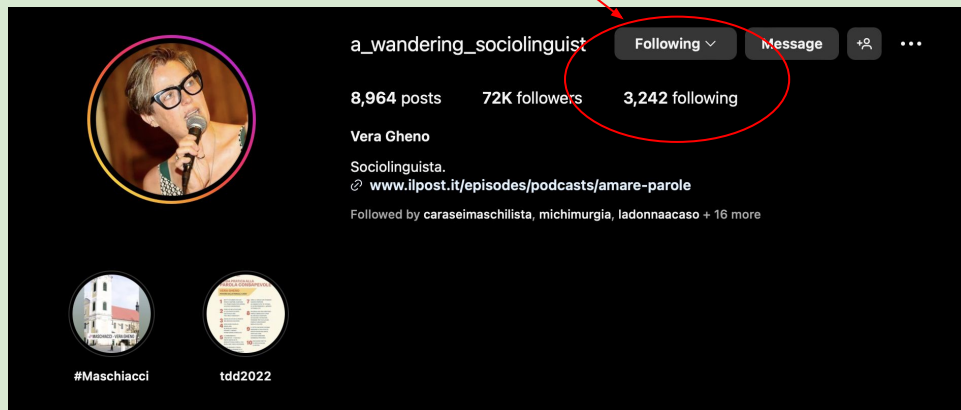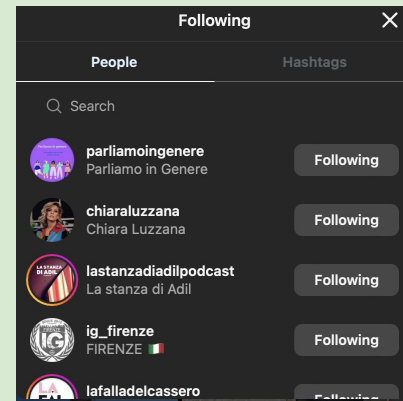
Search for keywords on Instagram if you don't know any specific page

How do you distinguish between sites?

Search for someone you know/ a group you know/ an organization you know.

Pioniere

"

Nel febbraio 2013 viene eletta deputata Cecile Kyenge, la prima donna di origine africana a entrare nel Parlamento Italiano. Da sempre impegnata in politica per promuovere i diritti delle persone migranti e i diritti umani, è stata e rimane la prima persona nera ad essere eletta ministra della Repubblica.

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@parliamoingenere

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parliamoingenere

parliamoingenere Un ministra storica 🍆

🟠 Cecile Kyenge (@cecilekyenge) è nata a Kambove in Congo, ha studiato medicina a Roma e si è specializzata in oculistica. Da sempre impegnata in politica per promuovere i diritti delle persone migranti e i diritti umani è stata eletta deputata nel febbraio 2013 e rimane la prima persona nera ad essere stata eletta ministra della Repubblica.

🟢 Come ministra dell'integrazione, una delle sue proposte di legge riguardava lo "ius soli temperato", la possibilità per chi nasce in Italia e ha compiuto un ciclo di studi nel nostro Paese di avere il diritto di acquisire la cittadinanza italiana. Sfortunatamente il governo di cui era partecipe è durato solo 10 mesi e il suo progetto di legge non è stato approvato.

🟣 Durante il suo incarico la ministra è stata oggetto di pesanti offese da parte dei parlamentari della Lega Nord, che hanno contribuito a creare un atmosfera razzista all'interno del parlamento, influendo negativamente su tutta l'Italia.

#italianoperstranieri

39 likes

24 MAY 2022

Add a comment...   Post

8. Exploring and selecting your own texts

Individual Work

(30 minutes)

8. Exploring and selecting your own texts

Search a new text or **dig out the old one** you have tried before.

- Apply criteria for selecting texts appropriate for your students
- Identify textual features of specific genres present in the texts

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Criteria for Selecting Texts

- Is the text intended for real world purpose (not only for language learning)?
- Is the text appropriate length and complexity (e.g., topic, vocabulary, grammar, structure)?
- Does the text have features (linguistic, conventions, and cultural) that are appropriate for the level?
- Can you use the text to teach new features based on what the students already know in the text?
- Can you use the text to facilitate critical engagements?
- Does the text reflect a genre relevant to the target language?

(Adapted and modified from: Paesani & Menke, 2023; p. 46.)

9. Discussion and Reflection

Activity 4. Discussion and reflection
Two groups (25 minutes)

- Formulate, experiment with, and evaluate ideas for engaging beginning LCTL learners with **texts**.

- Sharing and discussing in two breakout rooms.

Group 1
East Asian Languages

Group 2
Other
Languages

Instead of modifying text that is more complex

1 Consider simply giving the meaning and explanation in English to the more complex part of text in parenthesis.

2 Focus lesson on textual features that are essential for the level.

3 Consider providing a short summary of what the "other text" (that is not in the center of lesson) includes.

By doing so:
You provide an authentic representation of genres and language use.
Learners don't need to be protected from "ugly" complexities (unless it dominates the text), instead their learning needs to be supported and facilitated.

Final Reflection Survey (Anonymous)

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Why texts matter?

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

1. **appropriate and 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 **resistant/critical reading** practices
6. sharpen eyes to **assess legitimacy** of information in the age of information overload and mis-/dis-information

10. Closing remarks

Collect potential resources in a folder.

Get inspired. Check out resources other languages use.

Follow people on social media platforms that post.

BUT…
be careful and critical for the legitimacy & credibility of the information from SNS !

https://unsplash.com/photos/7okkFhxrxNw

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Survey 1.

We cannot expect learners to read and write in a specific genre when they are not ready to put a senten... 22 ⓘ ⚠

Strongly disagree	
Disagree	
Agree	
Strongly agree	

0   5   10   15
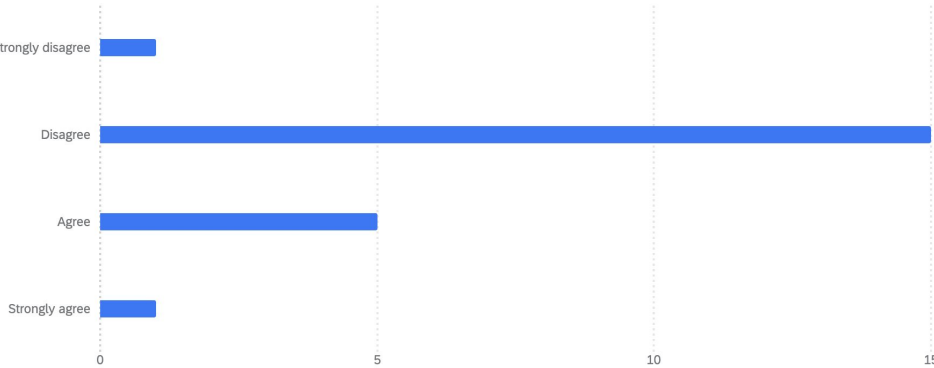
Shorter texts are more useful for language learning. 22 ⓘ

Strongly disagree	
Disagree	
Agree	
Strongly agree	

How can we expect learners to write in a specific genre when they are not ready yet, they can't even 22 ⓘ

Strongly disagree	
Disagree	
Agree	
Strongly agree	

0   2   4   6   8   10   12

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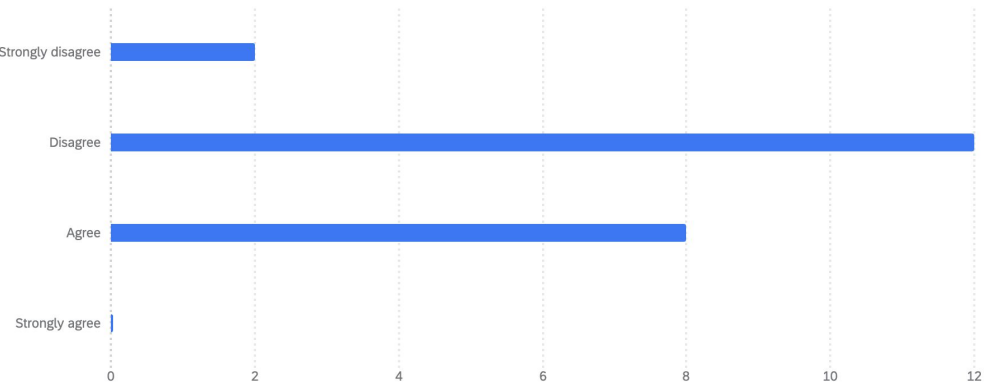
Thank you!

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

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