



BUILDING A MULTIMODAL LANGUAGE CURRICULUM TO ENHANCE STUDENT AGENCY AND MOTIVATION

NATALIE AMGOTT

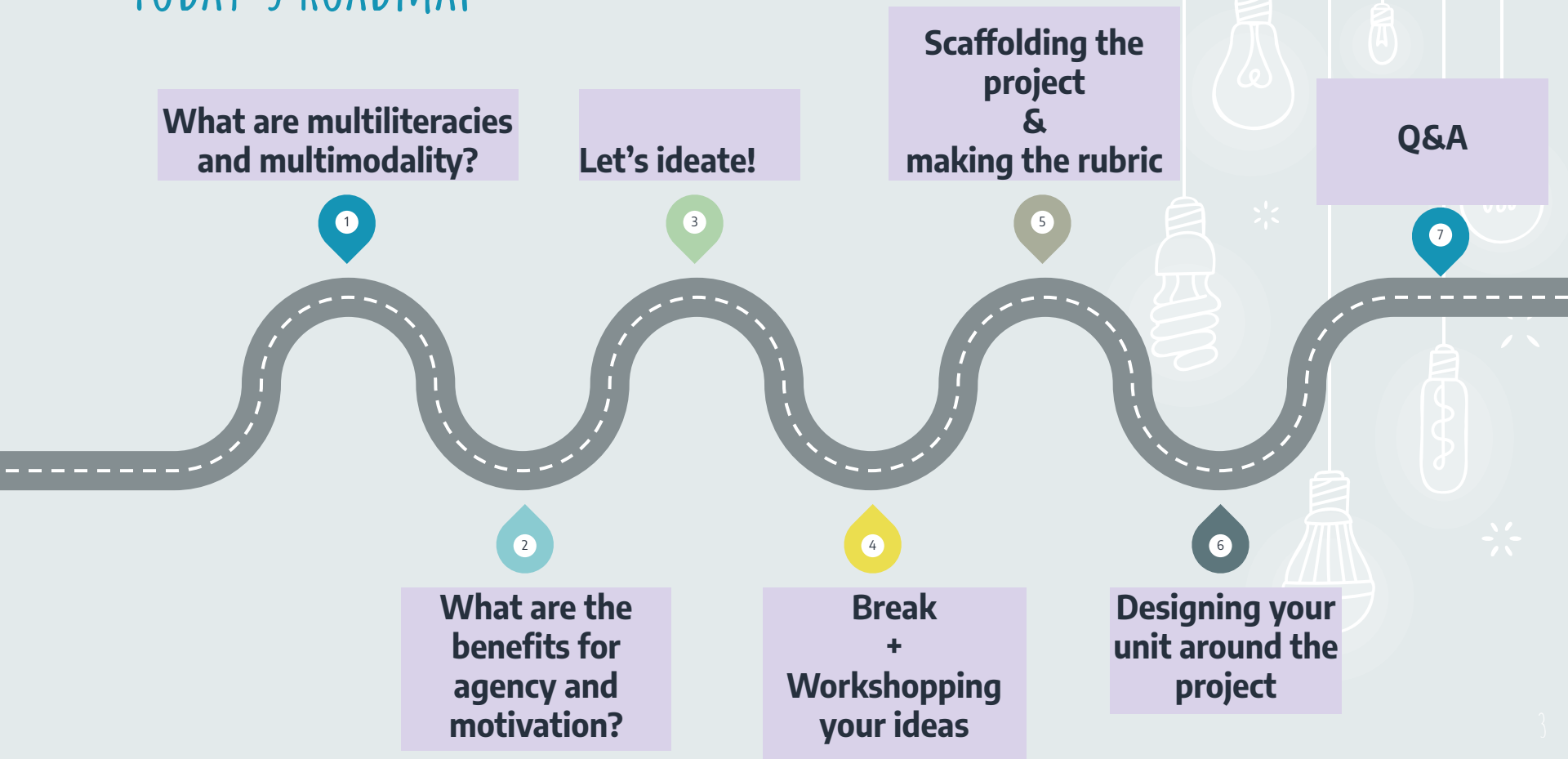
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LET'S CHAT STRATEGIES

An interactive poll



TODAY'S ROADMAP



TODAY'S ROADMAP

What are multiliteracies and multimodality?

1

Let's ideate!

3

Scaffolding the project & making the rubric

5

Q&A

7

What are the benefits for agency and motivation?

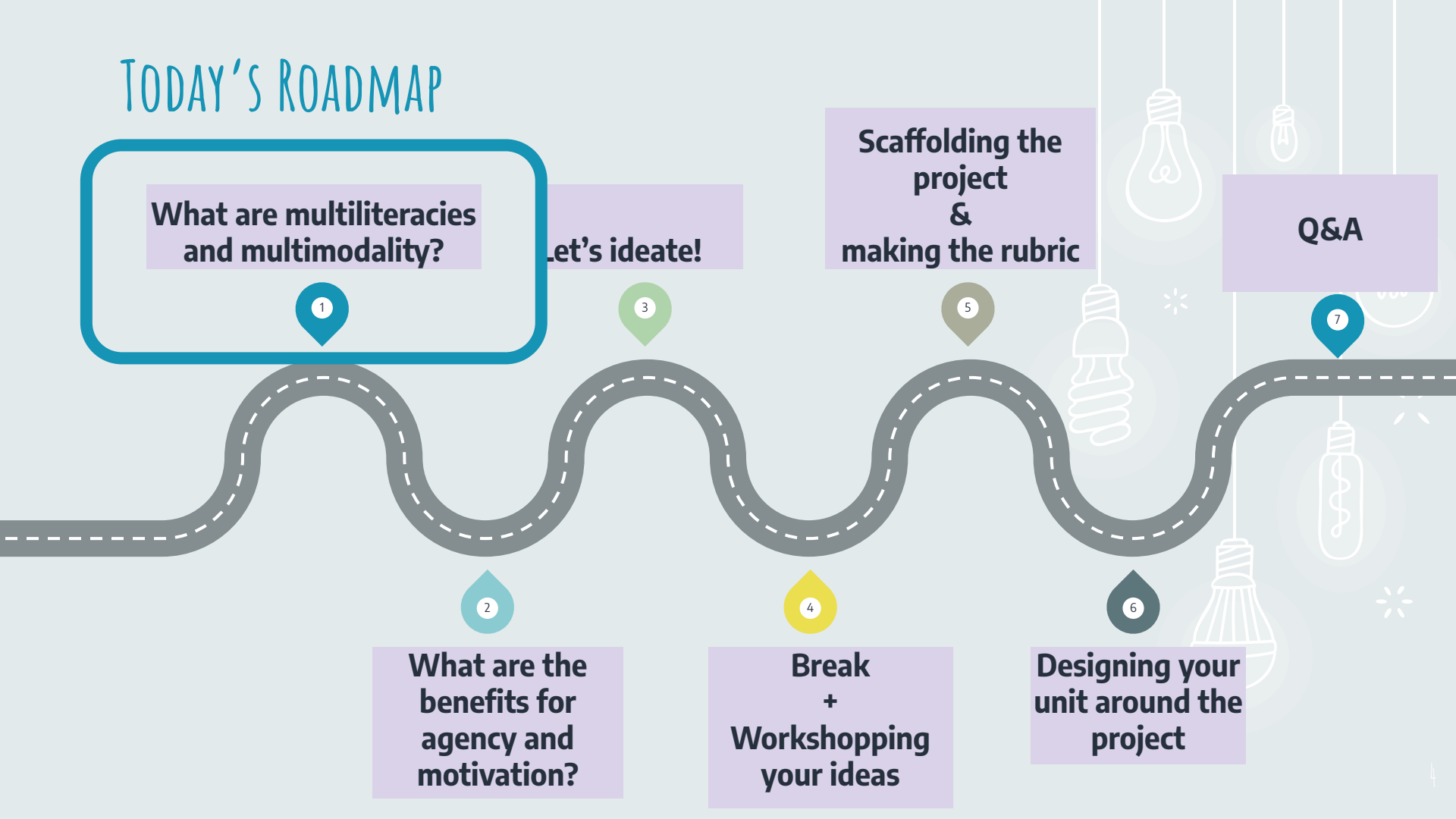
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**Break +
Workshopping
your ideas**

4

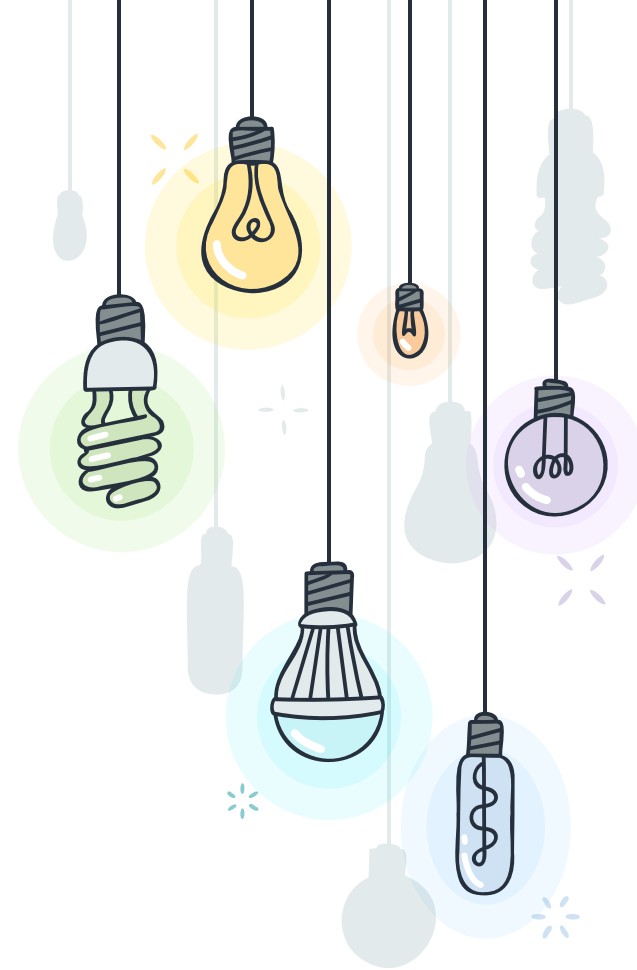
**Designing your
unit around the
project**

6



✧ MULTILITERACIES

- A theory and a **pedagogy** for language teaching and learning
- Responds to the multiplicity of communication channels, languages, cultures, and media and how these multitudes impact our interactions in public and private spheres.
- Cope & Kalantzis, 2009; New London Group, 1996; Paesani et al., 2015



Available
Designs

Functions

Resources



Designing



meaning-making



INFLUENCES:
SOCIOCULTURAL;
HISTORICAL;
ENVIRONMENTAL

AGENCY



The
Redesigned



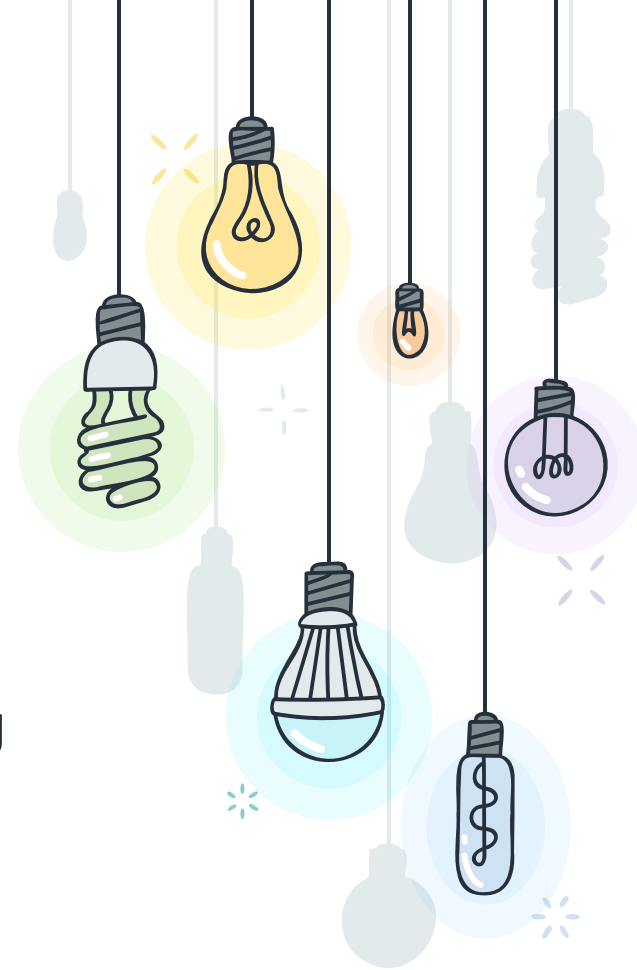
*Transforming
meaning*



New
Available
Design

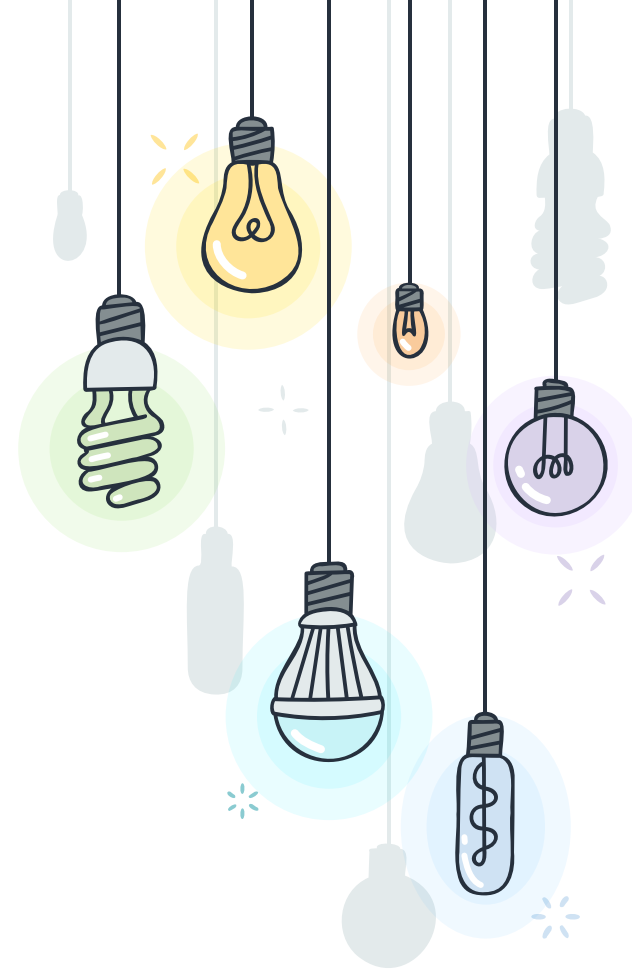
✧ WHERE DOES MULTIMODALITY FIT IN?

- Social semiotic theory
- Holistic understanding of how individuals make meaning from **semiotic modes** (Kress, 2003, 2010)
 - Images, sounds, words, and embodied modes
- Combined sum of all modal elements creates meaning beyond its parts (Jewitt, 2009)



* DIGITAL MULTIMODAL COMPOSING

- Designing meaning by combining several modal elements in a digital platform (Hafner 2015)
- Videos (Lopez et al., 2021)
- Podcasts (Smythe & Neufeld, 2010)
- Hypertext literary analyses (Smith 2019)
- Let's see some examples



* MULTIMODAL LITERATURE ANALYSIS (SMITH, 2018)

Designed webpage banner to "show the exact juxtaposition of the war and music" during Vietnam War (Adrianna, webpage interview)

Webpage text synthesized from research

Music ("Imagine" by John Lennon) that automatically plays when webpage is visited

The screenshot shows a webpage with a banner at the top featuring a collage of war-related images and the title "Vietnam: A War on Music". Below the banner, there is a section titled "Vietnam: a War on Music" with a paragraph of text. To the right of this text is an embedded YouTube video player showing a video titled "Across The Universe - Strawberry". Below the text is a photograph of The Beatles. Further down, there is a music player for "Imagine - John Lennon". To the right of the music player is another paragraph of text. At the bottom, there is a video player for "Vietnam - War Pigs" and a historical photograph of protesters holding signs that say "U.S. WITHDRAW" and "SAIGON PUPPET".

Embedded YouTube videos

Historical photographs of protests during Vietnam War

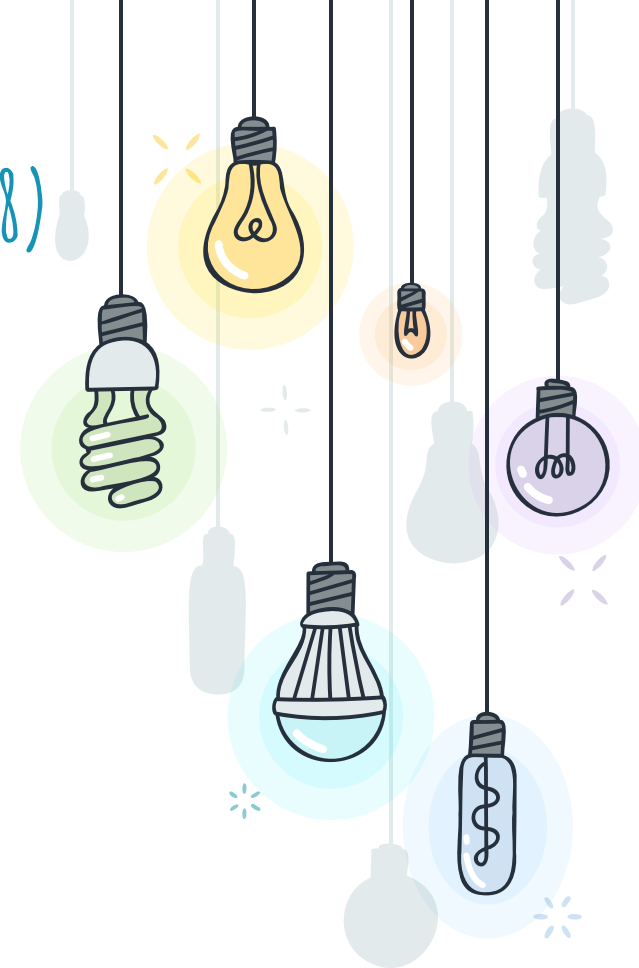


Figure 1: Excerpt from Adrianna and Keira's multimodal informational webpage on Vietnam-era protest music. [Colour figure can be viewed at wileyonlinelibrary.com]

* MULTIMODAL VLOGS FOR FRENCH LEARNING



*Translated from Alia's French oral and text use



[Bea talks directly to the camera]

Il y a beaucoup de choses en France qui sont les mêmes aux États-Unis. Par exemple, les femmes font une grande queue en attendant pour la salle de bain pendant ((shakes head)) les hommes marchent dans les toilettes et retournent en cinq secondes.

There are a lot of things in France that are the same in the United States. For example, women make a long line when waiting for the restrooms while ((shakes head)) men walk into the bathroom and come back in five seconds.



Slow motion video of women waiting in line for restrooms, with a “clock ticking” noise effect.

Gifs and text appear on screen one after another. Text spins around and gifs move.

Sound effects of sheep baaing and cows mooing.



Multimodal screencast project



Figure 3. Emily reflects on identity through images, text, and voiceover (final project). Lost in Paris: How I found my soul while learning French in Paris.

Voiceover: Je dois me rappeler d'être moi-même, d'être patiente et gentille, de me donner quelque temps, d'être moi-même sans excuse. Je ne suis pas une personne différente en français. Je suis une autre facette de moi-même. J'ai l'espace pour guérir ici. Je ne me suis pas retrouvée à Paris, parce que je n'étais pas perdue. (Emily, final project)

I have to remind myself to be myself, to be patient and kind, to give myself some time, to be myself without excuses. I am not a different person in French. I am another facet of myself. I have space to heal here. I didn't find myself in Paris, because I wasn't lost.



Ma Ville: Culiacan

Ma ville n'est pas une ville, c'est mon identité

La ville oubliée pour sa bonté

C'est la mienne.

Connaissez-vous El Chapo ?

Ouais, je sors avec lui et je lui donne mon chapeau,

C'est ma réponse sarcastique.



La generosidad





**J'ADORE LE FROMAGE MAIS J'Y SUIS ALLERGIQUE,
C'EST UNE ROMANCE INTERDITE**

MON ESTOMAC A LES PAPILLONS QUAND JE SUIS AUTOUR DU FROMAGE

**J'ADORE LE FROMAGE MAIS EN MANGEANT MA BOUCHE EST HEUREUSE MAIS MON CORPS SE SENT PAS BIEN
MON ESTOMAC CONNAÎT LA BRIE, LA MOZZARELLA, LE GOUDA ET LE PARMESAN MAIS ILS NE SE PARLENT
PLUS DE NOS JOURS**



Ici Je suis assis pour écrire un poème,
La page est vide, mais ma tête est pleine,
Je ne sais pas comment commencer, c'est le week-end et je
pense du semestre, les migrants, les citoyens,
J'ai fait de nombreux brouillons, j'ai jeté mes idées, j'écris une
nouvelle page, c'est la dixième,
Je ne sais pas écrire ce poème.



En écrivant je regarde la télé,
Je téléphone mon frère,
demande ses idées,
mais ça ne marche pas,
moi j'ai besoin des miennes,



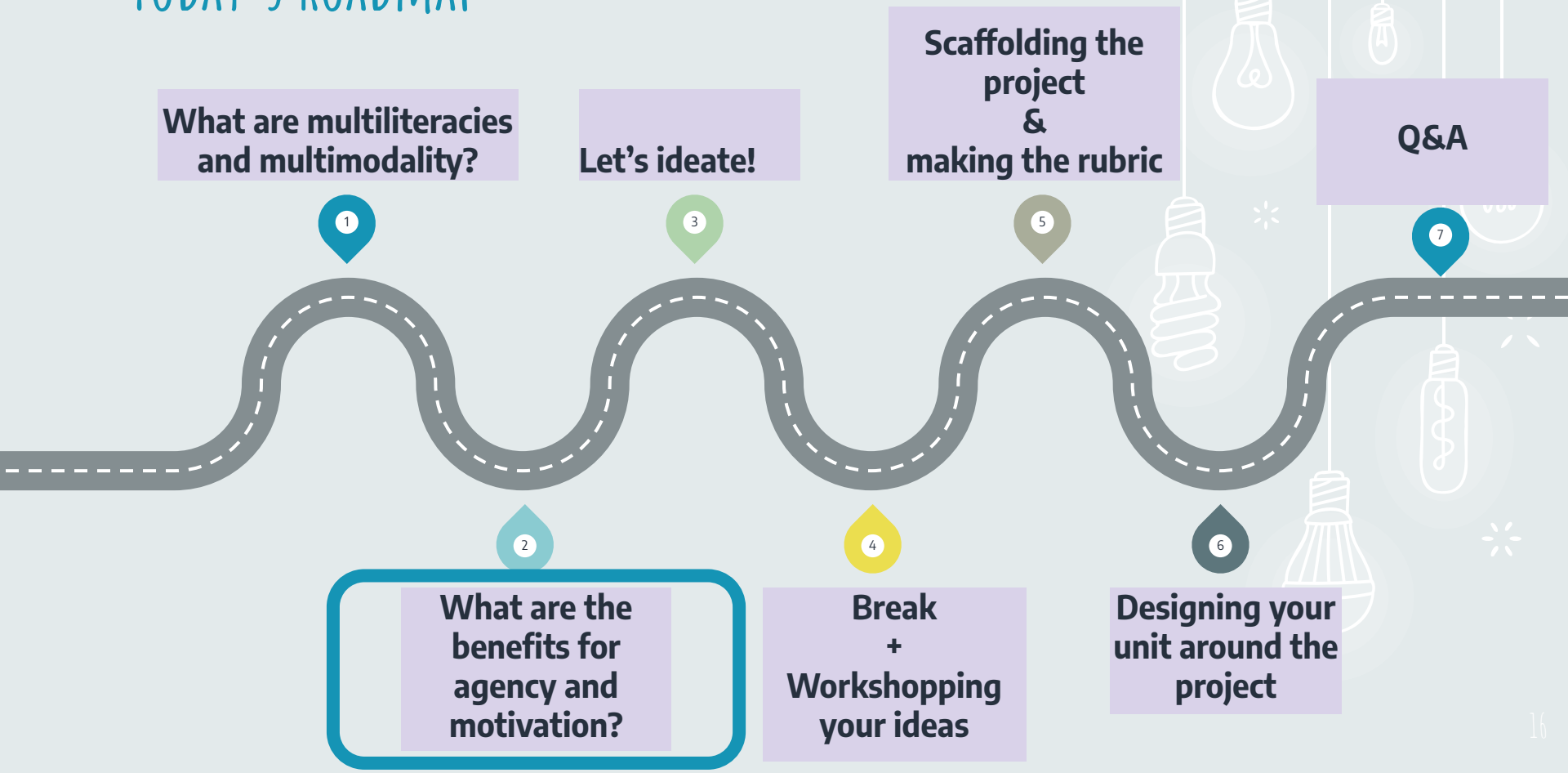
Je prends ses opinions, et
je crée les miennes,
finalement je peux
commencer, mais peut-être
trop tard,
Avec mon stylo j'écris le
refrain, je me sens comme
j'en ai écrit un milliard.
Quinze minutes sont
passées, il est nécessaire que
j'écrive, mais pour finir il
serait une tâche
herculéenne,



Alors, je l'ai fait,
Il aurait été fini plus vite si j'étais
paresseux,
C'était difficile, mais plus créatif que
d'écrire une rédaction,
Il est probable que je reçois une
meilleure réaction,
Il est impossible que je sois un mauvais
écrivain, ou peut-être je suis juste
chanceux!



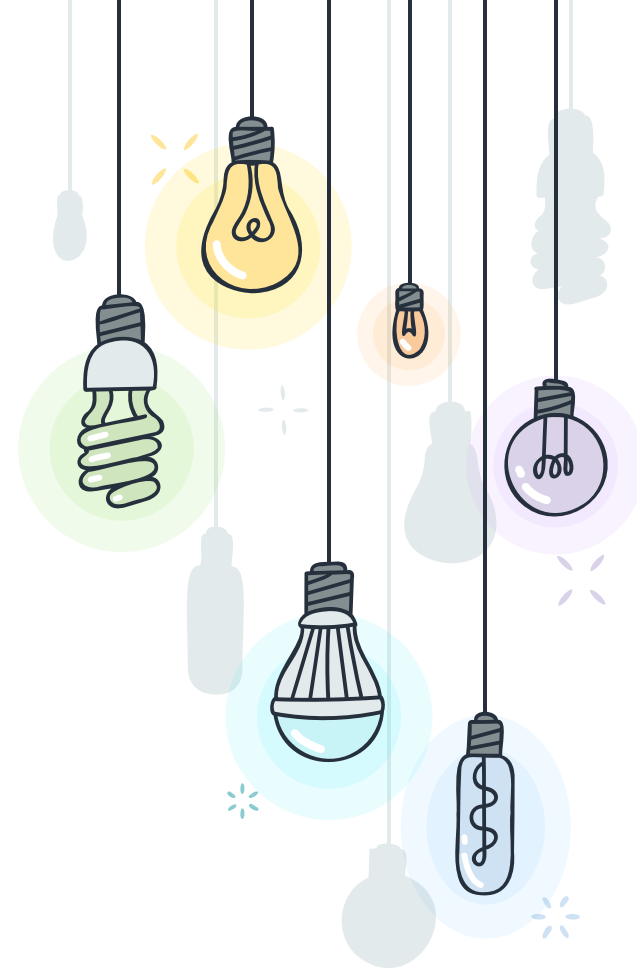
TODAY'S ROADMAP



✧ WHY USE DIGITAL MULTIMODAL COMPOSING?

Foster **growth mindset** (Dweck, 2006)

Belief that you can cultivate skills through
resilient patterns of perseverance and
diligence during difficulties

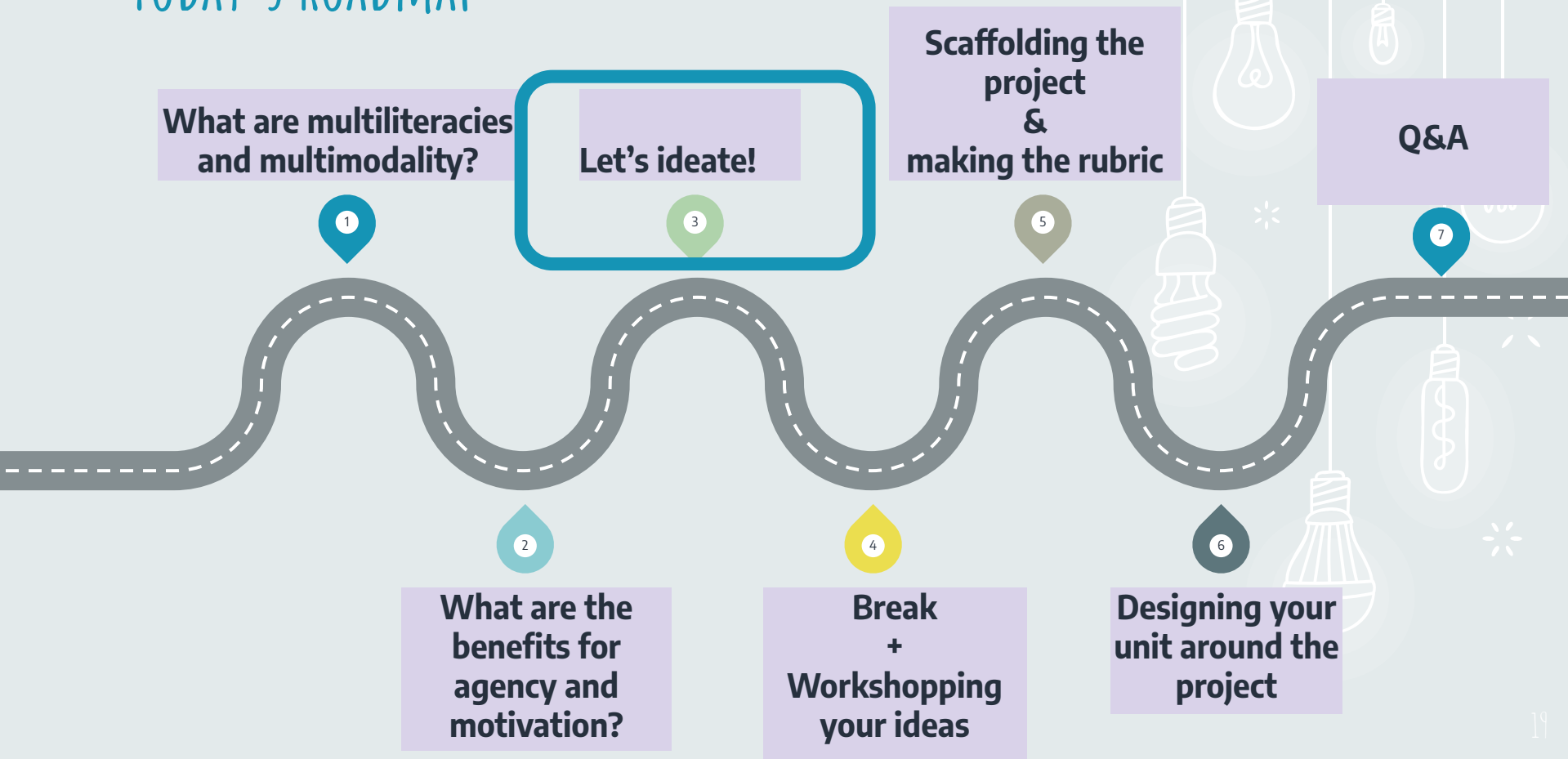


✧ WHY USE DIGITAL MULTIMODAL COMPOSING?

- Promote agency & collaboration
- Motivate language learners (Henry, 2019; Jiang & Luk, 2016)
- Promote critical literacy (de los Ríos, 2018)
- Support language development (Canagarajah, 2011; Smith et al., 2021)



TODAY'S ROADMAP



WHAT KIND OF MULTIMODAL PROJECT CAN YOU ✨ INCORPORATE INTO YOUR CURRICULUM?

2 options of where to start ideating

A **learning objective** that you struggle to teach or your learners struggle with

Digital resources that you already use in your courses. Should be resources made in the L2 for L2 users



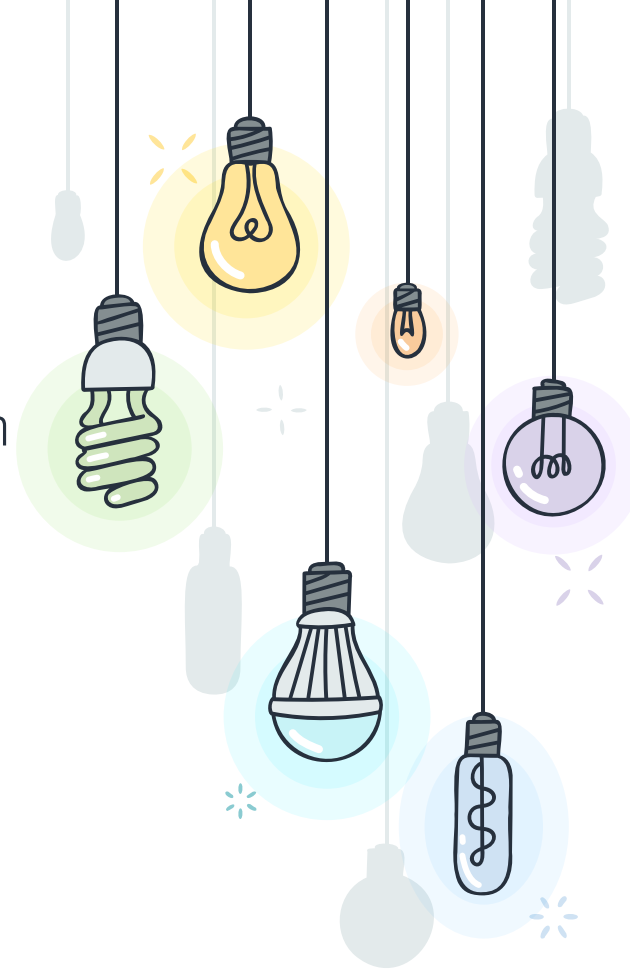
* START IDEATING: YOUR MULTIMODAL PROJECT

In-person participants

- Work in groups of 4
- Dump your ideas on the notepads around the class

Zoom participants

- Share your ideas on the padlet



WHAT KIND OF MULTIMODAL PROJECT CAN YOU ✨ INCORPORATE INTO YOUR CURRICULUM?

2 options of where to start ideating

A **learning objective** that you struggle to teach or your learners struggle with

Digital resources that you already use in your courses. Should be resources make in the L2 for L2 users

Circle your TOP responses that you could use as the basis for your multimodal project



LIST SPECIFIC L2 RESOURCES

La camisa negra, - Juanes

Mon Pays - Gilles Vigneault

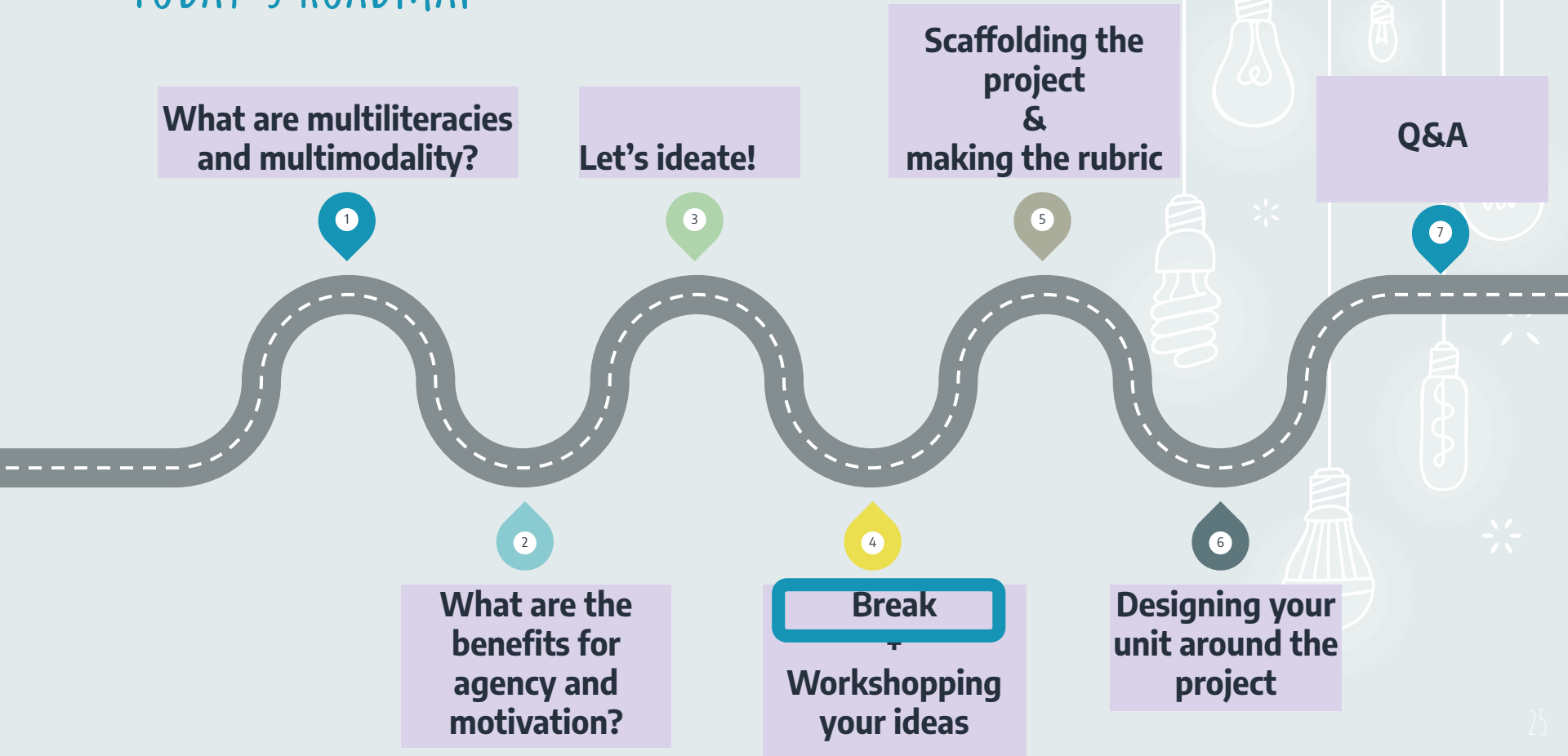
(specific movies, specific songs,
specific poems, memes, etc that you
use with your students)



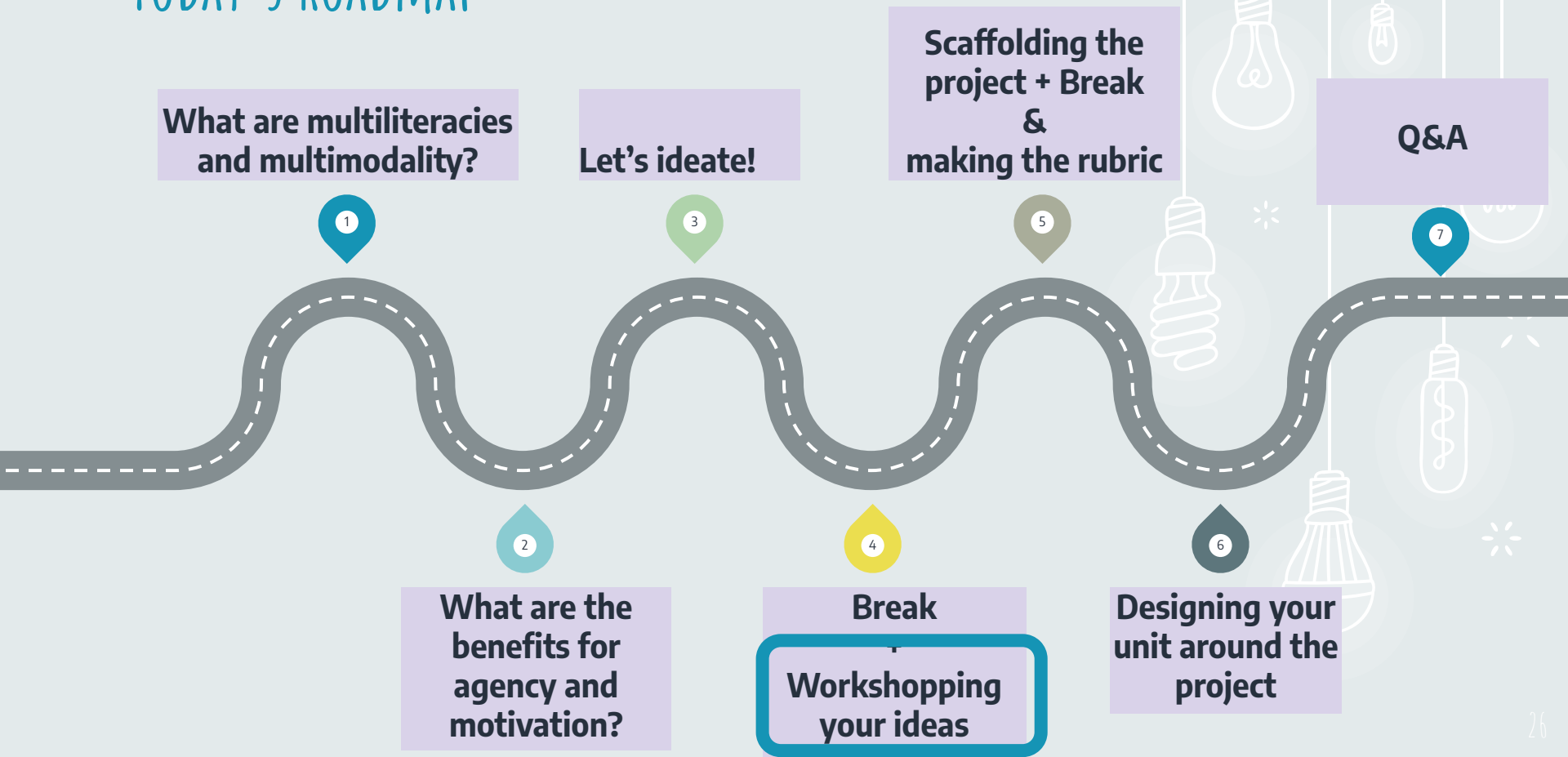
EXPLORING YOUR TOP IDEAS



TODAY'S ROADMAP



TODAY'S ROADMAP



LET'S WORKSHOP YOUR IDEAS

Two from in person participants and
one from Zoom



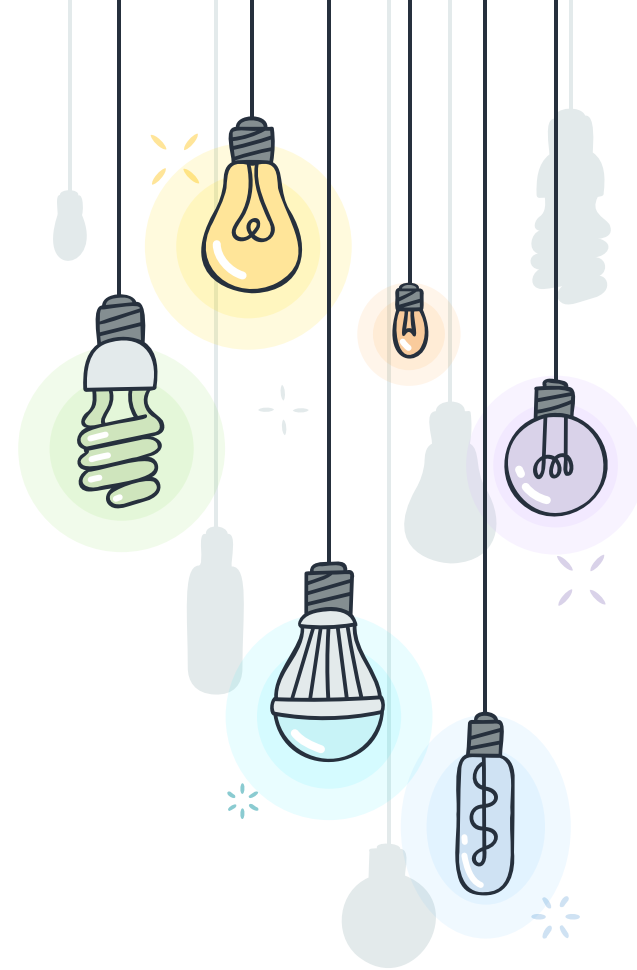
* WORKSHOPPING YOUR IDEAS #1

- Your language & context: Chinese, community college
 - My life in Poetry - Introduction
 - Objective : Talking about likes; getting to know each other
 - Resource
- Type of multimodal project
 - Images, sounds
- Structuring the project



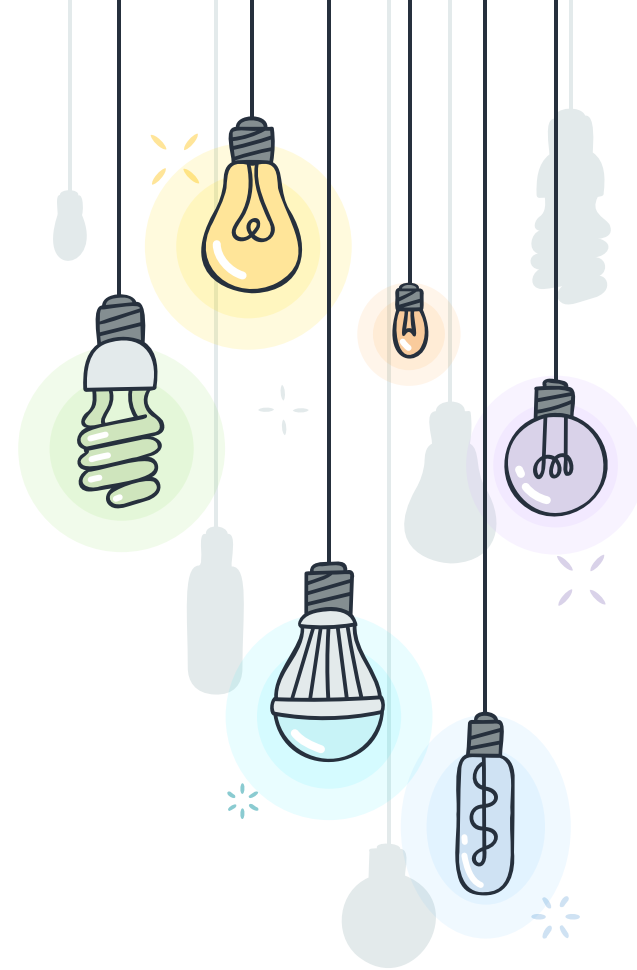
* WORKSHOPPING YOUR IDEAS #2

- Your language & context
 - Objective
 - Resource
- Type of multimodal project
- Structuring the project

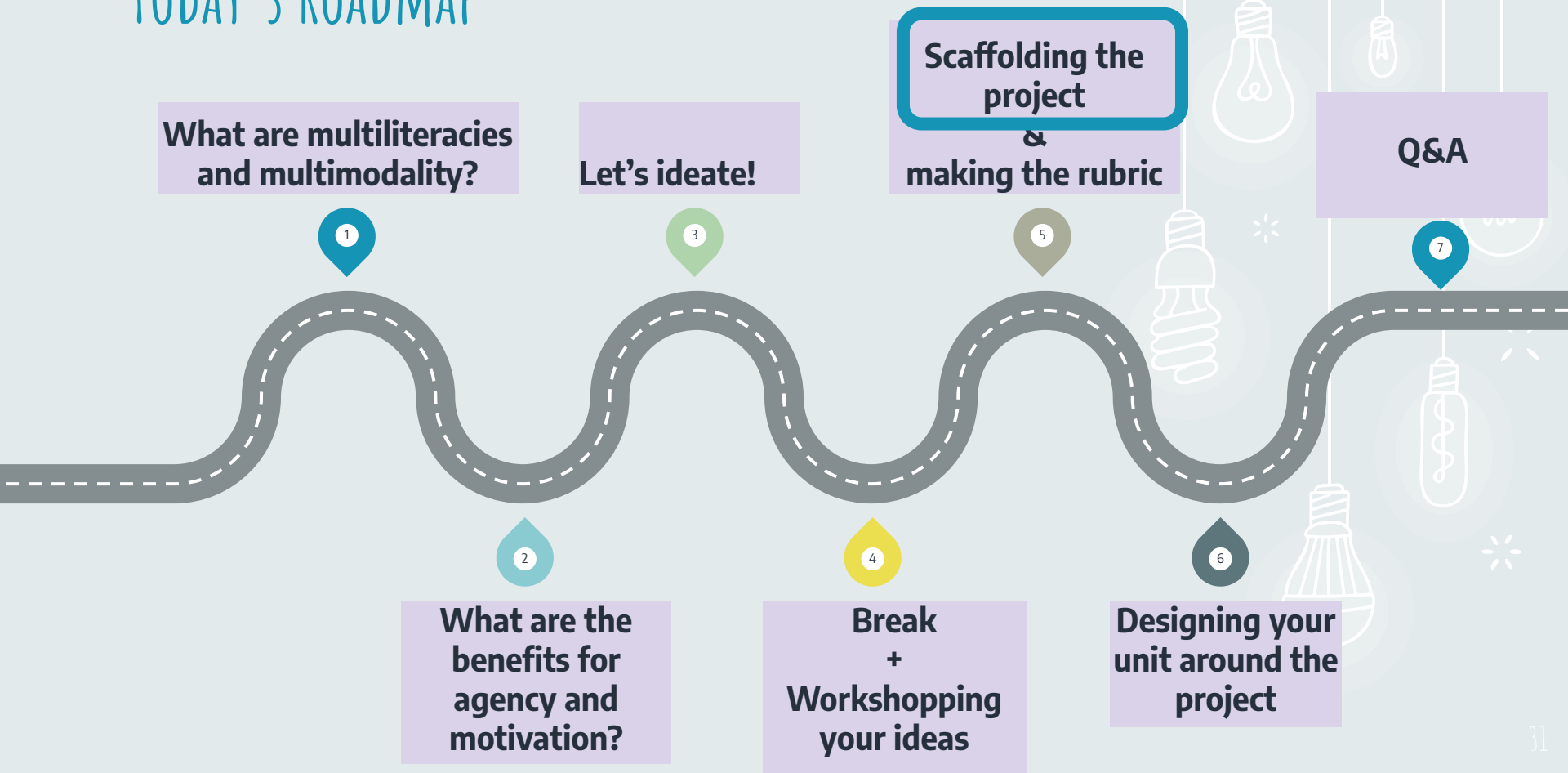


* WORKSHOPPING YOUR IDEAS #3

- Your language & context
 - Objective
 - Resource
- Type of multimodal project
- Structuring the project



TODAY'S ROADMAP



SCAFFOLDING THE PROJECT

Best practices for scaffolding digital multimodal projects, from research & practice



✦ BREAK THE PROJECT INTO 3-5 STEPS

+ Multiple due dates

+ Example for a podcast :

- × **Step 1:** Student partners submits podcast idea for feedback
- × **Step 2:** Partners invite guest speaker and script out interview questions.
- × **Step 3:** Conduct interviews
- × **Step 4:** Edit (and publish) podcast episode



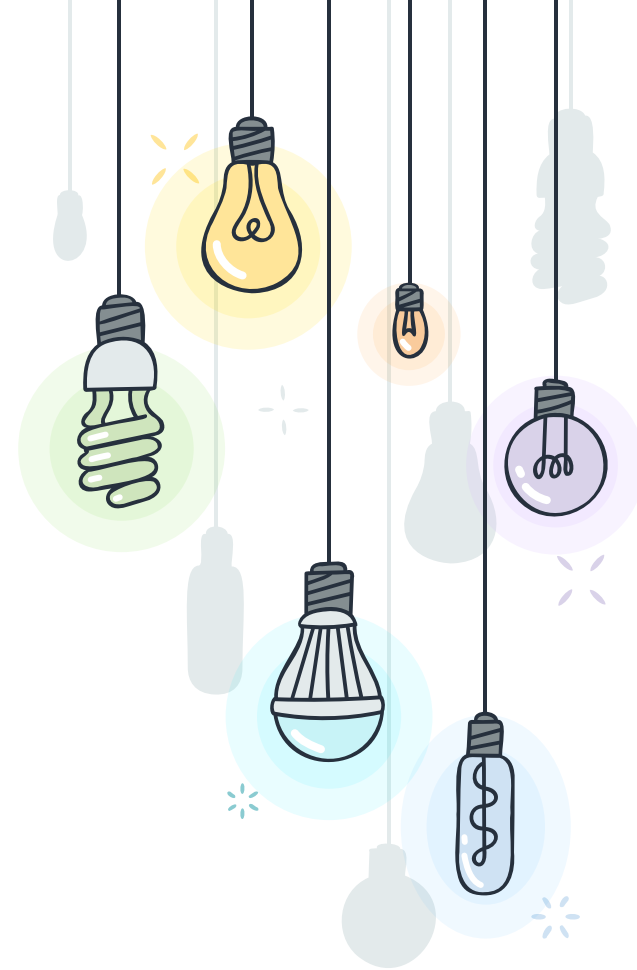
* MINI TECHNOLOGICAL WORKSHOPS

- + Example 1: students create a multimodal hypertext poem in a French class.
- + **Task 1:** Collaboratively read and annotate *Mon pays* (Gilles Vigneault)
 - × Demonstrate how to use Google Docs, Google Images and YouTube to look up new vocabulary and hyperlink it into the document



✦ MINI TECHNOLOGICAL WORKSHOPS

- + Example 2: Students make multimodal vlogs
- + **Task 1:** Watch multimodal vlogs created by students studying abroad
- + **Task 2:** Students to analyze how multiple modes are used (spoken language, music, text, font, colours, etc)
- + **Task 3:** Ask students from the class to illustrate how they use video creation tools (Canva, iMovie, MovieMaker, etc)
- + Instructor provides supplemental tech tutorials
- + Instructor does not need to be the tech expert!



HOW WILL YOU USE SCAFFOLDING TO IMPLEMENT YOUR PROJECT?

[In person]: discuss with a partner

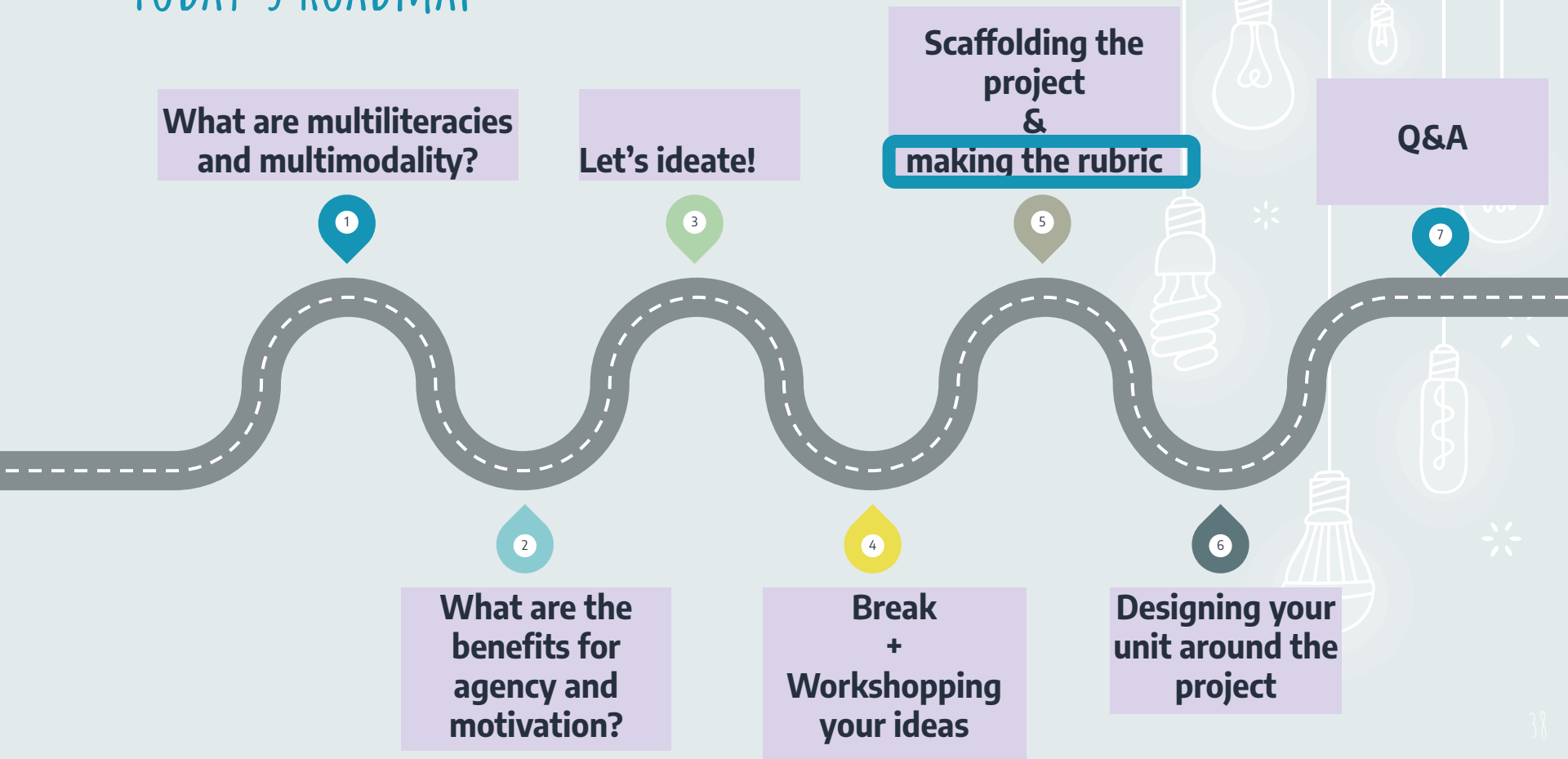
[Zoom]: Drop your answer in the chat



BREAK



TODAY'S ROADMAP



* A WORD ON AI (AS OF FALL 2024)

- + AI can be beneficial for getting an initial idea.
- + Modify as you see fit for your context
- + Reprompt as needed
- + My general recommendation: Use AI for the more menial tasks (i.e., rubric) and initial idea generation if you get stuck
- + Then use your own unique voice and context to iterate on the initial idea



* USING AI TO CREATE A PROJECT & RUBRIC

+ ChatGPT or Google Gemini - Prompt 1.

I'm a high school Spanish teacher. I teach Spanish 3. My students are learning how to express their doubts with the subjunctive. I'm designing a multimodal project for them that addresses this. The objective is for them to express their doubts and emotions. What is a digital multimodal project that I could ask my high school Spanish students to do to target this objective?



A Digital Multimodal Project for High School Spanish Students

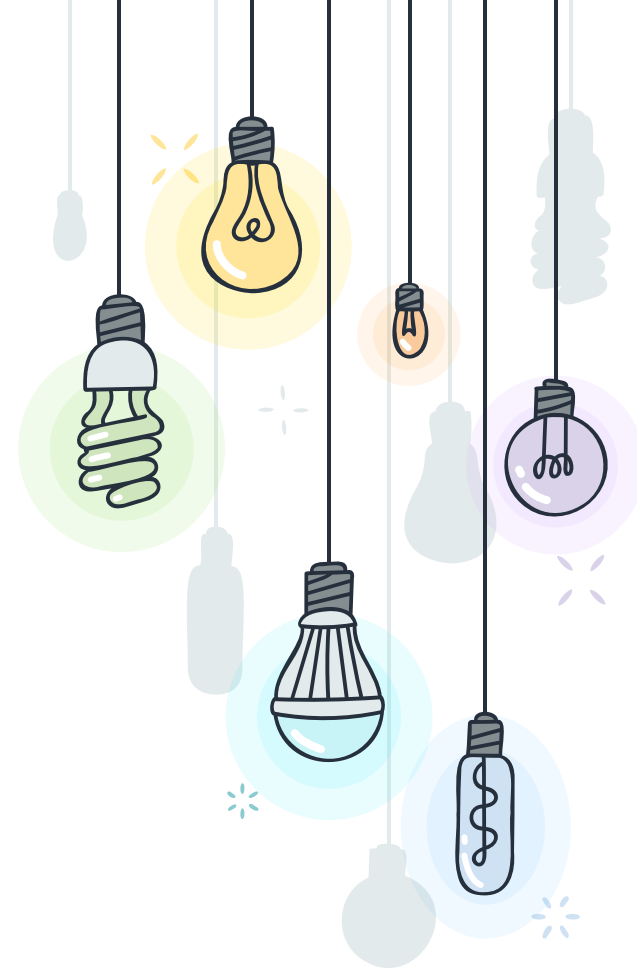
Project Idea: A Vlog (Video Blog) Series

Objective: Express doubts and emotions using the subjunctive in Spanish.

Project Description: Students will create a series of short video blogs (vlogs) in which they express their doubts, fears, or uncertainties about various topics. They can use the subjunctive mood to convey these feelings effectively.

Steps Involved:

- 1. Topic Selection:** Students can choose topics that interest them or are relevant to their lives, such as:
 - Future plans (e.g., college, career)
 - Personal relationships (e.g., friendships, family)
 - Social issues (e.g., climate change, inequality)
 - Hypothetical situations (e.g., winning the lottery)
- 2. Script Writing:** Students should write a script for each vlog, focusing on using the subjunctive mood to express their doubts. They can use phrases like "es posible que," "no creo que," "dudo que," etc.
- 3. Video Recording:** Students can record their vlogs using their smartphones or cameras. They should ensure good lighting and audio quality.
- 4. Editing:** Students can edit their videos using free online tools like iMovie, Adobe Premiere Rush, or Canva. They can add music, text overlays, and other visual




Category	Excellent	Good	Needs Improvement	Unsatisfactory
Language Accuracy	Uses the subjunctive mood consistently and correctly.	Uses the subjunctive mood mostly correctly, with minor errors.	Uses the subjunctive mood inconsistently or incorrectly.	Does not use the subjunctive mood at all.
Vocabulary	Uses a wide range of appropriate vocabulary.	Uses a sufficient range of vocabulary.	Uses limited vocabulary.	Uses inappropriate or incorrect vocabulary.
Grammar	Demonstrates strong grammatical accuracy.	Demonstrates good grammatical accuracy, with minor errors.	Demonstrates frequent grammatical errors.	Demonstrates numerous grammatical errors.
Content	Presents a clear and well-developed topic.	Presents a clear topic, but could be more developed.	Presents a topic that is unclear or undeveloped.	Does not present a clear topic.
Expression of Doubts	Effectively expresses doubts and emotions using the subjunctive mood.	Expresses doubts and emotions using the subjunctive mood, but could be more developed.	Expresses doubts and emotions, but does not use the subjunctive mood.	Does not express doubts or emotions.

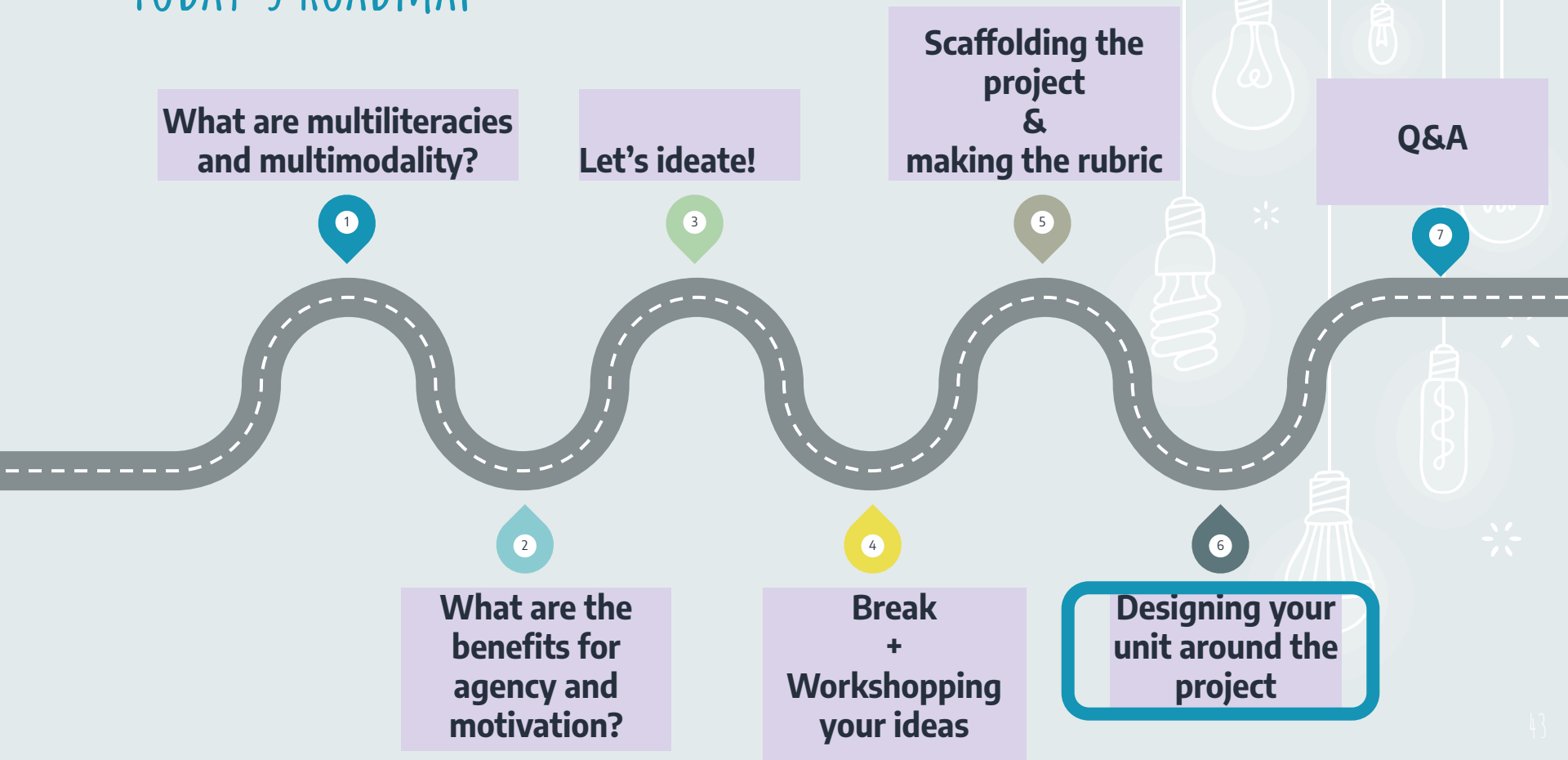
ADD SPECIFICS TO CUSTOMIZE FOR YOUR CONCEPT



Presentation	The vlog is well-organized, visually appealing, and easy to follow.	The vlog is generally well-organized and visually appealing, with minor flaws.	The vlog is poorly organized or visually unappealing.	The vlog is difficult to follow.
Creativity	The vlog is creative and original.	The vlog is somewhat creative, but could be more original.	The vlog lacks creativity and originality.	The vlog is uncreative and unoriginal.

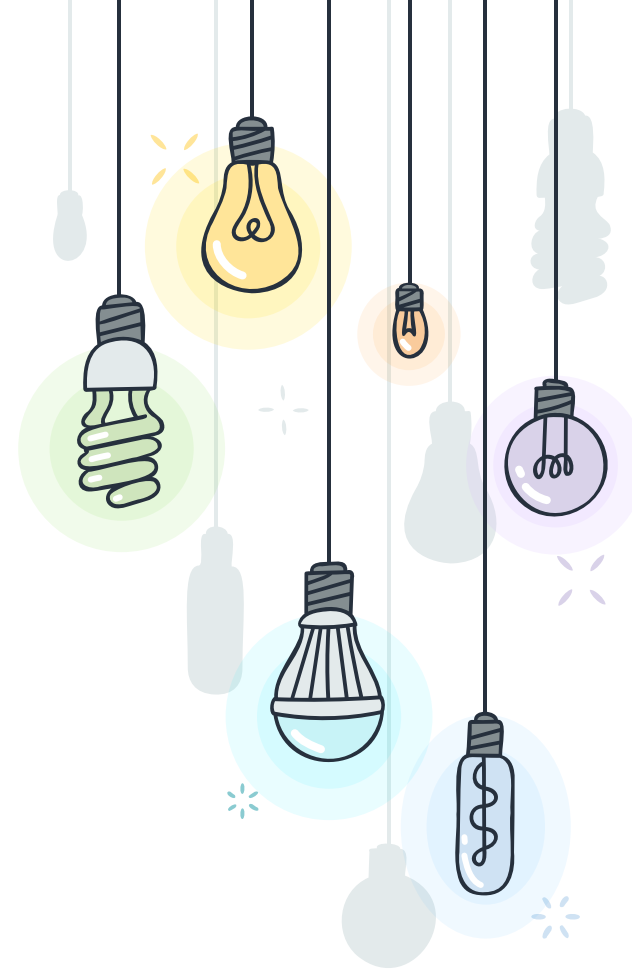


TODAY'S ROADMAP



✧ FIRST, A FEW ADDITIONAL TIPS

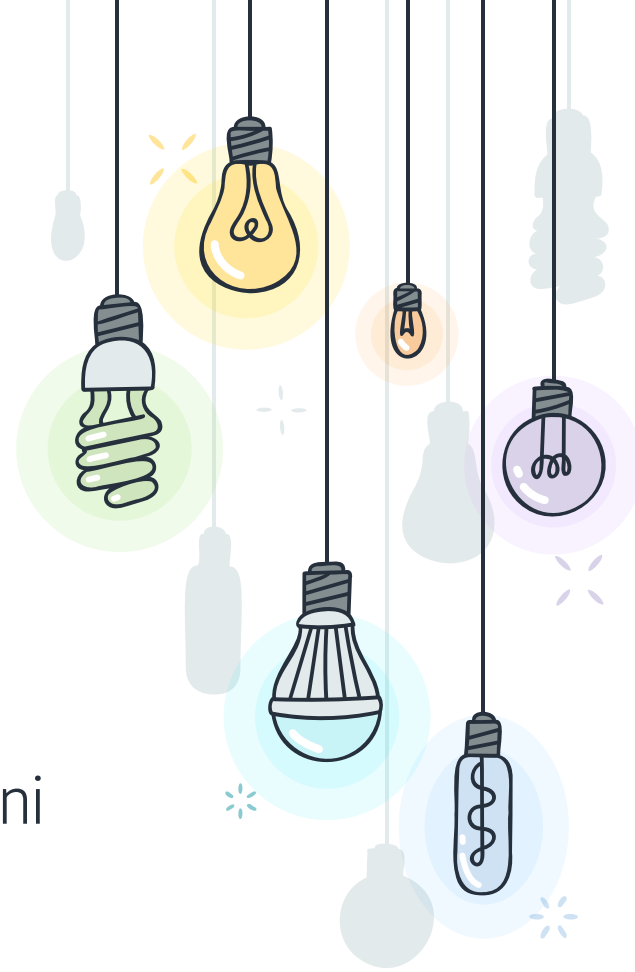
- Importance of audience for digital multimodal projects
- Importance of sharing the project (either with classmates or a more authentic audience)



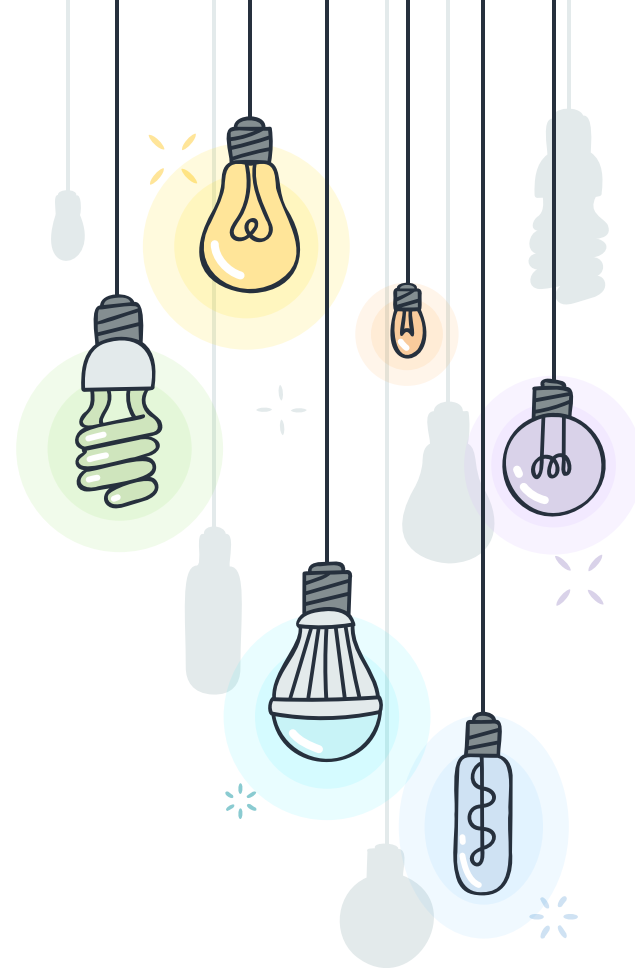
✧ DESIGN YOUR UNIT AROUND THE PROJECT

Over 2-4 weeks, how will you engage students in this project-based unit with a digital multimodal project?

- AI swipe template (on next slide)
- Map out what your classes will look like
- Map out the scaffolded steps and any mini due dates as well as the final due date
- Create a project description and rubric



* GRAB YOUR AI SWIPE TEMPLATE COPY



IF TIME: DIVE INTO DESIGN



Q&A

Your questions as you move forward
with your digital multimodal project
implementation

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