

# From multiliteracies to posthumanism: Language, literacy, education and society at a digital crossroads



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# L2DL/AZCALL CERCLL

- Digital literacies — computer-assisted language learning
- Convergence and divergence in disciplinary orientations to language, literacy, and learning
  1. Epistemological turf
  2. *From multiliteracies* - digital multimodal literacies focus
  3. *To posthumanism* - MALL focus

欢迎光临 Chào mừng các bạn Bienvenue ¡bienvenido!  
Hoşgeldiniz 歡迎光臨 Welcome आपका स्वागत है Maligayang pagdating

**Project Rationale**

- Honour what children and their families bring to learning at school and at home
- Support families with practical **Talk!** strategies that they can use with their children at home to validate children's experiences while providing them with hope, critical thinking skills and instill key character attributes that contribute to the success of the 'whole child'.
- Anchor the importance of oral language in literacy, communication and life skills and relationships.

JOYCE UNIVERSITY OF TORONTO  
YORK UNIVERSITY  
redefine THE POSSIBLE.

ROGERS 19:21 80%  
woman  
女  
Pinyin nv3  
CONTINUE

Profile French Shop  
Basics 1  
Basics 2 Phrases  
Food Animals  
You're 20 XP away from being on track today.

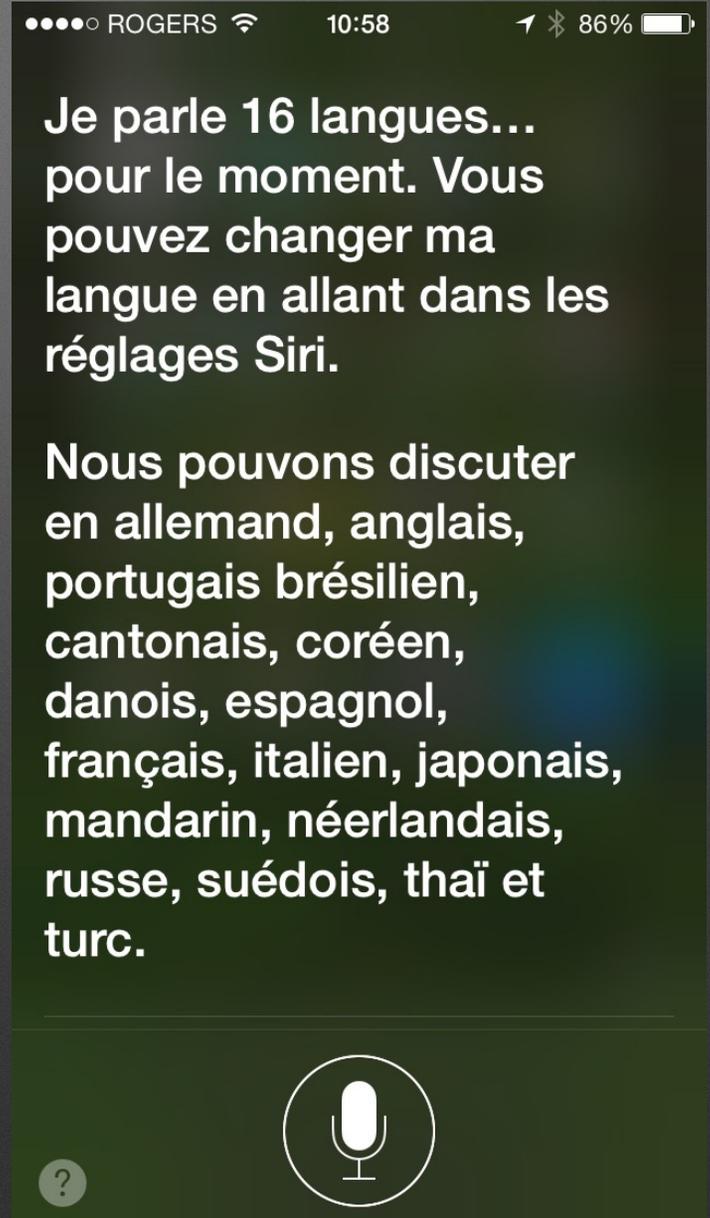
# Digital language and literacy teaching: 6 propositions

1. Language is a medium for human communication.
2. Humans have an innate capacity for language/s.
3. Language/s can be materialized in different technical media (as can nonlinguistic communication).
4. Digitally-mediated communication facilitates and extends multimodality, and introduces novel conventions.
5. Digitally-networked communication enables cognitive distribution.
6. Socio-technical evolution outstrips educational policy and practice.



# Common ground

1. Language is a medium for human communication.
2. Humans have an innate capacity for language/s.



# More or less common ground

3. Language/s can be materialized in different technical media (as can nonlinguistic communication).



跟著中比利加菲山羊行過橋上，  
神奇巨獸問，“誰走在我的橋上？”  
中比利加山菲羊說，“我想行過這橋”  
神奇巨獸吼叫，“可以”  
中比利加菲山羊行過橋，  
Stompity plomp, stompity plomp  
牠吃山上的草。

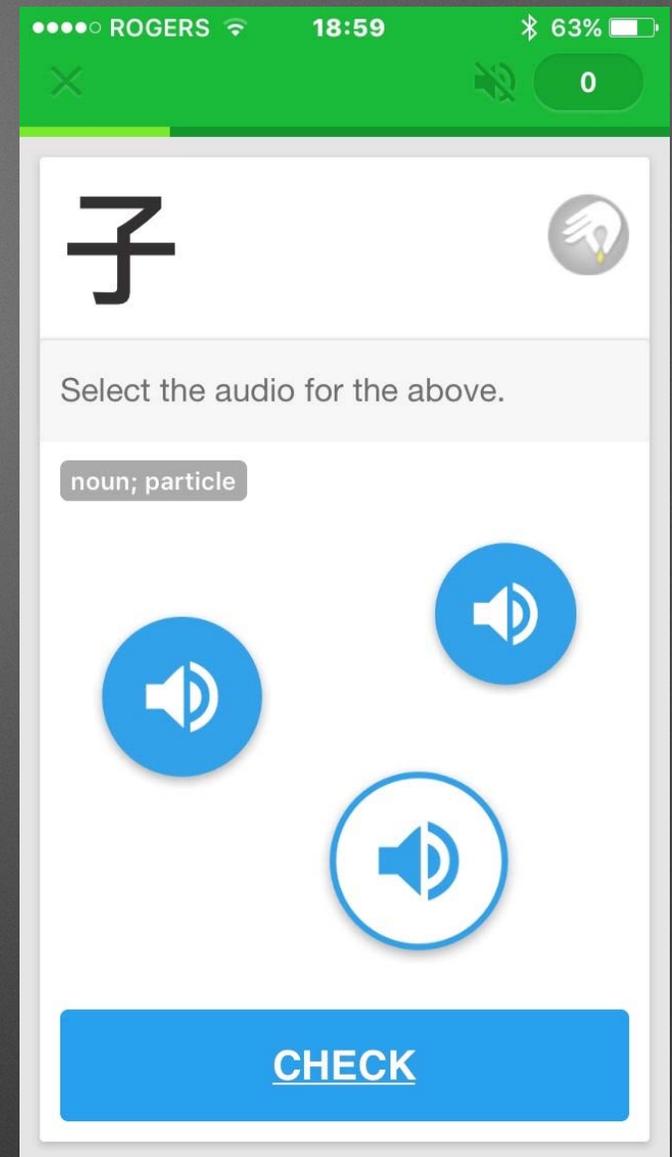
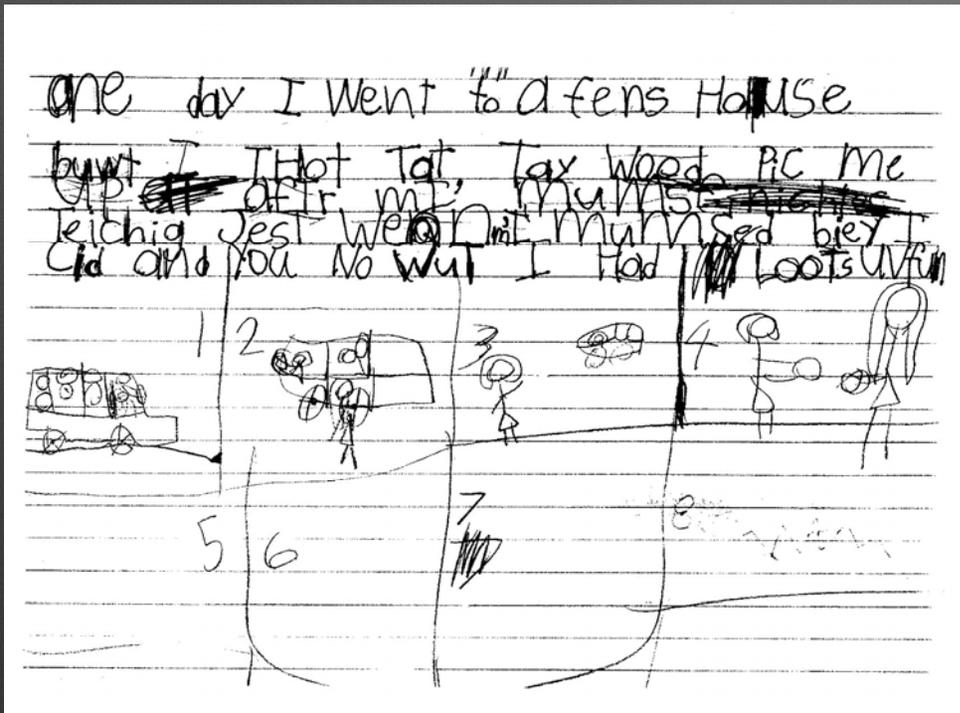
Then the middle Billy Goat Gruff walked across the bridge and the troll said, "Who's that coming over my bridge?" The middle Billy Goat said, "I want to go over the bridge please," and the troll roared, "Yes!"



So the middle Billy Goat Gruff went over the bridge, stompity plomp, stompity plomp, and he ate the grass on the hill.

# Bumpy ground

- Digitally-mediated communication facilitates and extends multimodality, and introduces novel conventions.



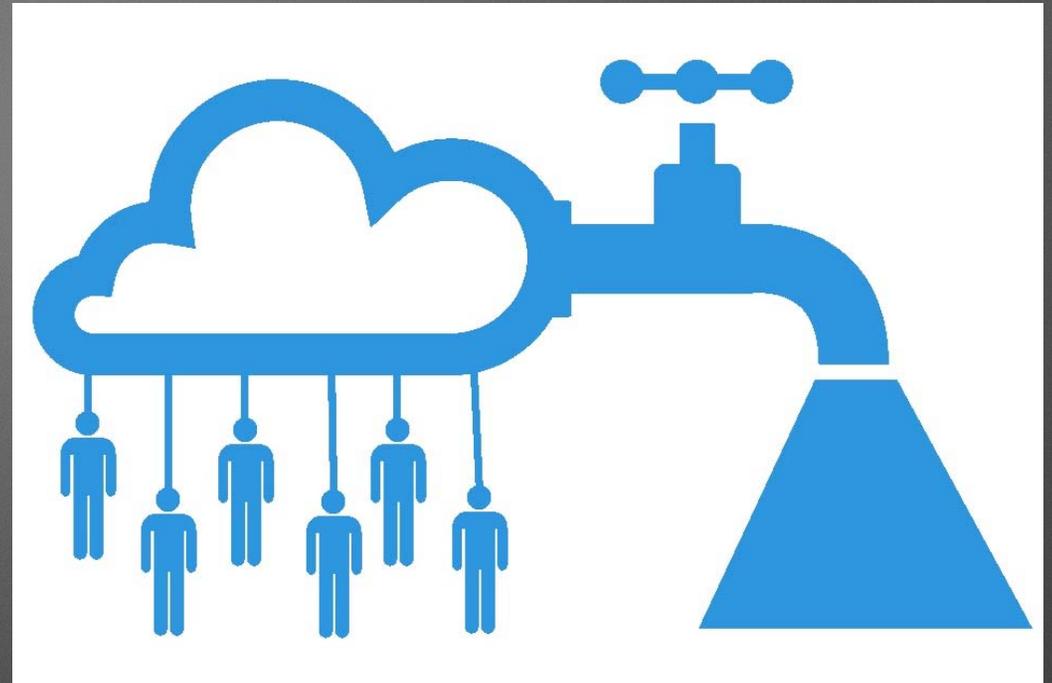
## Patrick Neate

ur profile pic: happy - smiling & smoking. ur last post: "home!" ur hrt gave out @35. ur profile undeleted 6 months on. ur epitaph: "home!"

 Tweet #140novel

# Quicksand

5. Digitally-networked communication enables cognitive distribution.
6. Socio-technical evolution outstrips educational policy and practice.

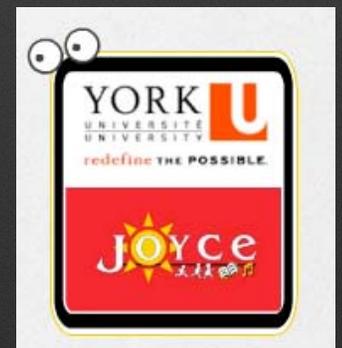


# From multiliteracies . . . (New London Group, 1996)

- Language and literacy education have morphed and changed with rapidly evolving digital media.
- Global cultural flows have changed social demographics in our schools and communities



Joyce Public School,  
northwest Toronto



# Toronto, Canada



- Official languages act (English/français): 1969
- Multiculturalism policy: 1971/1988



## Please Enter Through Main Doors.

These doors are locked for safety and security reasons.

## 請從正門進入

此門上鎖是為安全和保安理由

## ਮੁੱਖ ਦਰਵਾਜ਼ਿਆਂ ਤੋਂ ਸੁਰੱਖਿਅਤ ਆਉਣ ਲਈ

ਸੁਰੱਖਿਆ ਅਤੇ ਸੁਰੱਖਿਆ ਦੇ ਕਾਰਨ ਇਨ੍ਹਾਂ ਦਰਵਾਜ਼ਿਆਂ ਨੂੰ ਤਾਲਾ ਲਗਾ ਹੋਇਆ ਹੈ

## ਕਿਰਪਾ ਕਰਕੇ ਵੱਡੇ ਦਰਵਾਜ਼ੇ ਚਾਹੀਂ ਦਾਖਲ ਹੋਵੋ

ਸੁਰੱਖਿਆ ਅਤੇ ਸੁਰੱਖਿਆ ਦੇ ਕਾਰਨ ਇਨ੍ਹਾਂ ਦਰਵਾਜ਼ਿਆਂ ਨੂੰ ਤਾਲਾ ਲਗਾ ਹੋਇਆ ਹੈ

## Por favor use las puertas principales para entrar

Estas puertas están cerradas con llave para protección y por razones de seguridad

## Mangyaring Pumasok Sa mga Pangunahing Pinto

Ang mga pintong Ito ay naka-lock para sa kaligtasan at seguridad.

## Lütfen ana kapılardan girin

Bu kapılar emniyet ve güvenlik sebeplerinden kilitlidir

Mesre se fa apon akeseε no mu wura ɔdan no mu

Esiane banɔ enti bere biara na y'ato apon no nyinaa mu

برائے مہربانی صدر (بڑے) دروازوں سے داخل ہوں۔

یہ دروازے محفوظ رہنے اور حفاظتی وجوہات کے لیے لاک ہیں۔

## Xin vui lòng vào thẳng cửa chính

Những cửa này đã khóa bởi sự an toàn và những lý do bảo đảm an ninh

CANADA

POSTES

POST

CANADA

From anywhere...  
to anyone

De partout...  
jusqu'à vous

Official bilingualism -  
plurilingual society



Around the world  
the word is

**WASH**

اغسل يديك LAVE

NTXUAV KOJ TXHAIS TES

手を洗って下さい

XIN VUI LONG RUA TAY

ຜູ້ສູກລາວຊື່ຜູ້

LAVE AS MÃOS

洗手

WASCHEN

MYJ REÇE

LAVATEVI LE MANI

손을 씻으십시오

ລາວມີຂອງທ່ານ

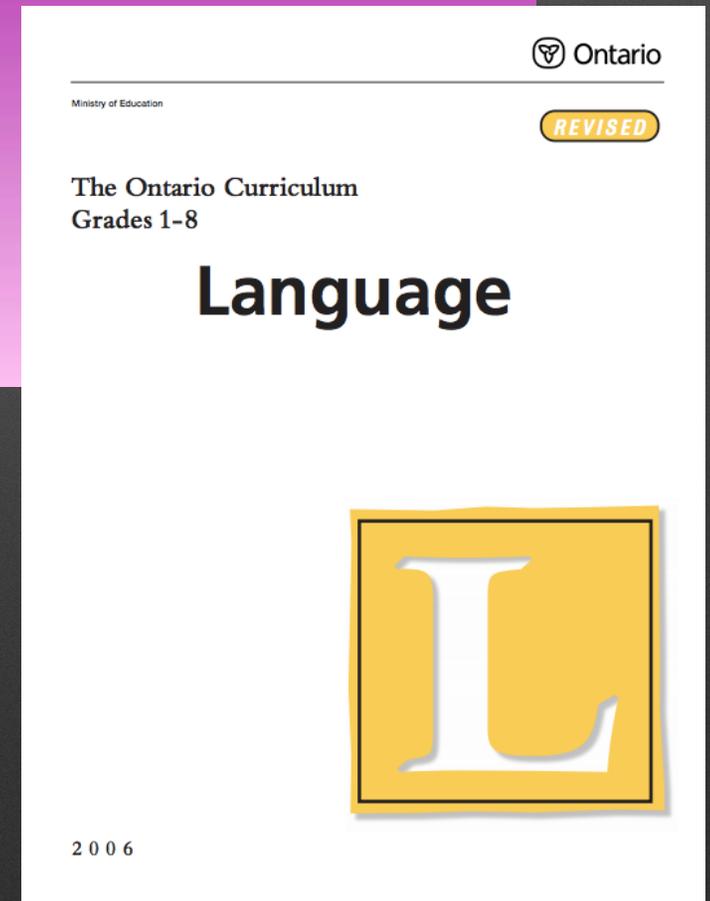
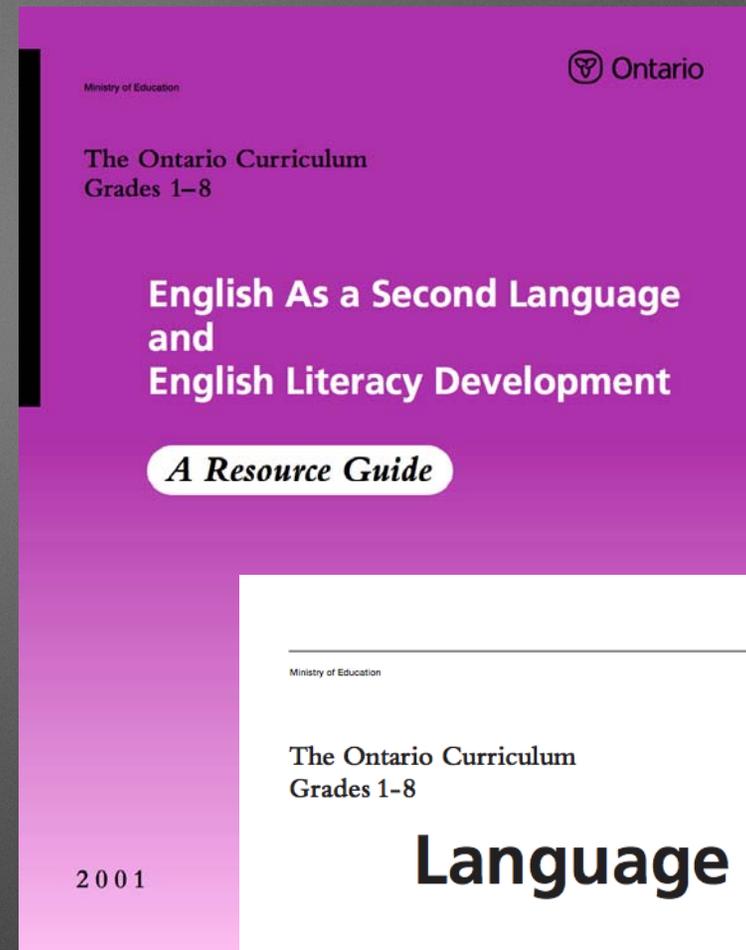
ΠΛΥΝΤΕ ΤΑ ΧΕΡΙΑ ΣΑΣ

VASK HENDENE



# Our ventures into multiliteracies...

- Language and literacy as construed in the curriculum in the early 2000s...
- Literacy as language written down. Language = English.
- Alternative = French.
- Problem: 16 different languages in the classroom. None is French. Few speak English.





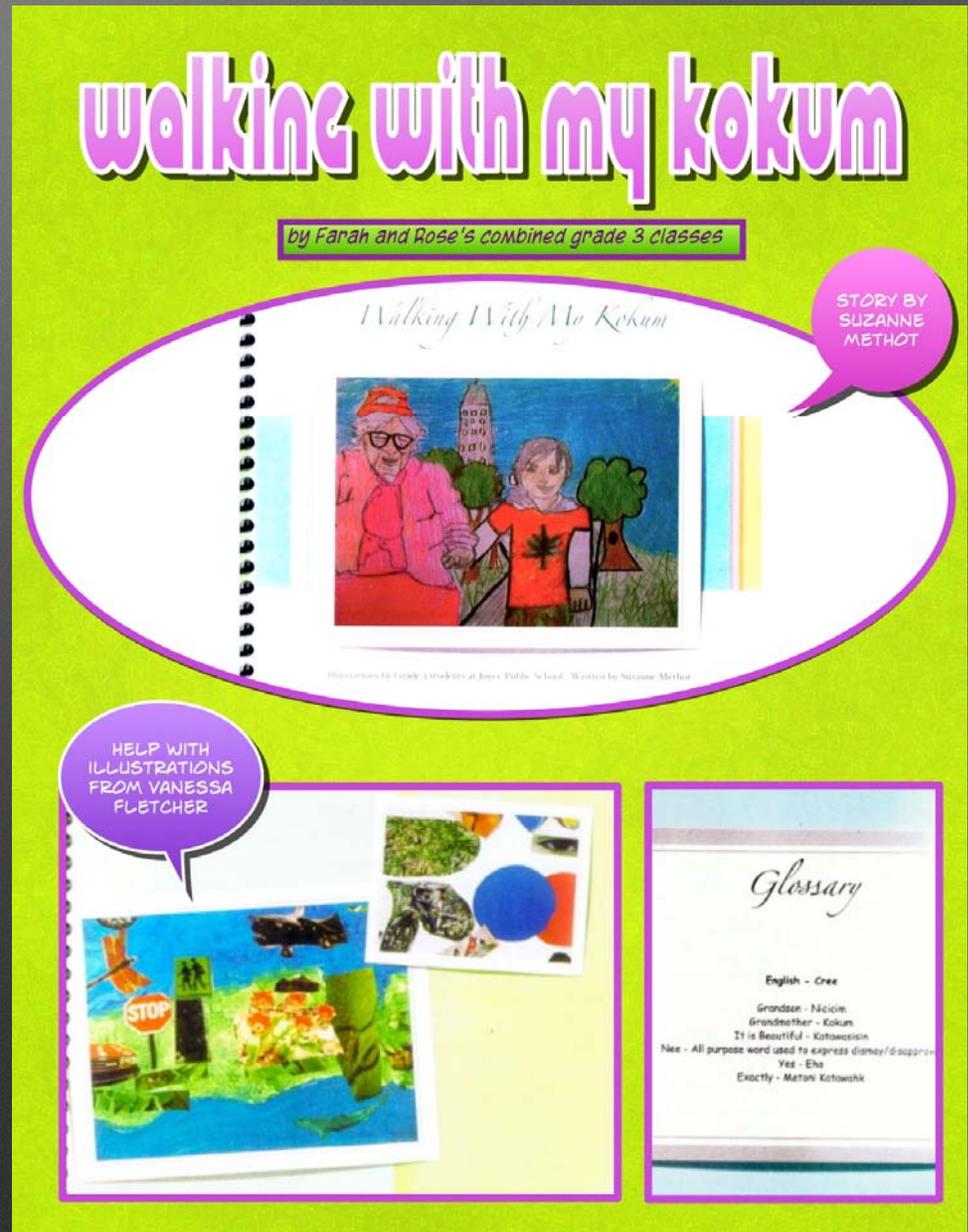


Project-based,  
experiential  
learning



# Changing the paradigm: From timetabled language classes to plurilingual spaces

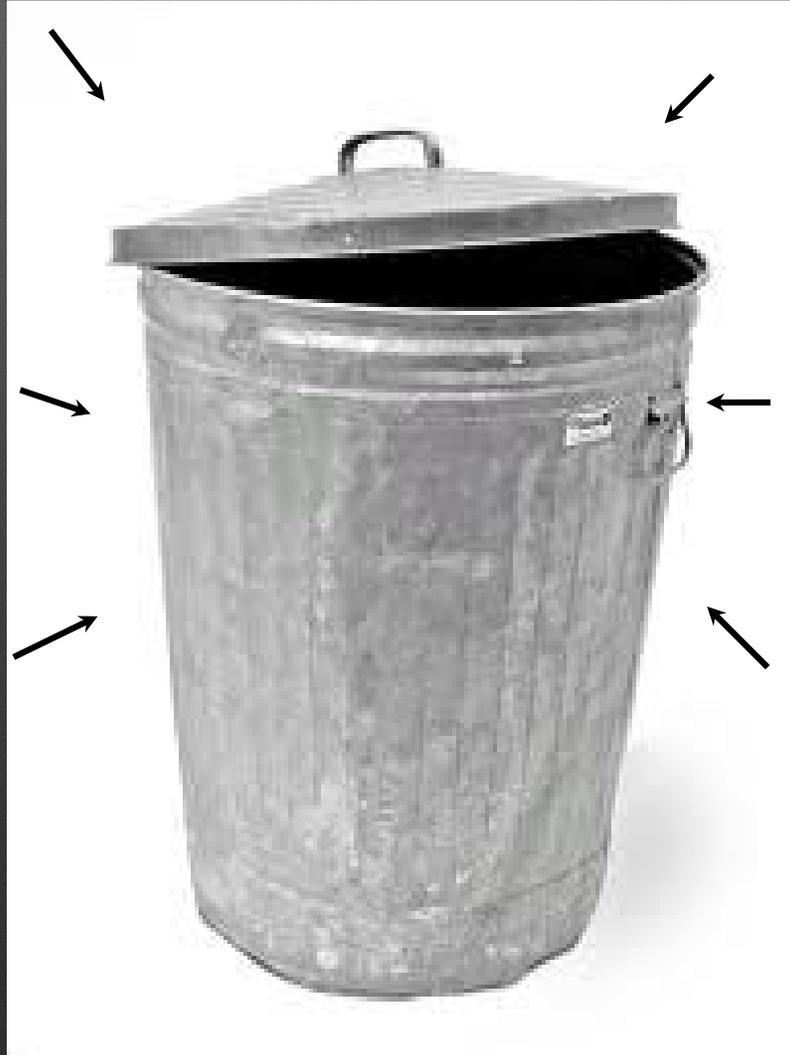
- **Systemic language education**
  - French immersion; core French; international languages
- **Extracurricular language education**
  - Vietnamese and Cantonese after school continuing education programs
- **Socially-situated programmatic language education**
  - collaborative, project-based educational spaces that welcome plurilingual inclusion
  - linguistically customized resources--via local and digital mediation (Lotherington, 2011; 2013)



~~reading precedes  
writing; they are  
discrete processes~~

~~literacy means  
English literacy~~

~~only official languages  
recognized as valid in  
school~~



~~4 skills  
ideals of  
language~~

~~everyone studies  
the same languages~~

~~non-official  
languages  
understood in  
terms of  
heritage~~

~~literacy is  
alphabetic and  
print based~~

# Creating plurilingual, multimodal texts

Imagine a world: [https://www.youtube.com/watch?v=8zabcX\\_zoP0](https://www.youtube.com/watch?v=8zabcX_zoP0)

Rücksicht   عزتکترام   saygi   Rispetto

Уважение   尊敬

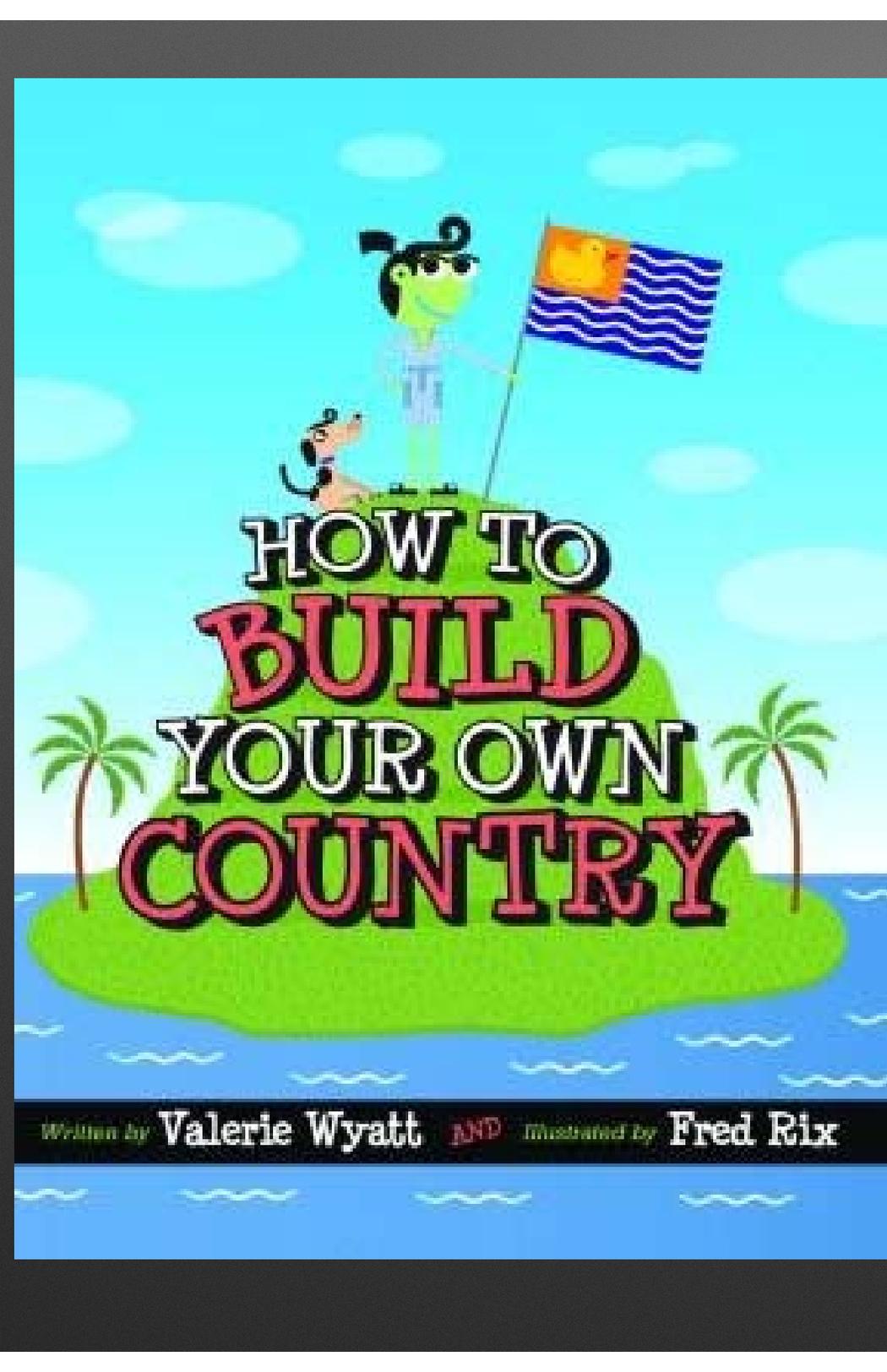
Respeito



الاحترام   poštovanje   敬意   tôn trọng

Exit full screen

1:43 / 7:25



HOW TO  
**BUILD**  
YOUR OWN  
**COUNTRY**

Written by Valerie Wyatt **AND** Illustrated by Fred Rix



# and understand how governments work...

- Stake out your identity: geopolitics of nation building
- Run your country: develop, interpret and institute constitutional laws
- Meet the neighbours: develop global diplomacy



Name: Gamethindia

Languages: English and Urdu

Population: 9,000,000

National Motto: *We believe, we achieve*

Flag:



red is bravery

black is the sky

green is the land

National Anthem:



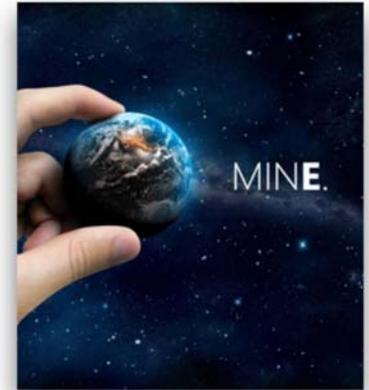
# Globalization

- from an adult perspective...

A REMEDIATED WORLD VIEW



A mosaic of more than 1,400 images of taken around the world of people waving back at NASA's Cassini spacecraft the day it took a picture of Earth as part of a larger mosaic of the Saturn system. The images arrived at NASA via Twitter, Facebook, Flickr, Instagram, Google+ and e-mail. Click for large version. Credit: NASA/IPPL-Caltech



# To posthumanism... via mobile-assisted language learning

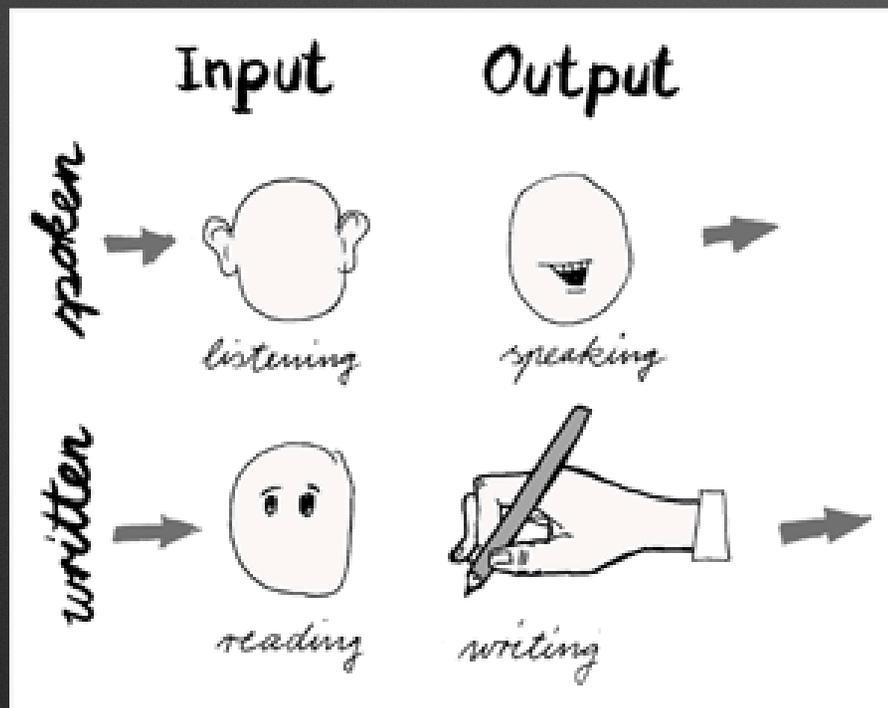


# Communication and the mobile lifestyle

20th century models of communication

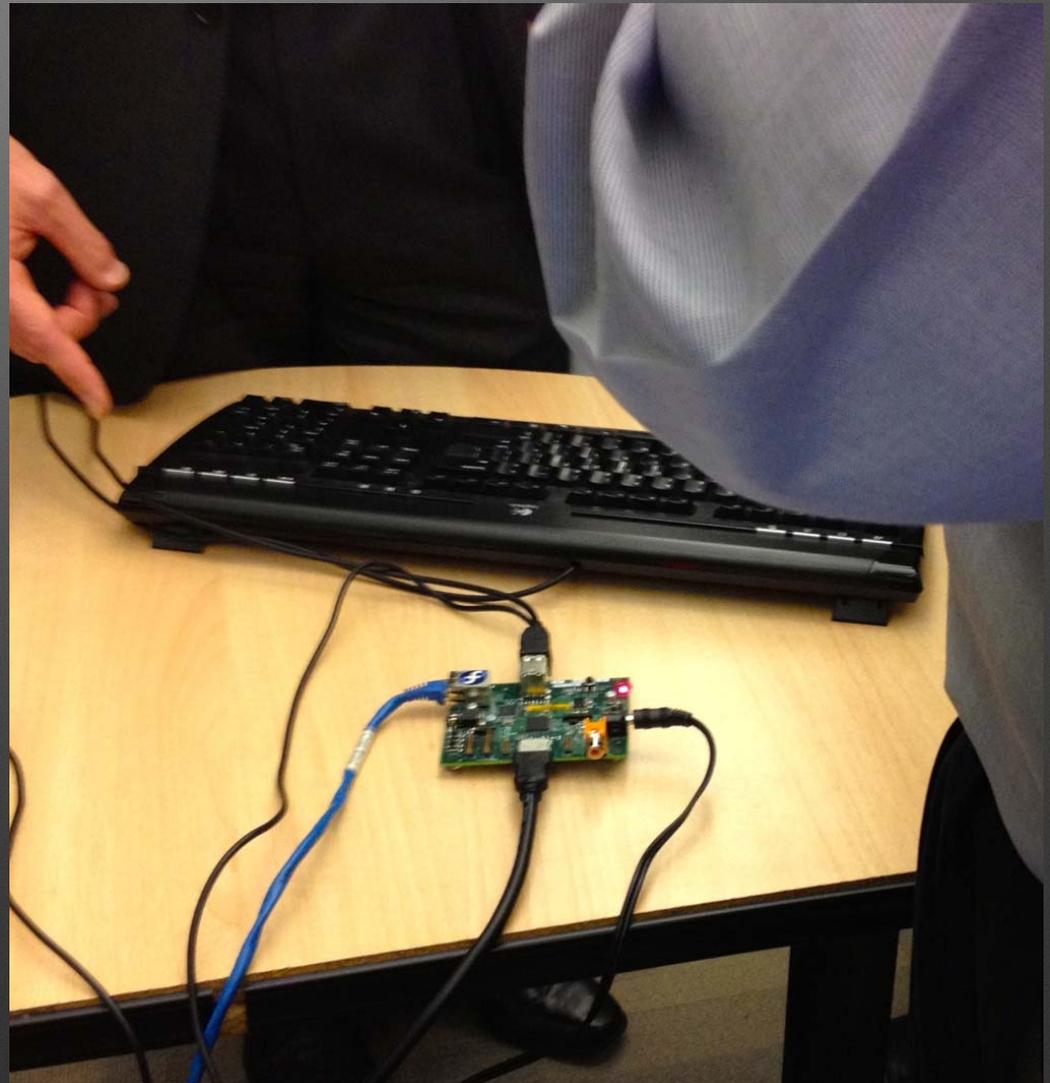


21st century communication

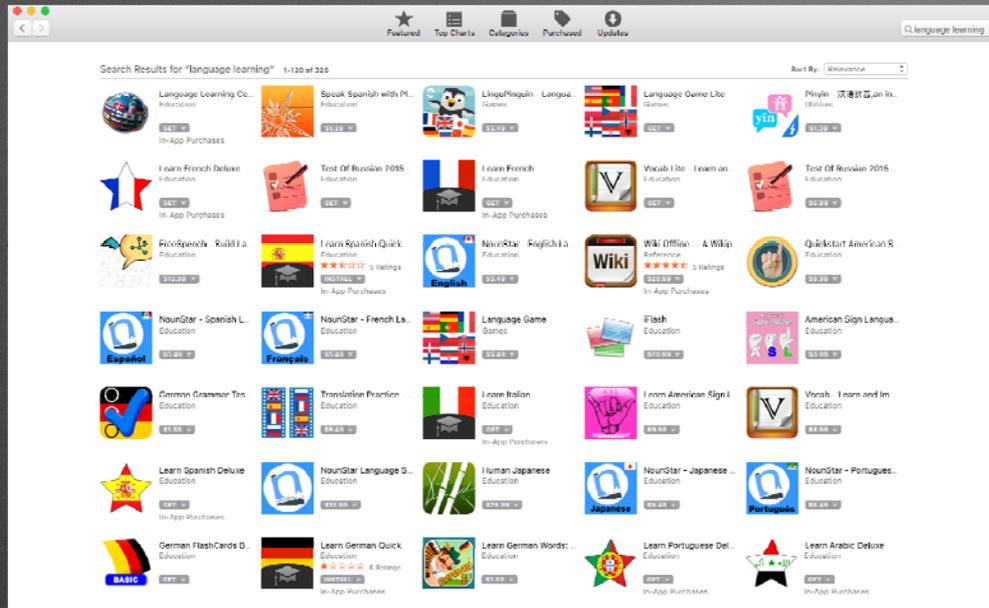


# New TECHNOLOGY ...

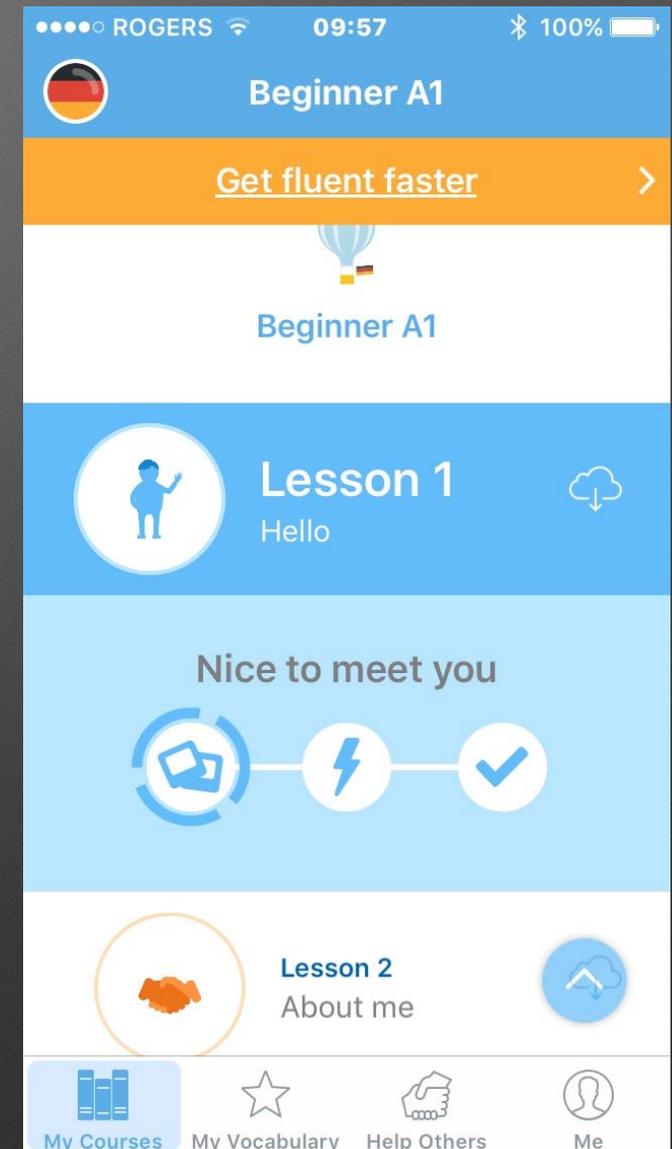
- "Technology comprises, first, artefacts and technical systems, second, the knowledge about these and, third, the practices of handling these artefacts and systems." (Bijker, 2010, p. 64)



# Models of mobile-assisted language learning (MALL)



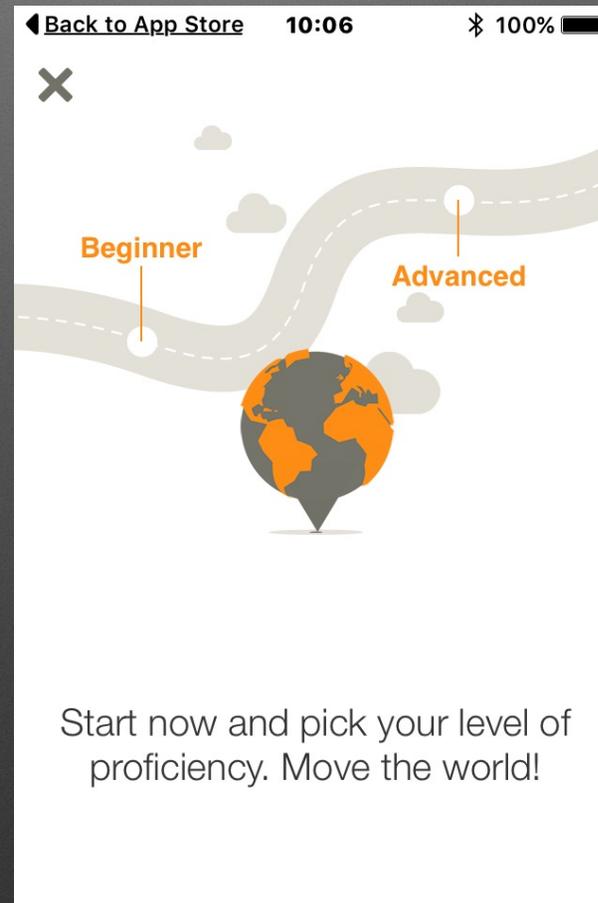
- **App-only approach** (Reinders & Pegrum, 2015)/ **content-oriented learning** (Kukulska-Hulme, 2009)
  - accessing an online language course
- **Design-oriented learning** (Kukulska-Hulme, 2009)
  - using the affordances of mobile technologies to customize language learning activities



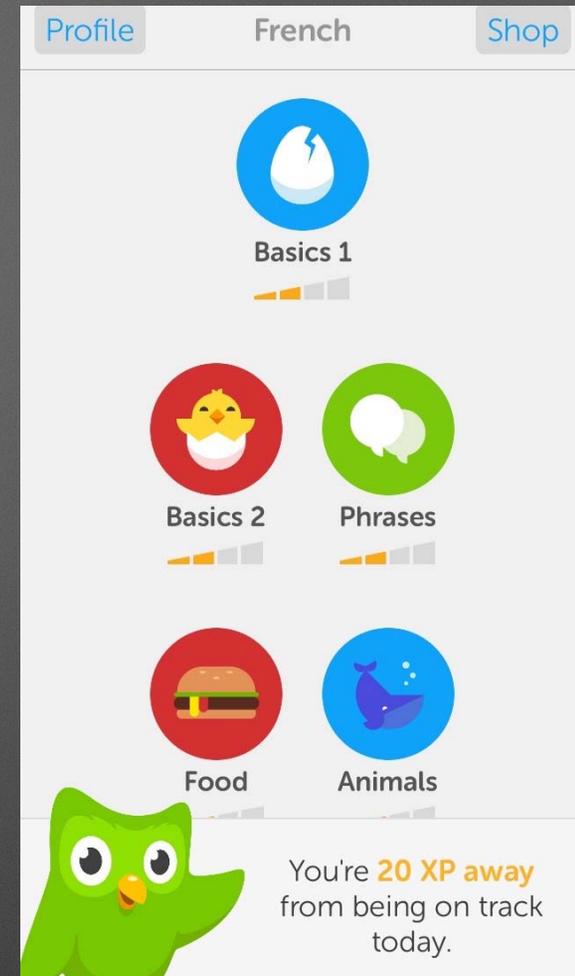
busuu

# Apps for language learning

- What apps are marketed for (English) language teaching and learning?
- What epistemologies of language underlie app ELT curricula?
- What pedagogies drive mobile learning?



babel

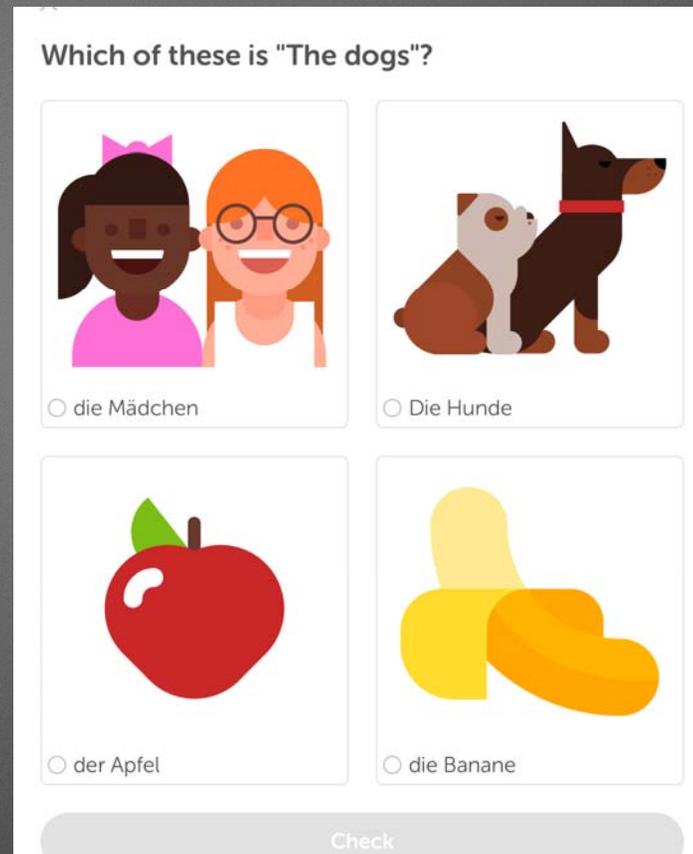


duolingo

Tech Times (2015)	Colour my learning (2014)	Lifehacker (2013)	PC (2015)	teachthought (2014)	<a href="http://fodors.com">fodors.com</a> (2015)	Daily Tekk (2015)
 duolingo	 duolingo	 Anki	 duolingo	 memrise	 duolingo	 LINGVIST
 iB	 memrise	 memrise	 Rosetta Stone	 A	 Livemocha	 mondly Hello and welcome!
 memrise	 b	 duolingo	 fluenz™	 Rosetta Stone	 b	 duolingo
 Anki	 G	 PIMSLEUR Completely Portable • Scientifically Proven • 50 Languages Available	 Rocket	 Pleco Chinese Dictionary	 LIVING LANGUAGE™	 verbling
 b	 Flags	 Livemocha	 iB	 b	 FSI Language Courses	 Flags

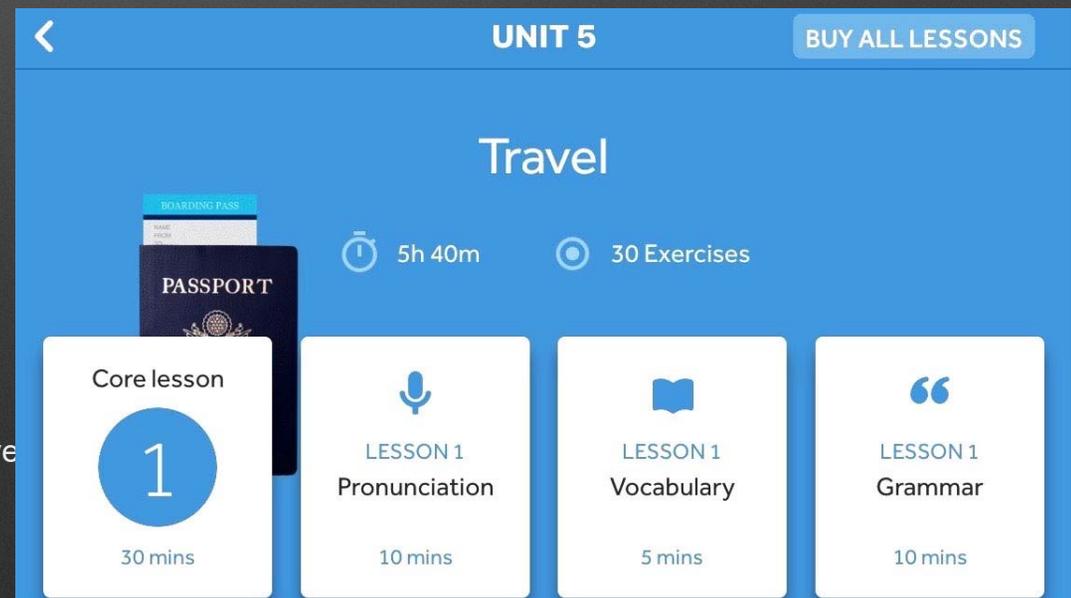
# Issues...

- Outdated, inadequate learning theories
- Low level content
- Poor achievement tests
- Tedious repetitive drills
- Decontextualized vocabulary memorization
- All testing, no teaching
- Importing old media language competencies
- Deprofessionalization of language teaching: “Rosetta Stone Studio is searching for native UK English speakers to facilitate a series of energetic language classes for beginner to advanced students.”



(unbelievably)  
poor testing

4 skills anyone?

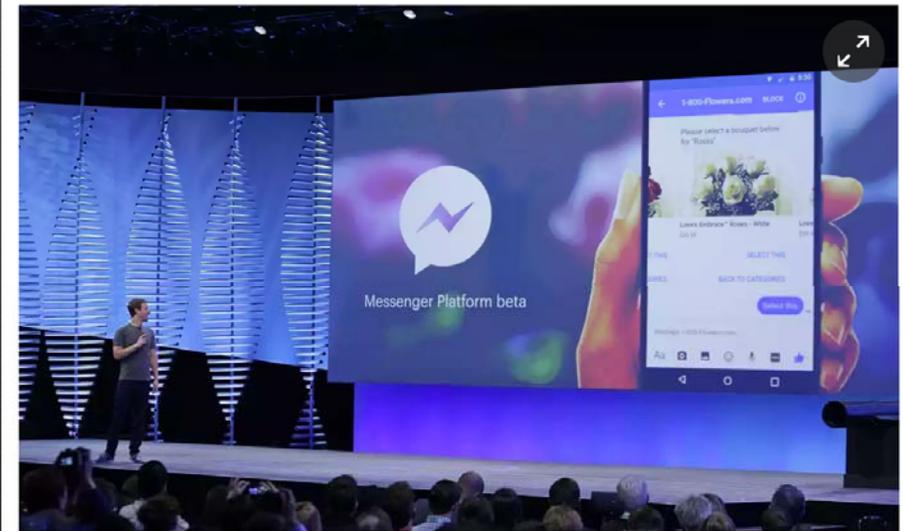


# From *app* to *chatbot*?

- The rise of the *chatbot* offers a scary scenario for human cognition—but a potentially interesting new tool to utilize in language teaching.

Please, Facebook, don't make me speak to your awful chatbots

The future of apps is chatbots, and it's going to be terrible



Facebook CEO Mark Zuckerberg talks about the new Messenger Platform at the F8 Facebook Developer Conference in San Francisco. Photograph: Eric Risberg/AP

**H**ave you heard? Apps are dead: chatbots are the new apps. And they will soon be doing everything, from taking your pizza orders to scheduling your meetings. This is the future and it's going to be terrible.

The rise of the chatbot has been foretold for some time but only in the past few weeks with [Facebook's Messenger bots](#), chat app Kik's [bot store](#) and [the rise of subversive artbots](#) have they really hit the public consciousness.

## The Biggest Players In Chat



### Kik Messenger

**OWNER:** Ted Livingston, Union Square Ventures, RRE, Spark Capital, Tencent

**ACTIVE USERS:** 80 million

**USE OF BOTS AND AI:** 80 promoted chat bots

**CAN YOU HAIL A CAB?** No

**DEMOGRAPHIC:** North American teens



### Messenger

**OWNER:** Facebook

**ACTIVE USERS:** 800 million

**USE OF BOTS AND AI:** Testing M, an assistant that carries out tasks

**CAN YOU HAIL A CAB?** Yes

**DEMOGRAPHIC:** Americas-heavy, 16-24 years old



### WeChat/Weixin

**OWNER:** Tencent

**ACTIVE USERS:** 650 million

**USE OF BOTS AND AI:** Huge list of retail partners

**CAN YOU HAIL A CAB?** Yes

**DEMOGRAPHIC:** Asian, mostly Chinese, 25-34 years old



### LINE

**OWNER:** Naver Corp.

**ACTIVE USERS:** 215 million

**USE OF BOTS AND AI:** Reportedly working on a digital butler

**CAN YOU HAIL A CAB?** Yes

**DEMOGRAPHIC:** Asia-Pacific and Middle East, 16-44 years old



### WhatsApp

**OWNER:** Facebook

**ACTIVE USERS:** 1 billion

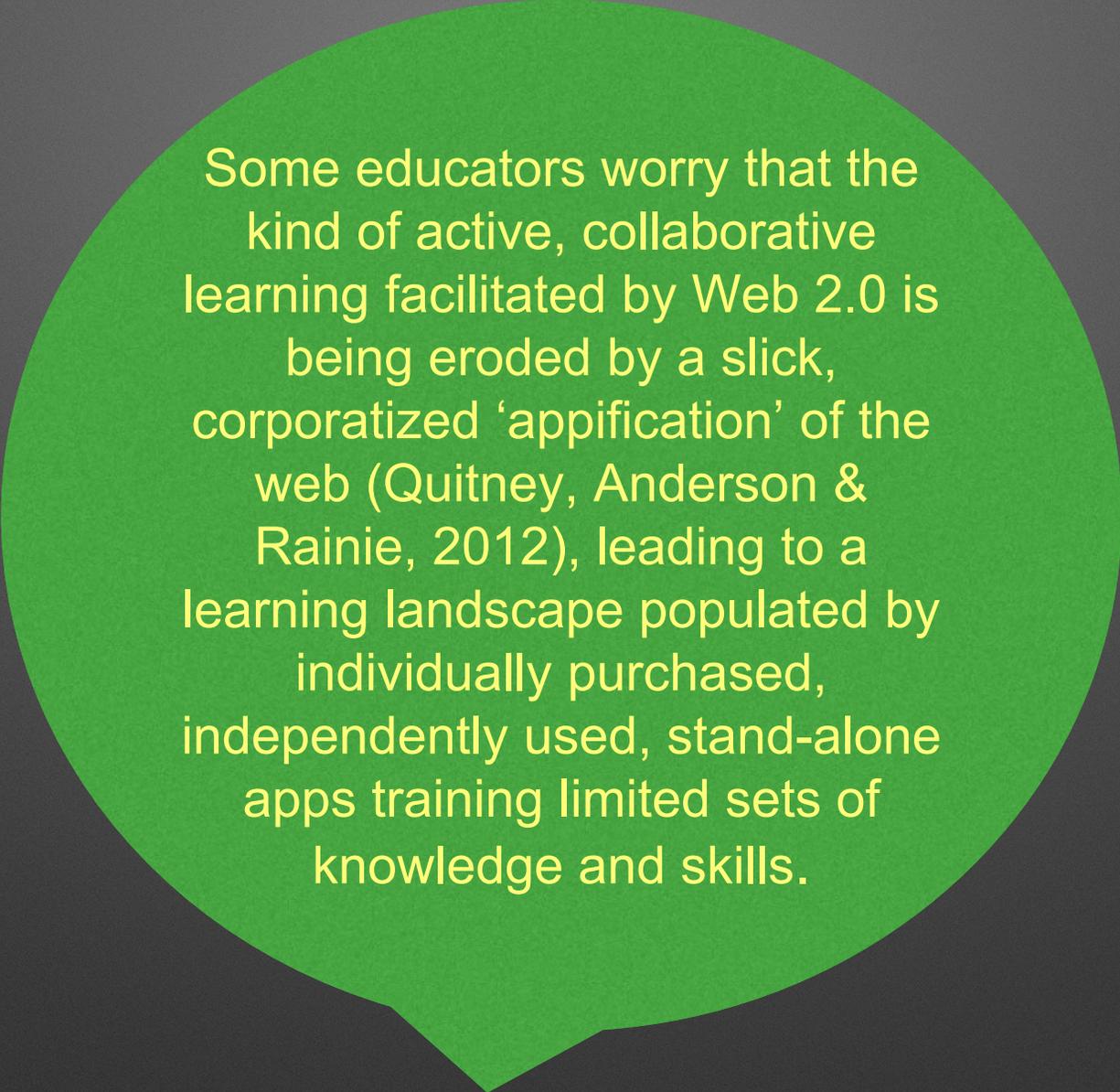
**USE OF BOTS AND AI:** None

**CAN YOU HAIL A CAB?** No

**DEMOGRAPHIC:** Latin America, Middle East, Asia, 16-54 years old

Today's societies, we then assume, are thoroughly technological and all technologies are pervasively cultural. Technologies do not merely assist in everyday lives, they are also powerful forces acting to reshape human activities and their meanings.

Bijker, 2010, p. 67

A large green speech bubble with a pointed bottom, centered on a dark gray background. The bubble contains text in a light yellow-green color.

Some educators worry that the kind of active, collaborative learning facilitated by Web 2.0 is being eroded by a slick, corporatized 'appification' of the web (Quitney, Anderson & Rainie, 2012), leading to a learning landscape populated by individually purchased, independently used, stand-alone apps training limited sets of knowledge and skills.

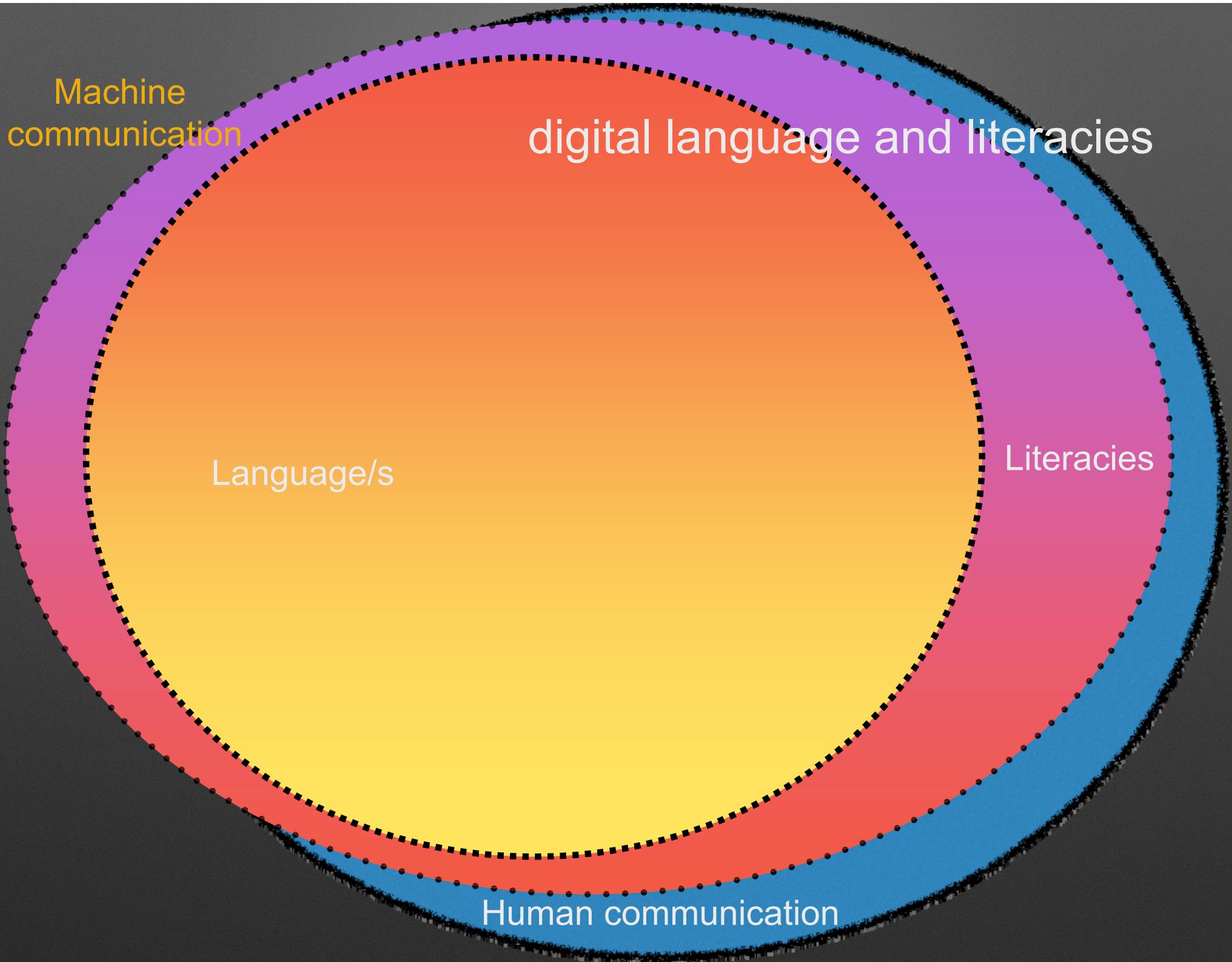
Machine  
communication

digital language and literacies

Language/s

Literacies

Human communication



# Digital language and literacy teaching: 6 propositions

1. Language is a medium for human communication.
  2. Humans have an innate capacity for language/s.
  3. Language/s can be materialized in different technical media (as can nonlinguistic communication).
  4. Digitally-mediated communication facilitates and extends multimodality, and introduces novel conventions.
  5. Digitally-networked communication enables cognitive distribution.
  6. Socio-technical evolution outstrips educational policy and practice.
1. Language is increasingly a medium for non-human communication, too.
  2. We can teach languages, too. We are teaching animals and machines to use human languages. Machines are also teaching us.
  3. Materializing language — and nonlinguistic human and machine communication — has morphed from static print encoding to a plethora of digital forms using technical media that are socially neither optional nor an add-on.
  4. Communication can be variably materialized yielding multisemiotic, plurilingual, multimodal, dynamic and interactive texts. Encoding conventions have changed as part of this!
  5. Distributed cognition across people and machines in socio-technical networks is seamless and mobile.
  6. Yup. How are you going to change that?



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