Technologies and Literacies in Language Education: Looking beyond communicative competence

Word cloud by smaucotel

Rick Kern
UC Berkeley
bailout vs. rescue plan

terrorists vs. freedom fighters

genocide vs. ethnic cleansing

prunes vs. dried plums

prison vs. correctional facility

firing vs. involuntary separation

torture vs. enhanced interrogation methods

budget cuts vs. Operation Excellence
Bonjour à tous.
Juste pour vous dire que j’ai dû changer mon emploi du temps cette semaine, et que je serai à Grenoble demain (lundi) et non pas mercredi, au cas où vous voudriez me voir.
A: wuz^ 
B: nmhu?

i gotta homeworks now

Carpe Skiem

¡Obámanos!

Did you get the orange juice I made for you?
Contexts of Interpretation

10

1/4

coin

entrance
What system underlies these strings?

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>l8r</td>
<td>39</td>
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<td>143</td>
<td>3Q</td>
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<tr>
<td>88</td>
<td>4a4a</td>
</tr>
<tr>
<td>8282</td>
<td>555</td>
</tr>
<tr>
<td>1004</td>
<td>OTL, Orz, OZ</td>
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الوطن عاصري
الوطن
ليطيخ
快可立 [kuài kě lì]
Design
[OCR results]

[Characters on wooden strips]

[Translation or description of characters]

[Further text or notes]

[Additional context or information]
RT @actfl: "W/i the brdr ctx of a qual ed 4 evry stud, intl ed & fl stdy r vital 2...stud's full access to the world..." Sec of Ed Dunc …
DO NOT ENTER
Raghda Dr Marina hayaty ezayek 3amla eih ana fy e7temal kebeer a2ady shahr 8 f masr "BRobably BRobably :D:D wa7ashtyny awy bgd ta3aly zakryly I need your help Dr :D

March 24 at 10:38 am

2 represents ھ

3 represents ں

5 represents ݁

7 represents ݂

shahr 8 refers to August
Raghda Dr Marina hayaty ezayek 3amla eih
ana fy e7temal kebeer a2ady shahr 8 f masr
"BRobably BRobably :D:D wa7ashtyny awy bgd
ta3aly zakryly I need your help Dr :D
March 24 at 10:38 am

Marina ba2a a3daly kol da f amrica w te2oulili
Brobbably!!ya far7ety :D:D bs ya rab brobably di
teb2a sure isaaa :) ya benty dana me7taga elly
yezakerly..5alas ayam el da7 di 5elset wa walet
wa entahet m3 enteha2 el skol :D ta3ali b2a
plzzzzzzz..miss uuuuuuuu (K)(K)
March 24 at 10:57 am
**Raghda** Dr Marina hayaty ezayek 3amla eih ana fy e7temal kebeer a2ady shahr 8 f masr "**BRobably Brobably** :D:D wa7ashtyny awy bgd ta3aly zakryly I need your help Dr :D

March 24 at 10:38 am

**Marina** ba2a a3daly kol da f amrica w te2oulili Brobably!!ya far7ety :D:D bs ya rab brobably di teb2a sure isaaa :) ya benty dana me7taga elly yezakerly..5alas ayam el da7 di 5elset wa walet wa entahet m3 enteha2 el **skol** :D ta3ali b2a plzzzzzzz..miss uuuuuuuu (K)(K)

March 24 at 10:57 am

**Huda** e5ssssssssss 3alekiiiii ya raghdaaaaaaaaaa b2a ray7a t2ouly le marena enk gaya masr we we han 3aleki t3ady 3alaya fel profile ely gmbaha t2oulyly ana kaman...ba2a a3raf a5barek men profilat el nass!!!!!!!!!!!!

March 25 at 4:06am
"I can't wait to see what you're like online."
TexFrançais: Mots imprononçables pour nous les Américains
Antoine Gilbert  4 months ago (edited)
Tu parles très bien Français.
Mon conseil c’est de ne pas trop t’inquiéter des petites subtilités de prononciation. Quand un mot est dans une phrase, les petits défauts de prononciation liés à l’accent seront vites gommés par le contexte de la phrase. Un francophone comprendra instinctivement ce que tu voudras dire grâce au contexte dans lequel tu le dis.
And it goes exactly the same in English.
Reply 214

View all 16 replies

Emeline Maga  1 week ago
+leroyalclash je suis d'accord avec toi !! j'adore le japonais !!! j'aimerais trop apprendre mais ça m'a l'air galère..
Reply

Marcelo pan  7 hours ago
+leroyalclash moi aussi!!
Reply

Damaï la chapelière folle (from Asgard)  Shared on Google+  2 months ago
Si il nous regardait nous entraîn de prononcer leurs mot lool
Reply 51

View all 3 replies

devilhaque  1 month ago
Technologies ➔ Texts

textualization
designed discourse
Technologies ➔ Texts

Literacies

Textualization
designed discourse

Literacies
### Principles

1. Meanings are situated and relational, not autonomous.  
   Develop learners’ awareness of how reframing and recontextualization affect meaning.

2. Language, literacy, and communication rely on both convention and invention.  
   Show the importance of social conventions in discourse, but also how people adapt conventions and resources for individual and collective purposes.

3. The medium matters.  
   Reflect on how language forms are constrained by material contexts, and how they change over time. Analyze mediums critically for ideological or commercial underpinnings.

4. Texts and communication are always multimodal.  
   Reflect on how linguistic and non-linguistic elements interact in texts, as well as in face-to-face communication.

5. Language, technologies, and texts *mediate* between the social and the individual; between ourselves and real and imagined worlds.  
   Develop awareness of mediation and the consequences it can have for understanding. Develop learners’ awareness of how in the process of making texts they create social identities.
Principles

1. Meanings are situated and relational, not autonomous.

Pedagogical Goals

Develop learners’ awareness of how reframing and recontextualization affect meaning.
Principles

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Principles

1. Meanings are situated and relational, not autonomous.

Pedagogical Goals

Develop learners’ awareness of how reframing and recontextualization affect meaning.

Questions differentiating types of meaning:

- referential
- metaphorical
- structural
- intertextual
- social
- personal
- symbolic
- ideological
**Principles**

2. Language, literacy, and communication rely on both convention and invention.

**Pedagogical Goals**

Show the importance of social conventions in discourse, but also how people *adapt* conventions and resources for individual and collective purposes.
Principles

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Pedagogical Goals

Show the importance of social conventions in discourse, but also how people *adapt* conventions and resources for individual and collective purposes.

Reflecting on conventions
Principles

2. Language, literacy, and communication rely on both convention and invention.

Pedagogical Goals

Show the importance of social conventions in discourse, but also how people adapt conventions and resources for individual and collective purposes.

Reflecting on conventions

Using and adapting conventions
**Principles**

3. The medium matters.

**Pedagogical Goals**

Reflect on how language forms are constrained by material contexts, and how they change over time. Analyze mediums critically for ideological or commercial underpinnings.
Principles

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Pedagogical Goals

Reflect on how language forms are constrained by material contexts, and how they change over time. Analyze mediums critically for ideological or commercial underpinnings.

Reflecting on language forms and their material contexts
Principles

Pedagogical Goals

3. The medium matters.

Reflect on how language forms are constrained by material contexts, and how they change over time. Analyze mediums critically for ideological or commercial underpinnings.

Reflecting on language forms and their material contexts

Reflecting on relationships between past and present technologies of literacy
Principles

3. The medium matters.

Pedagogical Goals

Reflect on how language forms are constrained by material contexts, and how they change over time. Analyze mediums critically for ideological or commercial underpinnings.

Reflecting on language forms and their material contexts

Reflecting on relationships between past and present technologies of literacy

Reflecting on relationships among mediums, social practices, and ideologies
**Principles**

4. Texts and communication are always multimodal.

**Pedagogical Goals**

Reflect on how linguistic and non-linguistic elements interact in texts, as well as in face-to-face communication.
**Principles**

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Reflect on how linguistic and non-linguistic elements interact in texts, as well as in face-to-face communication.

*Reflecting on the interaction of linguistic and non-linguistic elements*
Principles

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Reflect on how linguistic and non-linguistic elements interact in texts, as well as in face-to-face communication.

Reflecting on the interaction of linguistic and non-linguistic elements

Developing rhetorical skills in a range of modes
Principles

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Pedagogical Goals

Reflect on how linguistic and non-linguistic elements interact in texts, as well as in face-to-face communication.

Reflecting on the interaction of linguistic and non-linguistic elements

Developing rhetorical skills in a range of modes

Developing awareness of codes and how digital environments work
**Principles**

5. Language, technologies, and texts *mediate* between the social and the individual; between ourselves and real and imagined worlds.

**Pedagogical Goals**

Develop awareness of mediation and the consequences it can have for understanding. Develop learners’ awareness of how in the process of making texts they create social identities.
Principles

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Pedagogical Goals

Develop awareness of mediation and the consequences it can have for understanding. Develop learners’ awareness of how in the process of making texts they create social identities.

*Understanding the role of mediation in learning*
Principles

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Pedagogical Goals

Develop awareness of mediation and the consequences it can have for understanding. Develop learners’ awareness of how in the process of making texts they create social identities.

*Understanding the role of mediation in learning*

*Evaluating the authenticity and validity of information*
Principles

5. Language, technologies, and texts *mediate* between the social and the individual; between ourselves and real and imagined worlds.

Pedagogical Goals

Develop awareness of mediation and the consequences it can have for understanding. Develop learners’ awareness of how in the process of making texts they create social identities.

*Understanding the role of mediation in learning*

*Evaluating the authenticity and validity of information*

*Recognizing how people create social identities*
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*Understanding the role of mediation in learning*

*Evaluating the authenticity and validity of information*

*Recognizing how people create social identities*

*Acknowledging aesthetic dimensions*
Heuristic Questions
for a Relational Pedagogy
Conclusions