

# Technologies and Literacies in Language Education: Looking beyond communicative competence



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Word cloud by smaucotel

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 =E0 tous.

Juste pour vous dire que j'ai d=FB changer mon emploi du temps cette semaine, et que je serai =E0 Grenoble demain (lundi) et non pas mercredi, au cas o=F9 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?

|8r

39

143

3Q

88

4a4a

8282

555

1004

OTL, Orz, OZ

€ N \$

المعووووو جاسوس #



اوه ملن عنصری

الوطن  
وطبع



# 快可立 [kuài kě lì]



Design

Material  
Resources



Design

XING

FIELD



**RAISED  
X-WALK**

**SCHOOL**



ऐतिहासिक है। इसमें एवं  
कुओं के हाथ में ही हैं।  
में पोलिथीन शैलियों का

கிளி. குடை வூப்புத்துறையிலேயிருந்து  
புதுதலைக்கும்போன்று சீர்தைகள் முதலை  
ஏனைய வூப்புக்கும்போன்று சீர்தைகள்  
உணவு

ଭୁଲିବେଳେ କାହାର ପାଦରେ ପାଦରେ  
କାହାର ପାଦରେ କାହାର ପାଦରେ

卷之三

卷之三

卷之三

黑牛下井牛一黑元风牛人精

卷之三

卷之三

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黑牛下井牛一黑元风牛人精

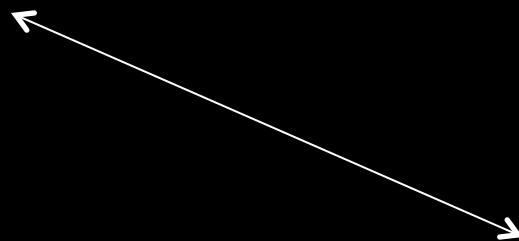
卷之三

RT @actfl: "W/i the brdr ctxt 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 ...

Material  
Resources



Design



Social  
Resources





DO NOT  
ENTER



Material  
Resources



Design



Individual  
Resources

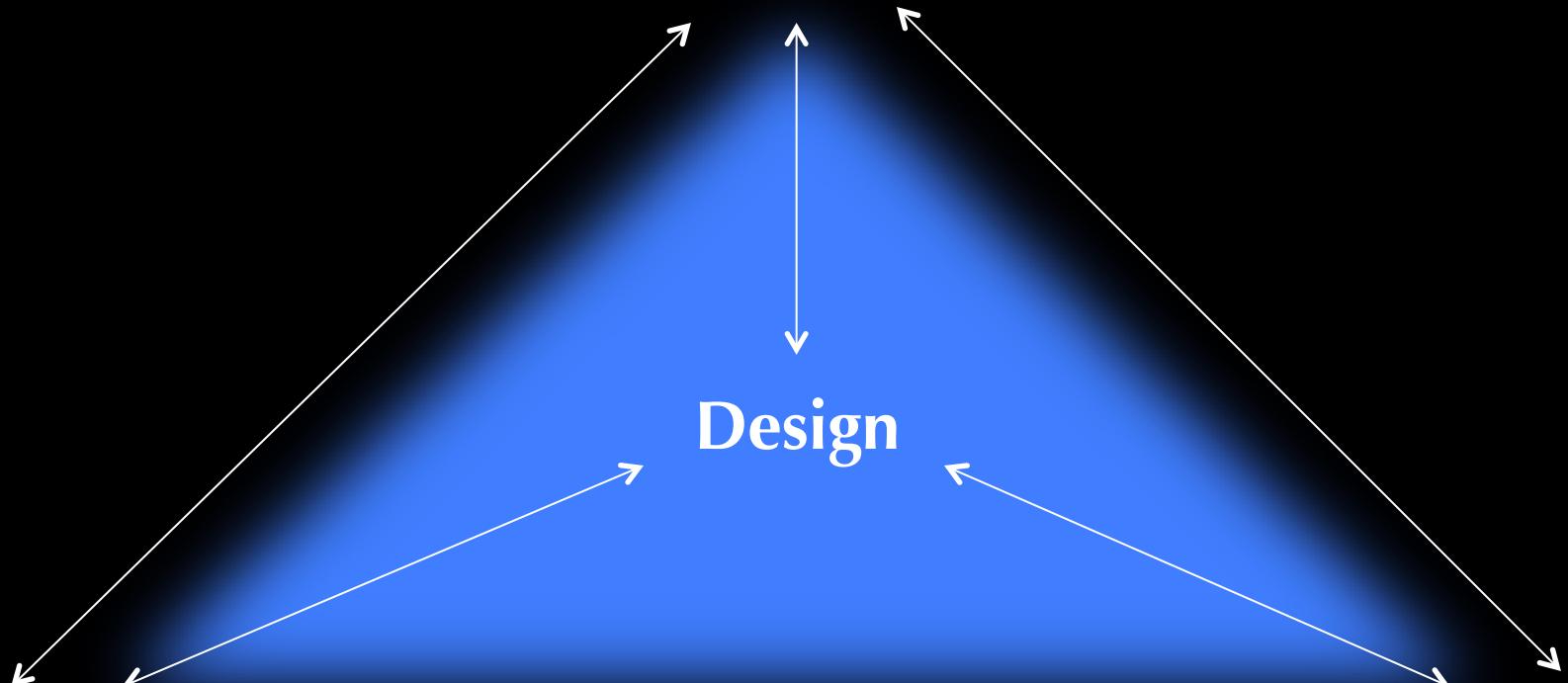
Social  
Resources

Material  
Resources

**Design**

Individual  
Resources

Social  
Resources



**Raghda** Dr Marina hayaty ezayek 3amla eih  
ana fy e7temal kebeer a2ady shahr 8 f masr  
"B**Robably Brobably** :D:D wa7ashtyny awy bgd  
ta3aly zakryly I need your help Dr :D

March 24 at 10:38 am

2 represents ﺱ

3 represents ﻉ

5 represents ﺥ

7 represents ﺦ

shahr 8 refers to August

**Raghda** Dr Marina hayaty ezayek 3amla eih  
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"B**Robably 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  
**plzzzzzz..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  
"B**Robably Brobably** :D:D wa7ashtyny awy bgd  
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**plzzzzzz..miss uuuuuuuu (K)(K)**

March 24 at 10:57 am

**Huda** e5ssssssssss 3alekiiii 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





## ALL COMMENTS (3,658)



Add a public comment...

Top comments ▾

**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!!

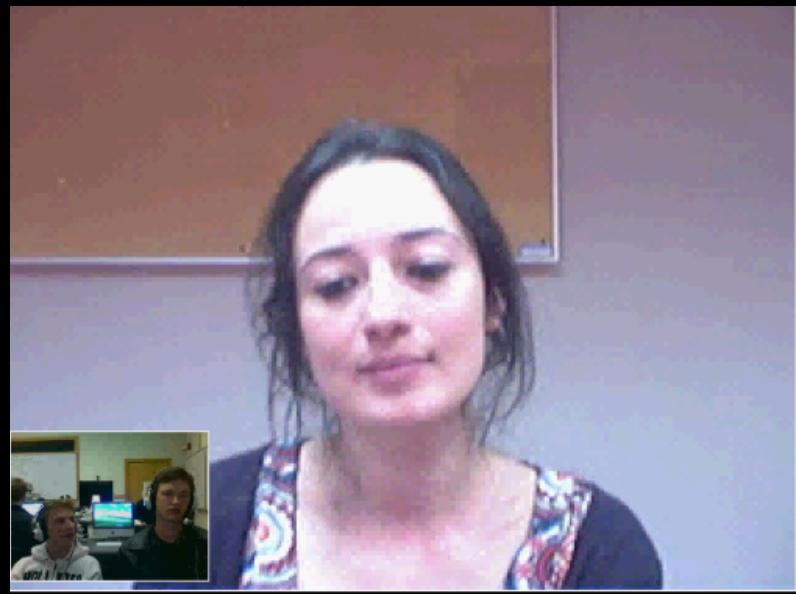
Reply ·

**Damaï la chapelière folle (from Asgard)** Shared on Google+ · 2 months ago

Si il nous regardais nous entrain de prononcer leurs mot lool

Reply · 51

[View all 3 replies](#) ▾ **devilhaque** 1 month ago

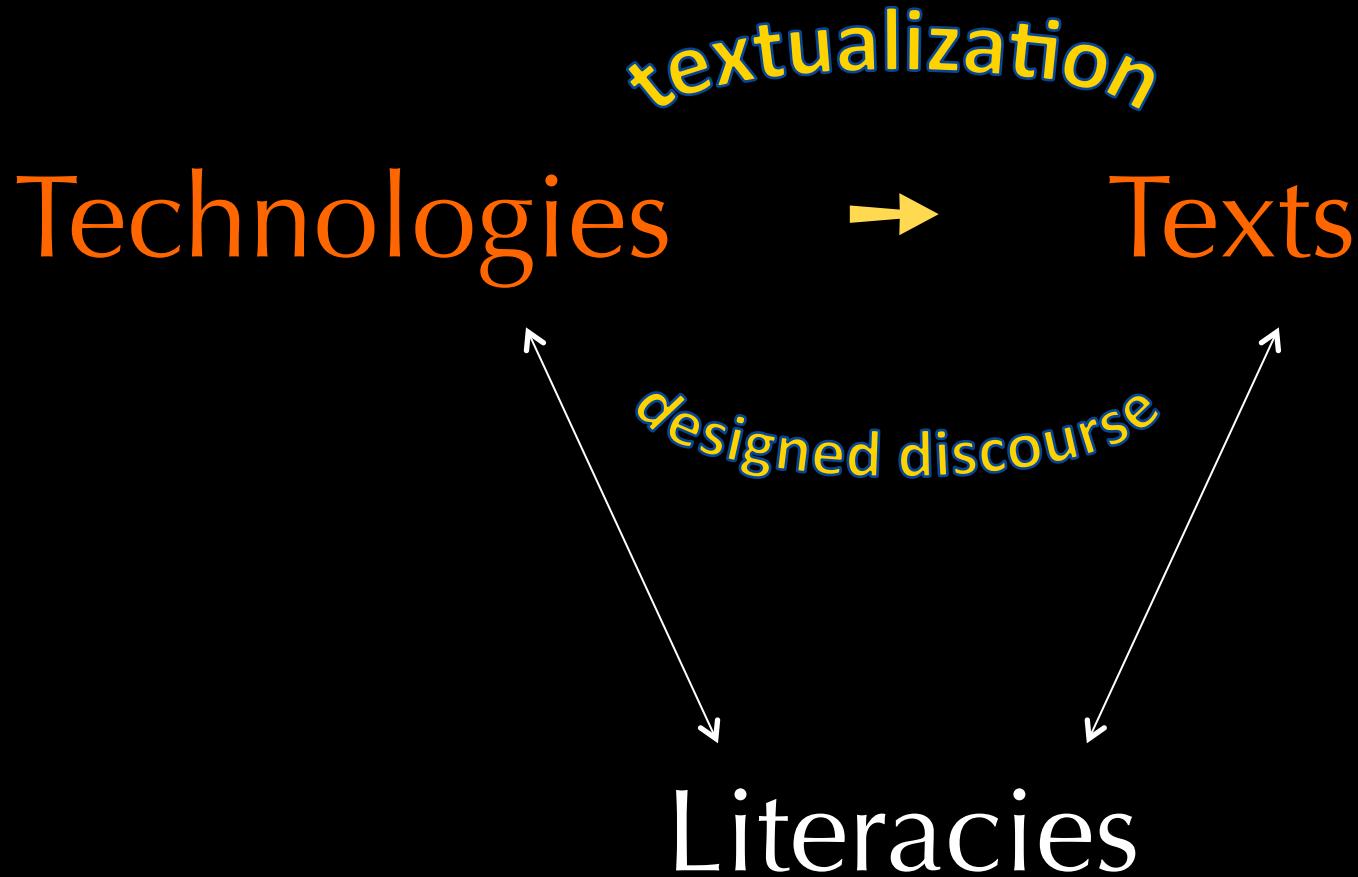


Technologies → Texts

*textualization*

Technologies → Texts

*designed discourse*



## *Principles*

1. Meanings are situated and relational, not autonomous.
2. Language, literacy, and communication rely on both convention and invention.
3. The medium matters.
4. Texts and communication are always multimodal.
5. Language, technologies, and texts *mediate* between the social and the individual; between ourselves and real and imagined worlds.

## *Pedagogical Goals*

- Develop learners' awareness of how reframing and recontextualization affect meaning.
- Show the importance of social conventions in discourse, but also how people *adapt* conventions and resources for individual and collective purposes.
- Reflect on how language forms are constrained by material contexts, and how they change over time. Analyze mediums critically for ideological or commercial underpinnings.
- Reflect on how linguistic and non-linguistic elements interact in texts, as well as in face-to-face communication.
- 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.

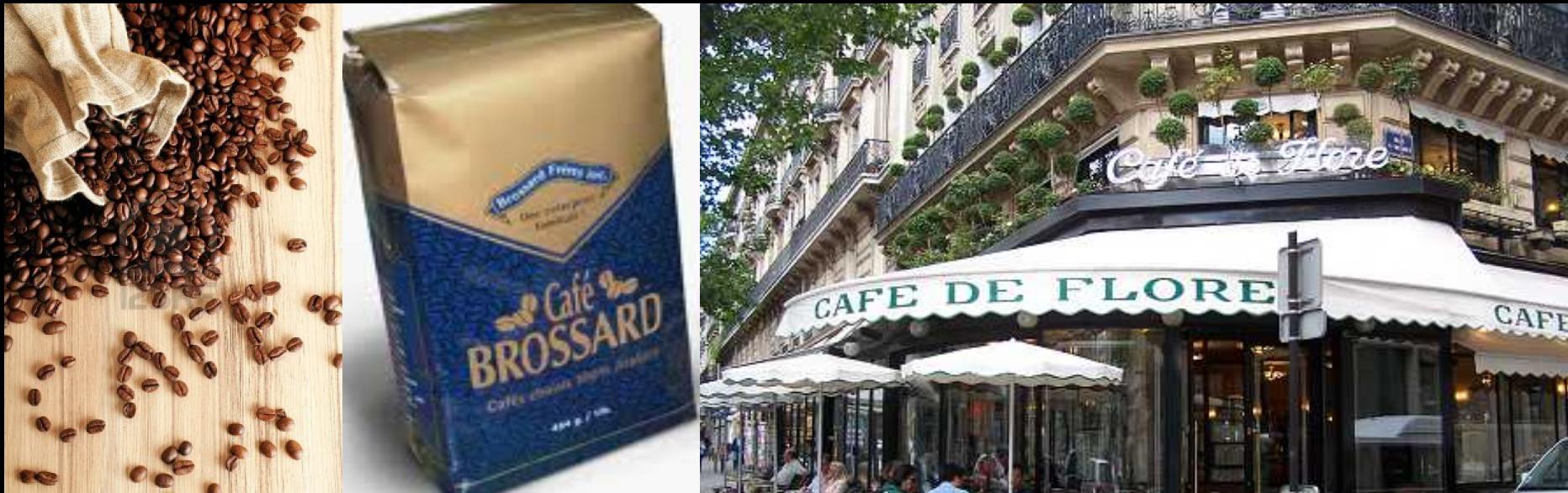
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## *Pedagogical Goals*

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

X

## *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.

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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.

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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*

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## *Pedagogical Goals*

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***Reflecting on language forms and their material contexts***

***Reflecting on relationships between past and present technologies of literacy***

## *Principles*

3. The medium matters.



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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.

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## *Pedagogical Goals*

Reflect on how linguistic and non-linguistic elements  
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***Reflecting on the interaction of linguistic  
and non-linguistic elements***

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

*Developing rhetorical skills in a range of  
modes*

## *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***

***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*

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***

## *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***

## *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***

***Recognizing how people 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***

***Evaluating the authenticity and validity of information***

***Recognizing how people create social identities***

***Acknowledging aesthetic dimensions***

# Heuristic Questions

for a Relational Pedagogy

# Conclusions

