



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
FACULTAD DE COMUNICACIÓN, LINGÜÍSTICA Y LITERATURA
ESCUELA DE LINGÜÍSTICA

**DISERTACIÓN PREVIA A LA OBTENCIÓN DEL TÍTULO DE
LICENCIATURA**

EN

LINGÜÍSTICA APLICADA CON MENCIÓN EN ENSEÑANZA DE IDIOMAS

PROPOSAL FOR THE APPLICATION OF THE MULTILITERACIES PEDAGOGY

IN FOUR LESSON PLANS AS A MEANS TO TEACH EFL REMOTELY TO B2

LEVEL HIGH SCHOOL STUDENTS

WLADIMIR ARMIJOS

DIRECTORA: MGTRA. GUADALUPE UQUILLAS

QUITO, 2021

Acknowledgements

“Nada me importa más que hacer el recorrido, más que saber a dónde voy”

Gustavo Cerati

I don't care about the goal. What I care about is the path I have walked through so far. Thanks to those who believed in me, and most importantly inspired me not to give up despite the difficult times.

To my beloved grandmother Rosita, who's the mortal angel that makes my life tender and sweeter.

To my father,
whose constant effort and work taught me that no matter how hard life gets, you just have to keep doing your job.

To my mother,
whose love and permanent support have given me the reason to feel alive and passionate.

To my siblings,
who have been with me all the time even when you were not close to me.

To those special people,
Who have been contributors of my emotional and personal development during my young evanescent stay at PUCE: Roger, Nico, Sami, Sylvia, Janine, Guadalupe, Verónica, and don Eduardo.

No word can express how grateful I am for what you have shared with me. That's why I dedicate this work to you.

TABLE OF CONTENTS

Abstract	i
Background.....	iii
Justification.....	viii
Introduction	x
Methodological Framework	xii
Objectives.....	4
I. LITERATURE REVIEW.....	4
1.1. Fields Related to this Study.....	4
1.1.1. The Field of Linguistics	4
1.1.2. Applied Linguistics.....	5
1.1.3. Theory of language and Theory of Language Teaching	6
1.1.4. Second Language Acquisition.....	8
1.1.5. The Post Method Era	8
1.1.6. Approach, Method and Methodology	10
1.1.7. Communicative Approach	11
1.1.8. Sequencing models for Language Teaching	16
1.1.9. The PACE model.....	17
1.1.10. Common European Framework of Reference	18
1.2. Multiliteracies Pedagogy.....	22
1.2.1. A Pedagogy of Multiliteracies.....	22
1.2.2. The Notion of Literacy in the Pedagogy of Multiliteracies	23
1.2.3. What is Meaning Design?	24
1.2.4. The why of Multiliteracies	26
1.2.5. The what of Multiliteracies	27
1.2.6. The how of Multiliteracies: Learning Processes	29
1.2.7. Multimodality	30
1.2.8. Applying the what and the how of Multiliteracies Pedagogy	31
1.2.9. The application of the what and the how of Multiliteracies Framework..	32
1.3. Notions for Virtual Learning	36
1.3.1. Virtual Learning	36
1.3.2. Online Learning vs Remote Learning.....	37
1.3.3. Flipped Classroom.....	37
1.3.4. Social Networks.....	38

1.3.5. Mobile Apps for Learning.....	39
II. ANALYSIS AND DESIGN.....	41
2.1. The Story behind the Lesson Plans.....	41
2.2. Chadwick Boseman Biography.....	42
2.3. Overview of the Activities in the Lesson Plans.....	42
2.4. Description of the Four Lesson Plans.....	44
2.5. Lesson plan for Listening.....	49
2.6. Lesson plan for Speaking.....	54
2.7. Lesson plan for Reading.....	57
2.8. Lesson plan for Writing.....	61
III. CONCLUSIONS.....	67
IV. BIBLIOGRAPHY.....	70
V. APPENDIX A. Self-assessment grid from CEFR 2020 for level B2.....	67
VI. APPENDIX B. Worksheets of the Four Lesson Plans.....	68

LIST OF TABLES

Table 1: Comparative table of the three theories used in the lesson plans.....	46
Table 2: Pre-planning Grid.....	47
Table 3: Main Lesson Plan Grid.....	48
Table 4: Final Version of the Main Lesson Plan Grid.....	48
Table 5: Final Version of the Pre-planning Grid.....	49
Table 6: Pre-planning Grid for the Listening Lesson.....	50
Table 7: Lesson Plan for Listening.....	53
Table 8: Pre-planning Grid for the Speaking Lesson.....	54
Table 9: Lesson Plan for Speaking.....	56
Table 10: Pre-planning Grid for the Reading Lesson.....	57
Table 11: Lesson Plan for Reading.....	60
Table 12: Pre-planning Grid for the Writing Lesson.....	61
Table 13: Lesson Plan for Writing.....	64

LIST OF FIGURES

Figure 1: Design Elements of Different Modes of Meaning.....	31
---	----

Abstract

Whether teachers have been working in a private school or they were teaching many students in a public educational institution, the pandemic for Covid-19 has forced everyone worldwide to start working remotely. Because of this situation education has taken a different path for learners since they started to be more exposed to different types of texts and resources for learning English. Even though the advances in technology started to happen before the twentieth first century, it is at this moment that the multimodality of texts began to be more obvious. This thesis is a proposal to teach English as a foreign language remotely, using the communicative approach and applying the pedagogy of multiliteracies as a way to confront the reality that many educators are facing and will continue to face when trying to make students develop their competences in English. Also, the PACE model is taken into account to plan a series of interconnected lessons. The aim of this thesis is to apply the pedagogy of multiliteracies in four lesson plans for B2 level high school students of who are learning English as a foreign language remotely.

Abstract

Ya sea que los profesores estaban trabajando en un colegio privado o estaban enseñando a muchos estudiantes en una institución educativa pública, la pandemia de Covid-19 ha obligado a todas las instituciones educativas a trabajar a distancia . Debido a esta situación, la educación está transitando caminos diferentes, pues los aprendientes empezaron a estar más expuestos a diferentes tipos de textos y recursos para aprender inglés. Pese a que los avances en la tecnología empezaron antes del siglo XXI, es en este momento que la multimodalidad comenzó a ser más notoria. Esta disertación es una propuesta para enseñar inglés como lengua extranjera a distancia, por medio del enfoque comunicativo y la pedagogía de la multialfabetización como una manera de afrontar la realidad que muchos educadores están enfrentando y que lo seguirán haciendo, al intentar que los estudiantes desarrollen sus competencias en inglés. Además, el modelo PACE se ha utilizado para planificar una serie de lecciones interconectadas. El objetivo de esta disertación es aplicar la pedagogía de la multialfabetización en cuatro planes de clase para estudiantes de nivel B2 que están aprendiendo inglés como lengua extranjera a distancia en colegios bilingües.

Background

Owing to the increasing use of information and communication technologies (ICT), there has been a vast amount of research on how education and learning have changed along with technological advances. Educators and researchers started to be more concerned about how technology has transformed teaching of languages and education. For that reason, burgeoning studies on the area of pedagogy and language teaching have taken place over the years. One popular topic that has taken place between the end of the 20th century and the beginning of the 21st century is the pedagogy of multiliteracies. As Cope and Kalantzis (2016) mention, “a 2006 search (on Google) shows more than 100,000 web pages which mention multiliteracies” (p. 2). That means, the pedagogy of multiliteracies has had an increasing saliency among those who are looking for plausible solutions to the challenges that a globalized world imposes to education and language learning.

In the field of computing, Selber (2004) approaches the topic of computer literacy for students to develop writing and communication skills. He provides a hypothesis for the learning with a hardware and software focused on literacy. This hypothesis is based on three questions: What should a computer literate student be able to do? What is required of literacy teachers to educate such a student? How can functional computer literacy fit within the values of teaching writing and communication as a profession? His study uses a framework for computer literacy to research the requirements needed in order to make a change in the way learning is approached with the use of technology. For that reason, the author builds a framework for computer literacy instruction, and as he says, “...this book was written to help teachers of writing and communication develop full-scale literacy programs that are both effective and professionally responsible” (Selber, 2004, p. 12). At the end of the book, the author conceptualizes the requirements needed

for a systemic change, in which he explains that each context is connected and not necessarily isolated from one another.

Another study discussing the topic of literacy deals with children's language and their literacy. In her book, Riley (2006) approaches creative teaching methods that can be used in children's language and their literacy development. To explain her perspective in relation to literacy and language, the author provides the readers with what, how and why it is imperative to apply a different and creative approach in young children classrooms in which language is being studied. Thus, this book gives a practical guide to teachers, with the intention of making readers comprehend how relevant it is nowadays to understand the way literacy works in young children and its great importance at an individual and national level. As she states, the purpose of the book is "to translate understandings gained from the extensive body of research evidence into informed, creative and lively practice for early years settings" (Riley, 2006, p. 3).

With regards of teaching and learning online, Meskill (2013) published a book to discuss the processes and outcomes of online interactions. The author provides investigations from different authors based on a sociocultural theory to address the dimensions of teaching and learning online. For doing so, each chapter takes a look at how and why the negotiation of meaning can happen historically and culturally when there exist social encounters online. Also, as the author seeks to analyze the sociocultural and sociolinguistic aspects of teaching and learning online, Meskill (2013) states that "the term *social* carries three dimensions of direct interest" (p. 3). First, it describes an influence for the discourses we use while interacting; it also refers to the use of tools that have been socially constructed; and finally, it describes the act of mutual orientation

between speakers or writers. In sum, Meskill's work examines the social and cultural aspects of language learning in social interactions online.

In terms of online learning, a significant number of studies have emerged in recent years. A relevant report to consider in education comes from the U.S. Department of Education. Bakia et al. (2012) prepared a report for the U.S. Department of Education where implementation of online learning is considered as a way to increase educational productivity. Even though the report aimed to provide functional knowledge for educational administrators and policymakers, it addresses an important discussion on the evidence of context and necessary design components that an online program requires in order to be productively implemented. Bakia et al. (2012) also mention the following outcomes in the measurement of an online program:

Learning outcomes are usually defined at the student level, even though they may be also considered at the classroom, school or district level. That is why it is particularly important to consider the quality of student outcomes (e.g., graduation rates and test scores). most often measured at the student level, although they may be aggregated at the classroom, school or district level. Standardized tests may be topics of interest for stakeholders.

Affective outcomes refer to components such as student motivation, academic engagement and future goals. These outcomes are often measured through student surveys.

Student school success may include grade promotion, retention and graduation. Graves (as cited in Bakia et al., 2012) mentions that "course enrollment and dual enrollment in college are also considered important

student success measures as they reduce the time and money required to graduate from college”.

Staff outcomes includes two elements: the retention of teachers and other staff members and professional development to improve the quality of instruction.

System outcomes may also be topic of interest in an online learning program. They could include three components: the access of instruction and qualified teachers, level of operations and evaluation of student learning. (p. 10-11)

In addition, Bakia et al. (2012) defines online learning as “instructional environments supported by the Internet... [it] comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials...” (p. 2). The author makes use of this definition to associate it with the discussion of productivity in education.

In recent studies at PUCE (Pontificia Universidad Católica del Ecuador), Ruales (2020) uses texts from children’s literature to teach Spanish to B1 level learners at PUCE. The aim of the study is to design didactic sheets using the communicative approach. As this thesis has been written during the Covid-19 pandemic, the didactic sheets were applied in virtual classes by two teachers working at PUCE. As a result, the analysis of the application of the didactic sheets takes into consideration the Covid-19 sanitary emergency and the perspective of the teachers involved in the study.

The degree of interest about online learning has increased in the last few months as a result of the pandemic Covid-19 that has started since the beginning of 2020, forcing

entire school districts and educational institutions to close their doors and start teaching online. Since the pandemic, there are even more studies and research done for the theory of multiliteracies, online learning and language teaching online. For that reason, readers can witness how this pedagogy has had an increasing application on language teaching and education in general. The pedagogical proposition of the New London Group becomes of great relevance for the field of teaching languages and applied linguistics not only for the potential it has on learning, but also because of its multimodal approach for teaching, which is extremely necessary in the current situation worldwide.

Even though there have been many studies concerning the application of multiliteracies framework in advanced levels of foreign languages, as well as in introductory levels, there have been no studies in Ecuador applying this pedagogy to lesson plans in language teaching. Therefore, the study proposed in this thesis provides a model of multimodal activities to be applied in a classroom where English is learned as a foreign language. It is also important to mention that this study is descriptive in nature because it gives details of the processes and principles used to design the four lesson plans, with the multiliteracies pedagogy as the theoretical basis. This work is also structural for the application of the multiliteracies pedagogy is confirmed within the multimodal activities proposed in the four lesson plans. That is why it does not consider a comparative study of the multiliteracies theory with regards to other theories of language, or the application of the theory to find out whether it is a better method for any particular language skill. Nevertheless, it does consider argumentative criteria of the communicative approach as a starting point of analysis regarding the teaching of languages in the last decades.

Justification

ACADEMIC: As Richards and Rodgers state (2001), “a model of *Language as Interaction* has not been described with the same level of detail as the models that have been developed for the structural and functional approaches of the theory of language.” Even though there have been recent studies at PUCE concerning language learning during the pandemic, such as the work by Ruales in 2020, there are no studies about the multiliteracies pedagogy combined with the PACE model and the communicative approach to plan lessons for B2 level high school students. Therefore, this research paper is an interactive alternative to design activities based on the pedagogy of multiliteracies that will help students to read and write multimodal texts; it will also help teachers to upgrade their repertoires of tools for teaching languages. In that sense, this study can be an appropriate source for teachers, which may cause a positive result in learning pedagogies in current language syllabi or curricula. This thesis may also influence positively education for it becomes more demanding and multicultural due to new social practices that have taken place with the advances of technology.

SOCIAL: The methodological processes that take place in a language classroom influence the entire teaching-learning process. That is why the understanding and knowledge of different teaching approaches give a language teacher the necessary tools to be an effective facilitator of knowledge for students. Nevertheless, the advances in technology have led new communication practices to take place. “With these new communication practices, new literacies have emerged” (Cope & Kalantzis, 2009). Consequently, new social practices such as blogs, instant messages in real time, posts on social networks, etc., have become a common practice. For that reason, it is important to understand the role of multimodal resources in a holistic approach to the teaching of

languages. Because the traditional ways of teaching alphabetical literacy are not enough to integrate diverse modes of texts in teaching, including new and interactive pedagogies into the language classrooms becomes an important task for a teacher in order to fulfil the demands of a more massive and multicultural world. In that sense, the pedagogy of multiliteracies provides a theoretical framework that can innovate the way in which the learning of languages is approached in the 21st century.

PERSONAL: This research project is of great personal interest since it focuses on the learning of languages through a theory that emphasizes the development of writing as well as oral production in multimodal texts, so students can learn to create meaning according to the appropriate context presented. As a teacher, I think it is worth seeking new and more dynamic ways to create meaning in order to learn a foreign language. Furthermore, as the pedagogy of multiliteracies provides guidelines to design a multicultural and context-relevant curriculum for the teaching of languages, I believe this study can be a contribution for future studies in EFL teaching and learning. In addition, the results given by the application of the lesson plans proposed in this thesis may be of great use to my interest for the design of new approaches to teach foreign languages remotely using multimodal activities.

Introduction

Since it is very difficult to make a change in an established pedagogical system, efforts to innovate and to improve how to teach foreign languages become a fundamental exercise when performing any teaching activity. Thus, this research paper considers the application of the multiliteracies theory, proposed by the New London Group, to design four lesson plans that will cover the four language skills: listening, reading, writing, and speaking. For that reason, this thesis is concerned with the analysis of the underlying processes and principles of the multiliteracies pedagogy that are used to design multimodal activities in the four lessons for a remote language teaching. This is not an argumentative work to contrast theories of language or approaches for teaching a foreign language. Instead, it focuses on the *what* and the *how* of the multiliteracies pedagogy to teach EFL remotely.

The contents of this thesis are organized and structured in a way that the reader can follow each topic easily. First, it contains background information of studies related to the pedagogy of multiliteracies and virtual learning. It also has a personal, theoretical and social justification for doing this type of study. The methodological framework describes the steps and processes that were followed to plan the four lessons proposed in this thesis. Moreover, the first part presented in this thesis is the literature review. It is divided in three chapters. Chapter one deals with the major and most relevant fields of study of this work; in chapter two, the reader is presented with the theory that encompasses the pedagogy of multiliteracies; and in chapter three, there is a conceptualization of what virtual learning is and the way it takes place. The second part of the thesis is concerned with the analysis and design of the four lesson plans. In other

words, there is a detailed description of how the four lesson plans were designed. Finally, the reader can find conclusions and recommendations.

Objectives

General Objective

- To apply the multiliteracies theory in the design of four lesson plans for upper-intermediate students (B2) who are learning English as a foreign language remotely, using the communicative approach and the PACE model.

Specific objectives

- To design activities and tasks that cover the four main language skills: listening, reading, writing and speaking.
- To create multimodal activities and tasks in the four lesson plans.
- To implement the PACE model in order to elaborate the four lesson plans sequentially.

Methodology

In order to complete this thesis, it was necessary to follow several steps. First, a bibliographical research was necessary to collect the most relevant information for the literature review. In particular, it was important to understand the theoretical principles of the multiliteracies theory, the PACE model and the communicative approach since these theories are the foundation of the design of the lesson plans. Then, once the theory was organized, the preparation of the material needed for each lesson plan started to take place. For that reason, personal experiences in teaching as well as personal interests were considered at the moment of organizing the activities for the lesson plans. Finally, once the lesson plans had a clear structure and sequence, an analysis of the design for each lesson plan was prepared. In that way, teachers who are willing to apply all the lesson plans can have some guidance and recommendations to do so.

Since this thesis is aimed at applying the multiliteracies pedagogy to design four lesson plans, the methodology of the work relies on the description and the analysis of micro curricular planning. Besides, the analysis of the structure of the lesson plans may also function as a reference for theoretical background to support argumentative positions in favor and against particular approaches. Therefore, the micro curricular description has two specific purposes: to show the advantages of the applicability of this pedagogy in class, and provide the tools to contrast different methodologies with the multiliteracies pedagogy to support its application in a not-too-distant future.

The exercises and activities proposed for each lesson plan are aimed at B2 level learners who study EFL in a bilingual high school. The process in which these exercises

are applied is made up of the four components described in the how of multiliteracies pedagogy to design an activity with multimodal material: situated practice, overt instruction, critical framing, and transformed practice. In addition, these four pedagogical components will be compared and contrasted with the PACE model in order to introduce a dialogic approach into the learning process that considers sociocultural aspects in a lesson plan.

The exercises and activities are culture-based in order to embrace young learners' interest and curiosity. For instance, in one activity they watch an interview of the program the daily show where the protagonist of the Marvel movie, *The Black Panther*, talks about his point of view of the movie. With that interview, students analyze the main topic and the message it expresses. After going through the four pedagogical components listed above, and once the three previous lessons have been covered in class, students can redesign the message of the interview they watched in the first lesson into different multimodal texts. For instance, students can record a short clip using the app *Flipgrid*, where they answer the question "How can you be the hero of your own story in the pandemic?" They can also answer to that question in a forum where students answer how and where racism takes place in their communities; or they can upload a picture and a description of it where students discuss how they are the heroes of their own story using Instagram to post their texts.

Each activity is explained in detail in order to compose a methodological procedure to clarify how the multiliteracies pedagogy works in the lesson plans. The activities proposed will be useful to study key concepts for a B2 level learner. Finally, the process needed to design the four lesson plans is divided into three major steps: before

planning, while planning, and after planning. In that way, the reader can be given an exhaustive analysis of what is and was necessary to accomplish a series of lesson plans that are interconnected and are based on the pedagogy of multiliteracies.

1 LITERATURE REVIEW

1.1 Fields Related to this Study

1.1.1 The Field of Linguistics

Language learning and the acquisition of a second language are topics that belong to the field of linguistics. It is important to discuss in detail the branches of this field to describe the main argument of this proposal deductively. Therefore, a definition of both linguistics and the acquisition of a second language are essential in the process of giving the reader a sustainable argument throughout the presentation of the proposal for lesson plans applying the multiliteracies pedagogy.

In her book, McCabe (2011) provides an appealing metaphor to explain what linguistics is. In her words, the job of a linguist has a similar procedure of action as that of a CSI criminologist, since both of them need to apply a variety of methods in order to analyze an event. In the case of a linguist, they use different methods for analyzing language, whether it is how words are pronounced, the reasons why a certain strategy for communication is effective or why we acquire a language in a particular way. In addition, Crystal (2008) provides a broad definition of linguistics:

The scientific study of language; also called linguistic science. As an academic discipline, the development of this subject has been relatively recent and rapid, having become particularly widely known and taught in the 1960s. This reflects partly an increased popular and specialist interest in the study of language and communication in relation to human beliefs and behaviour (e.g. in theology, philosophy, information theory, literary criticism), and the realization of the need for a separate discipline to deal adequately with the range and complexity of linguistic phenomena... In the later twentieth century the term linguistic science came to be used by many as a single label for both linguistics and phonetics – the latter being considered here as a strictly pre-language study.

Another interesting definition of linguistics comes from Akmajian, Demers, Farmer, & Harnish (2010), who state that linguistics “represents an attempt to break down the broad questions about the nature of language and communication into smaller, more manageable questions that we can hope to answer. (p. 5) In sum, the field of linguistics is a discipline that tries to explain and describe language and its phenomena. (pp. 283-284)

1.1.2 Applied Linguistics

Even though linguistics and applied linguistics draw attention to language and its study, their scopes do not fit into the same topics. As stated by Simpson (2011), applied linguistics is an academic field associated with language pedagogy, learning and acquisition, but it is also concerned about social issues such as culture, ethnicity, gender, identity, and so on. In that sense, applied linguistics is closely related to language learning and the processes that make people acquire a language. Nevertheless, Wei (2014) affirms that “Applied Linguists have applied theories and models from other disciplines beyond linguistics. Indeed, contemporary Applied Linguists feel free to draw on almost any field of human knowledge” (p. 19). Therefore, Applied Linguistics may consider ideas from other fields of study in order to examine language and language learning.

Apart from language learning, there are also other disciplines of study in applied linguistics. It is worth mentioning the definition of applied linguistics that Crystal (2008) holds in his dictionary of linguistics.

A branch of linguistics where the primary concern is the application of linguistic theories, methods and findings to the elucidation of language problems which have arisen in other areas of experience. The most well-developed branch of applied linguistics is the teaching and learning of foreign languages... But several other fields of application have emerged, including the linguistic analysis of language disorders (clinical linguistics),

the use of language in mother-tongue education (educational linguistics), and the developments of lexicography, translation and stylistics. (p. 31).

As noted above, the field of applied linguistics not only encompasses the learning of foreign languages but also other disciplines that can apply the study of language in other ways. As Crystal (2008) also states, the term applied linguistics is referred when “the subject’s findings, methods, or theoretical principles are applied to the study of problems from other areas of experience” (Crystal, 2008, p. 285).

1.1.3 Theory of language and Theory of Language Teaching

Being familiar with the three different theories of language and language teaching generates a better idea regarding the nature of the multiliteracies pedagogy given that language and language teaching comply with a diversity of utterances an individual uses for different functions in different modes of expression. The first theory is the most traditional way of approaching language teaching. It is called the structural view since it considers language “as a system of elements that are related structurally in order to codify meaning. The objective of learning is to know the elements of the language system” (Richards & Rodgers, 2001, p. 29). That means that language is viewed only as a system of units that can be interrelated in different ways in order to make the system work.

Another theory of language is called the functional view. In this case, language is viewed as a “vehicle to express a functional meaning. This theory emphasizes the semantic and communicative dimension more than structural or grammatical elements of language” (Richards & Rodgers, 2001, p. 30). In other words, language is used to fulfill particular functions in communication. For that reason, Richards & Rodgers (2001) state

that notions and concepts needed for learners to communicate are part of a notional program, which at the same time belongs to a functional view of language.

The third theoretical perspective of language is referred to as interactive. In this view, language is considered as a “vehicle for the development of personal relationships and the realization of social transactions among individuals” (Richards & Rodgers, 2001, p. 30). That is why language does not only encompass a communicative function, but also a conversational interchange of individuals to establish interpersonal relationships.

Once the three theories of language are described, it becomes clear that the pedagogy of multiliteracies is inclined to fall under the interactive view of language. Richards and Rogers (2001) confirm this, when they claim, “interaction has been fundamental in the theories of the pedagogy and the learning of a second language since the eighties” (p. 30). Likewise, since the pedagogy of multiliteracies deals with the design of meaning, learners have to interact with texts in different modes in order to create a new text.¹ Nevertheless, the multiliteracies framework does also have a functional perspective of language, since one of the pedagogical procedures to follow in the multiliteracies theory deals with the analysis of the relationships between social contexts and language use.²

¹ This process is called *transformed practice*, which is described in detail under the section *What is meaning design?*

² This process is called *critical framing*, and it is also described under the section *What is meaning design?*

1.1.4 Second Language Acquisition

Another important subject of inquiry related to linguistics and applied linguistics has to do with the acquisition of a second language. Within the discussion regarding the teaching of English as a foreign language, it is imperative to distinguish the extent to which the field of second language acquisition correlates with language learning and education. Gass, Behney, & Plonsky (2013) define the field of Second Language Acquisition (SLA) as the process when the learning of another language takes place after the native language has been learned. SLA is also considered as an interdisciplinary field since it “draws from many other areas of study, among them linguistics, psychology, psycholinguistics, sociology, discourse analysis... to name a few” (p. 1). For that reason, the interdisciplinary field of SLA has an active role when analysing the application of certain pedagogy or methodology as a means to teach a second language. There is no doubt, then, about the relevancy of SLA in this thesis in order to discuss the multiliteracies theory. “It would be counterproductive to base language-teaching methodologies on something other than an understanding of how language learning does and does not take place” (Gass, Behney, & Plonsky, 2013). Therefore, the discipline of SLA does not go out of topic while discussing the application of the pedagogy of multiliteracies.

1.1.5 The Post Method Era

Before giving a brief overview of what has happened with the development of language teaching methodology and the learning of languages under a communicative approach of language teaching, a consideration of the pre 20th century trends in methodology is considered in order to contrast better what has happened throughout time in the history of language teaching methodology. As Curtis (2017) acknowledges, “it is

not possible to compress 5000 years of history into 5000 words (p. 2). Nevertheless, it is worth mentioning that after several changes before the nineteenth century within the focus of language learning, a movement against methodologies started to take place since methodologies were considered to be “unhelpful and destructive in language teaching and learning” (Curtis, 2017, pp. 15-16). The author also says that there was a condemnation to focus language learning on rigid methodologies and their appropriation. Nevertheless, methodologies were not thrown out completely. Nowadays approaches such as grammar-translation, direct approach, audiolingualism suggestopedia, TPR and others, if not as obvious and marked as before, are still used in language classrooms.

To examine the post method era, there are two important terms to analyze, which are method and approach. Hall (2011) claims that method is referred to as a theoretical set of principles that are used to achieve the most effective learning outcomes. Nevertheless, Richards & Rodgers (2001) make a comparison between the terms approach and method to state that “they tend to have a relatively short shelf life” since they are associated with specific claims and practices, which make them susceptible to be obsolete, for they become discredited as time goes by. Therefore, it can be said that language learning and teaching have come to an era where the term method cannot be used as a theoretical support to try to describe the underpinning processes within language learning. That is why Hall (2011) viewpoint on teaching methods is considered as a referential source for practice. He quotes that “methods can be studied not as prescriptors for how to teach but as a source of well-used practices, which teachers can adapt or implement based on their own needs” (p. 60). For that reason, it becomes necessary to make a distinction among approach, method and also methodology since their analysis

give teachers a better idea of what and how to teach a language. The reader can find a distinction among these three terms in the following subtopic.

1.1.6 Approach, Method and Methodology

The difference between approach, method and methodology may be confusing when talking about languages and teaching. Celce-Murcia, (2011) is asertive when she states that one reason for the changes that occur in youth culture is related to the vaguest sense of history that teachers have of their profession and the methodological options they could use in teaching. Thus, it is vital to provide a conceptualization of all these terms in order to clarify how they are related and how they are applied in language teaching. In that sense, the reader can feel comfortable on how to use such concepts when discussing language learning, education, teaching, pedagogy, and the fields of study related to these terms.

As cited in Kumaravadivelu (2006), approach is defined as “a set of correlative assumptions dealing with the nature of language teaching and learning” (p. 84). This author also states that the term *approach* refers to the “beliefs and theories about the nature of language and the nature of language learning” (p. 86) that works as a reference point for the theoretical foundation in order to know what language teachers do with learners in the classroom. In other words, approach is concerned with the philosophical and theoretical background of a particular way of teaching and learning.

Method becomes an imperative definition in order to understand how it differs from methodology and approach. Due to differences between what language teachers do and how they do it, Curtis (2017) states that the definitions of method and the associated

terms can cause confusion; nevertheless, he provides the following definition of this concept: “a set of connected theories, beliefs and practices about language, teaching and learning that operate together (in the classroom).” (p. 13) Furthermore, Richards & Rodgers (2001) define method as a set of coherent teaching procedures that characterize the best practice in teaching of languages. Therefore, method is the actual procedure that intends to describe the actions and the ways in which a teacher approaches the teaching of a language.

In the case of methodology, Kumaravadivelu (2006) mentions that he uses that term “to refer to what practicing teachers actually do in the classroom in order to achieve their stated or unstated teaching objectives” (p. 84). In addition, as cited in Simpson (2011), methodology refers to the teacher’s selection of the activities, tasks, and learning experiences in order to achieve learning, as well as the way in which they are used within the teaching/learning process. Thus, methodology can be part of the procedures and practices involving a particular method since it answers the what and how of teaching.

1.1.7 Communicative Approach

As Richards & Rodgers (2001) claim, a communicative approach of language teaching has been a change of paradigm in the twentieth century. Nevertheless, the communicative approach is not the only method used for the teaching of languages nowadays. However, communicative language teaching started to create a huge enthusiasm when it appeared as a new approach in 1970s and 1980s (Richards, 2006, p. 9). For that reason, it becomes necessary to give a detailed description of this approach, so that the reader can realize how it differs and contributes to the teaching of language when the multiliteracies theory is also applied.

In order to clarify how the communicative language teaching has developed throughout the years, Richards (2006) proposes three phases for the development of the communicative approach, in which the transition from traditional approaches to the current communicative language teaching is considered (p. 6). After considering the traditional approaches as the first phase in the trends for language teaching, Richards (2006) distinguishes two more phases for the development of the communicative approach. These two phases describe how the communicative approach has been developed.

In phase 2, Richards (2006) refers to the classic communicative language teaching that took place from 1970s to 1990s. It began as a reaction to the traditional teaching approaches where grammar competence was the main focus in teaching, since it was argued that grammatical competence was not the only component involved in language ability. Therefore, Richards (2006) gives the following aspects of language use to achieve communicative competence:

1. The purposes of the learner to acquire the target language.
2. The setting where the learner wants to use the target language.
3. The learner's role socially defined in the target language.
4. The participation of the learner in communicative events.
5. The language functions that the learner is able to do.
6. The notions the learner needs to be able to speak.
7. The integration of discourse and rhetorical skills.
8. The variety or varieties of the target language.
9. The grammatical content needed for the course.
10. The lexical content needed for the course. (pp. 9-10)

After the second phase, current trends in communicative language teaching take place since the 1990s. These trends are based on several educational paradigms and traditions. That is why communicative language teaching today refers to a set of generally accepted principles applied in different ways which will depend on factors such as age, level, learning goals, personal interests, etc. Besides, Richards (2006) mentions that there are central assumptions for the current view of communicative language, which are described as follows:

1. Learning is facilitated when learners are engaged in interactive and meaningful communication.
2. Tasks and exercises give students the opportunity to negotiate meaning, increase the language resources, notice how language is used, and be involved in meaningful interpersonal exchange.
3. Processing content that is relevant, purposeful, interesting, and engaging creates meaningful communication.
4. Communication involves a holistic process in which diverse language skills and modalities take place.
5. Analysis and reflection of the rules, use and organization of the language that are induced in activities can facilitate language learning.
6. The ultimate goal of learning is to be able to use the language accurately and fluently. For that, language is considered as a gradual process.
7. Learners develop their own process to learning, involving personal needs and motivations for it.
8. Effective learning and communication strategies result into successful language learning.

9. The teacher is a facilitator that creates an appropriate climate in class and provides opportunities to use and practice the language.
10. Learners learn through collaboration and sharing because the classroom is seen as a community (pp. 22 -23).

1.1.7.1 Methodologies Based on the Communicative Approach

The communicative approach does not only encompass one type of methodology to apply in the teaching of language, but also other applications that place language learning under the lense for achieving communicative competence. Thus, they take the communicative approach down a different road. As Richards (2006) states, “there are two current methodologies that are also part of the CLT (communicative language teaching), which are process-based methodologies” (p. 27). These methodologies refer to how the process of learning takes place in order to develop the communicative competence of learners. First, *content-based instruction* views language learning as the result of processes that have been taken place within the classroom. For instance, this methodology is applied when an interaction between the learner and the teacher occurs, or when negotiation of meaning happens. The second extension of the CLT is called *task-based instruction*, in which the main source for language teaching of this methodology relies on tasks. Thus, language learning results from “the right kind of interactional processes in the classroom” (Richards, 2006, p. 30). In other words, by making learners engage in interactive tasks, the learning of a language starts to develop. In short, both the content-based and the task-based approaches are also part of the CLT that are used in current language teaching.

Apart from process-based methodologies, there is also a classification for product-based methodologies. As noted by Richards (2006), these methodologies “focus more on the outcomes or products of learning as the starting point in course design than on classroom processes” (p. 36). This author also divides them into two categories: text-based instruction and competency-based instruction. The former treats communicative competence as the involvement of different types of text “that are used in specific context in specific ways” (p. 36). In the case of the latter, the author mentions that the design of this approach is characterized by its work-related and survival-oriented language. It focuses on “the outcomes of learning as the driving force of teaching and the curriculum” (p. 42). Therefore, competency-based instruction places more attention to the learning goals planned for a particular lesson, rather than the methodology used in the classroom at the moment of studying that lesson.

Even though the CLT is one common approaches to teach a language, Qing-xue & Jin-fang (2007) state that “there are still problems that arise with regards of its application. For instance, what could be the case for non-native teachers when they try to apply this method? Is it suitable for them to apply them?” (p. 71). Besides, CLT “focuses more on individualistic oral self- expression through pair, group, or activities led by the teacher rather than on collective social engagement” (Allen & Paesani, 2010). Therefore, how can this approach be applied within social groups that are characterized by their nature of working together? In any case, this method is still in use among teachers of foreign languages.

1.1.8 Sequencing models for Language Teaching

Following the description of the competences that learners from a B2 level should be able to demonstrate, there is a description of how the lesson plans designed with the theoretical basis of the multiliteracies pedagogy can be interconnected didactically, so students can engage actively in a series of activities to practice English remotely. One aspect to consider in lesson planning is the strategy in which the activities are planned, so they can be correlated to one another in order to give learners a coherent and effective sequence of tasks. In that sense, a central matter to draw attention to is the concept of didactic unit.

Torresan (2015) discusses the concept of didactic unit by describing it with its main components, which are input, output, globality, analysis and synthesis. In short, a didactic unit relies on a sequencing model that is based on the fact that the text is the starting point, instead of the rule to be learned. Also, the author mentions that a circular lesson “adapts well to high levels, awakes fantasy, promotes an active participation, stimulates production and creates curiosity towards a text” (p. 14.). For that reason, the activities designed in the lesson plans go around the same central topic to make sure students have the chance to participate collaboratively during the activities of the four lesson plans. As a final point to consider in the sequencing model for the lesson plans, Woodward and Lindstrombeg are quoted to describe what it means to have a didactic by threads. This term is referred as “an activity or a set of activities set up by you and your students. It can be used and reused although it doesn’t have to be used every lesson” (p. 15). As a matter of fact, the didactic by threads constitutes a dynamic and flexible sequencing of lessons that can be derived from the same topic. Therefore, the four lesson plans home in on the central topic.

1.1.9 The PACE Model

To discuss more in depth the underlying principles in which the language learning proposal within the lesson plans is based on, it is necessary to explain how the PACE model is integrated in the multiliteracies pedagogy. The PACE model is an acronym that stands for the four steps that Donato & Adair-Hauck (2015) have developed. These four steps are Presentation, Attention, Co-construct and Extension. In the Presentation stages, a story or narrative is presented to students in order to get their interest. That is why this step can integrate different text-types for students to understand the context of the relationship between meaning and form (Donato & Adair-Hauck, 2015). The second stage is Attention, where learners place their attention to the form of the language to notice how it works on that particular text presented previously. As Donato & Adair-Hauck (2015) claim, the attention to the form of the language is usually visual as a way to have a conscious focus on that form studied in the text. Co-construct is the third stage of the PACE model. In this part, the teacher and the learners start the discussion of the form and meaning. By asking questions, the teacher can guide students “to hypothesize, make predictions, and come to generalizations about the target form” (Donato & Adair-Hauck, 2015, p. 23). The last stage of the PACE model is Extension. Once students reach this stage, they have the chance to use the new grammatical knowledge they have learned through the text presented at the beginning. They can also use their existing knowledge to combine it creatively with the new grammatical concepts. Donato & Adair-Hauck (2015) say that this “phase closes the circle of the PACE lesson and provides students with the experience of observing how parts of the whole interact and work together to produce texts of various kinds in the target language” (p. 32).

The PACE model is regarded as the most appropriate approach in order to elaborate the four lesson plans as being part of a unit of study, since the purpose of designing a lesson plan for each main skill is having a cohesive and interconnected proposal for the application of the multiliteracies pedagogy. As Donato & Adair-Hauck (2015) states, “the PACE model is a way for learners to develop concepts about target language structures that include form and function and the appropriate application of the grammar across a variety of contexts” (p. 15).

1.1.10 Common European Framework of Reference

Due to the great importance that the Common European Framework of Reference (CEFR) has had on the learning of languages, it becomes relevant to dedicate a section so the CEFR can be described in terms of how it was created and what the competence descriptors say about level B2. The purpose of doing so is to analyze such descriptors in relation with the contents prepared on the lesson plans. In that way, the contents can be consistent with the descriptors and the competences that the CEFR dictates a learner of B2 level must have. This analysis can also be interesting in the sense that the reader can reflect on whether the multiliteracies theory is feasible enough to make learners go a step further in the intention to acquire a higher level of B2 competency.

1.1.10.1 Brief History

The CEFR has been an important point of reference for language learners and teachers that has evolved as language teaching has over the years. The Council of Europe (2020) states that the CEFR was created with the purpose of providing “a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and

curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency”. In other words, the CEFR has been created to guide teachers and learners in the process of language learning.

As The Council of Europe (2020) states, the CEFR started in 1960. The resulting framework for reference has evolved as follows.

In the 1960’s, the focus of learning a language was aimed for communication initiatives: The Council of Europe (2020) claims that the purpose of the CEFR was to ensure that learners communicative needs were considered in language learning. The ultimate goal was to give citizens the opportunity to learn a language that they may need for communicative purposes. In the 1970’s the point of view of language learning relied on independent communication. The CEFR referred to linguistic performance as being dependent on more than only linguistic knowledge (Council of Europe, 2020). By the 1990’s there were three main points in the framework: language learning, teaching and assessment in general. A symposium took place to research language proficiency. For that reason, the main goal was to develop and scale new descriptors of language competence (Council of Europe, 2020).

In short, The Council of Europe projects aimed at guiding teachers, learners and people involved in education in the process of learning a language, so learners can become “social agents acting in the social world and exerting agency in the learning process, which implies a real paradigm shift in both course planning and teaching, promoting learner engagement and autonomy” (Council of Europe, 2018, p. 26).

1.1.10.2 Descriptors of competences for B2 learners

To identify the competencies that a learner needs to handle at a B2 level, the descriptor of the CEFR for that level is considered. As the Council of Europe (2020) describes in Table 1.1 (CEFR 3.3), a B2 level learner is an independent user that can do the following:

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options (p. 5).

The descriptor above provides a general overview of the competences needed for a B2 learner of any of the 40 European and non-European languages available in the CEFR. Furthermore, The Council of Europe (2018) has updated the manual of descriptors for each level in a self-assessment grid where online interaction and mediation can be found. The descriptors for the level B2 are presented in Table 1, Appendix 1.

In sum, this first chapter discusses the main disciplines which are closely related to this thesis. For instance, the field of linguistics deals with the study of language; in the case of applied linguistics, there are several applications in the study of language, such as the teaching of foreign languages, translation, lexicography, stylistics, clinical linguistics, and educational linguistics to mention a few. In addition, the terms approach, method and methodology are compared and contrasted so the reader can identify them clearly while going through each section on this thesis. Apart from that, the communicative approach as well as the methodologies based on this approach are defined as they are part of the lesson plans proposed in the thesis. Likewise, sequencing models for planning and the

PACE model are also described in detail since they are also a fundamental part of the lesson plans. In the next chapter, the reader is exposed to a detailed explanation of the multiliteracies pedagogy.

Multiliteracies Pedagogy

1.2.1 A Pedagogy of Multiliteracies

According to Hall (2011), a pedagogy of multiliteracies is “a socially responsive pedagogy that helps us understand how to connect a sociocultural perspective of learning to classroom teaching” (cited in Paesani, Allen, & Dupuy, 2016, p. 22). That is to say, the multiliteracies pedagogy not only reflects the definition of literacy. Allen, Paesani & Dupuy (2016) consider that this pedagogy also integrates the study of language with the study of literacy-cultural content. Although the adoption of a multiliteracies framework in response for curricular change is not new, most of the current courses of language learning have focused more on the courses rather than on pedagogical models (Allen & Paesani, 2010, p. 119). Thus, a pedagogy of multiliteracies claims an integration of academic literacy into present curriculum designs as a way to relate the sociocultural aspects and the challenges of a globalized society within the classroom practices for learning.

The multiliteracies pedagogy encompasses “dynamic, culturally and historically situated practices of using and interpreting diverse written and spoken texts to fulfill particular social purposes” (Kern, 2000, p. 6). Thus, this pedagogy refers to the fact that reading and writing are integral parts in meaning construction rather than just support skills. That is to say, learners have the opportunity to interpret, transform, and criticize a variety of contexts and textual genres within discourse (Allen & Paesani, 2010).

Another important notion in this pedagogy is what Kern identifies as the seven principles of literacy that are linked to communication. These principles are interpretation, collaboration, conventions, cultural knowledge, problem solving,

reflection and self-reflection, and language use (Allen & Paesani, 2010, p. 119). According to Kern (2000) , there is an important implication for language teaching with regards of literacy and communication because it provides a bridge to diminish the gap between introductory communicative language teaching and advanced ‘literary’ teaching.

1.2.2 The Notion of Literacy in the Pedagogy of Multiliteracies

Within the pedagogy of multiliteracies, literacy is a key concept to take into account since it refers to the empowerment of individuals to be part of a society (Swaffar, 2005), and because it differs from the traditional definition of literacy, which is the ability to read and write. Thus, it becomes of great importance to consider the components in which the term *literacy* is treated within the pedagogy of multiliteracies. These components involve an understanding of how various oral, written and visual forms contribute to textual meaning; being able to construct meaning by creating and transforming knowledge; and the identification of both socially and culturally resources used in literacy-based practices. (Allen, Paesani, & Dupuy, 2016). Furthermore, in terms of Kern (2000), literacy has the following definition:

It entails at least a tacit awareness of the relationship between textual conventions and their contexts of use and, ideally, the ability to reflect critically on those relationships... It draws on a wide range of cognitive abilities on knowledge of written and spoken language, on knowledge of genres, and on cultural knowledge (p. 16).

Given the definition of literacy within the theory of Multiliteracies, it is also important to consider *Academic literacy*, which is the teaching of textuality and genre in cultural contexts (Allen & Paesani, 2010, p. 119). As Swaffar and Arens (2005) state, the main matter of the humanities and the specific mission of FL programs is the development of academic literacy through the study of texts.

1.2.3 What is Meaning Design?

Within the multiliteracies framework, meaning design reflects learning as a process of discovery, since it is a dynamic process in which learners figure out form-meaning connections through interpreting and creating written, oral, visual, audiovisual, and digital texts (Allen, Paesani, & Dupuy, 2016). In that sense, for the establishment of form-meaning connections, it is imperative to attend to the written, visual, and verbal forms of a text, the structure and organization of the text, and the cultural knowledge and experience of oneself. Furthermore, Cope & Kalantzis (2009) mention that they “replaced the static conceptions of representation such as *grammar* and *the literary canon* with a dynamic conception of representation as *design*” (p. 175). The term *design* is considered in the sense of construction since “all forms of representation, including language, should be regarded as dynamic processes of transformation rather than processes of reproduction” (p.175). In other words, learners do not only what it has been given to them in class, but they also remake or transform meaning while they are learning (Cope & Kalantzis, 2009).

The design of meaning is “an active and dynamic process that encompasses the creation of form-meaning connections through interpretation or creation of texts, which includes three important concepts that are related to one another: Available Design, Designing, and the Redesigned” (Allen & Paesani, 2010, p. 122). First, *available designs* refer to all the resources a learner brings to a text in order to create meaning. Such resources can be linguistic, social, or cultural. *Designing*, it is the process of giving an emergent meaning that involves re-presentation and recontextualization through reading, viewing, or listening (New London Group, 1996). Finally, *redesign* is a transformed representation of available designs (Allen & Paesani, 2010, p. 123). The product that

results from Designing might be a new text, image, or idea that may become a new resource in another person's *available designs* (Allen, Paesani, & Dupuy, 2016, p. 24).

Transformation is the main goal of meaning design in this theoretical framework of learning. For that reason, Kalantzis and Cope (2009), describe how meaning design and transformation are connected:

In a pedagogy of multiliteracies, all forms of representation, including language, should be regarded as dynamic processes of transformation rather than processes of reproduction. That is, meaning makers are not simply replicators of representational conventions. Their meaning-making resources may be found in representational objects, patterned in familiar and thus recognizable ways. However, these objects are reworked. Meaning makers do not simply use what they have been given: they are fully makers and remakers of signs and transformers of meaning. (p. 175).

Another important implication of meaning design is that it allows teachers to approach language learning holistically, which means that the language skills (reading, writing, listening, and speaking) overlap and complement each other, rather than be treated only as a set of distinct skills (Allen, Paesani, & Dupuy, 2016). For that reason, the pedagogy of multiliteracies does not only consider reading and writing as modalities for learning, but also others such as visual, spatial, and gestural. In short, as Paesani, Allen, & Dupuy (2016). state, meaning design encompasses the following five key features:

1. Design is the dynamic process of discovering meaning through textual interpretation and creation;
2. Design may refer to both a process (the act of creating or interpreting a text) and a product (a text and the forms, organization, and content that characterize it);
3. Design encompasses the linguistic and schematic resources that contribute to a text's meaning;
4. Design involves attention to our social and cultural knowledge and experiences;

5. Design engages learners in the processes of interpretation, collaboration, problem solving, and reflection (p. 25).

Apart from the three concepts of *design* above, there are four components that “provide the pedagogical structure to organize multiliteracies instruction and engage learners in acts of meaning design” (New London Group, 1996). The first component is *Situated practice*, which refers to activities that provide the learners with the opportunity to immerse themselves in spontaneous language use and also involves the use of available design, but without conscious reflection. The second component is *overt instruction*, in which learners are encouraged to analyze systematically the formal and functional features of texts in order to use them to construct learners’ own texts. *Critical framing* is the third component that involves “direct conscious attention to relationships among elements within the linguistic system as well as relationships between language use and social contexts and purposes” (Kern, 2000, p. 133). Finally, *transformed practice* activities engage students in designing to create new text based on the previous ones to make them adequate for the contexts of communication (Kern, 2000, p. 134).

The why of Multiliteracies

The ten authors that conform the New London Group met in September 1994 in New London, New Hampshire, in the United States. They discussed the main constraints and changes that may take place in the future with regards of pedagogy and literacy. Cazden, Cope, Fairclough, Gee, & al (2005) mention that their meeting had the intention of addressing the main issues of the purpose of education and the main areas of common concern “included the pedagogical tension between immersion and explicit models of teaching; the challenge of cultural and linguistic diversity; the newly prominent modes

and technologies of communication; and changing text usage in restructured workplaces” (p. 62). As a consequence, the ten members of the New London Group concluded that their main concern was “the question of life chances as it relates to the broader moral and cultural order of literacy pedagogy” (Cazden, Cope, Fairclough, Gee, & al, 2005).

To start the discussion of the why of multiliteracies, Cope & Kalantzis (2009) mention the two opposing sides of the political spectrum as “right” and “left” to refer to how both sides see education in general. In the case of the “right” side, one of the key promises that lies on education is called “equity”. Thus, in this side of politics, education is considered as the key to achieve social equity. On the other hand, in the “left” side, education is viewed as the goal to obtain equality. Even though these two terms may have a similar definition, they are not the same. As Gutoskey (2020) states, “*Equality* has to do with giving everyone the exact same resources, whereas *equity* involves distributing resources based on the needs of the recipients.” In any case, whether the notion of equity or equality is discussed, Cope & Kalantzis (2009) state that none of them have been reached since education still fails to meet such promises. Also, in their most current work, Cope & Kalantzis (2016) explain that the why of Multiliteracies is an outline of the everyday life changes that occur in work, citizenship and identity. Therefore, the pedagogy of multiliteracies also discusses the current social issues an individual faces in society and how education can either help them or support them to strive and achieve their goals in life.

1.2.5 The what of Multiliteracies

Allen, Paesani, & Dupuy (2016) explain that the what of multiliteracies include available designs, which are the previous experiences, texts and knowledge learners have.

This part of multiliteracies refers to the content taught through the medium of target language texts that can be written, oral, visual, audiovisual, and digital. To describe what encompasses the what of multiliteracies, the authors define available designs as the resources a learner uses and the resources that characterize a text. In addition, Cope & Kalantzis (2009) define available designs as findable resources of meaning learners use for meaning making, and which can be characterized in terms of culture, context and purpose. They are also to be said as linguistic, social and cultural knowledge and experiences that form a text (Allen, Paesani, & Dupuy, 2016).

Available designs can be linguistic or schematic. If they are associated with parts of the language and if they describe the links between one another, such as in punctuation, sound-spelling, word formation patterns, etc., then it is said that available designs are linguistic. On the other hand, if they are associated with the organization of textual meaning and analyze the knowledge required to process that textual meaning as in lived experiences, scholarly knowledge, and the ability to recognize different genres, it is said that available designs are schematic (Allen, Paesani, & Dupuy, 2016, p. 29).

It is clear that the available designs would vary among students, since not all of them would have the same linguistic and schematic resources to analyze and interpret the same text in the classroom. Likewise, both linguistic and schematic resources may interact while working on a text. Allen, Paesani, & Dupuy (2016) also state that the what of multiliteracies include 3 of Kern's 7 principles of literacy: language use, cultural knowledge, and conventions. (p.28).

1.2.6 The how of Multiliteracies: Learning Processes

As the what of multiliteracies already comprises 3 of Kern's seven principles of literacy, then the how of multiliteracies includes interpretation, collaboration, problem solving, and reflection/self-reflection. Allen, Paesani, & Dupuy (2016) consider these four principles as the "learning processes in which students engage when carrying out instructional activities" (p. 35). It is important to mention that Kern's notion of 'literacy' falls under a sociocognitive view of that term since he (2000) states that some definitions like the one he proposes "are often difficult to translate into the concrete realities of classroom teaching and curriculum design" (p. 16). Therefore, he considers seven principles for literacy, which come from the definition he proposes in his work.

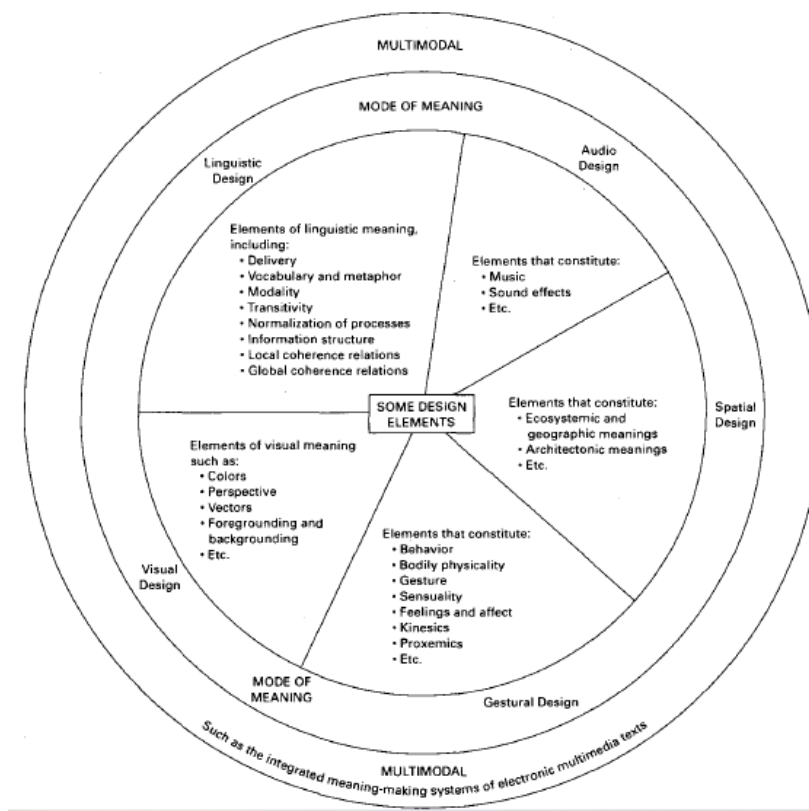
First, the principles of interpretation and collaboration are described in the how of Multiliteracies. Interpretation is explained as the comprehension of textual meaning at a surface level. As Allen, Paesani, & Dupuy (2016) asserts, this principle can go to a deeper level of understanding regarding cultural views, personal opinions and viewpoints that are present in the text. Also, Kern (2000) mentions that interpretation is a double act of participation since both writer and reader participate in the exchange of ideas, experiences and so on. The other principle of literacy is collaboration. In this principle, writers are aware of the fact that they write for either an audience or for themselves, in which case they decide what can be written and what cannot on their understanding of their audience (Kern, 2000). Allen, Paesani, & Dupuy (2016) concur with a similar notion of this principle since they say that the principle of collaboration refers to the writers and their interactions with their audience.

The two principles left to discuss the how of multiliteracies are problem solving and reflection/self-reflection. In the case of problem solving, Allen, Paesani, & Dupuy (2016) explains that words are always incorporated in linguistic and situational contexts where students have to figure out relationships between words or larger units of meaning, such as sentences, texts or even imagined worlds. Reflection and self-reflection, on the other hand, involve how readers and writes think about language and how their world and they are related to that language (Kern, 2000). For that reason, reflection and self-reflection can contribute to learners' strategy development as they take a moment to analyze which strategies were useful for them and which weren't. In that way, learners are also exercising critical skills in their learning process (Allen, Paesani, & Dupuy, 2016).

1.2.7 Multimodality

Before the invention of internet, we relied on the printed pages of a book in order to seek knowledge in any field of study. Nowadays, with the invention of internet, it is evident the endless sources of information that can be accessed immediately with just a click. The information found in the web can be presented in different modes of meaning. Cope & Kalantzis (2009) acknowledge that the new media has made possible to combine modes more culturally and more technically possible than in earlier times. As a result, now it is feasible to express one thing in many different ways. The different modes of meaning can be linguistic, visual, audio, gestural, and spatial. Nevertheless, the most significant mode is the multimodal since it can relate all the other modes with one another in dynamic ways (New London Group, 1996). In other words, multimodality can be referred to as the combination of various modes of meaning in a source of information. In figure 1 below, some elements for the different modes of meaning are described.

Figure 1: Design Elements of Different Modes of Meaning



Metalanguage and description of different modes of meaning to interpret them. Source: New London Group, *A pedagogy of multiliteracies: Designing social futures*, 1996, Harvard Educational Review, page 83, Figure 1.

1.2.8 Applying the what and the how of Multiliteracies Pedagogy

Allen, Paesani & Dupuy (2016) state that three parts comprise the framework in which learners are encouraged to design meaning from the texts in L2, and these are: the what of multiliteracies pedagogy; the how of multiliteracies pedagogy, and the application of the what and the how (p.27).

In the multiliteracies pedagogy, “FL learners need to be able to identify form-meaning relationships in texts and how these relationships reflect conventions of language use in sociocultural contexts” (Kern, 2000). For that reason, it is necessary to

understand the components of the multiliteracies pedagogy in order to understand how this theory can be applied in the planning of lessons for teaching languages.

1.2.9 The application of the what and the how of Multiliteracies Framework³

In their work *A Multiliteracies Framework for Collegiate Foreign Language Teaching*, Allen, Paesani, & Dupuy (2016) state that this stage of the multiliteracies theory involves four pedagogical acts: situated practice, overt instruction, critical framing, and transformed practice. These pedagogical acts serve as tools that help instructors teach in a way that facilitates students' access to the language, conventions, cultural content, and other available designs in texts. It is important to remember that available designs are the repertoire of previous knowledge that learners bring to the class. In that sense, this concept is similar to that of Constructivism and the notion of scaffolding in the teaching-learning process. Therefore, it can be said that the multiliteracies theory is built up of interdisciplinary concepts that can serve to approach the learning of languages in a different direction. Apart from taking into account the available designs that learners have brought to the class, the concept of the four pedagogical components engage students in interpretation, collaboration, problem solving, and reflection, which are referred to as learning processes (p. 28).

The first step to follow in the multiliteracies framework is *situated practice*, where learners can participate in authentic activities related to texts. That is, from the beginning learners are exposed to an active participation in order to study the text proposed for a lesson. Participation enhances students to develop competence. In this case, CLT can be

³ Taken from the work of Allen, Paesani, & Dupuy: *A Multiliteracies Framework for Collegiate Foreign Language Teaching*, 2015.

similar to the multiliteracies theory, in which both encourage the learner's active participation in class. Nevertheless, CLT does not emphasize collaborative exercises for writing. Apart from that, both CLT and the pedagogy of multiliteracies consider the teacher as a guide rather than a distributor of knowledge. Furthermore, in this part of the multiliteracies pedagogy, there are two types of experiencing. The first one is referred to as experiencing the known and the second one as experiencing the new. Both experiences make learners acquainted with how a text is structured.

The second component to consider is called *overt instruction*. In this step, the idea of conceptualizing is present. Students start to have a systematic practice of the language in which they have to recognize social conventions found in the text studied. That is, learners have to beware of social codes that are encompassed within the text. In this way, learners not only analyze grammatical properties, but also social characteristics reflected on the language of the text. However, learners must recognize also the connections between meaning and language forms, since these items are necessary to reflect on how people communicate in the language.

Critical framing is the third component found in the pedagogy of multiliteracies, and it deals with the actual analysis of the language. there are two types of critical framing. First, a functional analysis of the text is considered. In this part, this analysis includes processes such as reasoning, drawing conclusions or making functional relations among phrases in the text. The second type is analyzing critically, which means that learners have to evaluate their own learning and think of what other people's perspectives, interests, and motives are. For that reason, it can be stated that Cognitivism also takes place on this pedagogy, since it involves cognitive processes such as drawing conclusions

in order for learners to assess their own learning process. Besides, this step means that learners have to go one step beyond the analysis of grammatical structures present in the text studied. They have to relate the meaning of words (semantic dimension) to the social context in which the text is encountered. For that reason, this component helps learners to be critical and allows them to evaluate their own knowledge. In that sense, it can be said that this pedagogy is also a student-centered way of treating the learning of a second language.

Finally, *transformed practice* is the last component that learners complete in this pedagogy. This part of the pedagogy refers to the application of what students have learned through the textual interaction that they have had in the lesson. For that reason, creative ways of applying the studied text can take place. In that sense, learners do not only focus on the production of writing, but also on the process of this skill. This component can be of two different types. The first type refers to applying the knowledge and understanding of different real-life situations appropriately, such as when learners participate in debates. The second type entails the learners' interests, experiences and aspirations to intervene in the world innovatively and creatively, such as when they write a journal (p. 39).

In sum, the new literacies involve the use of various modes of meaning that learners can be exposed to when they are in class. Warner & Dupuy (2018) mention that the new literacies enclose multiple modes and media with which FL programs have started to use as part of the digital communication tools. These different modes of meaning have become a part of the social realities for language educators. The multiliteracies pedagogy has been designed to face the new social and interactional

challenges that education is confronting due to the technological impact the internet has had in the world. Cloonan (2008) is assertive when she says that the multiliteracies theory deals with “two aspects of language use affected by the changing communications environment: the variability of meaning making in different cultural, social or professional contexts and the nature and impact of new communications technologies” (p. 159). The purpose of this theory is to engage students in diverse and multimodal experiences, so they can transform meaning to make it socially and culturally adaptive to the realities they live in the new era of communication.

In sum, this second chapter explains in detail the theory behind the pedagogy of multiliteracies. As a starting point, the theory explains the notion of literacy, as this term is used by the New London Group. Then, the concept of meaning design is. After that, the theory is divided into three main subtopics, which are the *why*, the *what* and the *how* of multiliteracies. In addition, the can also find an explanation of what multimodality means in this pedagogy. Finally, the application of the *what* and the *how* of multiliteracies is presented. In the next chapter, the reader can find information related to virtual learning and the learning of languages.

1.3 Notions for Virtual Learning

1.3.1 Virtual Learning

According to the British Council (n.d.), e-learning happens when a learning program is delivered by electronic means. This can “include web-based learning, virtual classrooms, digital collaboration and delivery of content through internet” (British Council, n.d.). Herrera (2017) asserts that the core focus for research has gone over the use of technology for learning since the 1970s. As the information and communication technologies (ICT) started to be incorporated in education, students and teachers could invigorate the options and strategies they would have to learn. The existence of computers within a program of language learning resulted in a change of view in the role of teachers and students. Teachers were no longer the only source of information and knowledge since technology started to provide students with different tools for learning. As a result, the term “e-learning” became popular in education to the extent that now it is not conceivable to think about education without mentioning technology.

Herrera (2017) mentions one resource offered by ICT, which is online learning platforms (OLPs), or also called virtual learning environments (VLEs). (p. 481). VLEs can be split into two types. The first consists of software acquired by an educational institution, in which the teacher uses the uploaded activities and resources. The latter is a free software led by the teacher. In addition, another way to refer to e-learning is known as “Technology Enhanced Learning”. TEL has emerged to use the information and communication technologies “as mediating devices supporting student learning that can include elements of assessment, tutoring, and instruction. It involves a wide set of applications and processes, such as web-based learning, computer-based learning, virtual classrooms and learning environments, and digital collaboration” (International Bureau

of Education, 2020). The exponential growth in technology has motivated different methods for learning where digital environments and technological devices have been integrated in the lessons.

1.3.2 Online Learning vs Remote Learning

Within virtual learning there exists an important distinction imperative to be made. It corresponds to *online learning* and *remote learning*. In online learning, courses take place a hundred percent online. Video lectures or self-paced courses may be used through the learning experience. On the other hand, remote learning is different from online learning since it tries to replicate the classroom environment by enabling students to log in to a virtual environment at scheduled times. In that way, students can see lectures or participate in activities for learning (Geneva College, 2020). Therefore, online learning is completely asynchronous as learners choose the time to use online resources to study whereas remote learning has synchronous activities for learners. It's important to remember that the lesson plans proposed in this paper are more inclined to fall under remote learning since the activities are aimed to be scheduled and planned according to a high school timetable.

1.3.3 Flipped Classroom

As learning practices have changed with the insertion of technology in education, the teaching methods have also been influenced. One example of a method that has used VLEs to make students learn is called *flipped classroom*. According to Berenguer (2016), Jonathan Bergmann y Aaron Sams, two Chemistry teachers from Woodland Park High School in Colorado, consolidated this new method. The purpose of these teachers was to

help students who could not attend their classes follow the same learning pace as those who attended regularly. For that reason, these educators started to record their lessons with a software capable of capturing presentations on video. As a result, they ended up having recorded power point presentation for the absent students. Consequently, the method flipped classroom was created as a means to make students review the contents of a lesson after class so that they can discuss their inquiries the next class.

The pedagogical method called *flipped classroom* promotes an active participation of the individual's own learning process by providing them with post class material to review at home. Tourón y Santiago (2015) state that flipped classroom is “a didactic model in which students learn new content through video tutorials online, and the so called “homework” is then done in class with the teacher” (cited in Berenguer, 2016, p. 1468). In addition, Aguilera & al. (2017) mention that flipped classroom implies saving a great deal of time in class, and that students can be more engaged and more interested since they become responsible of their own learning. This change of roles is possible as “learners work on theoretical concepts by themselves and outside the classroom with diverse tools that the teacher puts within their reach” (Berenguer, 2016, p. 1468). Therefore, flipped classroom can be an important method to consider when teaching English as a foreign language remotely.

1.3.4 Social Networks

One of the most common terms among virtual environments is social network. If one is to look this term up, the following definition will appear: “a website or computer program that allows people to communicate and share information on the internet using a computer or mobile phone” (Cambridge University Press, 2020). This concept entails

an important aspect of this paper since the use of different modes for communication is part of the multiliteracies theory, and when an individual uses social networks, it is inevitable to be exposed to thousands of different modes of communication. Also, the use of these social tools is considered within the activities in the lesson plans as a way to engage learners and to apply the concept of multimodality. Besides, there is no doubt that social networks such as Facebook, Instagram or Twitter are common digital tools that people use daily. The use of these social tools in education is surely a must in the current circumstances where the pandemic has forced everyone around the world to start learning at home.

1.3.5 Mobile Apps for Learning

Apart from using social networks for learning, there are also a variety of apps that can be used in order to help students learn remotely. Now more than ever, teachers began to train themselves to use different apps for learning. There is a vast number of apps for teaching anything these days with only one click. The website *Future Learn*, a learning platform founded in 2012, provides a course called “Teach English Online, in which several apps for each main language skill are suggested for teaching. For instance, the app called *Flipgrid* makes possible to record a short video to answer a question or to reply to a previous video. In this way, learners can practice their speaking skills. For listening, there is an app called “English sounds” in which learners can listen and practice the English sounds in an isolated manner or in clusters. In the case of reading, the app “TOEFL Reading” has many texts with multiple-choice questions to help learners practice their reading skills. Finally, the app “Cambridge Exam Lift” has different exercises where not only writing skills can be practiced, but also the other three main language skills. There are even more apps that can be used for teaching English. What is

important to bear in mind is the learning outcome that the teacher wants to achieve in the lesson and the activity learners have to complete. The activities in the proposed lesson plans for this paper also include some apps that can enhance participation, learners' engagement and multimodal application.

2 ANALYSIS AND DESIGN

2.1 The Story behind the Lesson Plans

Even though the use of ICT facilitates remote learning to teach English, it is not the same as teaching English in face-to-face interactions. For that reason, storytelling in language teaching eases the aim to connect a series of lesson plans since the activities can be intertwined within the same context. That is why the movie *Black Panther* is used to introduce and maintain throughout the four lesson plans the same context in which multimodal activities are completed.

The movie *Black Panther* is a thrilling cinematographic work that anchors the four lesson plans into the same topic: “be the hero of your own story”. According to Dargis (2018), “this movie creates wonder with great flair and feeling partly through something Hollywood rarely dreams of anymore: myth.” It all begins with the new king T’challa (Chadwick Boseman) whose father was the king of Wakanda, a high-tech country with beautiful landscapes. Due to his father was killed in a previous MCU movie, T’challa succeeds to the throne in order to preserve his family kingdom and the traditions in his land. As a result of the events happening while he is at the throne, T’Challa realizes that his father hid a secret that has questioned the approach his past generations had taken while they were commanding their kingdom. As a consequence, he starts to fight the thoughts in his head against decades of traditions that his predecessors had established in Wakanda. Because of the story reflected on it, this movie represents the gist of the main topic for the lesson plans proposed in this paper. Its plot is an example of what students may start discussing and redesigning as they begin the series of activities planned in the

four lessons. For that reason, the actor Chadwick Boseman and his acting role are chosen to show how learners can be the hero of their own story.

2.2 Chadwick Boseman Biography

Chadwick Boseman was an American actor who starred in many movies, but his most iconic figure began with his leading role in the MCU movie *Black Panther*. As A&E Television Networks (2020) mentions, Chadwick Aaron Boseman “was born in 1976 in South Carolina and went on to attend Howard University in Washington, D.C., graduating with a Bachelor of Fine Arts in directing.” Even though he is well-known particularly because of his role as T’Challa in *Black Panther*, he also had starring roles “as several pioneering Americans, Jackie Robinson in *42* (2013), James Brown in *Get on Up* (2014), and Thurgood Marshall in *Marshall* (2017). He also had choice parts in *The Express* (2008), *Draft Day* (2014), and *Message from the King* (2016)” (Borges, n.d.). Sadly, “in 2016, Boseman was diagnosed with stage III colon cancer, which later progressed to stage IV. He never revealed his diagnosis and continued to work in films through chemotherapy and surgeries” (Nielsen, 2020). As a result, Boseman died on August 28, 2020, after fighting colon cancer for so long. His death was officially announced on his social networks. (A&E Television Networks, 2020). Nevertheless, his legacy and his work is still alive and it has inspired people, specially the black community.

2.3 Overview of the Activities in the Lesson Plans

The activities designed in the four lesson plans are based on a circular lesson, a didactic unit and the didactic by threads, which are discussed more in depth under the section *sequencing model*. Therefore, the lesson plans designed for B2 level students

work around the main topic called *Be the hero of your own story*. This topic makes reference to an interview that took place in the TV show called *The Daily Show*, hosted by Trevor Noah in which the actor Chadwick Boseman, who recently passed away, is interviewed to discuss the Marvel movie *The Black Panther*. This interview kickstarts the series of interconnected activities in the four lesson plans, which are planned as follows.

For Listening

To engage students in listening practice, they see a video interview of almost two minutes long where Chadwick Boseman talks about the main plot of his movie *Black Panther*. This video is found in the Facebook page of the TV program *The Daily Show* hosted by Trevor Noah. After students watch the video, they answer different questions to draw their attention to particular forms of the language and their use in the interview. Also, learners have the chance to reflect on how the interview can differ if some social aspects change, such as the ethnic group or the gender of the speakers.

For speaking

Having already established the main topic which will be used as the core of the four lessons (*Be the hero of your own story*), students now start to focus on speaking practice, in which they have to use the application “Flipgrid” to record themselves in order to answer the question “How can you be the hero of your own story in the pandemic?” In that way, students start going into the four pedagogical components in the theory of multiliteracies: situated practice, overt instruction, critical framing and transformed practice. Also, social and cultural aspects are discussed, so learners can adapt the main topic of the lesson into their own realities.

For Reading

In this lesson, students read two different types of texts where they analyze the language used in both texts to relate it to the concept of register. The first text is an excerpt of an article from the magazine TIME, where it discusses the impact of the movie *Black Panther* and how it relates to opposing racism. After reading the first text, learners start thinking of the language written in the article to identify the main subject and the words used in it. Then, learners will compare the text from the magazine with the second text, which is a short letter where a small child wrote a message to his hero Chadwick Boseman. After comparing both texts, students will analyze the difference between them in terms of the main subject, adjectives and vocabulary. Finally, they will use *redesign* to reply to the toddler's letter as if they were Chadwick Boseman.

For Writing

For this last lesson plan, students make use of their available designs, as well as the new information they have been exposed to in the previous lessons. They write a short text along with a picture that help to express how they can be the heroes of their own story. They will go through the process of *redesign* in the multiliteracies pedagogy since they need to upload their text and picture to their Instagram feed. In that way, they will also be putting into practice the pedagogical component called “transformed practice”.

2.4 Description of the four lesson plans

First, it's important to remember that the four lesson plans are presented under the PACE model, which is broken down into Presentation, Attention, Co-construct and Extension. The reason to follow these four stages is because it helps learners focus on a

specific context to learn a particular form of the target language. In other words, the PACE model is the basis for a series of lessons that can be aimed at learning grammar in spoken or written texts while using storytelling to frame the same context. Also, it is worth remembering that CLT underlies this micro curricular proposal since learners can interact and exchange information in the activities for each lesson plan when they are given specific tasks to complete during a lesson. In that sense, the PACE model and CLT are interconnected since they facilitate learners' interaction within a given context, in which linguistic forms can be learned without the need of using a metalanguage to explain how those forms work.

In addition, even though each lesson is meant to target one of the main four skills (listening, speaking, reading, writing), it does not mean that learners will engage in activities concerning only that particular skill. On the contrary, it means that the main source of the lesson is based on one main skill, but students can practice the language using all of the four skills. However, the order in which the lesson plans are presented rests upon whether the skill is productive or receptive. Thus, a lesson plan for a receptive skill is followed by a lesson plan for a productive skill.

Another important trait to mention regarding the planning of the lessons is that the four pedagogical acts of the multiliteracies pedagogy are not considered to be hierarchical or linear. As the New London Group (1996) expresses, these four components “do not constitute a linear hierarchy, nor do they represent stages. Rather, they are components that are related in complex ways.” (p. 85). That means, the four pedagogical acts can be present in all the lessons, and their application would depend on the goal of each lesson and the material to be used. However, each lesson is aimed to

apply specific pedagogical acts as a means to bring light to the applicability of the how of multiliteracies pedagogy. Apart from this, to illustrate graphically how the PACE model works, the multiliteracies pedagogy and CLT are interrelated, common characteristics among them are described in Table 1 below.

Table 1: Comparative table of the three theories used in the lesson plans

Theory	Common Characteristics
PACE model	<ol style="list-style-type: none"> 1. Storytelling is considered to give learners a specific context to analyze particular linguistic forms. 2. Grammar is learned through dialogue and inquiry between the teacher and the learners, not necessarily using metalanguage. 3. Language is considered as interactive and dynamic since learners are considered as active members of learning. 4. In the <i>Extension</i> stage, learners have the chance to apply what they have learned in different and creative ways.
CLT	<ol style="list-style-type: none"> 1. A topic related to learners' interests is facilitated to make them focus on particular linguistic forms. 2. Grammar is learned through the exposure of linguistic forms in a given context without using linguistic terms. 3. As language is considered to facilitate personal relationships and learners participate actively, learning becomes interactive.
Multiliteracies Pedagogy	<ol style="list-style-type: none"> 1. A particular topic is used where learners can analyze social and cultural aspects of multimodal text as well as particular forms of the language. 2. Learners can learn how to read and write in a language using what they already know while analyzing multimodal texts, without a metalanguage. 3. Learning is interactive, dynamic and culture-based since this pedagogy encourages collaboration and interaction among learners. 4. In the component <i>Transformed Practice</i>, learners have the chance to <i>redesign</i> a text in creative and innovative ways.

Finally, the format in which the lessons are prepared is also a fundamental part to consider. As the main format template for each lesson plan, the lesson plan grid proposed by Embleton in his work *TEFL/TESL/CCA Certificate Course, Course Handbook* has been considered. However, for the purpose of designing four lesson plans based on the

PACE model as well as the pedagogy of multiliteracies, some changes have been arranged in the lesson plan grid. The original grid used to plan a series of four lesson plans are shown in Table 2 and 3 below. Table 4 and 5 show the final version of the main lesson plan grid that is used to design the four lesson plans based on the PACE model and the pedagogy of multiliteracies.

Table 2: Pre-planning Grid

Level, age, number of SS	
Class profile	
Timetable fit	SS already know ... After this lesson SS will study ...
Lesson start-time and length	
Aims of the Lesson	By the end of the lesson SS will be able to 1. 2...
Evaluation	Learning will be checked by ...
Anticipated problems and solutions	1. 2...

Note: Original pre-planning grid used to plan the series of lessons based on the application of the PACE model and the pedagogy of multiliteracies. From Les Embleton, TEFL/TESL/CCA Certificate Course,

Course Handbook, 2012, page 15.

Table 3: Main Lesson Plan Grid

Stage	Activity	Interaction*	Seating	Materials/equipment	Time
Warmer					
(pre-task)					
(main task)					
(post-task)					
Wind up					
Flexistage					

Note: Original Main lesson plan grid used for each lesson plan without adaptations to reflect the application of the PACE model and the pedagogy of multiliteracies. From Les Embleton, TEFL/TESL/CCA Certificate Course, Course Handbook, 2012, page 16.

Table 4: Final Version of the Main Lesson Plan Grid

STAGE		ACTIVITY	PEDAGOGICAL ACT	INTERACTION	MATERIALS/EQUIPMENT	TIME
WARMER						
PACE MODEL	PRESENTATION					
	ATTENTION					
	CO-CONSTRUCT					
	EXTENSION					

Table 5: Final Version of the Pre-planning Grid

Level, age, number of SS	
Class profile	
Lesson start-time and length	
Learning objectives	By the end of the lesson SS will 1. 2...
Evaluation	Learning will be checked by ...
Anticipated problems and solutions	1. 2...

Since the aim of this paper is to propose lesson plans based on the multiliteracies pedagogy, it makes more sense to establish learning outcomes rather than objectives of the lesson, so at the moment a teacher puts into practice the contents for each lesson, the results can be analyzed. In that way, it can become clear how the pedagogy or multiliteracies has an impact on the process of learning English as a foreign language. The worksheets of each lesson plan can be found in Appendix B.

2.5 Lesson plan for Listening

- Before planning

To begin planning the lessons, it's necessary to consider the information of the group of learners with whom the teacher will work. As Embleton (2012) states, "there are a surprisingly large number of factors to consider in planning a successful lesson" (p. 14). Once the information on the grid in Table 5 is completed, a better teaching perspective can be reflected with relation to the group of learners who will be involved in the lessons. Since this information is taken as the basis to design the four lessons, the same grid is shown in the four lesson plans when the analysis of the part before planning is described.

Finally, it is imperative to remember that there is always the possibility of having technical problems while applying any of the lessons. For that reason, the teacher has to consider this span of time that can be lost. It is advisable to have 10 minutes free in the lesson plan, so the teacher can be prepared in case of an eventuality. If everything goes according to the plan, the teacher can use this extra time to interact more with students, or give them more feedback on their work.

Table 6: Pre-planning Grid for the Listening Lesson

Level, age, number of SS	16, 17-year-old learners
Class profile	High school students who learn English as a Foreign Language and the school curriculum is based on the Curriculum proposed by the Ministry of Education.
Lesson start-time and length	Lesson start time can vary depending on the school schedule of students. The length of each lesson is planned to be 60 minutes long.
Learning objectives	By the end of the lesson SS will Understand an interview and its content 1. identify phrases used to check and confirm understanding 2. identify phrases used to give advice in a conversation 3. use phrases to check and confirm understanding 4. use should or have to give advice
Evaluation	Learning will be checked by ... Completion of a worksheet
Anticipated problems and solutions	1. Spans of time loss due to internet drawbacks. There is no concrete solution. Patience and organization can help solve this issue, though. 2. Some students can't participate due to problems with microphones. They can write their answers in the chat, though.

- While Planning

Once the information of the pre-planning grid is considered, the next step is to start the planning of the listening skill. To engage students in the activities in this lesson plan, a warmer is considered. Learners are asked some questions related to the main topic of the lesson, so they can activate their *Available Designs* and bring them to the current

lesson. They are asked the following questions: “Have you seen any Marvel movie? Which one is your favorite? Why do you like Marvel movies?” This is also an engaging way to make young learners participate actively in topics that can interest them. Regarding the pedagogy of Multiliteracies, the component exercised in the warmer is *situated practice* since students make connections with their subjective experiences as well as their real-life situations.

The next stage to complete is the first step of the PACE model which is called *Presentation*. Here learners are presented with the context of the interview. The teacher describes the necessary details of the interview, so learners can beware of the context and topic of the audio. The teacher explains that the interviewer is Trevor Noah, the host of the talk show “The daily show”, and he is interviewing the MCU actor Chadwick Boseman. Then, without watching the video, learners start listening to the interview where they determine the topics the people are discussing. They select among the following options: a movie, spoilers, what people do, a book, a villain. In terms of the Multiliteracies pedagogy, *situated practice* is also applied because students create connections between what they already know with what is new to them.

After *Presentation*, the step *Attention* is completed in the lesson plan. In this part, learners watch the video of the interview, which is subtitled, and are asked to pay attention to specific words or phrases so they can match each word with its corresponding definition. Also, they have to focus the expressions used by Trevor and Chadwick in which they check and confirm understanding. In that way, the group of learners start working on a multimodal material where they can apply the pedagogical act *overt instruction*. Therefore, the learners can become aware of the form-meaning connections

in the language and the text presented in the video. It is important to notice that *Attention* and *overt instruction* are similar theoretically since both refer to the process in which the teacher directs students' attention to the form of the text and its relationship with language use.

In the step *Construct*, students are presented with samples of language where modal verbs and turn-taking are described. First, they decide which words are used to express responsibility, obligations, advice or suggestions; then, they have to identify the words or phrases used to check and confirm understanding with the interlocutor. To make students participate more actively and engage in the conceptualization of form, they work in small groups. In the second part of this phase, learners are asked to choose the phrases that express necessity or obligation. In that way, learners start to construct the knowledge of the linguistic components they have identified in the interview.

In the final phase of this lesson, the step Extension of the PACE model is applied to encourage students to use the knowledge they acquire in this lesson in creative ways. Students are asked to form small groups, whether it is in pairs or groups of three members, with the task of designing a short interview in which the speakers use modal verbs and expressions for checking and confirming understanding. Thus, learners will be applying *transformed practice* from the multiliteracies pedagogy, since they are putting into practice what they have learned about form-meaning in the text and use it to produce language in a different and creative way. For that reason, both *Extension* and *transformed practice* are also similar theoretically.

Table 7: Lesson Plan for Listening

STAGE		ACTIVITY	PEDAGOGICAL ACT	INTERACTION	MATERIALS/EQUIPMENT	TIME
WARMER		Answer the questions: Have you seen any Marvel movie? Which one is your favorite? Why do you like Marvel movies?	Situated practice	Students are asked the questions randomly using the app Classdojo.	Classdojo app microphones	5 min
PACE MODEL	PRESENTATION	Listen to the interview	Situated Practice	Students choose the topics discussed in the interview	Video in Facebook Microphones worksheet	10 min
	ATTENTION	Match words with definitions Watch and answer	Overt Instruction	Students pay attention to specific linguistics parts of the interview and match the words with their definition They also watch the interview and answer some questions.	Worksheet Microphones Video in Facebook	15 min
	CO-CONSTRUCT	Work in small groups	Overt instruction Critical framing	Students match the language samples with the use of modals. Also, they match the sentences with the function they convey	Worksheet Microphones	10 min
	EXTENSION	Prepare a short interview	Transformed Practice	Students prepare a short interview using modal verbs and expressions to confirm understanding to talk about how they can deal positively with difficulties in life	Worksheet Microphones	10 min

- **After planning**

In this stage, the remaining task, the teacher should prepare the material and the applications necessary to carry out the lesson. When thinking about the material, the teacher has to decide how the material will be used in the classroom and how students are going to present their work. A good idea is to create a worksheet in a Word document where all the instructions and activities are described for the learners. Then, this file can be shared via email, Moodle, Google Classroom, or any other platform or app used by the institution. In the case of apps, it is important to have them ready beforehand, so at the moment of applying the lesson the teacher avoids any delay or waste of time with students during class. It is advisable that the teacher keeps the applications open and ready before the class time starts. Finally, if something does not go according to the plan, then the

teacher should decide the activities that can be finished for that day, and rearrange the next lesson plans, so that the objectives are fulfilled once all the lessons are applied.

2.6 Lesson plan for Speaking

- Before planning

As it was stated in the lesson plan for listening, the first thing to keep in mind is the information of the group with which the teacher will be interacting. Since the idea is to apply the four lesson plans with the same group of high school learners, then the information in the pre-planning grid is the same in the four lesson plans. Table 8 below shows the same information of the group of students as in the listening lesson plan. In addition, as this lesson encompasses activities to practice a productive skill (speaking), the teacher should consider carefully how students' performance can take place and how much time is actually needed for them to complete the tasks at hand. Finally, technical issues always need to be kept in mind within the span of time for the lesson.

Table 8: Pre-planning Grid for the Speaking Lesson

Level, age, number of SS	16, 17-year-old learners
Class profile	High school students who learn English as a Foreign Language, and the school curriculum is based on the Curriculum proposed by the Ministry of Education.
Lesson start-time and length	Lesson start time can vary depending on the school schedule of students. The length of each lesson is plan to be 1 hour long.
Learning objectives	By the end of the lesson SS will 1. recognize the difference between hero and villain 2. define hero and villain 3. describe who the hero in my life is
Evaluation	Learning will be checked by ... The completion of the video and the worksheet
Anticipated problems and solutions	1. Spans of time loss due to internet drawbacks. There is no concrete solution. Patience and organization can help solve this issue, though. 2. Some students can't participate due to problems with microphones. They can write in the chat, though.

- **While planning**

First of all, a warm-up is introduced in the lesson plan. With this introductory activity, learners watch six pictures of different characters from movies or TV series and choose who the heroes and the villains are. In that way, they start thinking about these two opposite concepts. As in the previous lesson plans, the aim of the warm-up is to activate students' available designs of the topic, so they can redesign what they learn in a different mode of text.

In the next step, which is presentation, learners start working in small groups and provide their definitions of hero and villain. They use the component of *situated practice* at the moment of working on this activity. Then, they share their definitions to discover common characteristics among them. As a consequence, students go through the process of *overt instruction* combined with *situated practice* in the multiliteracies pedagogy. Also, students compare and contrast their definitions with the description of villain and hero in a dictionary online. With that activity, the step of *Attention* is covered.

For the next stage, a text where the story of the Grinch will be used. The text is written in poetry, so students can be exposed to different writing genres. First, they will use overt instruction while they are reading the text to realize how poetry is written. After that, learners have to discuss whether the Grinch is a villain or a hero. For that, they join in small groups to share their comments. Critical framings will take place once they start talking about their viewpoints about the Grinch. Once they finish discussing their opinions, the stage of construct in the PACE model will be completed.

In the last stage of this lesson plan for speaking, students will use what they learned to transform or redesign the new information they acquired by recording a video in the app Flipgrid. They will have to answer the question “Who is the hero of your life?”. For that reason, *transformed practice* will be covered. It is also worth mentioning that learners may use the opinions shared in the discussion about the definition of villains and heroes to answer the question in the video.

Table 9: Lesson Plan for Speaking

STAGE	ACTIVITY	PEDAGOGICAL ACT	INTERACTION	MATERIALS/EQUIPMENT	TIME	
WARMER	Identify the heroes and villains	Situated Practice	Students see some pictures of heroes and villains. They answer the questions: What’s a hero like? What’s a villain like?	Worksheet Microphones Classdojo	5 min	
PACE MODEL	PRESENTATION	Provide a definition for hero and villain	Situated practice	Students define what a hero and a villain is in their own words	Worksheet Microphones Classdojo	10 min
	ATTENTION	Identify common characteristics in your definitions	Situated practice Overt instruction	Students share their definitions in small groups. Then, they analyze if there are similarities in their definitions	Worksheet Microphones	10 min
	CO-CONSTRUCT	Discuss the question	Overt instruction Critical framing	In the same small groups, students read the story about the Grinch. Then, they discuss the question whether the Grinch is a villain or a hero and the reason	Worksheet Microphones	10 min
	EXTENSION	Record a video	Transformed practice	Students use Flipgrid to record 3-minute-long video where they say who the hero of their lives is	Flipgrid Worksheet	15 min

- After planning

When the lesson plan is ready to be applied, it is necessary for the teacher to consider the materials and elements that will be used to do each activity. First, the teacher must be aware of the fact that many students may have difficulties at the moment of interacting with their peers whether for not being confident at speaking or nor feeling comfortable talking to others. Either way, the teacher should monitor those students who

may need an extra push to interact with their classmates. Also, it is important to have the worksheet online at hand, so all students can have access to the activities. In that sense, it is advisable to upload the worksheet to Drive and share the link to everyone at the beginning of the class. Another important part to prepare is the app Flipgrid since some students may need assistance to be able to complete the last activity. Thus, the teacher should get familiar with how the app works. Finally, delays or internet drawbacks must always be taken into account to avoid lack of time or inconveniences during class. The speaking lesson worksheet can be found in Appendix B.

2.7 Lesson plan for Reading

- Before planning

The information necessary before planning is exactly the same as the beginning of this series of lessons using the multiliteracies pedagogy. Nevertheless, there may be a better overview of students' development after the completion of the previous lesson plans. The teacher should use the information collected while interacting with the learners. Besides, the more the teacher works with their students, the more fruitful the feedback on students' process of learning will be.

Table 10: Pre-planning Grid for the Reading Lesson

Level, age, number of SS	16, 17-year-old learners
Class profile	High school students who learn English as a Foreign Language, and the school curriculum is based on the curriculum proposed by the Ministry of Education.
Lesson start-time and length	Lesson start time can vary depending on the school schedule of students. The length of each lesson is planned to be 1 hour long.
Learning objectives	By the end of the lesson SS will... 1. Identify the language register in two different texts 2. Target the subject in two different texts

Evaluation	Learning will be checked by ... The completion of the worksheet A short text written on Facebook
Anticipated problems and solutions	1. Spans of time loss due to internet drawbacks. There is no concrete solution. Patience and organization can help solve this issue, though. 2. Some students can't participate due to problems with microphones. They can write in the chat, though.

- **While planning**

This lesson begins with a warm-up in which students use the website Mentimeter, so they can think about the people they admire. Thus, *situated practice* takes place as they are using what they already know about the world to answer the question “Who do you admire?”. Besides, the website Mentimeter makes it easy to enhance participation and collaboration among them.

In the Presentation stage, learners read the excerpt of an article published in the magazine TIME. After students read the whole excerpt, they go over the pedagogical act *situated practice* because the new information found in the excerpt meets the information students already have about the topic. This is an important starting point to develop the main topic of the lesson later on. To make this happen, students answer two questions as a way to make them join the new with the old information. The first question is “What is the movie *Black Panther* about?”. This question should be answered before students read the excerpt. Once they finish reading the excerpt, they can answer the question “What descriptions does the writer give to the movie?”. As a result, the stage of *Presentation* is completed.

For the stage of *Attention*, learners read a second and shorter text where a young boy writes a letter to Chadwick Boseman. After reading the letter, students compare and

contrast both text the article and the letter, so they can analyze the difference in linguistic form and style of the texts. Students analyze both texts in terms of vocabulary, main subject of each text, and adjectives used in each of them. As they are analyzing linguistic forms, the process of *overt instruction* begins to operate.

For the stage of Construction, the component of *critical framing* is applied since the activity makes students reflect on a different perspective of the texts. They have to think about how they would reply to the young boy who wrote to Chadwick Boseman as if the learners were the actor. The other question deals with changing the perspective of the texts if learners were to write them to aim a younger audience such as the young boy who wrote the letter. In that way, learners can express their opinions while thinking about a different audience and objective for each text.

In the final stage of *Extension*, students get to write a different text in to redesign what they have learned. For this last activity, the social network Facebook is used because students write a post answering any of the two questions in the previous exercise. Therefore, *transformed practice* is applied as learners can be creative and authentic when they write their posts on Facebook. Also, as they use Facebook, the principle of multimodality is considered. By completing this activity, students can beware what they already know and what they have learned to write a new text on social media.

Table 11: Lesson Plan for Reading

STAGE		ACTIVITY	PEDAGOGICAL ACT	INTERACTION	MATERIALS/EQUIPMENT	TIME
WARMER		Answer the question in Mentimeter	Situated practice	Students join a brief survey in Mentimeter to answer the question: Who do you admire?	Mentimeter	5 min
PACE MODEL	PRESENTATION	Read the text excerpt from TIME magazine	Situated practice	Students read part of an article. They answer questions related to the text.	Extract of the article Worksheet	10 min
	ATTENTION	Compare two texts	Overt instruction	Students read a letter written by a young boy, and compare the language between the letter and the article.	Letter Extract from the article worksheet	10 min
	CO-CONSTRUCT	Identify the elements in both texts	Critical Framing	Students think about two questions in particular and answer in pairs or small groups.	Worksheet	10 min
	EXTENSION	Reflect on how to produce a text with a different perspective	Transformed practice	Students write a comment on Facebook where they answer either of the two previous questions	Facebook page worksheet	15 min

- After planning

Some consideration after planning this lesson have to do with students' reading pace, vocabulary range, and cinematographic knowledge. In terms of reading pace, there may be students who are slower to read and to process the written information than other advanced students. The teacher should pay attention to those learners who are getting behind the rest to avoid discrepancies in understanding and timing for reading. In the case of vocabulary range, some students may have a broader range of words they know in English than others, so the teacher should monitor students' understanding by asking them the meaning of some uncommon words found in the texts, especially the excerpt. If there are some learners might not know anything about the movie, even though it is a very popular film these days. If that is the case, the teacher should be ready to discuss the main plot of the movie and the most important facts about it. Finally, classes almost always have different language levels among learners. For that reason, the teacher should be attentive to monitor and give appropriate feedback to those who require it. The reading lesson worksheet can be found in the Appendix B.

2.8 Lesson plan for Writing

- Before planning

In this last lesson plan the same pre-planning grid is used as well as the other lesson plans. It is imperative to keep in mind the learning objectives for each lesson since they can give the teacher measurable data to realize the appropriateness of the activities and the degree of improvement students get in their competences. The teacher should also consider the fact that writing is a complex productive skill; thus, learners may need more time to finish the activities than in activities in the previous lesson plans. For that reason, the preparation of the materials should be more exhaustive than before.

Table 12: Pre-planning Grid for the Writing Lesson

Level, age, number of SS	16, 17-year-old learners
Class profile	High school students who learn English as a Foreign Language, and the school curriculum is based on the curriculum proposed by the Ministry of Education.
Lesson start-time and length	Lesson start time can vary depending on the school schedule of students. The length of each lesson is plan to be 1 hour long.
Learning objectives	By the end of the lesson SS will 1. Identify the future tense 2. Use the future tense to talk about my personal life
Evaluation	Learning will be checked by ... The completion of the worksheet A short text written on Instagram together with a picture
Anticipated problems and solutions	1. Spans of time loss due to internet drawbacks. There is no concrete solution. Patience and organization can help solve this issue, though. 2. Some students can't participate due to problems with microphones. They can write in the chat, though.

- While planning

To start this last lesson plan, the app Jamboard is used to do the warm-up activity. In a shared whiteboard on Jamboard, students write the answer to the question “What have you learned in this pandemic?” This activity let students reflect on what they already

know with regards to Covid-19 and the influence it had in their learning. For that reason, their available designs on that matter begin to work as students relate that knowledge with the activity proposed in the warm-up.

To present the first activity of the lesson plan, students listen to the song “hero” by Chad Kroeger featuring Josey Scott. After they listen to the song the first time, they are given the lyrics of that song in order to write the words missing from it. That is how *situated practice* also takes place since they activate the words they know and they can recognize while listening to the song; also, students can be exposed to new information in the lyrics when they read new words. As a consequence, the new vocabulary with the already known words coalesce to create new available designs.

In the stage of *Attention*, learners start analyzing the lyrics at a linguistic level, that is, they start identifying sentences that contain the *will* and *be going to*. The step of step *Attention* is functioning with this activity because the teacher helps learners focus on a particular form that will be discussed in more depth in the next activity. Once they recognize all the sentences with both forms for the future tense, learners are asked to think about the possible differences between both forms. That is how the pedagogical act of *overt instruction* begins to work as learners analyze linguistic forms of a text (the lyric of the song).

The stage of *Co-construct* is complemented with the previous stage since students continue discussing the usages of *will* and *be going to* as well as their differences. As Donato & Adair-Hauck (2015) mention, the stage of *Co-construct* “involves collaborative talk between the teacher and the students to reflect on, hypothesize about, and create

understandings about the form, meaning, and function of the new structure in question” (p.23). Therefore, the teacher and the students discuss the possible differences between both forms for the future tense. While this discussion is taking place, the multiliteracies component of *overt instruction* and *critical framing* are also part of the activity since students think of the linguistic properties of the lyrics and the relationship those properties have with the text. In that way, both *overt instruction* and *Co-construct* can be covered during the performing of the activity.

To conclude with this lesson plan as well as with all the series of lesson plans, students write about the main topic of this series of lessons in a post on their Instagram accounts. If a learner does not have an Instagram account, then it can be considered the possibility of uploading their work to a shared folder in Drive. First, students are asked to answer the following questions: How can you be the hero of your own story in the pandemic?; How will you still be the hero of your own story after the pandemic? Then, they are asked to use the linguistic forms studied during all the lesson plans, which are *have, should, will* and *be going to*. Finally, in their Instagram accounts, learners are asked to upload their writings along with a picture that can reflect the main topic of the lessons. In that way, the process of *transformed practice* is covered as they have to think of creative and innovative ways to express their interests, emotions and opinions in their writings, using a common and popular social network. That is how the lesson planning for writing might be completed.

Table 13: Lesson Plan for Writing

STAGE	ACTIVITY	PEDAGOGICAL ACT	INTERACTION	MATERIALS/EQUIPMENT	TIME	
WARMER	Answer the question	Situated practice	Students are asked the question “What have you learned in this pandemic?” in a collaborative board	Google Jamboard	5 min	
PACE MODEL	PRESENTATION	Listen to the song and complete the lyric	Situated practice	Students listen to the song “hero” by Chad Kroeger ft. Josey Scott while they complete the words missing	Song in Youtube Worksheet	10 min
	ATTENTION	Find the future tenses	Overt Instruction	Students read the lyric and find sentences in future tenses	Worksheet	10 min
	CO-CONSTRUCT	Analyze the use of future tenses	Overt instruction	Students discuss the difference between <i>will</i> and <i>be going to</i> . Then, they match the future forms with some sample sentences	worksheet	10 min
	EXTENSION	Write in your Instagram feed	Transformed practice	Students write a description of how they are the heroes of their own story in the pandemic, and how they will still be the heroes after the pandemic. Their writing is posted with a picture in their Instagram feed.	Instagram	15 min

- After planning

Some of the last considerations teachers should think about when applying this activity are their students’ pace of writing, material preparation, final reflection and feedback of students’ performance on the writing activity. Both the feedback and the reflection can be done by the teachers, between the students or both; that would depend on different factors such as the teaching philosophy of the teacher, students’ needs, motivation, etc. The students’ pace of writing should be the first thing to bear in mind as some learners may need more time than planned during class. For those students, it is important to keep track of their work and their pace to eliminate possible unevenness of the completion of the activities. Another important aspect to reflect upon is the material necessary for the lesson. For instance, the teacher should have the Jamboard file ready to share it with all students. Also, it is important to consider how each page of the Jamboard will be assigned according to the number of students per class. Finally, as this is the last lesson plan of this proposal, the teacher should also consider giving more emphasis to the

last activity to make students reflect on what they have learned and the impact the lesson plans have produced on their own learning process and language competence. The writing lesson worksheet can be found in Appendix B.

Finally, instructors should consider the timing, the feasibility and the theory of the lesson plans. In terms of the timing for each lesson, the teacher should consider the pace of the group of learners and the common technical problems that can take place during the lessons. Even though each lesson is planned to be 60 minutes long, this could take more time to be completed. Therefore, the timing would depend on the pace of the group and the technical problems that can be occurring. In the case of the feasibility of the lesson plans, the teacher has to analyze the obstacles that may reduce the chance to complete all the activities in each lesson. These problems can be related to the type of curriculum, the philosophy of teaching, and the approaches used in the educational institution. Finally, the theory behind the lesson plans involves the PACE model, the sequencing model of planning, CLT, multimodality and the multiliteracies pedagogy. Thus, the teacher has to be familiar with the theoretical background of the lesson plans in order to apply them successfully.

As seen above, this last section is composed of the analysis and description of how the four lesson plans can be designed, using the PACE model, the communicative approach and the multiliteracies pedagogy. The analysis of the lesson plans is divided into three parts: before, while and after planning. In that way, the reader can be exposed to the entire process that has taken place while organizing each activity in each lesson plan. Also, it is important to remember that all the lesson plans use two grids as templates, which are the pre-planning grid and the lesson plan grid. They were modified so that the

four phases of the PACE model and the four pedagogical components of the multiliteracies pedagogy could be considered.

3 CONCLUSIONS

The application of different theories, in particular, the multiliteracies framework, the PACE model and the communicative approach could be applied successfully in the four lesson plans. The goal of having different theories reflected on the lesson plans was difficult to accomplish since it was necessary to identify clearly the main points of each theory. Then, once a comparison and contrast of the three theories was established, it was easier to find connection among them. For instance, the PACE model has four phases to present a story, so learners can be exposed to the target structure to be learned. This point is similar as the communicative approach where a particular structure is also emphasized within a specific context. And in the case of the pedagogy of multiliteracies, the four pedagogical acts have similar processes with the four stages of the PACE model. Therefore, the success of the application of the three theories in the four lesson plans lies on a clear categorization of differences and similarities among the PACE model, the multiliteracies pedagogy and the communicative approach. Without an understanding of those theories, it is not possible to design the lesson plans proposed in this thesis.

Multiliteracies pedagogy encompasses a budding theory that can be used to be part of an eclectic approach to teach English as a foreign language remotely. As discussed in this paper, the pedagogy of multiliteracies considers various features of the learners' education, which are their social, personal and cultural aspects. For that reason, this pedagogy is an attempt to fulfill the utopian promise of a more equal and fairer world where multiliterate learners can take part of their community in an effective way since they can do so culturally and socially tailored. In addition, the fact that this pedagogy

considers multimodal sources of information makes it more meaningful for the present generations who are surrounded by technological devices and globalized societies in which every human being can be connected to the internet; now more than ever, people have been exposed to technology enhanced learning due to the dramatic spread of Covid-19. This pandemic has forced everyone to deal with virtual environments to recreate classrooms in order to continue learning. Therefore, the multiliteracies pedagogy appears to be promising for helping students to learn English as a foreign language remotely.

Multimodality is currently a highly important part of language teaching. Teachers have been exposed the most to multimodal texts since the whole world started to teach and learn virtually because of the pandemic. For that reason, teachers must know better how to use different applications that can engage learners to interact with multimodal texts. Language learning has changed drastically over 2020 with the use of internet, the nonstopping launch of apps for learning, and the forcing adaptability of classroom interactions to virtual environments. For that reason, we future teachers, as knowledge facilitators for students, must update our ICT skills in order to have more resources at hand at the moment of using multimodality in our lessons.

In general, the proposal of the four lesson plans to teach EFL to B2 level high school students embraces an immense potential for other studies. For instance, the actual application of the four lesson plans can lead to determine to what extent the multiliteracies pedagogy influences students' performance on writing skills or on any other language skill. It can also lead to research more about multimodality and its role in the teaching of foreign languages in the future. Likewise, new studies of the pedagogy of multiliteracies

can update its feasibility in different parts of the world. Therefore, multiliteracies pedagogy can still be evaluated under different perspectives in future studies.

4 BIBLIOGRAPHY

- A&E Television Networks. (2020, December 14). *Chadwick Boseman*. Retrieved from Biography: <https://www.biography.com/actor/chadwick-boseman>
- Aguilera, C. M., & al., e. (2017). El Modelo Flipped Classroom. *INFAD REVISTA DE PSICOLOGÍA*, 261-266.
- Aguilera, C., Manzano, A., Martínez, I., Lozano, M. d., & Casiano, C. (2017). El Modelo Flipped Classroom. *International Journal of Developmental and Educational Psychologist*, 261-266.
- Akmajian, A., Demers, R. A., Farmer, A. K., & Harnish, R. M. (2010). *Linguistics: An Introduction to Language and Communication*. Massachusetts: The MIT Press.
- Allen, H., & Paesani, K. (2010). Exploring the feasibility of a pedagogy of Multiliteracies in Introductory Foreign Language. *L2 Journal Vol. 2*, 119-142.
- Allen, H., Paesani, K., & Dupuy, B. (2016). *A Multiliteracies Framework for Collegiate Foreign Language Teaching*. Pearson.
- Bakia, M., Shear, L., Toyama, Y., & Lassetter, A. (2012). *Understanding the Implications of Online Learning for Educational Productivity*. Washington D.C.: U.S. Department of Education.
- Berenguer, C. (2016). Acerca de la utilidad del aula invertida o flipped classroom. *XIV Jornadas de redes de investigación en docencia universitaria.*, pp. 1466-1480.
- Borges, P. (n.d.). *Chadwick Boseman*. Retrieved from IMDb: <https://www.imdb.com/name/nm1569276/bio>
- British Council. (n.d.). *E-learning*. Retrieved from British Council BBC - Teaching English: <https://www.teachingenglish.org.uk/article/e-learning>
- Cambridge University Press. (2013). *Introductory Guide to the Common European Framework of Reference for English Language Teachers*. Cambridge University Press.
- Cambridge University Press. (2020, September). *Cambridge Dictionary*. Retrieved from <https://dictionary.cambridge.org/es/diccionario/ingles-espanol/pedagogy>
- Cazden, C., Cope, B., Fairclough, N., Gee, J., & al, e. (2005). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 60-89.
- Celce-Murcia, M. (2011). *Language Teaching Approaches: an overview*. Massachusetts: Heinle & Heinle Publishers.
- Cloonan, A. (2008). Multimodality pedagogies : a multiliteracies approach. *International journal of learning*, 159-168.
- Cope, B., & Kalantzis, M. (2009). Multiliteracies: New literacies, new learning. *Pedagogies: An International Journal*, 164-195.
- Cope, B., & Kalantzis, M. (2016). *A Pedagogy of Multiliteracies: Learning by Design*. Springer.
- Council of Europe. (2018, February). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with new Descriptors*. Retrieved from Council of Europe: <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

- Council of Europe. (2019). *The CEFR levels*. Retrieved from Council of Europe: <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>
- Council of Europe. (2020). *Common European Framework of Reference for Languages (CEFR)*. Retrieved from Council of Europe Portal: <https://www.coe.int/en/web/common-european-framework-reference-languages/history>
- Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics*. Blackwell Publishing.
- Curtis, A. (2017). *Methods and Methodologies for Language Teaching*. Macmillan Education UK.
- Dargis, M. (2018, February 6). *Review: 'Black Panther' Shakes Up the Marvel Universe*. Retrieved from The New York Times: <https://www.nytimes.com/2018/02/06/movies/black-panther-review-movie.html>
- Donato, R., & Adair-Hauck, B. (2015). PACE: A Story-Based Approach for Dialogic Inquiry about Form and Meaning. *Teacher's handbook: Contextualized foreign language instruction*, 206-230.
- Embleton, L. (2012). *TEFL/TESL/CCA Certificate Course, Course Handbook*. DLIC-CEC - EPN.
- Frankfurt International School. (2018). *Language Teaching Methodologies*. Retrieved from Frankfurt International School: <http://esl.fis.edu/teachers/support/method.htm>
- Gass, S. M., Behney, J., & Plonsky, L. (2013). *Second Language Acquisition: An Introductory Course*. New York: Routledge.
- Geneva College. (2020, April). *Online Education vs Remote Learning—Benefits and Drawbacks of Online Classroom Environments*. Retrieved from Geneva College Blog: <https://www.geneva.edu/blog/higher-education/online-education-vs-remote-learning#:~:text=Both%20provide%20the%20benefit%20of,learners%20to%20be%20self%2Dmotivated.>
- Gutoskey, E. (2020, June 11). *What's the Difference Between Equity and Equality?* Retrieved from Mental Floss: <https://www.mentalfloss.com/article/625404/equity-vs-equality-what-is-the-difference>
- Hall, G. (2011). *Exploring English Language Teaching: Language in Action*. Routledge.
- Herrera, L. (2017). Impact of Implementing a Virtual Learning Environment (VLE) in the EFL Classroom. *Íkala, Revista de Lenguaje y Cultura*, 479-498.
- IG Global. (2019, February). *What is Multiliteracy*. Retrieved from IG Global: <https://www.igi-global.com/dictionary/enhancing-autonomy-active-inquiry-meaning/19565>
- International Bureau of Education. (2020). *Technology Enhanced Learning*. Retrieved from International Bureau of Education: <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/t/technology-enhanced-learning>
- Kern, R. (2000). *Literacy and language teaching*. Oxford: Oxford University Press.
- Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. New Jersey: Lawrence Erlbaum Associates, Inc.
- McCabe, A. (2011). *An Introduction to Linguistics and Language Studies*. Milton Keynes: Equinox Publishing Ltd.

- Meskill, C. (2013). *Online Teaching and Learning: Sociocultural perspectives*. Bloomsbury Publishing Plc.
- Mills, K. (2011). *The Multiliteracies Classroom*. Toronto: Short Run Press Ltd.
- New London Group. (1996). *A pedagogy of multiliteracies: Designing social futures*. Harvard Educational Review.
- Nielsen, E. A. (2020, September 20). *Chadwick Aaron Boseman (1976-2020)*. Retrieved from Black Past: <https://www.blackpast.org/african-american-history/chadwick-aaron-boseman-1976-2020/>
- Qing-xue, L., & Jin-fang, S. (2007). *An Analysis of Language Teaching Approaches and Methods*. Shanghai.
- Richards, J. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Richards, J., & Rodgers, T. (2001). *Enfoques y metodos en la enseñanza de idiomas*. Madrid: Cambridge University Press.
- Riley, J. (2006). *Language and Literacy 3-7 : Creative Approaches to Teaching*. London: SAGE Publications Ltd.
- Ruales, N. (2020). *El libro infantil en la enseñanza de español: aplicación de textos de literatura infantil ecuatoriana en una clase de español para extranjeros de nivel B1 de la PUCE, mediante el enfoque comunicativo (tesis de pregrado)*. Pontificia Universidad Católica del Ecuador, Quito. Retrieved from http://repositorio.puce.edu.ec/bitstream/handle/22000/18202/ELLIBR_1%20%281%29.pdf?sequence=1&isAllowed=y
- Selber, S. (2004). *Multiliteracies for a Digital Age*. Carbondale: Southern Illinois University Press.
- Simpson, J. (2011). *The Routledge Handbook of Applied Linguistics*. (J. Simpson, Ed.) Abingdon: Routledge.
- Swaffar, J. K. (2005). *Remapping the foreign language curriculum: An approach through multiple literacies*. New York: Modern Language Association of America.
- Torresan, P. (2015). Modelos de secuenciación en la didáctica de las lenguas extranjeras. *Huarte de San Juan . Filología y Didáctica de la Lengua*, 9-21.
- Warner, C., & Dupuy, B. (2018). Moving toward multiliteracies in foreign language teaching: Past and present perspectives ... and beyond. *Foreign Language Annals*, 1-13.
- Wei, L. (2014). *Applied Linguistics*. Wiley Blackwell.

5 APPENDIX A. Self-assessment grid from CEFR 2020 for level B2

Table 1

Self-assessment grid (with online interaction and mediation)

Reception		Interaction		Production		Mediation		
Listening	Reading	Spoken Interaction	Written and online Interaction	Spoken Production	Written Production	Mediating a text	Mediating concepts	Mediating Communication
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can interact with several people, linking my contributions to theirs and handling misunderstandings or dis-agreements, provided the others avoid complex language, allow me time and are generally cooperative. I can highlight the significance of facts, events and experiences, justify ideas and support collaboration.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.	I can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured, texts within my fields of professional, academic and personal interest.	I can encourage participation and pose questions that invite reactions from other group members' perspectives or ask people to expand on their thinking and clarify their opinions. I can further develop other people's ideas and link them into coherent lines of thinking, considering different sides of an issue.	I can encourage a shared communication culture by adapting the way I proceed, by expressing appreciation of different ideas, feelings and viewpoints, and inviting participants to react to each other's ideas. I can communicate the significance of important statements and viewpoints on subjects within my fields of interest, provided speakers give clarifications if needed.

Note: Self-assessment descriptors for learners of B2 level according to the CEFR. Recovered from Council of Europe, 2018, Common European Framework of Reference for

Languages: Learning, Teaching, Assessment. Companion Volume with new Descriptors, pp. 167-170.

6 APPENDIX B. Worksheets of the Four Lesson Plans

Listening Lesson Worksheet

Warm-up

1. Answer orally. Have you seen any Marvel movie? Which one is your favorite? Why do you like Marvel movies?

2. Listen to the interview. Underline the topics the speakers discuss.

spoilers what people do a book a villain a movie

3. Match the words with their corresponding definitions

- Let off the hook an unnatural or very unlikely end to a story or event, that solves or removes any problems too easily
- Deus ex machina to allow someone to escape from a difficult situation or to avoid doing something that they do not want to do
- Spoilers something that tells or shows something secret
- give away information in a newspaper article, blog, etc. that tells you what happens in a television program.

4. Watch the video. Answer the questions below.

a. What is Chadwick talking about?	
b. What is he trying to do?	
c. Underline. What phrases are used by Chadwick to check understanding?	You know what I'm saying? I get the message Right You know what is this?
d. Underline. What phrases are used by Trevor to confirm understanding?	Exactly Right! I see what you say I don't understand

5. Work in groups. Analyze the language samples and answer the questions.

- a) Frank: I don't feel really well.
Lisa: You *should* go to the doctor.
- b) Frank: I'm really late for the meeting.

Lisa: You **have to** be punctual. Otherwise, they can fire you.

Underline. In which example is advice expressed?

- a) b)

Underline. In which example are necessity or obligation expressed?

- a) b)

6. Match the sentences with the function they convey.

- | | |
|--|------------------------|
| 1. You should buy a new car | a necessity/obligation |
| 2 You have to be the hero of your life | b advice |
| 3 You should pay the rent on time | c advice |

7. Work in pairs. Write a short interview answering the question “What advice can you give when people have difficulties in life? Use phrases with *should* and *have to*.”

Speaking Lesson Worksheet

Warm-up

1. Identify. Who are the heroes? Who are the villains?













2. In your own words, write a definition of hero and villain.

WORD	MY DEFINITION
A hero:	
A villain:	

3. Work in group. Identify the similarities in your definitions.

What is similar in your group in terms of...

ideas?	
vocabulary?	
verbs?	

4. Check the definition of hero and villain in the Cambridge dictionary online. Then, answer the questions below.

a. Is there any difference between your definition and that of the dictionary?

5. Work in small groups. Read the story about the Grinch. Then, answer: Is the text

poetry or prose? How do you know?

The Grinch hated the Who's down in Who-ville they say,
so he snuck down in secret, early Christmas day.
He stole all their presents, he stole all their wrapping,
He stole all their food, all their tinsel and trappings.
Then he took it all up to the top of Mt. Crumpit,
Packed high on his sleigh, he was ready to dump it.
He stared down at Who-ville!
The Grinch popped his eyes!
Then he shook!
What he saw was a shocking surprise!
Every Who down in Who-ville, the tall and the small,
Was singing! Without any presents at all!
He hadn't stopped Christmas from coming!
It came!
Somehow or other, it came just the same!
And the Grinch, with his
Grinch-feet ice-cold in the snow,
Stood puzzling and puzzling: How could it be so?
And he puzzled three hours, till his puzzler was sore.
Then the Grinch thought of something he hadn't before!
Maybe Christmas, he thought, doesn't come from a store
Maybe Christmas ... perhaps... means a little bit more!
And what happened then ...?
Well ... in Who-ville they say
That the Grinch's small heart
Grew three sizes that day!

5.1 Discuss: Is the Grinch a villain or a hero? Why?

6. Record a 3-minute video using the app Flipgrid. In your video, answer the question

“Who is the hero of your life?” “Why?”. Describe your hero and what this hero does for you.

The hero in my life is...

Reading Lesson Worksheet

Warm-up

1. Go to [mentimeter.com](https://www.mentimeter.com). Answer the question shown on the screen.

Who do you admire the most? You can write up to 3 people.

2. Answer the questions below.

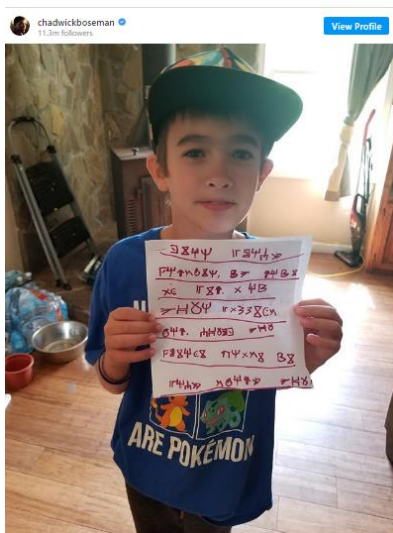
a. Before reading: What is the movie **Black Panther** about?



This is one of the many reasons *Black Panther* is significant. What seems like just another entry in an endless parade of super-hero movies is actually something much bigger. It hasn't even hit theaters yet and its cultural footprint is already enormous. It's a movie about what it means to be black in both America and Africa—and, more broadly, in the world. Rather than dodge complicated themes about race and identity, the film grapples head-on with the issues affecting modern-day black life. It is also incredibly entertaining, filled with timely comedy, sharply choreographed action and gorgeously lit people of all colors. “You have superhero films that are gritty dramas or action comedies,” director Ryan Coogler tells *TIME*. But this movie, he says, tackles another important genre: “Superhero films that deal with issues of being of African descent.”

b. After reading: What descriptions does the writer give to the movie?

3. Read a letter written by a young fan of Chadwick Boseman. Then, compare both texts.



“Dear Black Panther my name is Ben. I am your biggest fan. Could you please write back”.

What is the difference between both texts in terms of...

The main subject of the text?	
vocabulary?	
Adjectives?	

4. Think about the following questions and answer:

Imagine you are Chadwick, what would you say to Ben?

How would you write the excerpt of the article if the text is aimed for children?

5. Open your Facebook account. Now write a post answering one of the questions above.

Writing Lesson Worksheet

Warm-up

1. Go to nearpod.com. Answer the question “What have you learned in this pandemic?”

2. Listen to the song and complete the lyric.

I am so , I can hear
I am high, I can hear heaven
Whoa, but heaven, no, don't hear

Chorus

And they say that a could save us
I'm not gonna stand and wait
I'll hold on to the wings of the
 as we all fly away

Someone told me would all save us
But how that be? Look what love
gave us
A world full of and blood spilling
That never came

Chorus

And they say that a hero could save us
I gonna stand here and wait
I on to the wings of the eagles

Watch as we all fly away
(Ahh-ahh)

Now that the world isn't
It's love that I'm sending to
It the love of a hero
And that's I fear it won't do

Chorus

And they say that a hero save us
I'm not stand here and wait
I'll hold on to the wings of the
Watch as we all fly

And they're watching us (Watching us)
They're us (Watching us)
As we all fly
And they're watching us (Watching us)
They're watching us (Watching us)
As we all fly away
And they're watching us (Watching us)
They're watching us (Watching us)
As we all fly away
Whoa

3. Identify. Read the lyric and find sentences with ‘will’ and ‘going to’. Write the sentences below.

4. Discuss. Do you think there is a difference between future with ‘will’ and with ‘going to’? Write your ideas below.

5. Match. Read the examples and match them with their corresponding usage.

- | | | |
|----|--|---------------------------|
| a) | A: I don't have any penny to pay!
B: Don't worry! I will pay this time. | 1. For weak predictions |
| b) | A: We planned this trip for a year!
B: I know! We're finally going to visit Machu Picchu | 2. For instant decisions |
| c) | A: Emelec is playing really bad today!
B: Yeah! They are going to lose the game for sure. | 3. For strong predictions |
| d) | A: Quito is a bit cloudy today.
B: Maybe it will rain later, but the weather in Quito always changes. | 4. For planned events |

6. Write a post on your Instagram account. Follow the parameters below.

- a. Write a text answering these questions:
How can you be the hero of your own story in the pandemic?
How will you still be the hero of your own story after the pandemic?
- b. Write your answer using ‘will’, ‘be going to’, ‘should’ and ‘have’
- c. On Instagram, post your answer along with a picture related to the main topic.