



Genre Pedagogies in the World Language Class

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Webinar objectives



Present an overview of genre pedagogies with focus on genre knowledge and the importance of social context



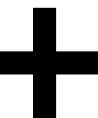
Introduce principles of genre awareness tasks



Discuss strategies to design genre awareness tasks that guide students to delve into their multilingual practices



Analyze sample genre awareness tasks and discuss application to different contexts



Multilingual profiles in the WL class

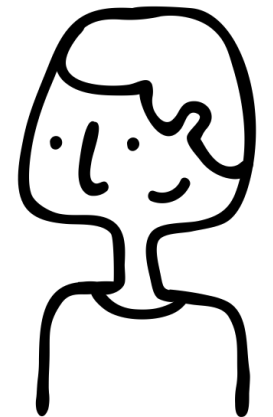
Meet Pablo

About Spanish and English in the family context

"a lot of students here in the US, they ended up **learning one and then the other**, even if their families are bilingual. Some don't even learn it, you know, but in my case, my mother had been already, she already knew English, not that well but she knew it, **so she was constantly forcing me to switch languages**".

About Spanish, English and Portuguese in academic contexts

"It was just phenomenal finding like an **identity** with that and then being able **to apply that in my writing** and **understanding the differences between using my colloquial words, and maybe writing an academic term paper**, [...] the difference between **the literary paper, a personal essay**, and then finally what I'm starting now -- because I've switched over to doing, I'm also a STEM major -- then I am starting to understand a lot of **research papers**. I've just finished my stats class understanding **research papers also in Spanish**".



Created by ester barbato
from Noun Project

(Pablo, Interview, 5/1/2019)

Multilingual writers seem to draw on their whole repertoire of genres and rhetorical strategies across languages strategically (Gentil, 2011).

Multilinguals develop individual strategies to draw from their dynamic repertoires of knowledge (Kobayashi & Rinnert, 2013).

Genre pedagogies have the potential to educate students to recognize and use available designs through the promotion of genre awareness and rhetorical flexibility.

Both participation and instruction can facilitate genre learning.



Approaches to literacy

Writing serving language practice

Controlled composition: paragraph or essay-length assignment

The goal is the acquisition of lexical items

Language as right or wrong

Avoidance of errors

PPP: presentation, practice and production



Writing as the reproduction of templates

Guided compositions – formulae

List of questions

Pre-determined outlines

Sample texts for analysis, including student generated texts

Writing as social practice

Reading and writing as integrated skills

Interpretation and creation of meaning in texts through design (Paesani et al., 2016)

The text as the beginning and end of instruction



Multiliteracies as the goal of the WL class

- Effect of digital and new communications media
 - Motivation: Identity formation
 - Input: Exposure to authentic language
 - Access to resources: first encounter with new genres, languages and cultures

Korean: popularity of K-pop and K-drama

Enrollments increased 13.7%:

12,256 in 2013

13,936 in 2016

Korean had 26 students in 1958.

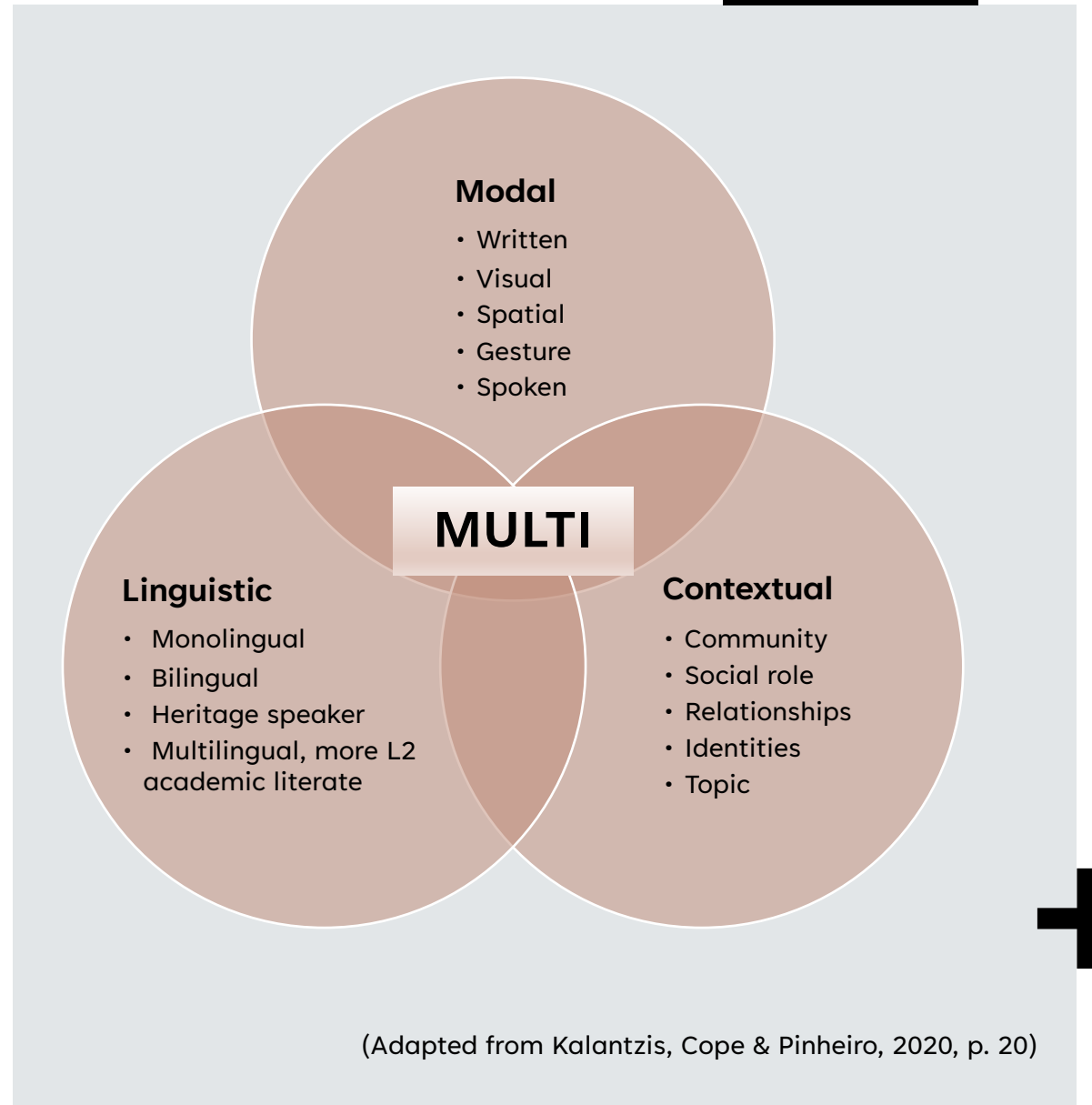
(MLA report, 2018)



The “multi” in multiliteracies

The principle behind the pedagogy of multiliteracies (NLG, 1996) is for learners to become active participants in society, as designers of social futures.

What is the role of students’ L1s or home languages in developing multiliteracies in an L2?



(Adapted from Kalantzis, Cope & Pinheiro, 2020, p. 20)

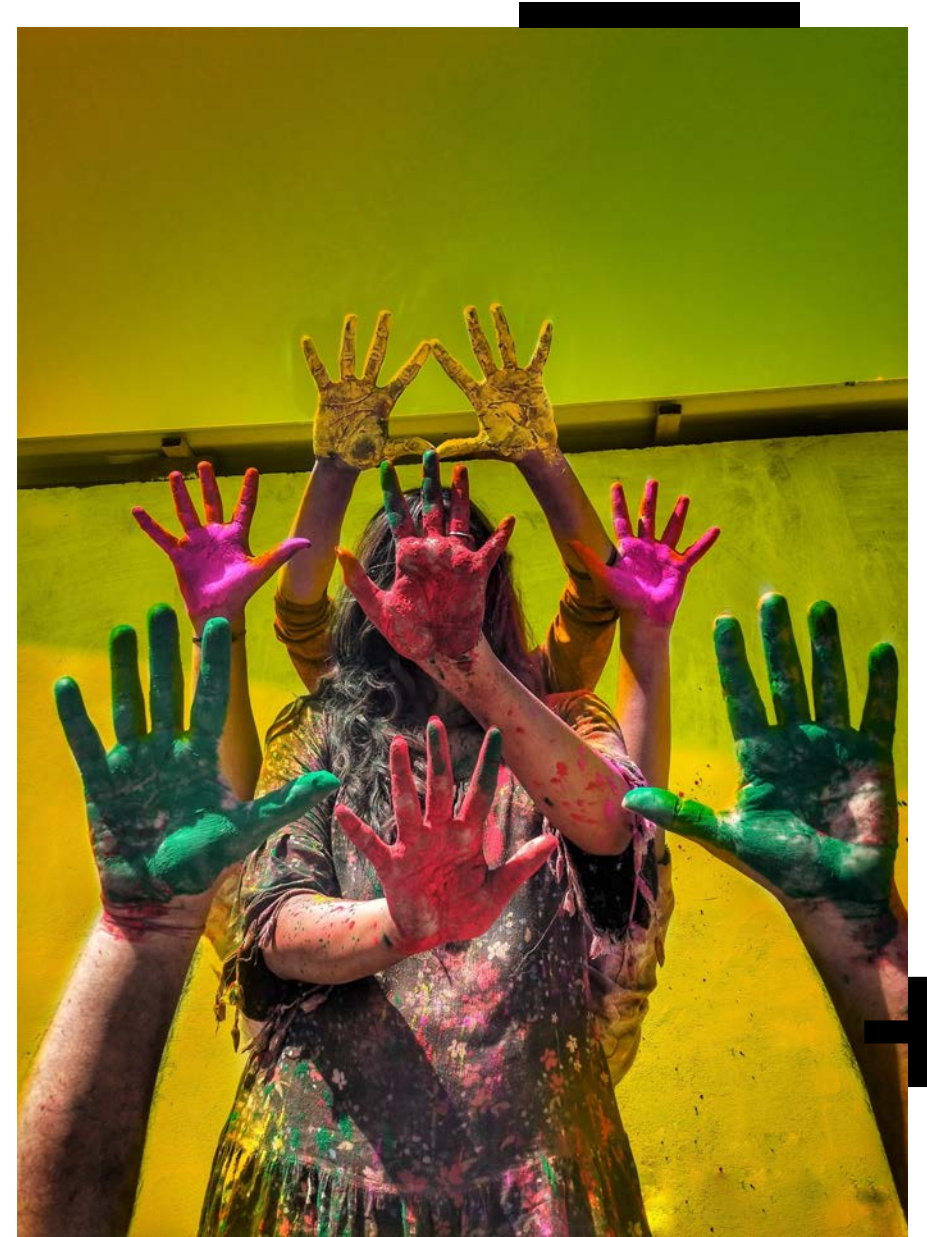
The learners' languages

Heritage languages

English Language Learners (ELLs)

L2/L3/LA learners of world languages

Black Language versus White Mainstream English (Baker-Bell, 2020)



Interaction

- What language(s) and/or language varieties do your students speak?
- What role does writing play in their everyday practices?

How do you know?

- What language varieties do you speak?
- What role does writing in your additional languages play in your everyday practices?



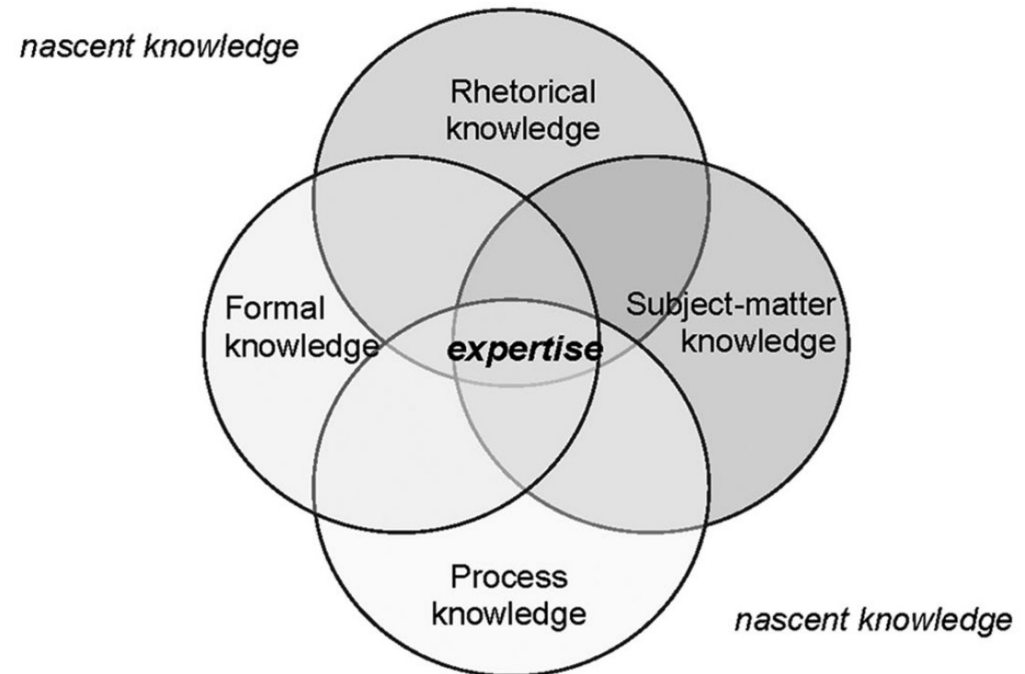
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What does it mean to know a genre?

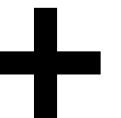
Genre used as a tool to process layers of meaning

Genres are “social actions that are used within **specialized communities**; that contain **traces of prior texts in their shape, content, and ideology**; and that are **networked** with other genres in various ways that influence their production and reception” (Tardy, 2009, p. 20).



Genre knowledge framework

(Tardy, 2009, p. 22)



Getting to know students' background

- Stress the importance of social context when using languages
- Access initial connections between previous experiences with the same or similar genres in other languages and contexts



Diagnostic Assessment



Identify genres and describe features based on analysis of excerpts.



Analyze level of familiarity with specific genres and metalanguage used to describe them.



Literacy practices questionnaire




Survey students on genres, situation, type of practice (read/write), modality.



Raise learners' awareness of texts they are already exposed to and which language practices tend to take place.

Table C1. Questionnaire (translated from Portuguese to English)

Q1 Name:					
Q2 Which kinds of texts do you use to read, in which languages, and in which modalities? Check the box if the information corresponds to your everyday routine with those texts:					
Genres	Practice () Read () Write	Language () English () Spanish () Portuguese or others	Addressee (To whom?)	When? Why?	Modality () Digital () Paper
Personal Letter					
Personal Journal					
Facebook post (or another social network)					
Text message					
E-mail					



Literacy Practices Questionnaire

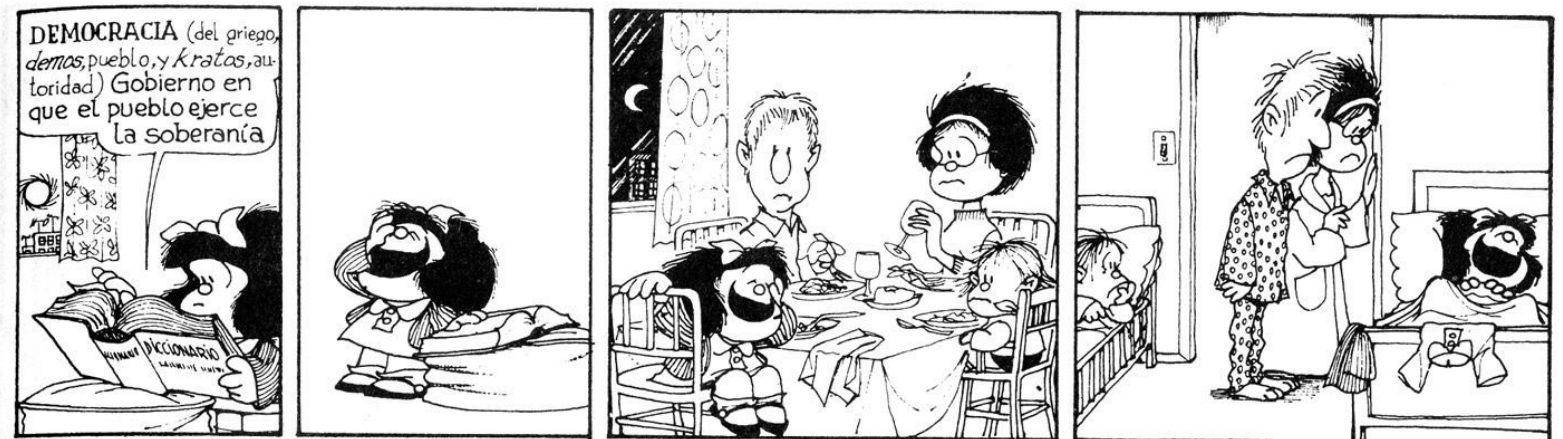


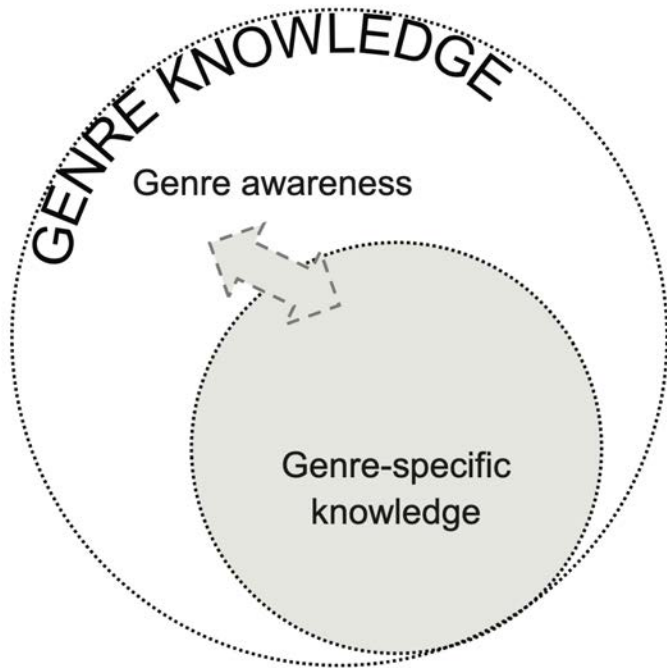
Comic strip: genre-specific knowledge

1. **When** do people read comic strips?
2. **Who** typically reads this genre?
3. In what **discourse communities** might this genre be used?
4. What is this genre designed **to do**?
5. What are the **linguistic** features that make up this genre?
6. What are the **visual** features?
7. Is there a **particular order** these features follow?

“(a) it is knowledge about a specific genre,
(b) it is multidimensional, including more than formal knowledge,
(c) it may draw on, or be built with, knowledge of other, related genres”.

(Tardy et al., 2020, p. 296)





(Tardy, Sommer-Farias & Gevers, 2020, p. 297)

Genre knowledge as integration of genre-specific knowledge and genre awareness

Genre awareness as:

- “A conscious knowledge of how genres work, allowing writers to use **strategies** (like genre analysis) to learn more about genres” (Tardy et al., 2020, p. 297)
- Genre awareness is available across multiple languages; it is **language-independent** (Tardy et al., 2020)
- It is a type of **metacognitive** knowledge.

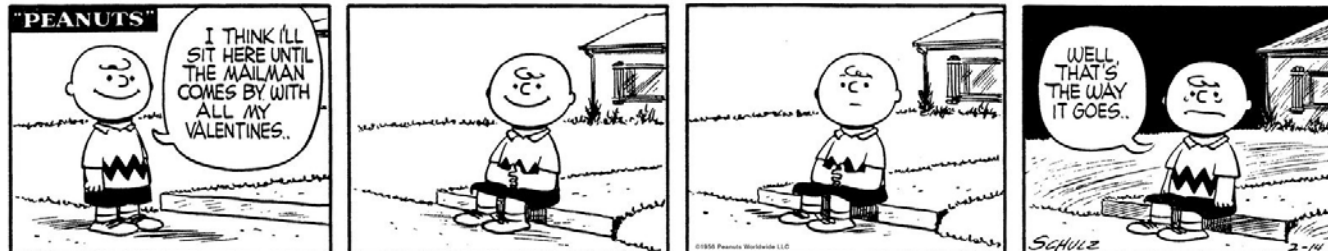
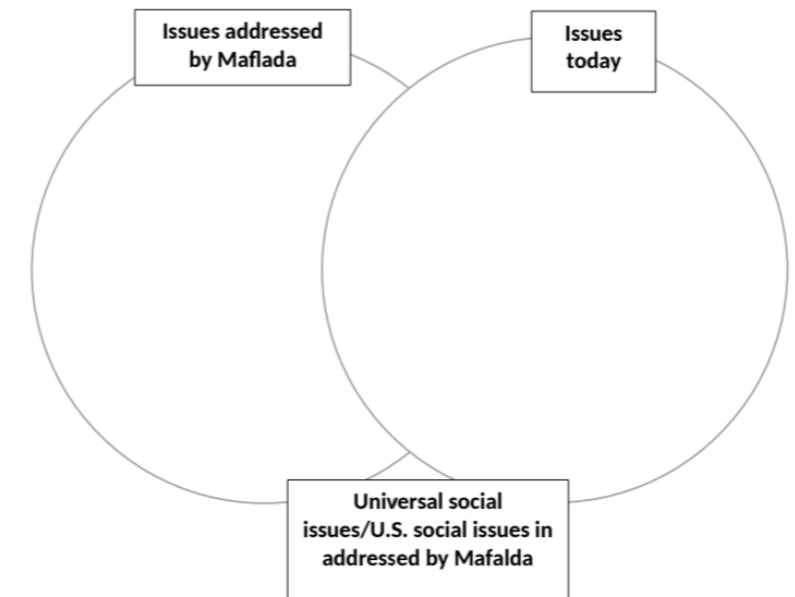


Comic Strip: Genre Awareness

Social Justice through Comic Strip creation

by Teryn Henderson

1. Analysis and discussion of comics or cartoons in the shared language
2. Video about Mafalda and Quino's history
3. Analysis and discussion of comics in Spanish, selected by proficiency level
4. Scaffolded pre-composition task
5. Composition with digital tools
6. Expansion of analysis to other protest genres, from more private to more public spaces



Source: [NewYorker.com](https://www.newyorker.com)

Strategies to develop genre awareness

Using metacognitive scaffolds to notice connections across languages

Be mindful of your text-mediated instruction!



Genre analysis

- Using genre analysis as a framework to:
- Compare two or more samples of the same genre
- Compare two or more samples of different genres
- Compare the same genres across languages

Register rewrite

- Writing for varied purposes and for varied audiences

Genre analysis of own writing

- Justify choices informing their composition, using samples as a reference

Mind or concept map

- Scaffold content, language, audience, purpose, among others

Journaling

- Create the habit of reflecting on decision-making processes to strengthen form and content connection

Genre Analysis

	日常 (にちじょう)
Format: <ul style="list-style-type: none">- How is this manga formatted?- In what direction is the text read?- How should the pictures be followed?- What else do you notice?	
Dialogue: <ul style="list-style-type: none">- Is dialogue in full or broken sentences?- Is polite or casual form used?- What else do you notice?	
Onomatopoeias: <ul style="list-style-type: none">- Where are onomatopoeias used (both contextually and spatially)?- How are the onomatopoeias written (what do they look like)?- What kinds of sounds or things that aren't actually sounds are represented?	
Art style: <ul style="list-style-type: none">- What is unique about the art style? You can compare this to American comics, other manga, or picture books.- How are actions and emotions represented through the art.	



Reading and Writing Manga (focus on onomatopoeias) *By Betty Brown*

SWBAT identify the characteristics of a manga (i.e., read right to left, text written top to bottom, onomatopoeias, etc.)

SWBAT understand the main idea of a manga passage by focusing on familiar words, context clues, and pictures.

SWBAT use familiar language, onomatopoeias, and pictures to write a short manga story.

Reading and Writing Manga (focus on onomatopoeias)

By Betty Brown

オノマトペ: 何 the hekk does that mean??

Look through our example manga and pick out 5 onomatopoeias from each, then follow these steps to figure out their meaning? Use the chart below to help you organize your thoughts.



<https://padlet.com/fariasbr/d0f21hfzqgvkosue>

1. Look at the page that you found the onomatopoeia on and ask yourself the following questions about the context?
 - a. In general, what is happening?
 - b. Where is the word positioned on the page (next to an object, person, etc.)
 - c. What are the reactions of the characters while this is happening?
2. Based on your observations of the context, answer the following questions:
 - a. What kind of onomatopoeia do you think this is? Why?
 - i. Giseigo 擬声語 Animal and human sounds.
 - ii. Giongo 擬音語 Actual sounds made by inanimate objects and nature.
 - iii. Gitaigo 擬態語 Describe conditions and states.
 - iv. Giyougo 擬容語 Describe movements and motions.
 - v. Gijougo 擬情語 Describe feelings.
 - b. What do you think this onomatopoeia means?
 - c. Why do you think the author chose this onomatopoeia for this situation? (Tip: look back at the [Tofugu article](#))
3. Using jisho.org, see how accurate your guess is.

After following these steps, add your onomatopoeias to the [class vocabulary list](#).

Other multimodal genres as windows to culture

Folk tales, fairy tales

Twitter thread

Fanfics

Instagram stories

Facebook posts

Travel Itinerary

Restaurant reviews

入浴する前にごらんください
Look! Before you go in ...



**浴室に入るときには
衣服を脱いでください**
Please take off your clothes
before entering bathroom.
请脱掉衣服后进入浴室
욕실에 들어가실 때에는
옷을 벗고 들어가 주시기를 바랍니다

**湯船に入る前に汚れた体を
洗い流してください**
Please cleanse yourself well
before getting into the tub.
请洗干净身体后进入池内
탕 안에 들어가시기 전에는
간단히 몸을 씻어 주시기를 바랍니다

**湯船にタオルは
入れないでください**
Please keep your towel
out of the tub.
请不要把毛巾带入池内
탕 안에서는 타월을
사용하지 마시기를 바랍니다

Source: <https://e-sento.com/tsubohana-onsen/>
Manners for public baths in Japan (instructional flyer), by Eriko Takahashi Best

- What other genres would be suitable to teach in your target language?
- Are there similar social practices instantiated by similar genres in other languages that you know?
- What genres and genre awareness tasks can be fun to play with?

Takeaways



Genre pedagogies have the potential to draw from students' trajectories and leverage their previous knowledge;

While students need specific lexicogrammar to comprehend and compose the genre, the knowledge base to interpret content can partially come from other languages;


Genre pedagogies can benefit students to develop more than what can be accomplished in one monolingual format;

A multilingual approach to genre learning can address concerns of unbalanced attention to language in ESL and FL classes;

Genre awareness tasks challenge the teaching of genres as templates and argue for a contextualized way of reflecting about one's choices when writing



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Thank you!

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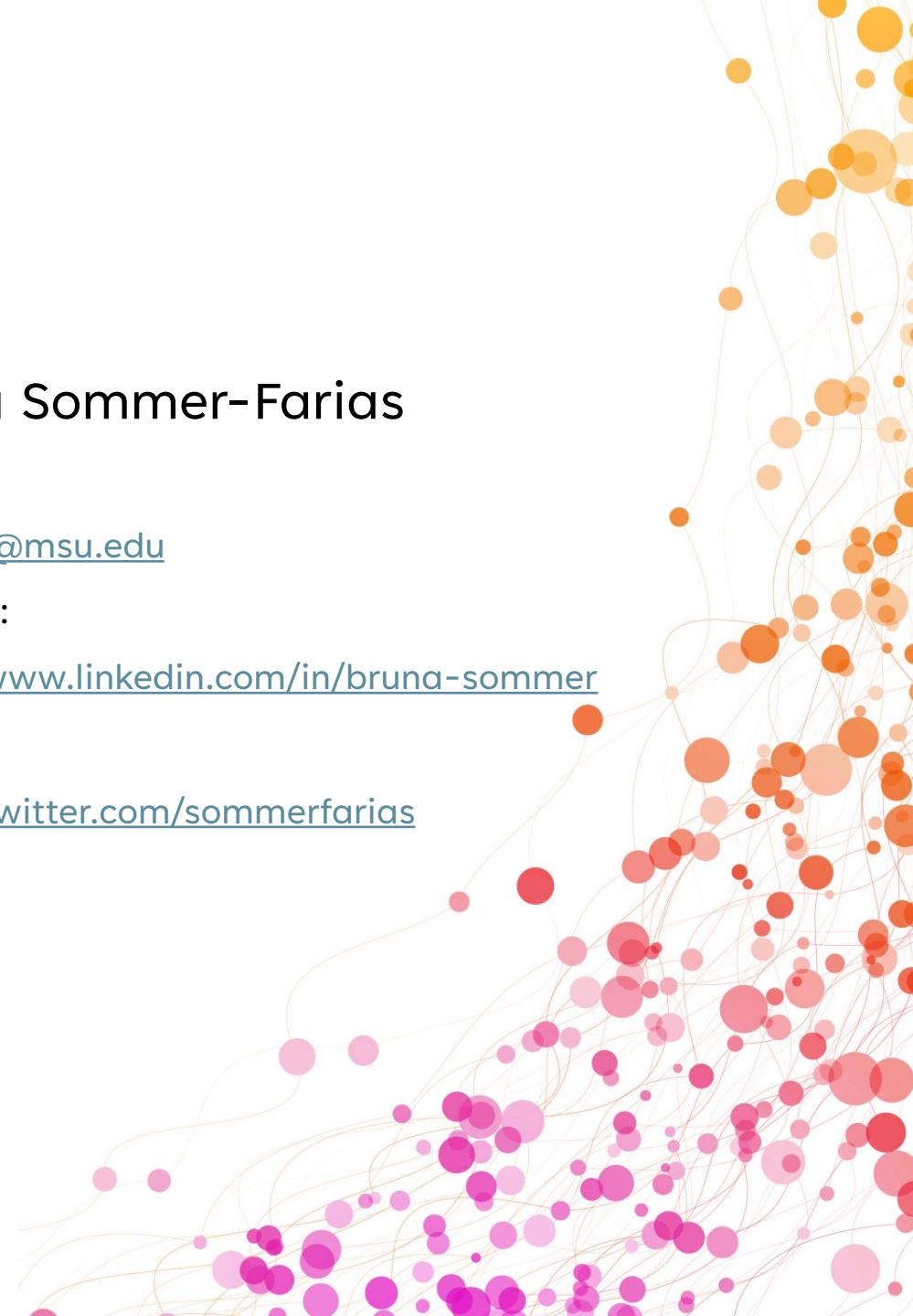
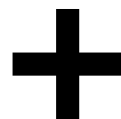
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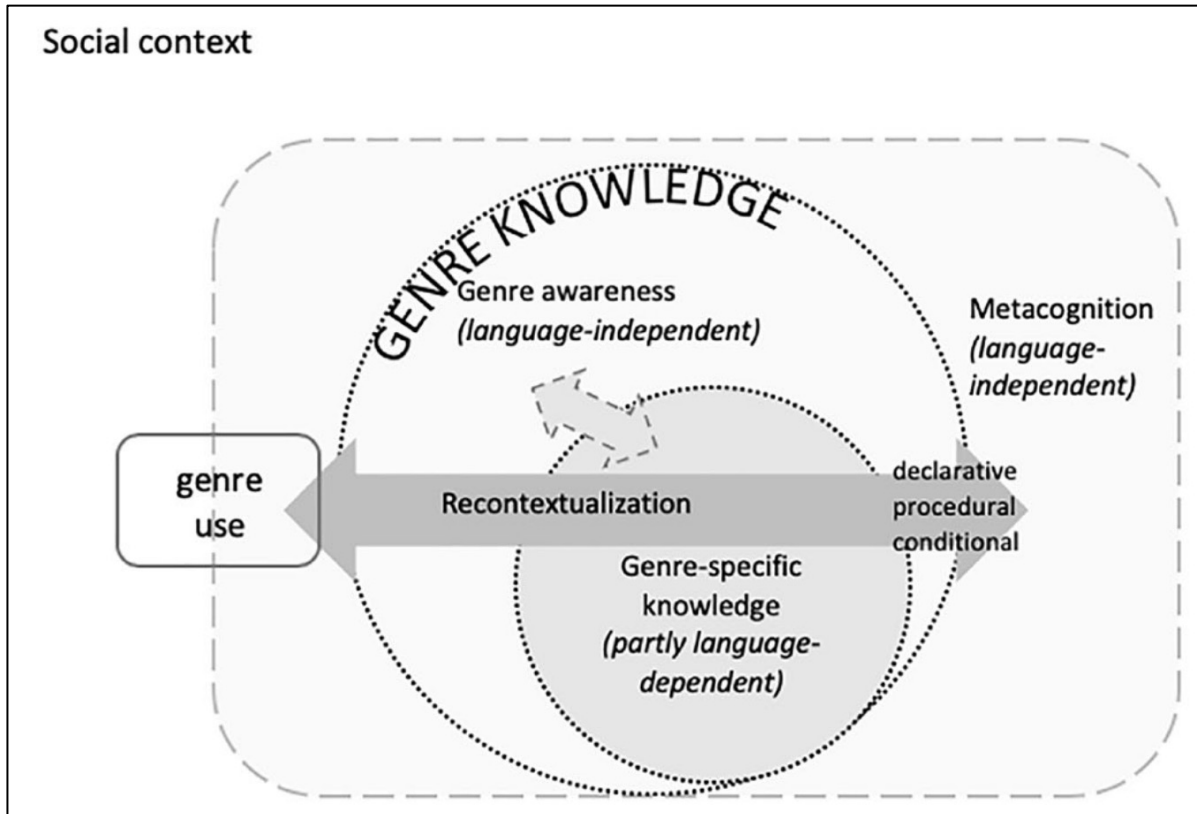
Twitter:

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Genre knowledge framework

(Tardy, Sommer-Farias & Gevers, 2020, p.306)

