



UNIVERSIDAD  
DE MÁLAGA

*A MULTIMODAL APPROACH TO SLA*

Francisco Pineda Castillo

[pineda@uma.es](mailto:pineda@uma.es)



UNIVERSIDAD  
DE MÁLAGA

# ***Module Layout***

1. Introduction
2. Multimodality
3. Bloom's Taxonomy and Cognitive Processes
4. Content and Language Integrated Learning (CLIL)
5. Food for Thought
6. Concluding Remarks



# ***1. Introduction***

- The technological revolution has generated endless modes of communication to produce meaning.
- In second language acquisition, multimodality, the combination of different channels, can be implemented to promote learners' communicative and intercultural competences.
- Multimodality allows both material developers and practicing teachers to design methodologies, materials, skills, and techniques, that can effectively bridge the gap between acquisition and learning.
- The foreign language classroom can recreate communicative settings that should eventually result in effective learning outcomes.
- In this seminar, I will present a multimodal approach to second language acquisition with advertising as the cornerstone of intercultural communication.



## The four pillars of education

- Independent judgement
- Sense of personal responsibility
- Tapping the buried treasure of hidden talents

### LEARNING TO BE

### LEARNING TO KNOW

- Instrumental basic learning skills
- Foundational skills
- Presupposes 'learning to learn'
- Foundation for lifelong learning
- Preparation for the learning society

- Learning for work and life
- Competencies to deal with unforeseeable situations
- Alternating study and work

### LEARNING TO DO

### LEARNING TO LIVE TOGETHER

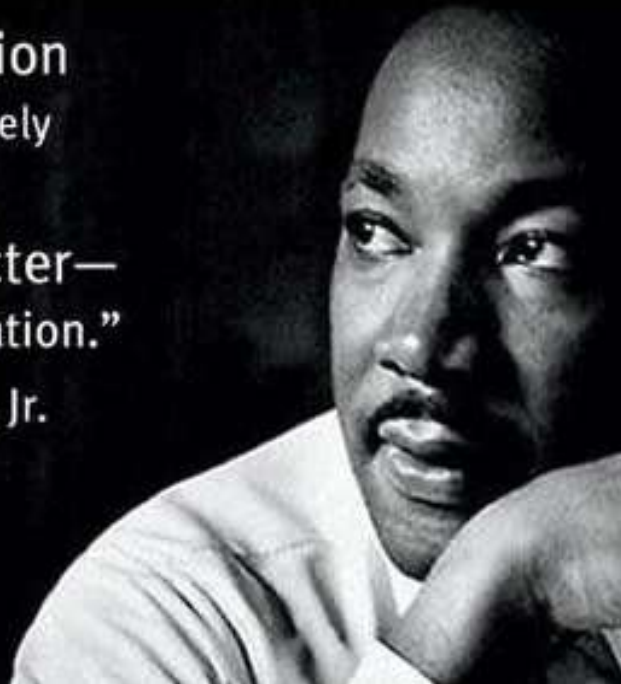
- Understanding others
- Respect for human dignity and diversity
- Learning for responsible and active citizenship



UNIVERSIDAD  
DE MÁLAGA

# ***The Function of Education***

“The function of education  
is to teach one to think intensively  
and to think critically.  
Intelligence plus character—  
that is the goal of true education.”  
— Dr. Martin Luther King, Jr.





UNIVERSIDAD  
DE MÁLAGA

“

*Teaching is a creative profession*  
not a delivery system. Great teachers do  
[pass on information], but what great  
teachers also do is mentor, stimulate,  
provoke, engage.

—SIR KEN ROBINSON

edutopia



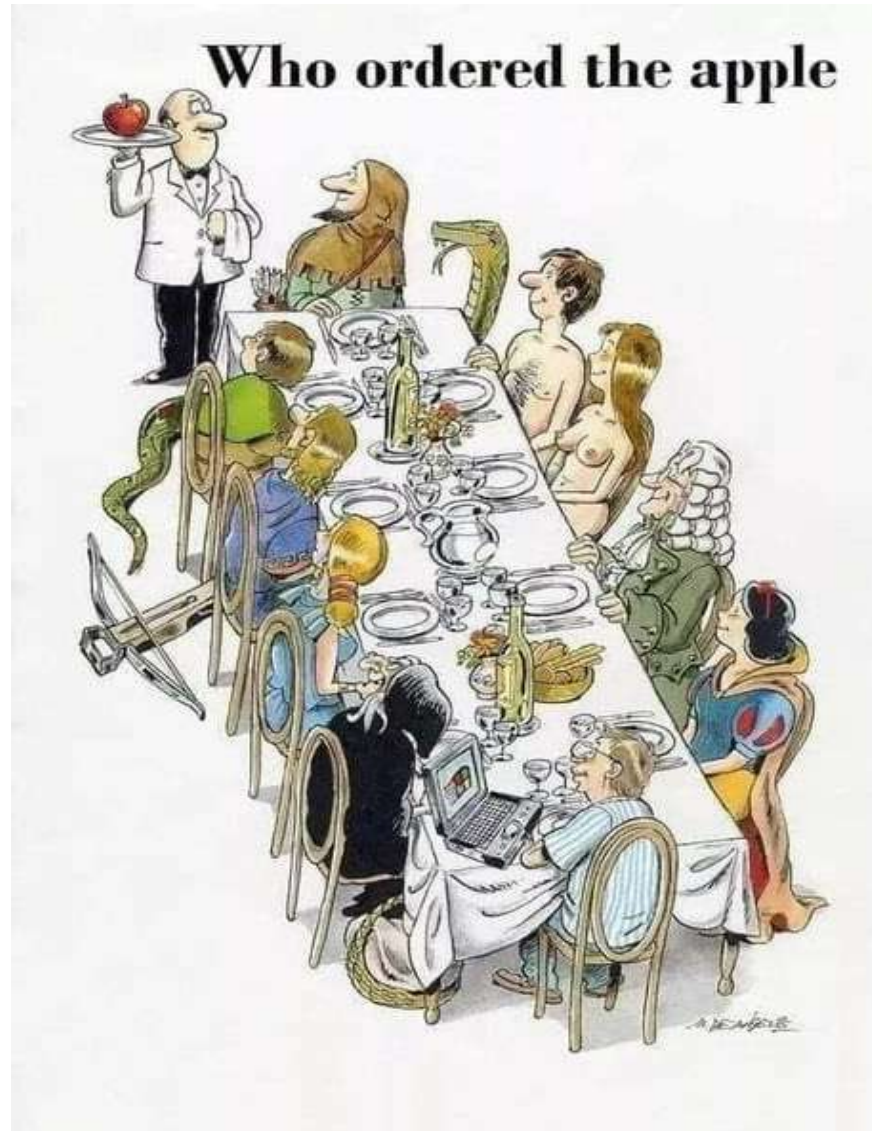
UNIVERSIDAD  
DE MÁLAGA

## ***Example 1: Saturn?***





***Example 2:***  
***A cartoon by @Marco de Angelis***







## 2. A Multimodal Approach to FLL

- **Definition:**

“The term multimodality refers to the combination of multiple sensory and communicative modes, such as sight, sound, print, images, video, music, and so on, that produce meaning in any given message.”

Mark Dressman, 2019

Available at <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119472384.ch3>

- **Some examples:**

1. Midnight sun in Iceland

<https://twitter.com/i/status/1616437132028960770>

2. Green comet passes Earth for the first time since Stone Age. @CNN 2/2/2023

<https://twitter.com/i/status/1621234577913126917>

3 Afshar, Vala 16/04/2023 Reciprocation

<https://twitter.com/i/status/1647632845089783808>

4. Appearances are deceiving *The Guardian* 1986

<https://twitter.com/i/status/1632121571450970113>



UNIVERSIDAD  
DE MÁLAGA

## Develop multiliteracies through multimodal teaching

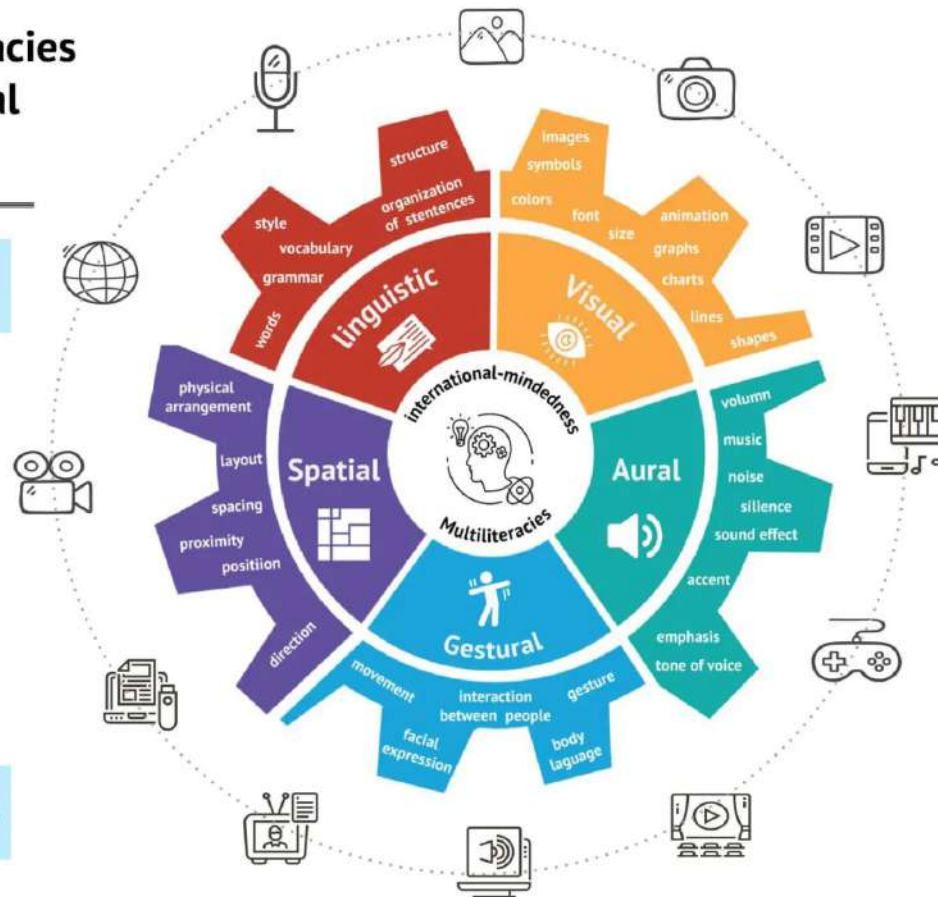
Author (or implied author)

Audience

Purpose

Context

Genre & genre conventions





UNIVERSIDAD  
DE MÁLAGA

## ***Example 3: Catch-22 choice***

***Which would you rather be?***



**very good looking OR very intelligent**

**BBC**  
LEARNING  
ENGLISH



UNIVERSIDAD  
DE MÁLAGA

## ***Example 4: Olympic Torch. What else?***





UNIVERSIDAD  
DE MÁLAGA

## ***Example 5: Car vs. bicycle***







UNIVERSIDAD  
DE MÁLAGA

## ***Example 6: Touching two Continents***







UNIVERSIDAD  
DE MÁLAGA

## ***Example 7: Stepping on two Hemispheres***





UNIVERSIDAD  
DE MÁLAGA

## ***Example 8: Healthy Eating Habits and Learning***





# ***TV Advertising***

- Paradigmatic example of multimodal discourse.
- Combination of different channels: acoustic and visual.
- Appealing, attractive, catchy, language.
- Use of persuasive techniques: humour, sex, avant-garde, bandwagon, patriotism, celebrity endorsement, transfer.
- Use of rhetorical devices: irony, exaggeration, ellipsis, repetition.
- Example: Kia Sorrento:

<https://www.youtube.com/watch?v=BTYiU-Xge9o>



UNIVERSIDAD  
DE MÁLAGA

# ***Nonverbal Communication***

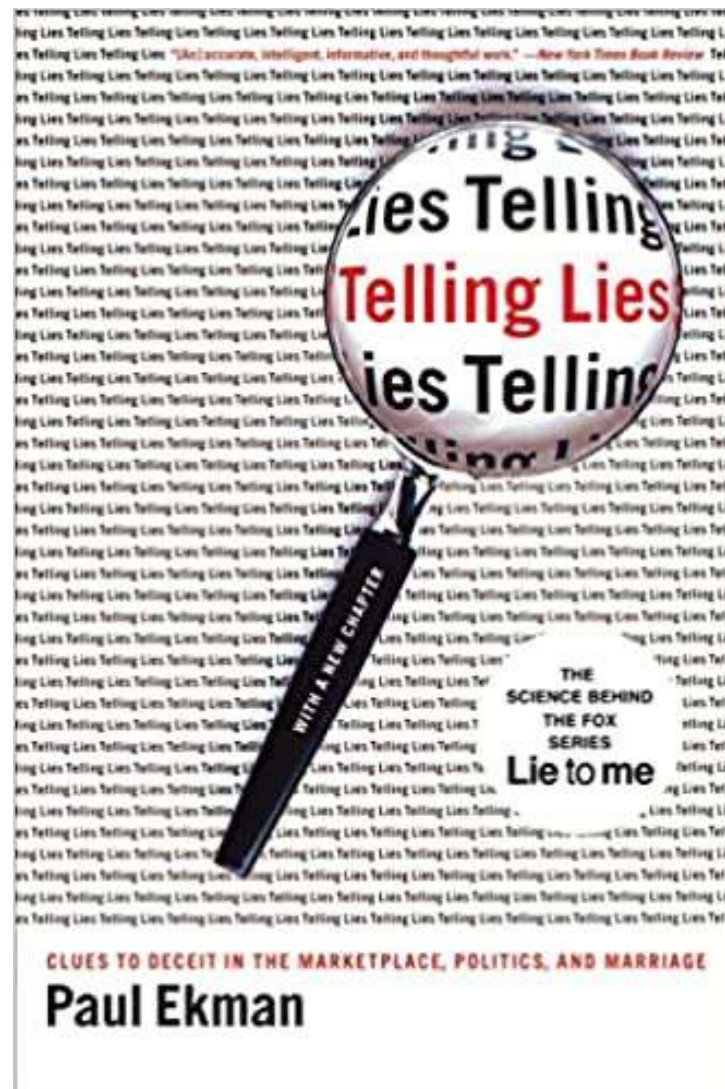
Nonverbal communication is the transfer of information through the use of body language including eye contact, facial expressions, gestures and more. For example, smiling when you meet someone conveys friendliness, acceptance and openness. Everyone uses nonverbal communication all the time whether they know it or not.

<https://www.indeed.com/career-advice/career-development/nonverbal-communication-skills>



UNIVERSIDAD  
DE MÁLAGA

# *Telling Lies* (Paul Ekman, 2009)





UNIVERSIDAD  
DE MÁLAGA

## ***Lie to me*** (the series)







UNIVERSIDAD  
DE MÁLAGA

## ***Example 9: Giving the finger?***





UNIVERSIDAD  
DE MÁLAGA

## ***Example 10: French Kiss?***





UNIVERSIDAD  
DE MÁLAGA

## ***Example 11: Armed to the teeth?***







UNIVERSIDAD  
DE MÁLAGA

## ***Example 12: North & South***





UNIVERSIDAD  
DE MÁLAGA

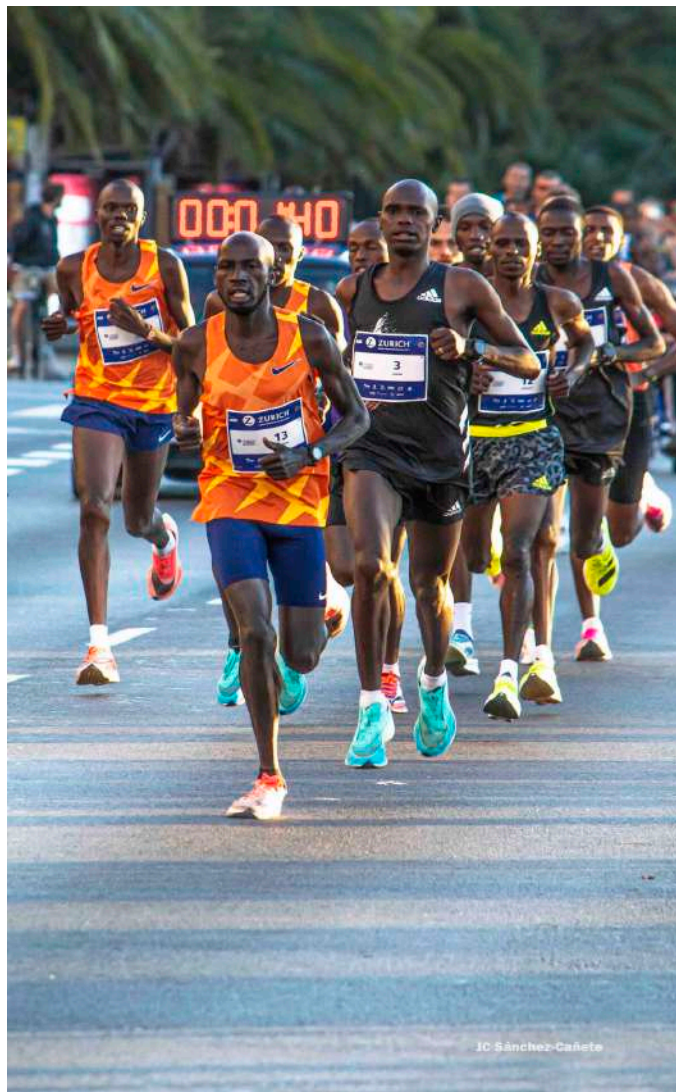
## ***Example 13: Sunrise or Sunset?***





UNIVERSIDAD  
DE MÁLAGA

# ***Example 14: Málaga Marathon 2021***







UNIVERSIDAD  
DE MÁLAGA

# ***3 Bloom's Taxonomy and Cognitive processes***

## **Definition**

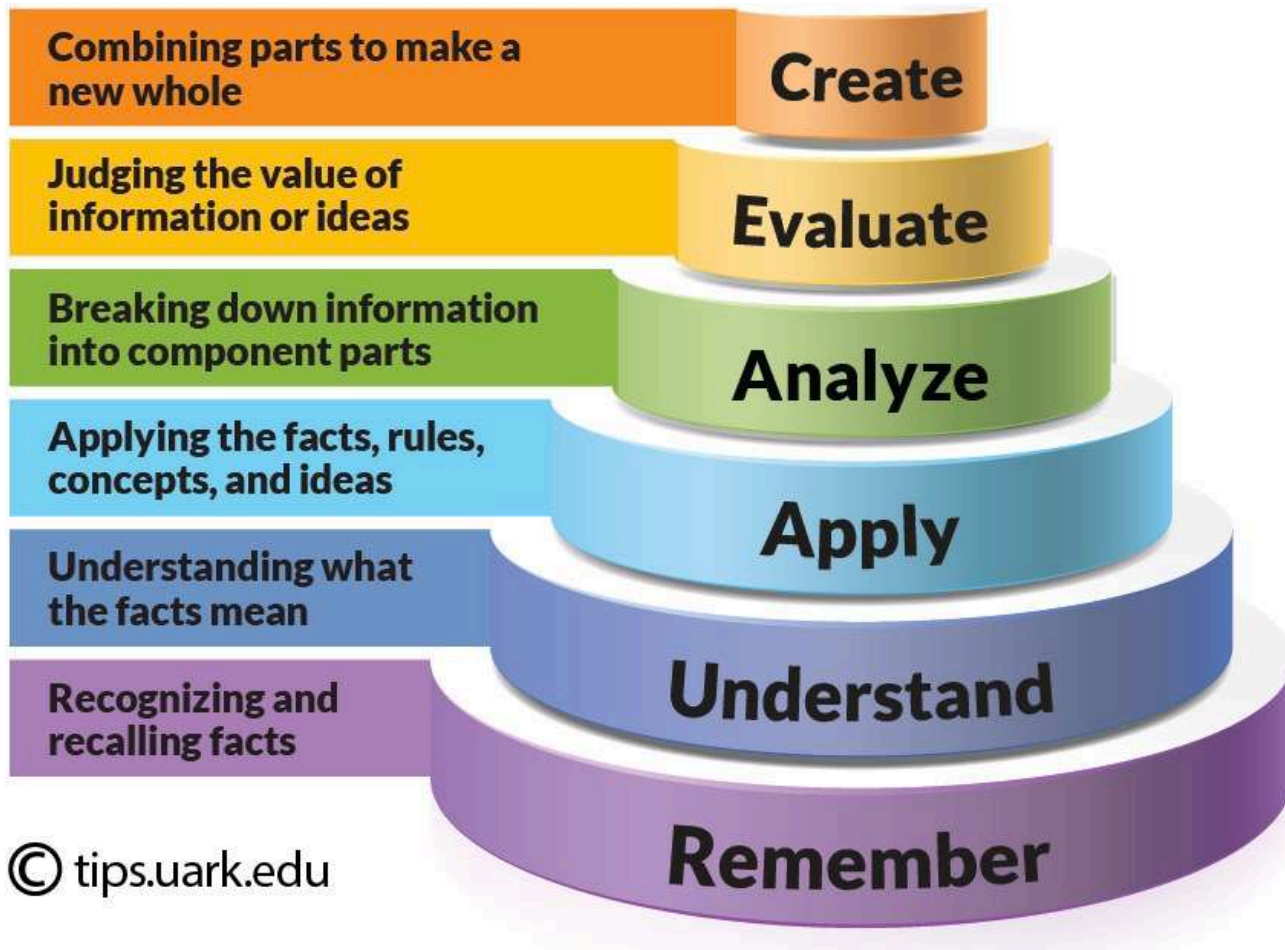
Bloom's taxonomy is a classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding. Educators have typically used Bloom's taxonomy to inform or guide the development of assessment (tests and other evaluations of student learning), curriculum (units, lessons, projects, and other learning activities), and instructional methods such as questioning strategies.

<https://www.edglossary.org/blooms->

[taxonomy/#:~:text=Bloom's%20taxonomy%20is%20a%20classification,thinking%2C%20learning%2C%20and%20understanding.](https://www.edglossary.org/blooms-taxonomy/#:~:text=Bloom's%20taxonomy%20is%20a%20classification,thinking%2C%20learning%2C%20and%20understanding.)



# ***Blooms Taxonomy***





UNIVERSIDAD  
DE MÁLAGA

## ***Cognition vs. Learning***

- **Cognition**

The process of acquiring and understanding knowledge, through our thoughts, experiences and senses

- **Learning**

Acquiring knowledge through experience, study or being taught



UNIVERSIDAD  
DE MÁLAGA

# ***Example 15: Project Kokomo Ailand***





# ***Cognitive Processes***

- Processes that result in learning
- Learning requires cognition and cognition involves learning
- First step in the cognitive learning process is attention.
- Second step is memory in a process called “storage”
- Third step is perception, which allows for reasoning, then emoting, learning, synthesizing, leading to rearrangement and manipulation.
- Finally: retrieval and metacognition



UNIVERSIDAD  
DE MÁLAGA

# ***Examples of Cognitive Processes***

Feeling

Executing

Thinking

Analysing

Imagining

Evaluating

Dreaming

Creating

Predicting

Classifying

Reading

Comparing

Remembering

Manipulating

Summarising

Speculating

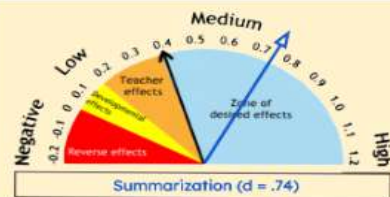
Understanding

Inferring





# Example 16



## Summarizing

Summarization enjoys an effect size of .74, the same as reciprocal teaching. Used often, it has the potential to **accelerate student learning** by almost two years.

### About Summarizing

The ability to summarize a text is often taken as a marker of reading comprehension. For students who struggle with comprehension, explicit summarization training is a recommended.

Summarization is about:

- Finding what's worth keeping.
- Deleting unnecessary material, or
- Disregarding material that is redundant.
- Substituting a subordinate term for a list of items
- Selecting a topic sentences

### Purpose

You may already teach summarization. The purpose of this activity is to broaden your understanding of how an effective, evidence-based instructional strategy can work better with digital tools.

### Directions

In this activity, you will try different ways to provide explicit summarization training.

- 1) Divide into groups of 2-3
- 2) Use the QR codes to access a website focused on a different summarization activity.
- 3) Access the website matching your QR code and engage in the activity
- 4) Be prepared to report back to the group when time ends.

### Activities

#### Artistic Representation



<https://go.mgpd.org/sgd1>

#### Story Wheel Summary



<https://go.mgpd.org/sgd2>

#### 3-2-1 Summary



<https://go.mgpd.org/sgd3>




UNIVERSIDAD  
DE MÁLAGA

## ***Example 17: Weather Forecast***







# Example 18



## SELF-REGULATED LEARNING SERIES



JUDE WEINSTEIN JONES & MEGAN SUMERACKI

## COGNITIVE LEARNING STRATEGIES


A one-pager summarising six cognitive strategies that teachers might become familiar with in order to promote self-regulated learning in their classrooms.

PART 1	PART 2	PART 3	PART 4
COGNITIVE STRATEGIES	METACOGNITION STRATEGIES	SELF-REGULATION	MOTIVATION STRATEGIES

Cognition is the mental process involved in knowing, understanding, and learning. Jude Weinstein Jones and Megan Sumeracki, co-founders of *The Learning Scientists*, suggest six cognitive strategies for which the evidence base in cognitive psychology is robust. Harnessing these strategies can help teachers to build students' capacity for self-regulated learning.


### 1 INTERLEAVING

Interleaving refers to the process of switching between related ideas, topics or concepts when studying. One of the significant benefits of this approach is that it supports students to make connections with and between the content being learnt, rather than learning knowledge discretely. It's effortful, too – studying through interleaving is harder than studying the same thing for a long time. Implement through **synoptic testing, chunking, compare and connect tasks, SSDD problems, independent practice and independent pre/post-learning tasks.**




### 2 CONCRETE EXAMPLES

Concrete examples support students to make sense of abstract ideas and concepts. *Human memory is designed to remember concrete information better than abstract information* (Paivio, 1984). Abstract knowledge can be difficult to store successfully in LTM – supporting students to make links between the ideas they're studying and an explicit, concrete example can help. Implement through **concrete-pictorial-abstract** approaches (including the use of concrete learning aids), **hands-on opportunities, experimentation, illustrations, videos, artefacts and authentic products.**




### 3 ELABORATION

Elaboration is the process of explaining and describing topics and concepts in detail, making connections between new and prior knowledge. Elaboration supports students to think about the relationship between different ideas, and explore and consolidate what they are learning about. Connecting new ideas with what is already known helps to organise and integrate them more successfully. Implement through **elaborative interrogation, practise-explaining, self-quizzing, asking probing and process questions, and open response tasks.**




### 4 RETRIEVAL PRACTICE

Retrieval practice involves recreating something you've learned in the past from your memory, and thinking about it right now. Retrieval practice done well should be effortful – every iteration of successful retrieval flattens out the student's forgetting curve, boosting both storage and retrieval strength. Retrieval practice helps students to **use it or lose it**, as well as improving students' understanding of their own learning process. Implement through **show me routines, low-stakes quizzing, mapping, summarising and elaborative interrogation.**




### 5 SPACED PRACTICE

**Forgetting is a critical part of how we learn.** Unlike massed practice, or cramming, spaced practice refers to the process of spacing out the study of the content to be learned over time. It is effective partly because it enables us to begin to forget the content, thereby reducing retrieval strength and boosting storage strength. The resultant retrieval is effortful, which ultimately generates large or gains in storage strength. Implement through **delayed testing, chunking, daily-weekly-monthly review, and short feedback loops.**



### 6 DUAL CODING

Dual coding is the process of combining verbal materials with visual materials. *When you have the same information in two formats – words and visuals – it gives you two ways of remembering the information later on. Combining these visuals with words is an effective way to study* (Meyer & Anderson, 1992). It is important that teachers support students to carefully match the to-be-learned material to an appropriate form of visual. Implement through **infographics, timelines, cartoon strips, diagrams, graphic organisers and word diagrams.**







# Example 19: Critical Thinking

## 50+ CRITICAL THINKING STRATEGIES FOR LEARNING

Analyze  
Interpret  
Infer  
Use the TeachThought Taxonomy  
Separate cause and effect  
Prioritize  
Deconstruct  
Reverse Engineer  
Write  
Reflect  
Separate the subjective from the objective  
Be vigilant in distinguishing beliefs and truths

Analyze underlying assumptions  
Use formal and/or informal inquiry  
Use the 5 Ws  
Use spiral thinking  
Concept-map  
Illustrate what's known, currently unknown, and unknowable  
Use Bloom's Taxonomy  
Apply informed skepticism  
Use question and statement stems  
Explore the history of an idea, stance, social norm, etc. (especially change over time)

Debate  
Analyze from multiple perspectives  
Transfer  
Be patience  
Adopt the right mindset  
Humility  
Judge  
Understand the relationship between beliefs, observations, and facts  
See 'truth' in degrees/non-binary  
Curiosity  
Creativity  
Explore the nature of thinking and belief (this sets the stage for long-term critical thinking)  
Separate people from their ideas

Explain the significance  
Challenge something  
Predict and defend  
Form a question, then improve that question before gathering information  
Revise a question after information/observation  
Critique something  
Observe something  
Revise something  
Transfer a lesson or philosophical stance from one situation to another  
Improve an existing idea  
Compare and contrast two or more things  
Test the validity of a model  
Separate causes from symptoms

Identify the primary and secondary causes of a problem  
Adapt something for something new  
Make a prediction and observe what occurs  
Narrate a sequence  
Identify first truths  
Study and visually demonstrate nuance  
Identify and explain a pattern  
Study the relationship between text and subtext  
Elegantly emphasize nuance  
Critically evaluate a socially accepted idea  
Use model-based learning  
Take and defend a position  
Record notes during and after observation of something  
Keep a thinking journal





# Example 20



## The Ultimate Cheatsheet for Critical Thinking

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!



<b>Who</b>	<ul style="list-style-type: none"> <li>... benefits from this?</li> <li>... is this harmful to?</li> <li>... makes decisions about this?</li> <li>... is most directly affected?</li> </ul>	<ul style="list-style-type: none"> <li>... have you also heard discuss this?</li> <li>... would be the best person to consult?</li> <li>... will be the key people in this?</li> <li>... deserves recognition for this?</li> </ul>
<b>What</b>	<ul style="list-style-type: none"> <li>... are the strengths/weaknesses?</li> <li>... is another perspective?</li> <li>... is another alternative?</li> <li>... would be a counter-argument?</li> </ul>	<ul style="list-style-type: none"> <li>... is the best/worst case scenario?</li> <li>... is most/least important?</li> <li>... can we do to make a positive change?</li> <li>... is getting in the way of our action?</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>... would we see this in the real world?</li> <li>... are there similar concepts/situations?</li> <li>... is there the most need for this?</li> <li>... in the world would this be a problem?</li> </ul>	<ul style="list-style-type: none"> <li>... can we get more information?</li> <li>... do we go for help with this?</li> <li>... will this idea take us?</li> <li>... are the areas for improvement?</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>... is this acceptable/unacceptable?</li> <li>... would this benefit our society?</li> <li>... would this cause a problem?</li> <li>... is the best time to take action?</li> </ul>	<ul style="list-style-type: none"> <li>... will we know we've succeeded?</li> <li>... has this played a part in our history?</li> <li>... can we expect this to change?</li> <li>... should we ask for help with this?</li> </ul>
<b>Why</b>	<ul style="list-style-type: none"> <li>... is this a problem/challenge?</li> <li>... is it relevant to me/others?</li> <li>... is this the best/worst scenario?</li> <li>... are people influenced by this?</li> </ul>	<ul style="list-style-type: none"> <li>... should people know about this?</li> <li>... has it been this way for so long?</li> <li>... have we allowed this to happen?</li> <li>... is there a need for this today?</li> </ul>
<b>How</b>	<ul style="list-style-type: none"> <li>... is this similar to _____?</li> <li>... does this disrupt things?</li> <li>... do we know the truth about this?</li> <li>... will we approach this safely?</li> </ul>	<ul style="list-style-type: none"> <li>... does this benefit us/others?</li> <li>... does this harm us/others?</li> <li>... do we see this in the future?</li> <li>... can we change this for our good?</li> </ul>

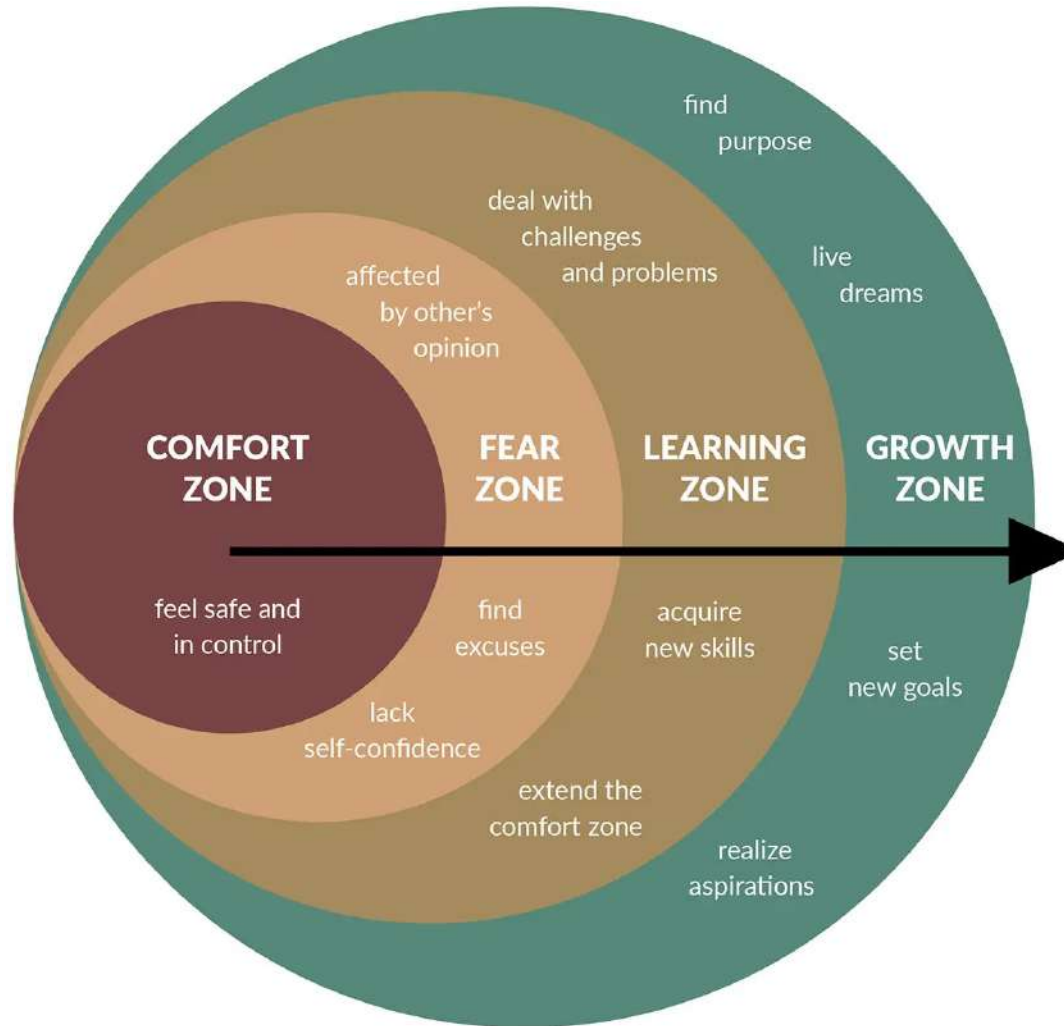




UNIVERSIDAD  
DE MÁLAGA

# ***Example 21:***

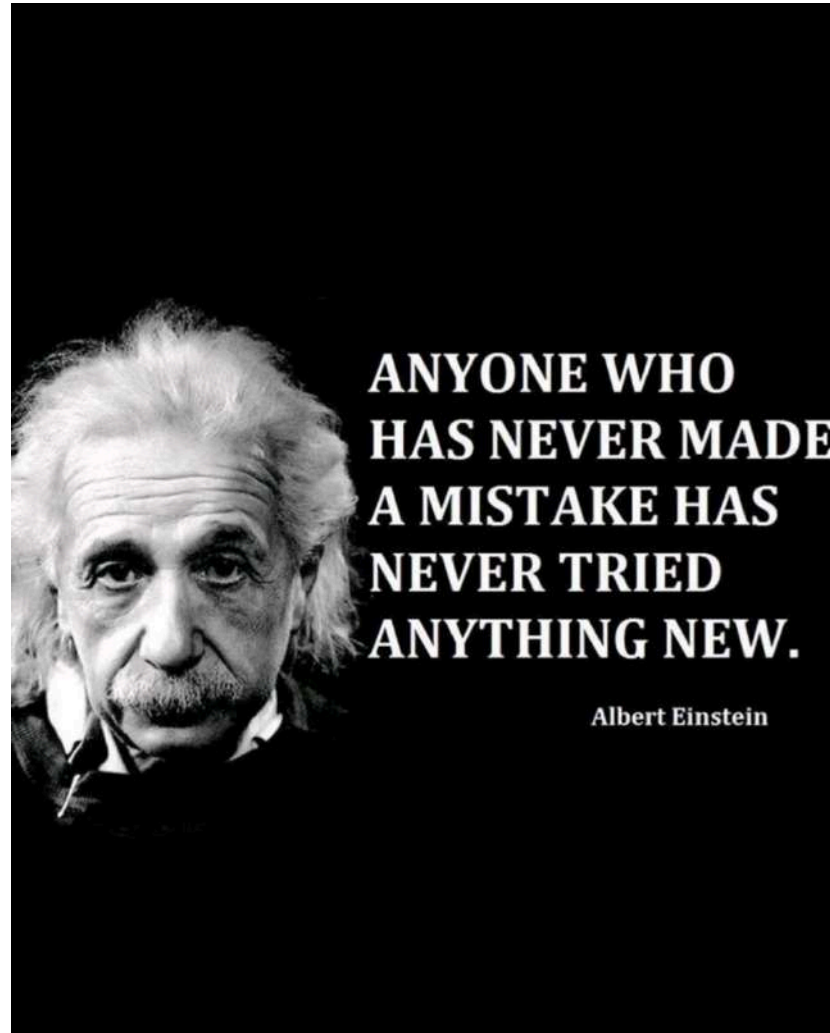
## ***Escaping from our Comfort Zone***





UNIVERSIDAD  
DE MÁLAGA

## ***Example 22:*** ***Who's afraid of mistakes?***





## ***Example 23: Choices***








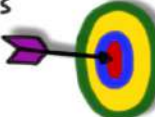








UNIVERSIDAD  
DE MÁLAGA

# Example 24:

## Imagination/Creativity

### 12 Benefits of Creativity

- 1 Creativity is multi-disciplinary 
- 2 Creativity allows you to express yourself 
- 3 Creativity promotes thinking outside the box and problem-solving 
- 4 Creativity reduces stress and anxiety 
- 5 Creativity allows you to enter your happy zone and have fun! 
- 6 Creativity gives you a sense of purpose 
- 7 Creativity leads to feelings of accomplishment and pride 
- 8 Creativity can link you to others with the same passion 
- 9 Creativity improves your ability to focus 
- 10 Creativity promotes risk-taking & iteration 
- 11 Creativity is a pre-requisite for innovation 
- 12 Creativity encourages us to be life-long learners 

@sylviaaduckworth

"Creativity now is as important in education as literacy and we should treat it with the same status."

- Ken Robinson



UNIVERSIDAD  
DE MÁLAGA

## ***Example 25: Title?***







UNIVERSIDAD  
DE MÁLAGA

## ***4. Content and Language Integrated Learning (CLIL)***

- European Union policy to promote bilingualism in Europe
- Antecedent: Content Based Instruction (CBI)
- Lexis is central in integrating language and content
- Grammar is a resource for communicating content
- Language is text and discourse-based
- Language use draws on integrated skills



## ***CLIL Principles***

- Content matter is about the learner creating their own knowledge and understanding and developing skills
- Content is related to learning and thinking processes (cognition)
- The language learned needs to be related to the learning context to learning through that language
- Interaction in the learning context is fundamental to learning
- Intercultural awareness is fundamental to CLIL



UNIVERSIDAD  
DE MÁLAGA

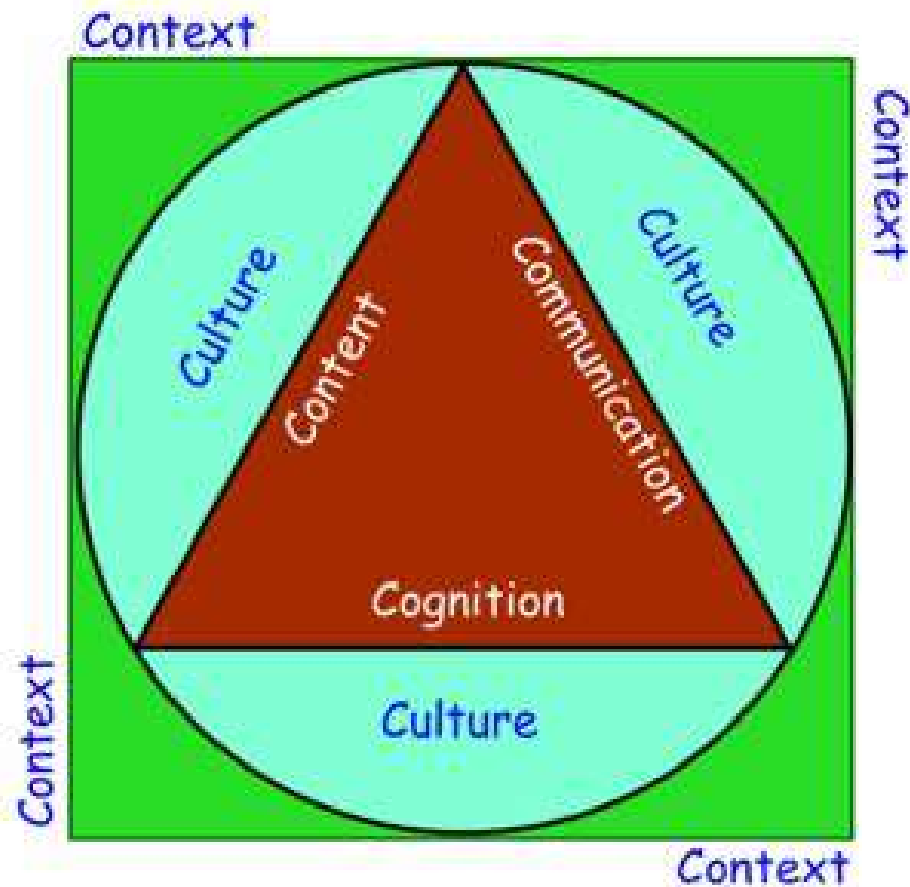
## ***The 4 Cs in CLIL***

The 4Cs Framework integrates four contextualized building blocks: content (subject matter), communication (language learning and using), cognition (learning and thinking processes) and culture (developing intercultural understanding and global citizenship). In so doing, it takes into account the integration of content learning and language learning within a specific context and acknowledges the relationship that exists between these elements. (Coyle, Hood, & Marsh, 2010)



UNIVERSIDAD  
DE MÁLAGA

## ***Example 26: The 4 C's in CLIL***





# Example 27: A CLIL Lesson

## CLIL 3 • Geology: the water cycle

I can understand a text about the water cycle and create a poster about it.

**GO** What do you know about where our water comes from?

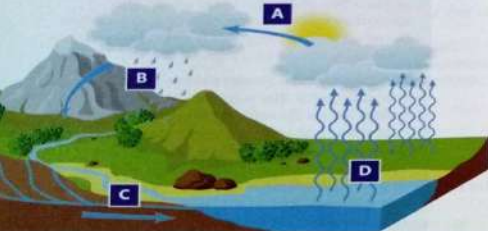
**1** **LL** Match the words in blue with definitions 1–7.

- changes from liquid into gas
- changes from gas into liquid
- rainfall
- water when it exists in the air
- the part of the land or body of water at the top
- ice is in this state
- water at room temperature is this

**2** **3-10** **Read and listen to the fact sheet. What happens to water when it falls to Earth?**

**3** Match the words in the box with A–D.

condensation	evaporation
precipitation	water returns to the sea



**4** Read the fact sheet again. Answer the questions.

- What is true about the amount of water we have on Earth?
- Why does water vapour condense?
- What happens to a glass of water on a hot day?
- Name two forms of precipitation. Do you know any more?
- What are the three states that water can be in?

**5** **Put it together** Work in pairs. Create a poster to show what happens in the water cycle. Include information from this page.

CLIL Complete all activities in your notebook

## The Water Cycle

Now here is a challenge for you. Go and get a glass of water and take a look at it. Can you guess how old it is? Well, your water perhaps fell from a cloud just a couple of weeks ago, but it has been around for the same length of time as planet Earth! That means that your glass of water was around when the first creatures swam in the sea and when the dinosaurs roamed the Earth. But how is this possible?

The fact is that the quantity of water on the Earth remains the same over time and it constantly goes through the water cycle. In the cycle, there is continuous movement of water on, above and below the surface of the Earth. Firstly, the sun heats the water in the rivers, seas and oceans, and it evaporates into the air. Plants and trees lose water too and this also goes up into the air. The water vapour then cools and condenses into small drops which form clouds. You can see how condensation happens if you look again at your glass of water on a hot day. After a short time, water from the air condenses onto the cold glass.

Back to the sky, though, and the next step is that the clouds gradually get heavier and heavier until they can't hold the water any more, and it falls to Earth as rain, sleet or snow. Water can change states from liquid to vapour to solid during the cycle, but any form of water that falls from the clouds is called precipitation.

When on Earth, some of the water runs into rivers, lakes and streams and becomes surface water. Some enters the ground and forms underground rivers or lakes before eventually flowing back to the seas and oceans. The cycle is complete.

Now watch it

Scanned by TapScanner





UNIVERSIDAD  
DE MÁLAGA

## ***5. Food for Thought***

- Critical and autonomous thinkers?
- Artificial Intelligence (AI) and Assessment
- Engaged with our planet?
- Creative learners?
- Competitive or cooperative individuals?
- Inclusion



UNIVERSIDAD  
DE MÁLAGA

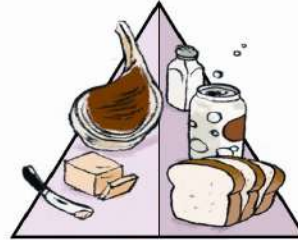
## Example 28: Food for Thought





UNIVERSIDAD  
DE MÁLAGA

# Example 29: The New Food Pyramid



USE SPARINGLY:  
RED MEAT & BUTTER  
REFINED GRAINS: WHITE RICE, BREAD & PASTA  
POTATOES  
SUGARY DRINKS & SWEETS  
SALT

OPTIONAL: ALCOHOL IN MODERATION  
(Not for everyone)



DAILY MULTIVITAMIN  
PLUS EXTRA VITAMIN D  
(For most people)



DAIRY (1–2 servings a day) OR  
VITAMIN D/CALCIUM SUPPLEMENTS



NUTS, SEEDS, BEANS & TOFU



FISH, POULTRY & EGGS

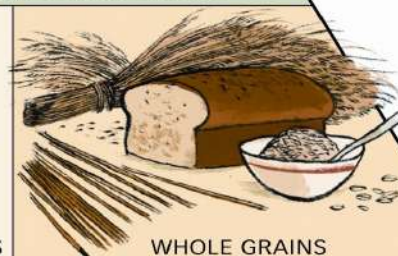
HEALTHY FATS/OILS:  
OLIVE, CANOLA, SOY, CORN,  
SUNFLOWER, PEANUT  
& OTHER VEGETABLE OILS;  
TRANS-FREE MARGARINE



VEGETABLES & FRUITS



HEALTHY FATS/OILS



WHOLE GRAINS

WHOLE GRAINS:  
BROWN RICE,  
WHOLE WHEAT PASTA,  
OATS, ETC.



DAILY EXERCISE & WEIGHT CONTROL





UNIVERSIDAD  
DE MÁLAGA

## Example 30: Couch potato





UNIVERSIDAD  
DE MÁLAGA

# ***Example 31:***

## ***The Seven Digital Deadly Sins***

Lust	
Gluttony	
Greed	
Sloth	
Wrath	
Envy	
Pride	





## ***Example 32***





UNIVERSIDAD  
DE MÁLAGA

## ***Example 33: Kissing and Texting?***





UNIVERSIDAD  
DE MÁLAGA

## ***Example 34: Bullying***





UNIVERSIDAD  
DE MÁLAGA

## ***Example 35: A glitch in the matrix***







## ***6. Concluding Remarks***

- Communicative Competence (CC) should go hand in hand with Intercultural Competence (IC).
- Multimodal materials tend to be much more engaging and motivating than traditional modes.
- When diverse modes come together, the result is a more effective learning experience.
- Multimodality allows for authentic learning scenarios.
- Multimodality reduces the gap between the artificiality of the classroom and real communicative environments.
- Multimodal materials provide models that can eventually trigger learners' creativity
- Multimodality fosters manipulation, speculation, enquiry, prediction, investigation, creativity.





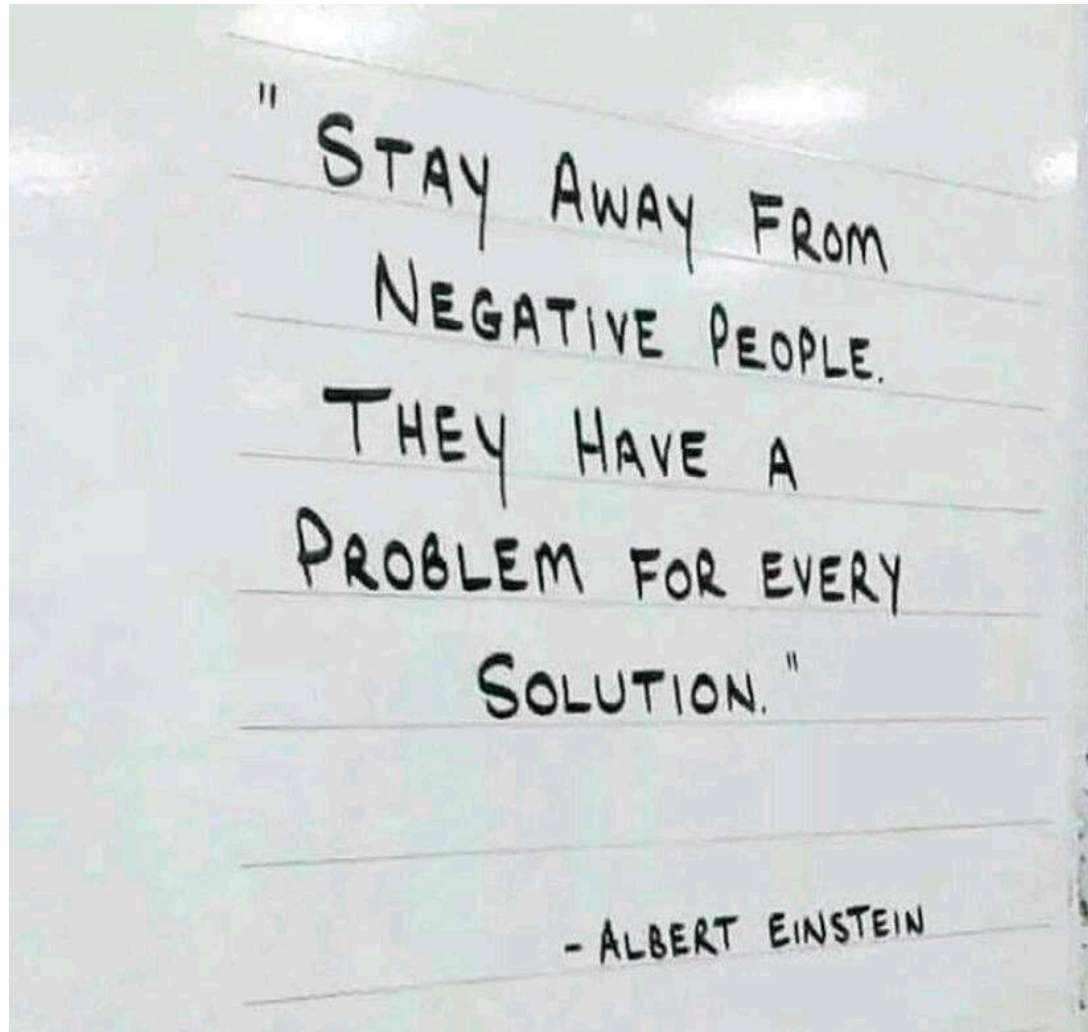
## ***Example 36:*** ***A penny for your thoughts***





UNIVERSIDAD  
DE MÁLAGA

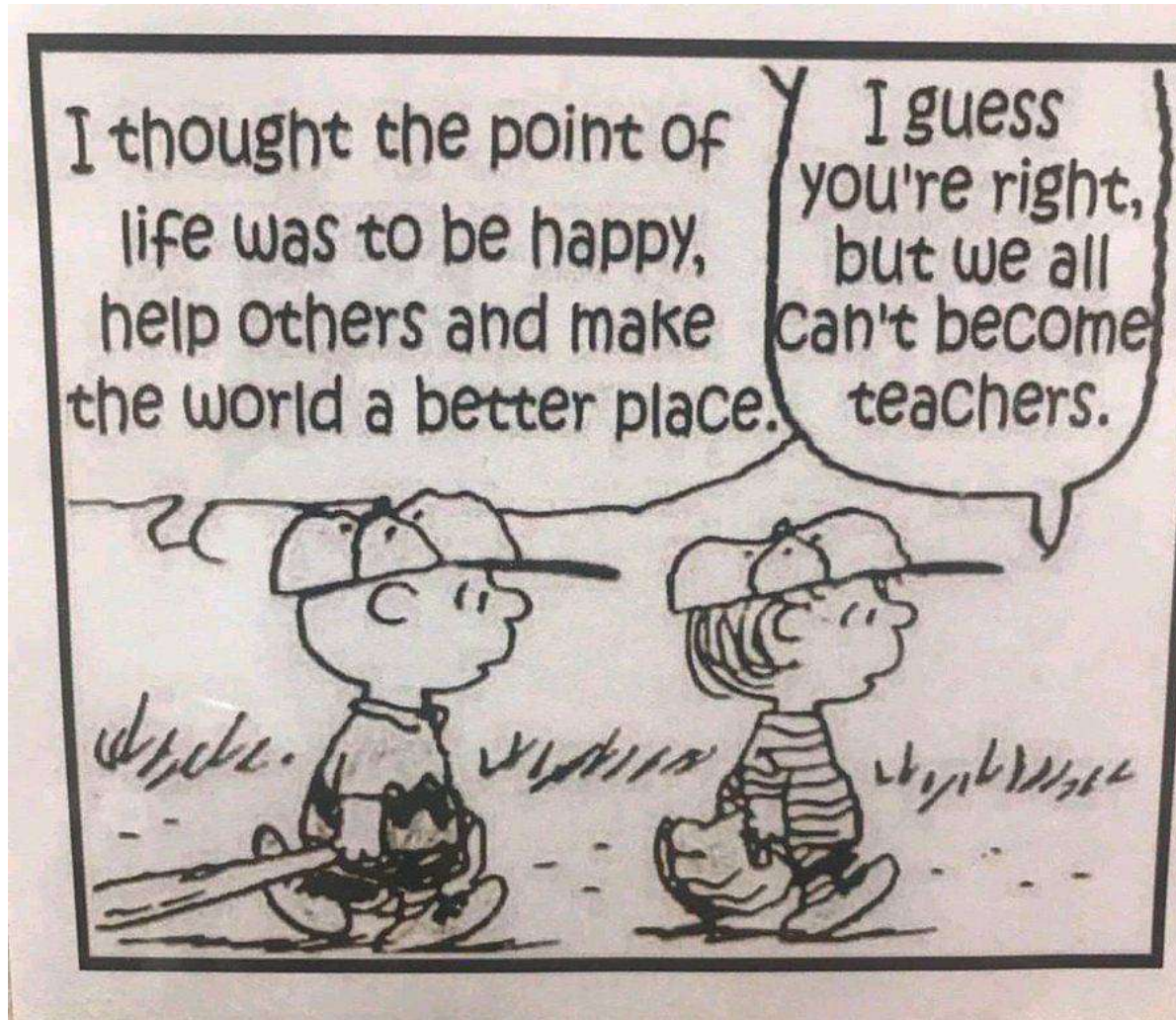
## ***Example 37: Ockham's Razor***





UNIVERSIDAD  
DE MÁLAGA

## ***Example : If you pay peanuts...***





UNIVERSIDAD  
DE MÁLAGA

ank you!

[pineda@uma.es](mailto:pineda@uma.es)