Multiliteracies is a concept, often requiring considerable explanation, that has been much researched and written about. A group of eminent scholars met in September 1994 in New London, New Hampshire and coined a collective name for themselves, The New London Group (NLG), as well as the term Multiliteracies. When first theorised, it was a term that was used to encapsulate two phenomena: the 'multiplicity of communications channels and media; [and] ... the increasing salience of cultural and linguistic diversity' in a fast changing, globalising world (Cope & Kalantzis, 2000, p. 5). The term multiliteracies incorporated the understanding that literacy, as a language dominant concept, was no longer going to do the work of naming the practices that people carry out when they engage in meaning making. As Cope and Kalantzis (2000) say, the NLG met 'to consider the future of literacy teaching; to discuss what would need to be taught in a rapidly changing near future, and how this should be taught' (p. 3).

Since the first group meeting, and the subsequent publishing in 1996 of the NLG's A pedagogy of multiliteracies: Designing social futures, in the Harvard Educational Review, the amount of literature written about multiliteracies, and especially its related concepts of literacies and multimodality, has grown exponentially. Search a library catalogue for the term multiliteracies and you are likely to get a substantial number of entries for texts written about the concept--over 7,600. Search for literacies and you get a list of over 50,000 texts; but if you search for multimodality, the figure is over 400,000. Adding, once more, to this abundance of literature, Michele Anstey and Geoff Bull have authored two more books about multiliteracies and multiliteracies pedagogy.

Building on their previous works, Teaching and learning multiliteracies: Changing times, changing literacies (2006) and Evolving pedagogies: Reading and writing in a multimodal world (2010), these authors have 'written two complementary volumes ... [that provide] a comprehensive introduction to multiliteracies ... together with information about the changes to classroom talk, planning, pedagogy and practice that are necessary as a result of adopting a multiliteracies pedagogy' (Anstey & Bull, 2018, p. ix). These two books offer both foundational understandings of literacies in the 21st century, and practical knowledge about pedagogical practices that will help a classroom teacher attend to the...
Foundations of Multiliteracies book. Read reviews from world’s largest community for readers. Using the concept of multiliteracies and multimodality, thi... Start by marking “Foundations of Multiliteracies: Reading, Writing and Talking in the 21st Century” as Want to Read: Want to Read saving… Want to Read. Currently Reading. Multimodal texts combine two or more modes such as written language, spoken language, visual (still and moving image), audio, gestural, and spatial meaning (The New London Group, 2000; Cope and Kalantzis, 2009). Creating digital multimodal texts involves use of communication technologies, however, multimodal texts can also be paper based, or live performances. Below are examples of different forms of texts students might create in the classroom. Meaning is conveyed to the reader through varying combinations of written language, visual, gestural, and spatial modes. Podcasts are also simple to produce, involving combinations of spoken language, and audio modes. Live multimodal texts include dance, performance, oral storytelling, and presentations. Read “Foundations of Multiliteracies Reading, Writing and Talking in the 21st Century” by Michèle Anstey available from Rakuten Kobo. Using the concept of multiliteracies and multimodality, this book provides foundation knowledge about the new and contin... QR codes immediately link the reader to multimodal texts and further references that illustrate and enhance the concepts being developed. Buy the eBook. List Price. Teaching multiliteracies across the curriculum : changing contexts of text and image in classroom practice. [Len Unsworth] -- This textbook outlines the basic theoretical knowledge teachers need to have about visual and verbal grammar and the nature of computer-based texts in school learning. It includes both theoretical Language Education and Multiliteracies. I have spent the last months reading and writing about digital divide, information literacy and other related concepts, attended conferences and spoke with several experts about this topic. The cul… Multiliteracies. 21st Century Reading was created through a partnership between TED, a nonprofit dedicated to spreading ideas through short, powerful talks and National Geographic Learning. 21st Century Reading provides the ideal forum for learners of English to make connections with topics ranging from science to business to global issues. Using TED Talks as the springboard to share ideas, this new four-level reading series shows learners how to understand and respond to ideas and content in English. Featuring extraordinary stories presented by inspiring thinkers and doers, TED Talks ignite curiosity and intr