

Collaborative Multimodal Composition for Multilingual Learners

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Purpose:

Multilingual learners (MLs) make up about 10.5% of students nationally (National Center for Education Statistics, 2022) and 60% of Children are using digital devices before the age of five (Pew Research Center). In contrast, ML teachers receive fewer PD hours on digital tools (DoE, 2019). Teachers and students in this DBR study reported less confidence in the writing process. Teachers reported using technology for all students but did not tailor it to meet the unique needs of MLs. We seek to answer this research question with data from the DBR study and to implement a modification to the study that combines the lead author's teaching experience with research and standards: *How are teachers combining writing and digital tools for multilingual learning?*

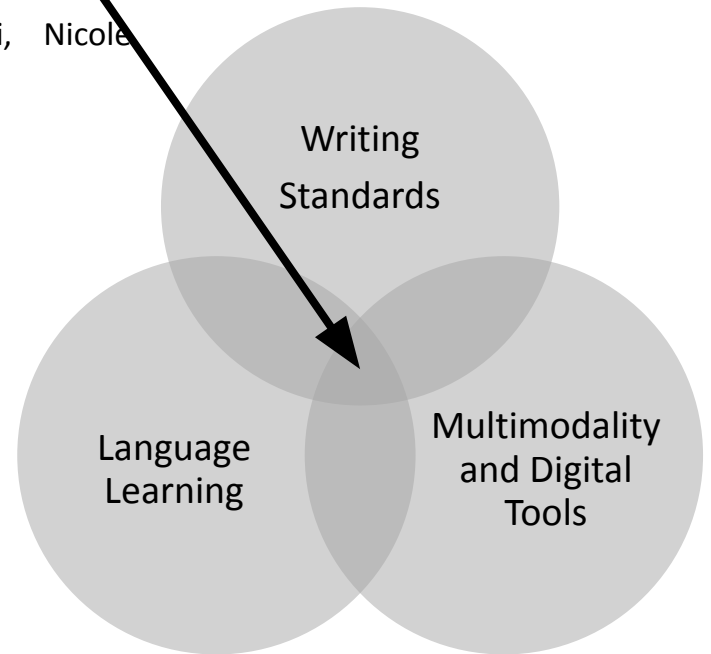
Frameworks:

Collaborative writing has been established as an effective strategy for teaching MLs and research demonstrates its effective use with digital tools (Storch, 2019). A translanguaging stance positions MLs as language users with flexible enactment of their linguistic repertoires to use language interchangeably (García & Wei, 2015). Multimodality centers the meaning-making process as composers select, merge and remix texts across modes (Jewitt, 2008) and has the potential to democratize writing spaces to disrupt hierarchies present in classrooms (Daniel et al., 2023).

Method/Data:

DBR study with 30 teachers (22 elementary) teachers reported in instructional logs, teacher surveys, student surveys and follow-up interviews. The teachers are completing a master's program with an emphasis on MLs and literacy.

Discussion: Further research that addresses multilingual (Rowe, 2022) and global audiences even in English-only or monolingual classrooms (Panos, 2017) to promote multilingualism as powerful (Paris & Alim, 2014). Connect translanguaging with collaborative writing and multimodality (Curiel, 2023; Gonzales & Machado, 2022). Support teachers with PD to implement multimodal translanguaging stances in their classrooms.



Merging of Standards and Research:

Writing standards for kindergarten to 12th grade include establishing a collaborative, writing community in which composers share their writing with authentic audiences for authentic purposes. Beginning in kindergarten students are asked to find letter keys on keyboards. Language learning standards (WIDA) encourage multimodality and a range of texts. This strategy, Collaborative Multimodal Composition combines writing and language learning standards and research.

Modification for the DBR Study:

On the reverse side of this handout, you can find a detailed description of the strategy we are using to modify the DBR study. In DBR, modifications are used to bridge the gap between research and practice by implementing changes during iterations (Cobb et al., 2003). We have not yet implemented this strategy.

DBR Modification Strategy: Collaborative Multimodal Composition

Multimodal Jams:

Jamboard or any other collaborative whiteboarding platform provides many options for students to contribute multimodally. Students will share participation in message construction.

Composing Collaborators:

Use roles to scaffold students as they learn to write collaboratively. Roles should be aligned to students strengths and be similar to those used in Literature Circles.

Meaningful Messages:

Encourage students to use multimodalities to convey their messages to authentic audiences.

Inviting Translanguaging:

In the minilesson, the teacher will emphasize translanguaging writing and encourage students to write with translanguaging.

Collaborative Writing:

See example below. Students work to write a message with equal contribution collaboratively.

Authentic Author Audiences:

Sharing collaborative writing is essential to demonstrate applications of translanguaging to reach authentic audiences.

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Dear class,

4/4/23
Date

Today is martes. Here are some exciting things happening in our classroom.

We r going to the farm this week.

We are

explotando

exploding with excitement.

With Love,
DONOVAN
Nayeli