



T a l b o t I n s t i t u t e 2 0 2 6

Technology and Teaching/Learning to Read





**Multimodality and
Multiliteracy**

GenAI

Big Ideas for 2027

Multimodality and reading

Reading isn't always about making meaning exclusively from continuous written language

Many of the texts students encounter and increasingly many of the texts schools ask them to interpret (at least in and beyond college) make meaning through relationships across *modes*:

- *language and linguistic symbols*
- *images and videos*
- *gestures, gaze*
- *sound*
- *spatial arrangement*

Useful distinction – medium (screen, paper, web-based, phone) vs mode

Multimodality and reading

Brainstorm: What are some genre or text-types that are notably multimodal, and what modes are important throughout your curriculum?

What makes multimodal texts hard for students?

What do you do to TEACH multimodality, or to prepare learners for multimodal demands of assigned texts?

Multimodal texts/genres

informational text

adaptations

multiple versions of
same text

speeches

↓
esp.
Mahala

Challenges

- reason/purpose of delivery
- vocab/allusion/background into
- terminology for talking/analyzing genre
- era + adding back the performance
- GENRE RECOGNITION

Solutions

- Rhetorical Triangle
- METALANG pre-teach
- visible comm strategies
- self-created multimodal text

SOLUTIONS/PROBLEM SOLVING

1. Make multimodal the norm

→ Hook/hell work/motivation

2. Introduce "accessible" mode to get to more challenging

→ Song, familiar

→ lyrics, music, etc. To pick up skills/theme

3. Coop learning to separate modes

1. group does image, 1 does text, etc.

4. Pre-teaching metalanguage to help understand context/purpose

5. Remove one mode at a time

→ help make visible what each mode adds

Multimodality and reading

Are research articles multimodal?



The Modern Language Journal

ORIGINAL ARTICLE | [Open Access](#) | 

“I dunno, as long as it proves my point”: A concept-based approach to teaching citation and intertextuality to emerging writers

Yiran Xu  J. Elliott Casal

First published: 20 November 2025 | <https://doi.org/10.1111/modl.70010> | [VIEW METRICS](#)

Accessibility issue? [Request accessibility update.](#)

SECTIONS

 PDF  CITE  TOOLS  SHARE

Abstract

This study leverages concept-based language instruction (C-BLI) as an innovative pedagogical approach to teaching academic research writing. The study focuses on intertextuality in academic research writing, specifically on how students, predominantly multilingual, learn to cite and integrate sources. The course at a Hispanic-serving US institution. The 4-week C-BLI workshop incorporated visualized conceptual aids to teach author prominence (i.e., integral vs. nonintegral



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 Figures  References  Related  Information

Recommended

[Concept-based language instruction and the teaching of citation in English academic writing](#)
Ruiying Y. Yang, Yiru R. Sang
The Modern Language Journal

[Reading and Writing Connections in Source-Based Writing](#)
Shi
BETA

[The TESOL Encyclopedia of English Language Teaching. \[1\]](#)

CITATION PRACTICES IN ACADEMIC WRITING

Citation practices have been a focus of academic writing research across genres, including first-year composition (Kwon et al., 2018; Lee et al., 2018), research articles and part-genres (Hyland, 1999; Mu, 2024; Thompson & Ye, 1991), and theses and dissertations (Li & Zhang, 2021; Petrić, 2007; Samraj, 2013). These studies have highlighted the functional, formal, and discursive dimensions of citation practices, examining how they reflect a writer's stance, establish intertextual connections, and contribute to broader disciplinary conventions.

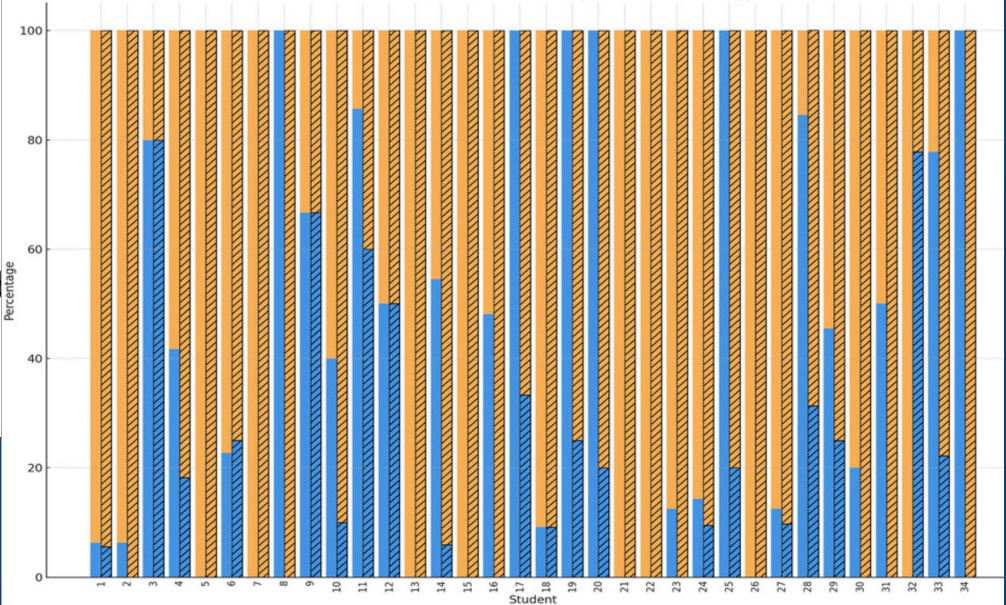
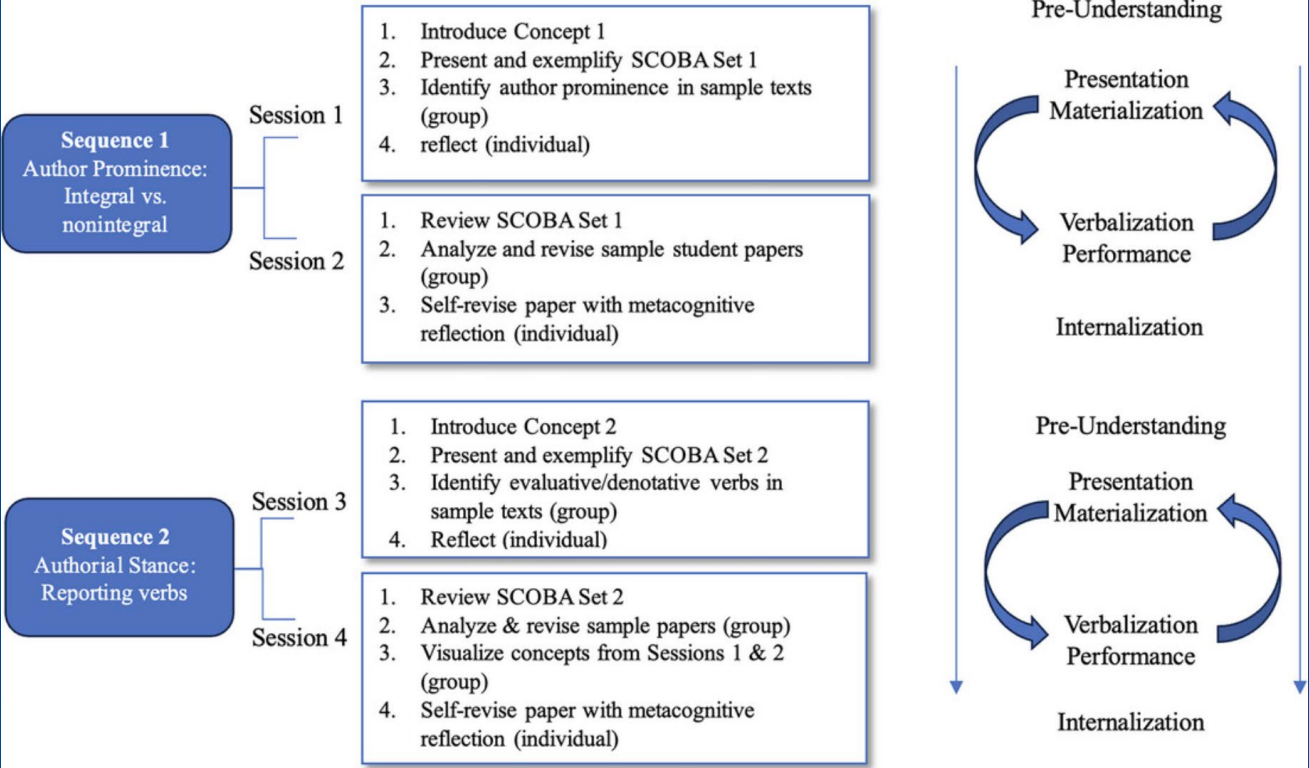


TABLE 2. Overview of student choices with citation from first to final draft.

Draft	Words (SD)	Citations (SD)	Quotes (SD)	Para. (SD)	Integral (SD)	N-Int. (SD)	RV types (SD)
First draft	1817.6	12.5	4	8.5	3.5	9	2.3
	(492.8)	(7.1)	(4.0)	(7.4)	(5.1)	(5.5)	(3.0)
Final draft	1989.6	12.6	1.6	10.9	8.1	4.6	6.6
	(579.7)	(6.1)	(2.2)	(6.5)	(5.6)	(3.8)	(5.6)
Effect size ^a	0.48	0.05	-0.56	0.55	1.15	-0.92	1.23
	Medium	Negligible	Medium	Medium	Large	Large	Large





How many people are on the welfare rolls?
The number of people on the welfare rolls has declined steadily since 1980. The number of people on the welfare rolls in 1980 was approximately 12 million. By 1988, the number had declined to approximately 8 million.

Source: Effect of Management & Budget
The federal budget deficit has increased steadily since 1980. The deficit in 1980 was approximately \$100 billion. By 1990, the deficit had increased to approximately \$300 billion.

Net interest on the debt
The net interest on the federal debt has declined steadily since 1980. The net interest in 1980 was approximately 12%. By 1988, the net interest had declined to approximately 8%.

Source: Office of Management & Budget
The federal budget deficit has increased steadily since 1980. The deficit in 1980 was approximately \$100 billion. By 1990, the deficit had increased to approximately \$300 billion.

Length 8 - Not interest as % of Federal Budget
The net interest on the federal debt has declined steadily since 1980. The net interest in 1980 was approximately 12%. By 1988, the net interest had declined to approximately 8%.

Source: Office of Management & Budget
The federal budget deficit has increased steadily since 1980. The deficit in 1980 was approximately \$100 billion. By 1990, the deficit had increased to approximately \$300 billion.

Social Programs and Income Security
The number of people on the welfare rolls has declined steadily since 1980. The number of people on the welfare rolls in 1980 was approximately 12 million. By 1988, the number had declined to approximately 8 million.

Source: Office of Management & Budget
The federal budget deficit has increased steadily since 1980. The deficit in 1980 was approximately \$100 billion. By 1990, the deficit had increased to approximately \$300 billion.

Length 9 - Not interest as % of Federal Budget
The net interest on the federal debt has declined steadily since 1980. The net interest in 1980 was approximately 12%. By 1988, the net interest had declined to approximately 8%.

Source: Office of Management & Budget
The federal budget deficit has increased steadily since 1980. The deficit in 1980 was approximately \$100 billion. By 1990, the deficit had increased to approximately \$300 billion.

Length 10 - Not interest as % of Federal Budget
The net interest on the federal debt has declined steadily since 1980. The net interest in 1980 was approximately 12%. By 1988, the net interest had declined to approximately 8%.

Actionable strategies

Be explicit about what non-textual modes contribute to texts and how they interface with text, or create assignments based on students answering these questions. Students annotate modes to discuss contribution

Remove and reintroduce modes (e.g., in newspaper articles).
What can you no longer know? What becomes harder to infer?
What changes in tone?

Micro tasks in Meme analysis :)

Multimodal composing with mode rationales

Multiliteracy

Multiliteracy (New London Group, mid 90's) reframes literacy around *linguistic diversity* and *multimodal forms of linguistic expressions and representation*. This frames literacy as dynamic, situational, and purposeful skills, practices, and dispositions.

Multiliteracy



One issue with traditional approaches to literacy is that it is binary – is a person *literate*

Can you read:

Legal texts?

Astrophysics research articles?

Mandarin Chinese newspapers?

Twitch streams

reddit conversations on /r NBAAEastMemeWar

Multiliteracy – linguistic diversity

Not just variation in languages, but in language varieties, registers etc. (see translanguaging, e.g., Canagarajah)

Importance of identifying and attuning to the linguistic horizons within a text

Multiliteracy – multimodality

Literacy in 2026 entails engagement with a vast array of texts with diverse characteristics across mediums, modalities, and contexts, with complex sets of visual, cultural, intertextual, rhetorical, linguistic, community/discipline specific, and other considerations.

Literacy is not just about decoding and comprehending, and it is not a universal skill, - literacy is cognitive, experiential, embodied, social, and dispositional.

Teaching Multimodality

- Drawing on your own ideas and experiences or the multiliteracies framework, what are some ways we can teach reading that prepare students for the range of literacy demands they face in and out of school?

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GenAI and your classroom

- In small groups – what is the role of GenAI in your classroom? How widespread is student use? What do they use it for? Do you use it at all, pedagogically or personally for professional reasons?

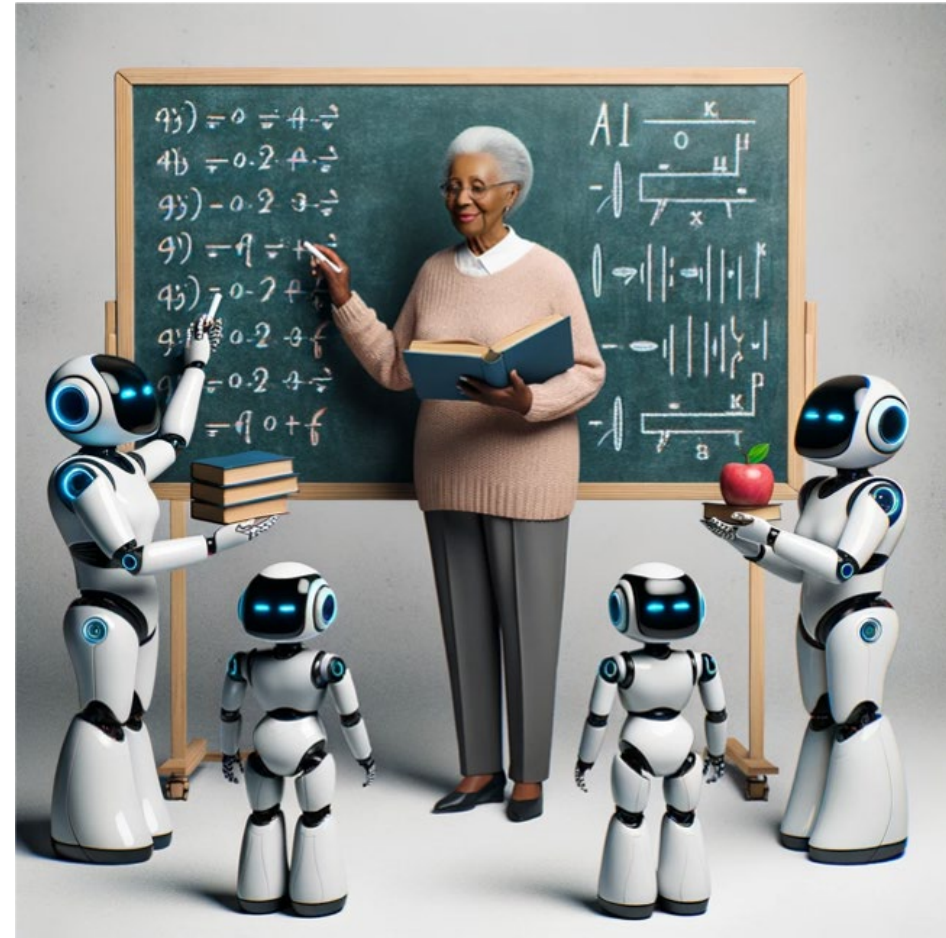
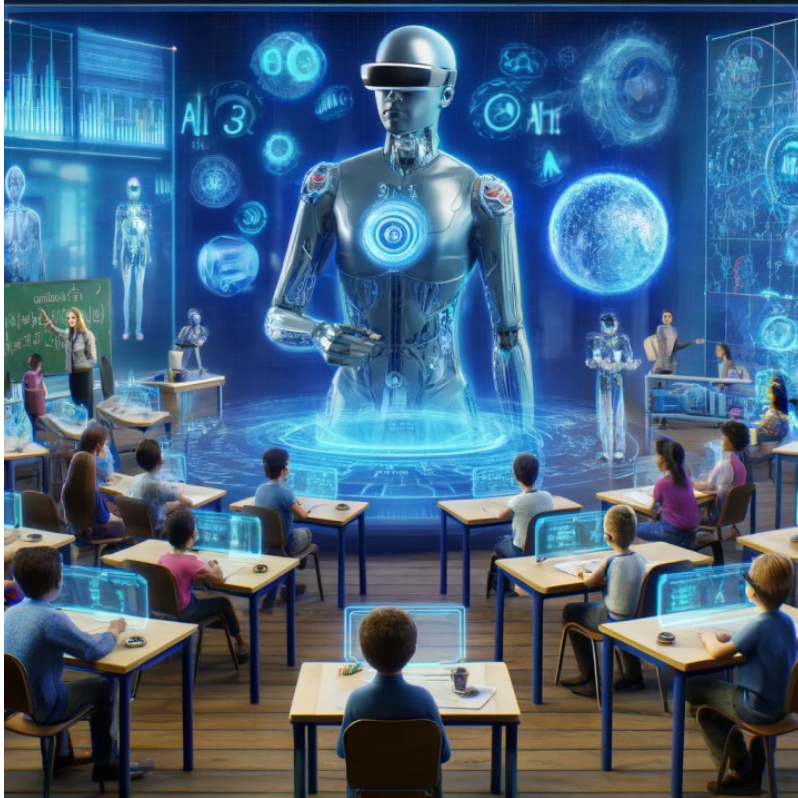
Student Use

- > Brainstorming/pre-writing
- > Immediate feedback and debate on paragraph
- > Uncritical use, but educator intervenes
- > Total offloading of cognitive tasks
- > Iterative prompt assignments
- > Admin/classroom management / TRACKER
- > keeping Clipboard Crew away
- > Work explicitly on prompt writing
- > Updating older assignment to make something interactive
- > AI-proofing test questions
- > Fine tuning lessons / activity ideas
- > Formatting / multimodal
- > Rubric creation & standards alignments
- > Creating student pairings

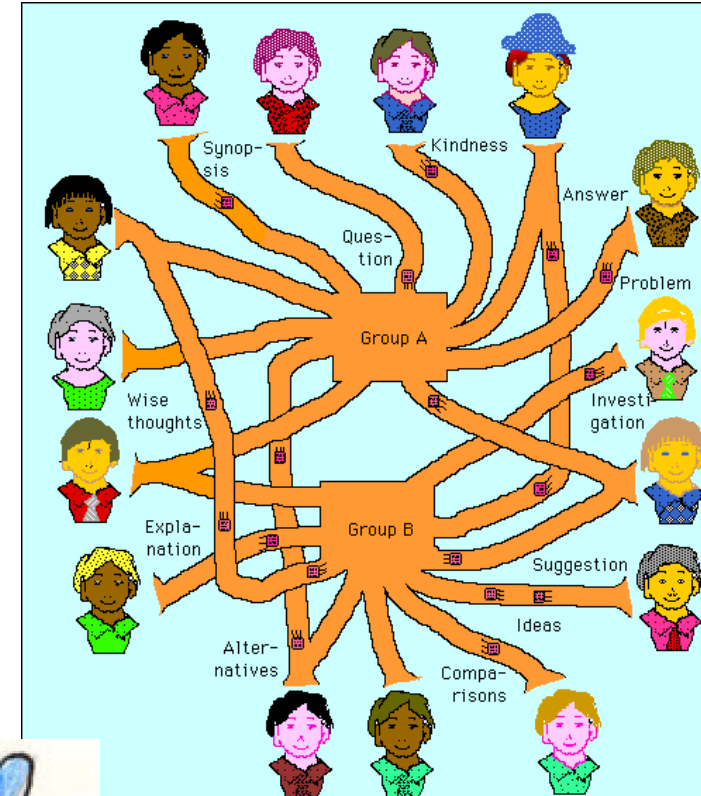
BEST PRACTICES

1. Be transparent in your use / what is acceptable.
2. Have a policy that students know / understand.
3. Build in debate/questioning of AI output.
4. Build in check-ins, break down steps, show the work. GRADE IT.

Gen-AI Learning?



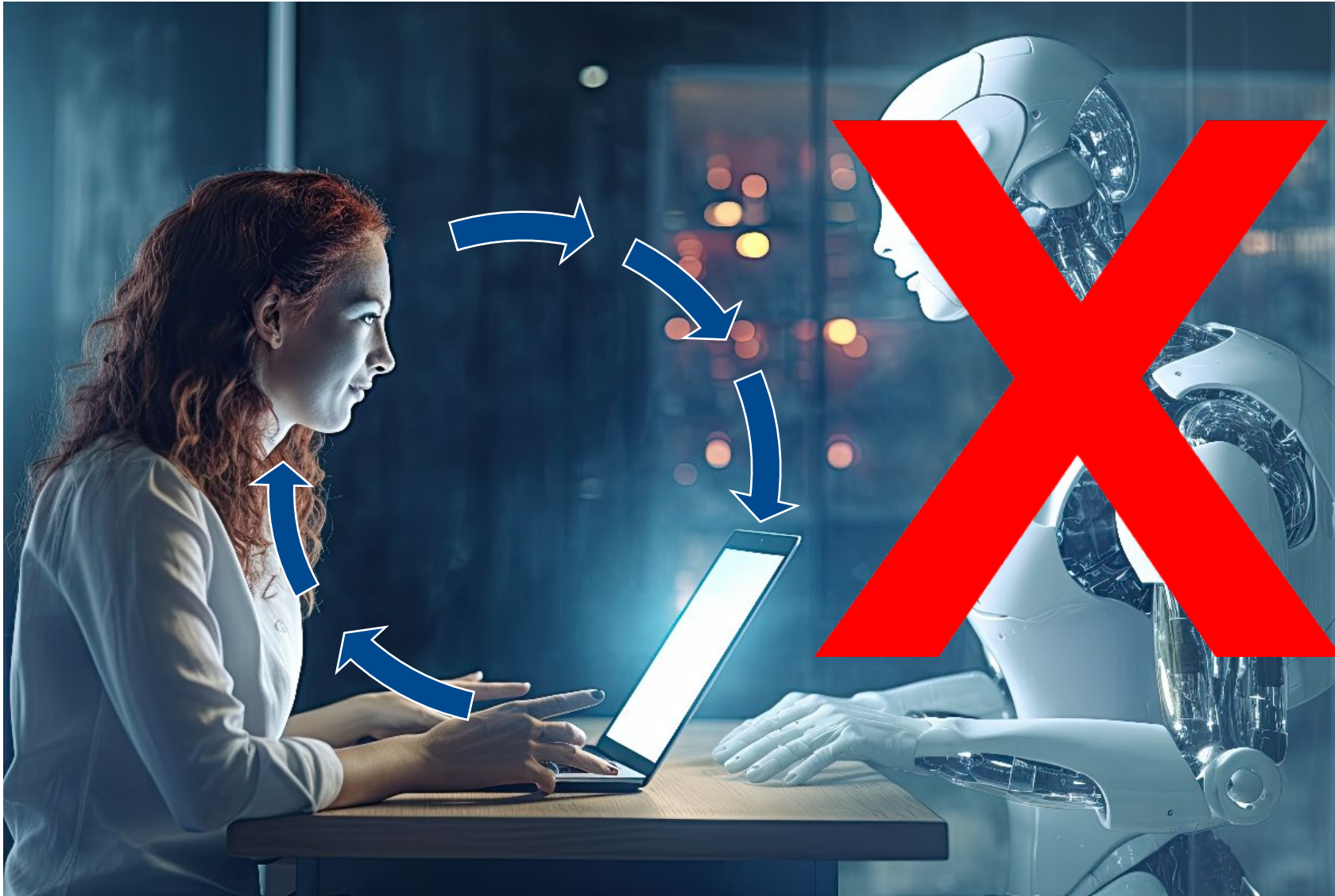
Insights From Applied Linguistics



Not quite GenAI



Perhaps



Some quick points on GenAI

- Students who want to use it cannot be easily stopped, but not all students support the use of GenAI. I recommend critical dialogue over beliefs and policies with justifications
- Studies show GenAI use moderately enhances learning outcomes (e.g., Gökoğlu & Erdoğan, 2025 Educational Technology & Society), but these findings are usually product/outcome oriented. Closer analysis points towards primary benefits in *knowledge exploration*
- The best AI use not only allows for GenAI to produce, but also requires interaction, evaluation, and transformation of outputs
- GenAI is great for looking up words, explaining language structure, and filling in historical context

Ending With Our Big Ideas!

As part of our funder's long-standing vision, Talbot 2027 is going to be a bit different.

Action Research lab – teachers trying out new ideas with students

Day 1 – planning and task development

Day 2 – implementation and refinement

You are all invited to help make it happen

Phase 1:

Each person share 1 (brief, 1-2 sentence) issue or idea that they would like to learn more about or try (Donal will write on board)

It can be as broad as 'I'd like to develop an engaging AI task that is potentially motivating for low-interest students'

...or more specific 'I am interested in how knowledge gaps and group formation impact learning in peer reading tasks'

Step 2:

Get into groups based on interests (3-4, topics can repeat) and brainstorm what a task may look like. Consider:

- The text

- The learning objective

- What you are curious about/what you want to experiment with

- How that may be useful for you in your context

We'll take notes. Groups will briefly share.

We'll distribute through OneDrive.