Mapping Territories and Creating Nomadic Pathways with Multiple Literacies Theory

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Abstract

This article foregrounds Multiple Literacies Theory (MLT) positioned from a deleuzian/guattarian perspective. It is a literacy paradigm different from prevailing territories such as New Literacy Studies and Multiliteracies. MLT deterritorializes familiar literacy theorizing and is a complementary theoretical experiment to those conducted by curriculum theorists working with poststructuralist perspectives and complexity theory. It accompanies a deleuzian/guattarian philosophy as a nonphilosophy for thinking about problems that present themselves in the world. In this case, we deploy MLT to create nomadic pathways as we consider vignettes from a research study on a child acquiring multiple writing systems simultaneously. The vignettes illustrate what literacies produce and how they function through the lens of MLT. MLT proposes that from the effect of investment in reading, reading the world, and self, a reader is formed and transformed in a process of becoming Other.

Full Text:

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Exploring more fertile territories, Multiple Literacies Theory stages a dozen exhilarating encounters between Gilles Deleuze's philosophical concepts and each contributing author's approach to representing and performing multiplicity in literacies research. Although I usually avoid metaphors that insinuate violence, I see Multiple Literacies Theory as an example of what the late Timothy Leary called a 'transitional meaning-grenade thrown over the language barricades' - a weapon of non-destruction that produces an explosion of possibilities for destabilising conventional wis Young people use digital media in their everyday literacy practices and a failure to embrace new technologies in the classroom may lead to a disjuncture between their everyday and college-assessed literacy practices. Following an analysis of communicative interactions that looked at multi-layered media, modes and their affordances, this paper offers insights from recent research. It looks carefully at the congruence and incongruences that exists between the two literacy practices with the aim to offer rich insights into meaning making in what are comparatively new, digital literacy practices.