



A study on the application of multiliteracy by Chinese learners of English

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Abstract

At the present time, information and communication technologies shifted literacy to multiliteracy, which describes two important arguments. The first one engages with the multiplicity of communication channels and media; the second with the increasing salience of cultural and linguistic diversity. This paper reports on an empirical study designed to examine the application of multiliteracy by 50 Chinese learners of English. Based on some literacy theories (Unsworth,2001; Luck,1996), a multiliteracy practice framework was developed to probe how the learners' use of multiliteracy was presented.

The results show that the upper-grade students and the lower-grade students demonstrate both striking similarities and distinctive differences in the task. It is also found that the Chinese English learners' multiliteracy is correlational with their language proficiency with the better performance of upper-grade student either in multiple forms or in content depth. However, critical literacy is significantly demanded for both upper-grade students and lower-grade students.

The paper suggests that it is important to develop students' critical literacy. In enhancing students' language proficiency, we need to provide students with skills and strategies to critically approach texts, not simply to decode and comprehend them. Given the opportunity through a different approach and different materials rather than the normal textbook oriented methods, students will engage with the text from essentially a critical perspective.