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Integrating Visual Arts and Music to Help Adult Students Learn English in Canada

By

Azadeh Eftekhari

A Major Research Paper

Submitted to the Faculty of Graduate Studies

through the Faculty of Education

in Partial Fulfillment of the Requirements for

the Degree of Master of Education

at the University of Windsor

Windsor, Ontario, Canada

2020

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Integrating Visual Arts and Music to Help Adult Students Learn English in Canada

Case Study

By

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January 14, 2020

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ABSTRACT

Canada has recently seen an influx of newcomers who do not speak either of Canada's two official languages—English and French—many of whom are adult English additional language learners (EAL). Though there are numerous studies on how to support young EAL learners, there is a dearth of literature on adult EAL learners, which is critical as the two populations have drastically different cognitive processes with respect to language learning. Thus, by analysing a critical literature review, the current study considers how multimodal practices and multiliteracies approaches can support this population. Anti-oppressive practices are likewise applied to identify the barriers that students may encounter in the classroom. The study concludes that incorporating the arts—specifically auditory practices that include music and visual learning strategies that include painting and image-rich content—can support adult language learners. Specific strategies that have proven to be effective include the use of song with strong rhythm and rhyme, dance, painting exercises, videos, video journals, highlighting and colour coding words, and technology-based engagement. When using these, it is proposed that teachers should focus on developing learners' metalinguistic vocabulary to allow them to effectively cognize about the language process and give students the tools to understand elements of word structures, such as suffixes, to allow them to identify the meanings of words based on their context and structure. Teachers should also engage in critical self-reflection and solicit student input when designing lesson content. To ascertain the effectiveness of such approaches, future research should focus on experimental studies that compare traditional and multiliteracies classrooms, and qualitative and longitudinal studies to identify the nuanced ways that students engage with multiliteracy practices and their long-term impact on adult EAL learners.

DEDICATION

To my Family

To my supervisor

and to all people who supported me

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LIST OF ABBREVIATIONS

ADHD – Attention Deficit Hyperactivity Disorder

ANOVA – Analysis of Variance

AOP – Anti-Oppressive Practice

CBT – Computer Based Testing

CBT – Computer-based testing

EAL – English Additional Language

ECE – Early childhood education

EFL – English foreign language

ELL – English language learners

EQAO – Education Quality and Accountability Office

ERIC – Educational Resources Information Center

ESL – English second language

IRBC – Immigration and Refugee Board of Canada

IRPA – Immigration and Refugee Protection Act

LGBTQ - Lesbian, Gay, Bisexual, Transgender and Queer

SCWT – Stroop Color and Word Test

CHAPTER 1: INTRODUCTION AND BACKGROUND

In 1993, my husband and I moved to Canada with our six-month old son and my husband's parents. We moved to Canada to provide a better life for our son; however, to achieve this, it was critical that each of us effectively acculturate into Canadian culture. Language proved the most significant barrier. Having been brought to Canada during his infancy, my son developed native-language proficiency, but my husband and I had a more rudimentary understanding of English, though we could get by in most of life's daily situations. As an amateur musician, my husband was able to develop his language skills more quickly than I did because he enjoyed learning and practicing English songs. His parents, however, struggled with their English language learning. In order to help them integrate into Canadian society, and hoping to help them interact with their grandson, I made an effort to teach English to both of them. When I visited them, I would often bring Canadian magazines to their home and point out items in pictures, teaching them the English words associated with the images. Being able to correlate words with images seemed to significantly help them improve their vocabulary.

At the time, I did not pay attention to how using art in the form of music and images served as effective language learning strategies. However, when I became a teacher in a field where my classes have largely been populated by immigrant and international students, I realized I had to help my students develop their language skills. Relying on my own experiences, I recommended similar strategies, but I did not have the academic vocabulary or theoretical background to properly frame and guide these students. Inspired to help my students succeed, I began to look up articles on how to promote language learning. Though many studies offered strategies for children, I found that there were a limited number of studies that addressed the needs of adult language learners. The studies that did exist, both for child and adult language

learners, seemed to offer one consistent message: multiliteracies approach was the most effective way to promote language learning.

With the recent influx in immigration and refugees making Canada's already diverse population more heterogenous, and with a large number of these diverse Canadians speaking English as an additional language, it is increasingly important that educators not only develop ways to promote language proficiency for youth but, also develop specific strategies for adult language learners. To fully understand this issue, it is necessary to identify the background factors that shape the need for effective language learning strategies for adults and define the central terms used in this discourse.

Background: Canada's Diverse Language Learners

There are several key components that have shaped the growing need to develop effective language learning approaches for adults in Canada, most notably Canada's multicultural policy. Canada's multicultural mandate and recent changes in its immigration and refugee policies have led to a demographic shift. This has been compounded by the growth in the number of international students in Canada.

Canada's Multicultural Policy

In 1971, the Canadian Prime Minister, Pierre Elliot Trudeau, declared that Canada would be adopting a multicultural policy, making it the first nation in the world to do so (Government of Canada, 2012). The purpose of this policy is to ensure that all Canadians, including immigrants, are able to integrate into society and to engage in all aspect of Canadian life socially, culturally, economically and politically (Government of Canada, 2012). Though initially only a policy, this would become enshrined in Section 27 of the Canadian Charter of Rights and Freedoms in 1982 and by the *Canadian Multiculturalism Act* of 1988 (Richter, 2011). The act

specifically states that Canada must “promote the full and equitable participation of individuals and communities of all origins” (*Canadian Multiculturalism Act*, 1985 sec. 3). Based on this, it is clear that the Canadian government is responsible for not simply encouraging equal access to services but to ensure that all Canadians have equitable opportunities to engage. Thus, if there is a language barrier that is impeding the engagement of Canada’s immigrant or refugee population, the government must ensure these barriers are addressed. There are a number of ways to achieve this, such as offering translators. However, to integrate into Canadian society, learning one of Canada’s official language would prove advantageous. Thus, the government must develop language learning programs that effectively help to develop newcomers’ English and/or French language acquisition.

The act has two additional assertions that are of particular important to language learning. The first states that Canada must “preserve and enhance the use of languages other than English and French, while strengthening the status and use of the official languages of Canada” (sec. 3). This specifically demonstrates that new Canadians must not only be given the tools to effectively use the official languages of Canada but that their native languages must also be preserved. The second states that Canada must “promote the understanding and creativity that arise from the interaction between individuals and communities of different origins” (*Canadian Multiculturalism Act*, 1985, sec. 3). In the context of language learning classrooms, where teachers and students often represent a multiplicity of ethnicities and cultures, it is vital that this creativity be embraced to promote an inclusive, harmonious, and engaging learning environment. In short, the Canada’s education systems must give immigrants and refugees the tools to use Canada’s national language to for the purposes of social engagement while respecting and preserving their native language.

Immigrants and Refugees

Fulfilling the expectations of Canada's multicultural policies and legislation has become increasingly important in recent decades as there has been a significant influx in both immigrants and refugees, and these populations feature a diverse range of languages. In 2006, approximately 20% of Canada's population was comprised of denizens who were foreign-born, and projections have this number increasing by 28% by 2036 (Statistics Canada, 2018a). Approximately 20% of people residing in Canada, equal to nearly 6.6 million, speak either or both of Canada's two official language as an additional language (Statistics Canada, 2018b). In 2017, over 7.7 million Canadians who had entered the country as immigrants spoke a language other than English or French as their native language (Statistics Canada, 2019a). This number has increased with the influx of refugees that have entered Canada in recent years. For example, between January and June of 2019, Canada accepted 14,054 refugees (Immigration and Refugee Board of Canada [IRBC], 2019). This six-month sample alone is nearly 300% more than the 4,751 number of refugees accepted in 2013 (IRBC, 2018). As Dion, Caron-Malenfant, Grondin, and Grenier (2015) note, Canada is aggressive with its approach to immigration because it relies on immigration to sustain its population due to the low birth-rate among Canadian-born citizens. Given the drastic increase in the number of people in Canada who speak English as an additional language, it is increasingly important to be able to support this population's language needs.

Language Demographics

Within Canada's population, there is an increase in the diversity of languages that Canadians speak. In a Canadian context, allophones are people who speak neither English nor French as a native language. Canada's allophone population doubled between 1981 and 2006, from 10% to 20%, and is projected to increase to as much as 32% by 2031 (Statistics Canada,

2018a). According to a 2011 census, these allophones spoke more than 200 different languages, and a number of these languages are becoming increasingly common. For example, Statistics Canada (2018b) reports that between 2011 and 2016, the number of people in Canada who spoke Chinese Mandarin or Cantonese respectively increased by 139.9% and 52.7%, rising from a combined 614,095 to over 1.2 million. Other language groups that saw significant growth in Canada, included Punjabi, which increased by 18.2% to 543,495; Tagalog, a Philippine-based language that increased 32.9% to 510,420; Spanish, which increased by 12.7% to 495,090; Arabic, which increased 29.9% to 486,525; Urdu, which increased 25.2% to 243,090, and Persian/Farsi, which increased 27.2% to 225,155 (Statistics Canada, 2019). Approximately 80% of this population of allophones were located in Canada's six most populous metropolises: Toronto hosts 1.8 million, Vancouver hosts 712,000, Montreal hosts 626,000, Calgary hosts 228,000, Edmonton hosts 166,000, and Ottawa hosts 141,000 (Statistics Canada, 2018b).

This demographic information illustrates the scale of Canada's English additional language (EAL) needs. Because the range of languages that Canada's allophones speak is broad, it is critical to create culturally inclusive approaches to education that ensure all EAL learners, regardless of their native language, are engaged and see beneficial learning outcomes. The largest language groups—Chinese Mandarin/Cantonese, Punjabi, Tagalog, Spanish, and Arabic/Urdu/Persian/Farsi—have different alphabets and origins. Thus, using the same approaches for each may be ineffective approach. This highlights how inclusive pedagogical approaches can create multicultural language learning environment tailored to diverse learners.

Language and Age

Because young EAL learners spend a significant amount of time in classrooms where they are immersed in the target language, they have ample opportunity to become proficient

target language speakers. However, adult EAL learners do not have the same advantage, and this is a significant population in Canada. As show in Table 1, in 2011, there were nearly 3 million adult EAL learners in Canada, approximately 7.5% of the population: 208,230 between the ages of 20 and 24; 1,086,405 between the ages of 25 and 44; 1,043,840 between the ages of 45-64; 311,385 between the ages of 65-74; and 281,630 over the age of 75 (Statistics Canada, 2016). Given that the number of allophones increased so dramatically between 2011, when these statistics were collected, and 2016, this significant population has only grown, underscoring the need to develop an effective approach to serving the language learning needs of Canada adult EAL learners.

Table 1

Adults Learners in Canada	
Age	Population
20-24	208,230
25-44	1,043,840
45-64	311,385
75+	281,630

Arts in Language Learning

In early childhood education, language learning often features visual art components and music, the most popular instance in the English language perhaps being the alphabet song. Numerous studies have explored the ways in which art can facilitate language learning. For example, Ludke (2018) found that students in language learning classes featuring arts saw a more significant improvement in language ability than those that did not. This is consistent with the multiliteracies approaches promoted by the New London Group (2000), who argue that teachers need to include multimodal approaches that combine visual and auditory learning approaches so as to accommodate the linguistic diversity and unique needs of language learners.

However, there is little research that explore how effective such approaches might be for adult language learners, and this is of particular importance given that the cognitive processes used by young and adult language learners differ in significant ways. This is supported by Gogtay et al. (2004), whose longitudinal study found that there is significant growth in cortical gray matter from adolescence through to adulthood, which can shape language learning as grey matter is used to support sight, hearing, and memory.

Definitions

Within discourses on language learning, there are a number of different phrases and terms that appear similar but have important distinctions, including the terms English second language (ESL), learning English additional language (EAL) learning, and English foreign language (EFL) learning, among others such as allophone. Thus, for the purpose of clarity, it is important to clarify these terms.

Adult Language Learner

The current study seeks to develop strategies to support the learning needs of its target population: adult learners in Canada who are learning English as an additional language. In most contexts, adult learners are students over the age of 25 (Knowles, Holton, & Swanson, 2005; Southern Regional Education Board, n.d.). They are often characterized by their need to understand the reasoning behind or the necessity of lesson content (Knowles, 1984) and their ability to draw on their extensive life experiences to contextualize information and create meaning (Merriam, Caffarella, & Baumgartner, 2007).

English as a Second Language

According to Nordquist (2019), ESL learning is the traditional term used to describe the learning process that non-native English speakers engage in when learning English for the

purpose of use in an English-speaking environment. However, this name has an Anglocentric perspective as it assumes that English is a learner's second language, when in actuality many 'ESL' learners actually know two or more languages before learning English. Thus, the current study will only use the term ESL when directly citing sources that use the term.

English Language Learner

To address the Anglocentric bias in the term ESL, some academics use the term English-language learners ([ELLS]; "English-language learners," 2013). The terms are interchangeable, though ELL is more commonly used in the US (Bhaskaran Nayar, 2012). However, the semantics of ELL could be confusing as anybody, including native English speakers, could be defined as 'ELL' when they are learning the language. Therefore, outside of instances where it is used in directly cited sources, the current study will not use the term ELL.

English as an Additional Language

The term EAL can be used interchangeably with ESL and is most common in Britain (Nordquist, 2018). However, there is a key difference: the terminology recognizes that an EAL learner may be proficient in more than one language before learning English (Nordquist, 2017). Therefore, the language is more inclusive and practical as it focuses on the fact that the English language learner is simply not a native English speaker, rather than focusing on the sequence that English is learned in with relation to other languages a person might already know. Also, unlike ELL, there is no semantic ambiguity in this term. Thus, for the purposes of this study, the term EAL will be used in place of ESL and ELL.

English as a Foreign Language

EFL is used to refer to non-native English speakers who are learning English but who are not using it in an English speaking context (Nordquist, 2017). For example, a Chinese student in

China may learn English simply because it is an academic or professional requirement and may never use it in a context where English is a predominant language. Because this term sounds similar to ESL, ELL, and EAL, it is easily confused. However, there is no application for the phrase in the current study so the term will only be used in instances where techniques used in EFL classrooms could be used to facilitate EAL learning.

Allophones

Because Canada has two official languages—French and English—semantic issues arise when speaking of EAL learners when referring to newcomers in contrast to EAL speakers who may be native French speakers. The term ‘allophones’ is used to clarify this semantic confusion. It refers to people who speak neither English nor French as a native language and applies most often to newcomers, which includes immigrants, refugees, and international students.

Newcomers

When describing Canada’s foreign-born allophone population, it is important to understand the subtle differences in terminology. According to the Government of Canada (2019), a ‘newcomer’ to Canada may include a refugee, permanent resident or people who are in the process of applying for permanent residence, and those who have received permission to stay in Canada from Immigration, Refugees and Citizenship Canada.

Immigrants

Per the *Immigration and Refugee Protection Act* (2001), immigration to Canada is predicated on several goals, the primary objectives being that immigration should benefit Canada socially, culturally, and economically while enriching Canada’s cultural and social identity. When discussing immigrants and refugees, this is an important distinction to make. Because immigration is a merit-based system in Canada, many immigrants may be in a more

economically sound position upon their arrival in Canada than are refugees. Thus, though immigrants and refugees may share some of the same language barriers, their access to services that help them overcome these barriers may differ. Moreover, the educational background of the two groups may be drastically different.

Refugees

In contrast to immigrants, the *Immigration and Refugee Protection Act* (2001) notes that refugees are accepted to Canada in order to save lives and provide protection to people who have either been displaced or persecuted for a variety of specific reasons, including their race, religion, and political views. Refugees also include those who may be tortured or face cruel and unusual punishments. It is important to make a distinction between immigrants and refugees for a number of reasons, but a central issue is that refugee EAL learners may have had limited, interrupted, or no school prior to arriving in Canada, meaning not only do they have to learn a new language but they also need to develop remedial literacy skills (DeCapua & Marshall, 2015).

Research Purpose

With an increasing number of adult EAL learners entering Canada, the need to support this population's language development is increasingly important. There is significant research on how both visual arts and music can be incorporated into language learning classes. However, most of this research focuses on young language learners. Thus, there is limited research with respect to how teachers can address the unique learning needs of adult EAL learners. To address this, the current study thus has several research goals.

1. Identify the differences in cognition between young and adult language learners.
2. Establish the cognitive processes that multiliteracies approaches rely on.

3. Determine which multiliteracies approaches have proven most effective in EAL contexts in general and which of those have proven or could prove effective with respect to adult EAL learners.

In seeking to achieve these research goals, the current study aims to accomplish two objectives for future practice:

1. Establish gaps in current literature so as to propose future research, and
2. Develop a list of best practices for teachers who support adult EAL learners.

Summary

A review of Canada's multicultural policy, particularly with the goals outlined in the *Canadian Multiculturalism Act*, makes it clear that the goals of the education system should be to both strengthen the status of Canada's official languages—English and French—while simultaneously preserving and supporting the heritage languages of Canada's diverse population. Thus, with the influx of immigrants and refugees of diverse language groups, it is critical to utilize multiliteracies approaches that can support the linguistic and cultural needs of this population. Moreover, given the significant portion of adult EAL learners who are entering Canada, it is vital to develop pedagogical practices that can facilitate language acquisition for this population so that they can effectively integrate into Canadian society. It is likewise clear that through multiliteracies approaches, arts have the potential to help support the development of this population's English language proficiency. For these reasons, it is important to establish the differences in cognition between young and adult language learners, how multiliteracies approaches function to support cogitation, and which specific multiliteracies practices would prove most effective when teaching adult EAL learners. A review of literature on this subject can help to establish gaps in current literature and develop a list of best practices for educators.

CHAPTER 2: THEORETICAL FRAMEWORK

Upon review of the background information and context it is clear that adult allophones in Canada who engage in EAL learning encounter complex and nuanced learning challenges. These challenges are shaped in large part by the globalized and multicultural nature their language learning context, which underscores the need for an inclusive learning environment. Past and current language learning models have demonstrated the value that visual arts (Cakir, 2006; Fear, 2016; Olurinola & Tayo, 2015; Papoi, 2016; Park & Simpson, 2019) and music (Brandt, Gebrian, & Slevc, 2012; Fauziati, 2015; Herron, Dubreil, Corrie, & Cole, 2002; Reedijk, Bolders, & Hommel, 2013) has in such context. Thus, it seems clear that solutions to these nuanced issues can be developed through a multimodal approach and, more specifically a multiliteracies approach. Thus, it is critical to explore how both theoretical approaches can be used to understand and address the challenges encountered by Canada's adult EAL learners. However, the potential barriers and challenges that this population encounters are also shaped by intersecting social factors, such as age, ethnicity, and language. Because these factors can also restrict or limit access to services or inhibit integration, it is also important to consider the issues associated with adult EAL learning in Canada through an anti-oppression framework.

Multimodalities

Multimodal approaches seek to facilitate learning by engaging learners in the multiplicity of modes through which they engage with the world. Jewitt, Bezemer, and O'Halloran (2016) define a mode simply as a way of making or creating meaning, concluding that multimodal learning is a way of learning and making meaning through a variety of modes. They go on to note that student use different semiotic resources to make meaning, and that is mode offers distinct benefits and limitations. To offset the limitations and maximize the benefits of each

mode, it is necessary to utilize all semiotic resources in concert with each other (Jewitt et al., 2016). Van Leeuwen (2015) notes that many associate the rise of multimodal learning with the recent proliferation of technology, but he suggests that the need for this shift began earlier, when advertising, radio, and television created a more colourful and immersive world that command people to engage in a multiplicity of ways. Though many of these modes of understanding seem intuitive, the literacy skills required to process them must be developed. For example, Van Leeuwen (2015) notes that silent film directors needed to link diverging cinematic frames with intertitles because audiences at the time did not have the video literacy to infer the intended links.

The need for multimodal approaches has increased in recent years, both due to globalization, which has brought a multiplicity of languages together (Van Leeuwen, 2015), and the rapid proliferation of media technology (Godhe & Magnusson, 2017). In this context, classrooms need to incorporate a multimodal framework that conforms to the widening conception of what a text is, necessitating the inclusion of traditional text, picture books, images, videos, sound, activities, and symbols (Godhe & Magnusson, 2017). This is especially important in multicultural classrooms as students from a variety of language backgrounds converge and make meaning in a space where the target language may not be an effective means of communication, at least in the initial phase, and so meaning is making through other modes. As a result, these multiple modes of learning not only become critical to daily communication but can also be utilized as a tool to enhance their additional language acquisition. However, there is an ever-growing body of work that discusses the variety of modes and teaching strategies that can be used to promote multimodal learning, including digital media (Shepherd, 2018), picture books (Kachorsky, Moses, Serafini, & Hoelting, 2017), graphic novels (Bourelle, 2018; Rajendram,

2018), role play, (Alley & King, 2018) gaming (Vance, 2017; Shute, Rahimi, & Lu, 2019), and videos (Kim, 2016), among others. What is clear, though, is that multimodal approaches universally seek to engage student from each of the dominant learning styles, and by extension, students whose learning styles are comprised of any combination of the major learning styles, which are auditory learning, visual learning, and kinesthetic learning.

Auditory Learning

Though traditional instruction is often delivered through an auditory method—lecture—multimodal approaches to auditory learning tend to be more diverse. Though listening is an essential component to auditory learning, it is likewise important that students be able to engage in a discourse and speak as well and repeat information, which allow them to organize, filter, and process information (Kostelnik, Soderman, & Whiren, (2004). Auditory learners also benefit from being allowed to record and playback lecture and participate in class or group discussion (Coffield, F., Moseley, D., Hall, E., & Ecclestone, 2004). With regard to language learning, group discussion is especially advantageous when language learners are immersed in a context where the target language is the dominant mode of communication as it promotes effective social communication and facilitates their language acquisition, especially in classrooms where emerging literacies and multimodal approaches reflect the cultural and linguistic diversity of a given classroom (Mills, 2009). Kostelnik et al. (2004) also suggest incorporating song, poetry, and rhyme as additional modes of auditory learning. Other studies have found that using auditory tools as a compliment to visual tools can likewise be effective, most notably with multimedia applications such as videos, which has proven especially advantageous for language learners as it facilitated their verbal communication skills and ability to read body language (Jaén, & Basanta, 2009; Tschirner, 2001). Though only a small sample of the many modes of

auditory learning, these approaches, when used in conjunction with each other, can help to more fully engage auditory learners. Given that approximately 26% of the population are auditory learners and an additional 12% prefer a combination of auditory and visual learning (Buşan, 2014), it is critical that instructors consider the value such auditory approaches can offer their students.

Visual Learning

Approximately one third of students identify as visual learners, and another 16% prefer a learning style that combines visual strategies with either visual or kinesthetic learning (Buşan, 2014), which demonstrates the prevalence and importance of this learning approach. Visual engagement has been found to support and facilitate higher levels of cognitive functioning by increasing brain activity (Poldrack, Desmond, Glover, & Gabrieli, 1998). As the brain is constantly shift through, organizing, and categorizing data, the addition information provided by visual tools allows for supplementary and more comprehensive ways in which to categorize information, which facilitates understand and promotes recall (Vogel, Sary, Dupont, Orban, 2002). Perhaps even more varied that the auditory methods, visual tools include conventional approaches such as graphs, tables, and charts, which help student to visualize conceptual relationships while enhancing recall abilities (Leite, Svinicki, & Shi, 2009). However, there are a variety of other approaches, including the use of videos (Jaén, & Basanta, 2009; Tschirner, 2001), and even highlighting or colour coding words, which Olurinola and Tayo (2015) and Fear (2106) found can improve retention and recall. This was also supported by Mehta and Zhu (2009). More interactive forms of visual learning as also advantageous, such as arts-based practices, which Papoi (2016) to be advantageous in language learning. These visual learning strategies are especially important in the contemporary world where people must navigate a

culture that is bombarded with images, but such approaches are particularly advantageous in a language learning context as images are often more accessible than the spoken word and can be used to facilitate understanding and engagement.

Kinesthetic Learning

Nearly 20% of learner prefer learner approaches that are dependent on or include kinesthetic learning approaches (Buşan, 2014). Kinesthetic is broadly defined as learning that is built upon physical activities, through which kinesthetic learners engaging their bodies in the meaning making process (Reese & Dunn, 2007). Like visual learners, the multiple forms of information input facilitate retention and recall, and the activities learners engage in enhance their perception of the lesson content (Gluck, 2014). Sprenger (2008) notes that the heightened sense of excitement that accompanies some activities can reinforce the sensory input, and this is compounded by the fact that a heightened emotional response typically accompanies such engagement, which support long-term memory. Kinesthetic learning often incorporates other styles of learning such as the art activities outlined by Papoi (2016), which include visual and auditory instruction. It can likewise include specific tasks, games, sports, and role play (Sprenger, 2008), which support a multiplicity of learners' literacy skills, including social cues and body language. This approach is advantageous in a language learning environment as students who struggle with language barriers can still watch and imitate action and learn through activities.

Assessment

Just as multimodal approaches are central to effective learning, so too is it essential to assessment. Hung, Chiu, and Yeh (2013) argue that because the nature of literacy has change so dramatically, teachers must develop alternative modes of assessment to allow students the

opportunity to express their understanding and to assess their many literacy skills, most especially digital literacy. Similar sentiments are echoed by Brown and Abeywickrama (2010), who argue that assessment is continuous process that requires teachers to utilize a variety of methodological approaches. Because students respond in a variety of ways, whether speaking, engaging in classroom activities, or writing, teachers must be able to assess the multiplicity of ways in which students express their understanding, and, as Brown and Abeywickrama (2010) note, effective teachers are always assessing students. They speak to the nuanced elements of this in the context of language learning, noting that when students respond to questions, offer comments, or try to speak a new word, teachers subconsciously make appraisals. This is true of both reading and listening activities, which often require productive performance that teachers observe and assess (Brown & Abeywickrama, 2010).

These modes of assessment can take a multiplicity of forms. For instance, Choi and Yi (2016) found that in an ELL setting, online discussion boards, and multimodal final projects allowed student to practice and demonstrate nuanced understanding the multimodal text they worked with while improving their confidence and self-esteem. This was supported by McGrail and Behizadeh (2017), who found that the inclusion of online composition in grade K-12 helped to support composition and collaboration skills. Technology can be especially advantageous in multilingual contexts. Dagenais, Toohey, Bennett Fox, and Singh (2016) report that incorporating the *ScribJab*—a multilingual iPad application—allowed students to connect with each other and teachers. Moreover, with the increase in standardized many, many of which are taken online in order to expedite results, computer literacy is vital for students, particularly those from low-socioeconomic, who are at a potential disadvantaged if the resources in their homes do

not provide them with an opportunity to develop the computer literacy skills required to successfully navigate online tests (Legrand, 2018).

Multiliteracies

Throughout the 1980s and 1990s, a group of academics discussed the issues that language learners were struggling with so as to develop a pedagogical modal that could support language learning. This group, eventually known as the New London Group (2000) identified two key issues that were transforming language learning classrooms: the proliferation of innovative technology and the pervasiveness of globalization. They argue that traditional language pedagogies fail to accommodate the linguistic diversity of the global world, and that to address the unique needs of language learners, teachers need to include multimodal approaches that combine visual, auditory, and meanings. These approaches are particularly beneficial in multicultural countries because multiliteracies is seen as beneficial in a multicultural context. Cope and Kalantzis (2005) argue that when teaching students from diverse backgrounds, it is essential to honour their cultural identities by incorporating their culture into the learning process; therefore, lessons should be linked with student's practical, everyday experiences. This allows learners to draw on their personal experiences and knowledge as well as draw on it to facilitate language learning (Cope & Kalantzis, 2005). In a context where not everybody shares the same native language and not everybody is proficient in English, employing multiliteracies theory and pedagogical tools can promote social communication through shared languages, such as visual images, that everybody has access to, thereby promoting language acquisition by integrating a linguistic diversity that reflects a multicultural classroom's diversity (Mills, 2009). Though the multimodal elements that are central to this approach have already been discussed, it is important to reframe them in a multilingual and multicultural context specifically to

understand how these approaches support language learners in a multicultural context, both with respect to teaching approaches and assessment.

Multicultural Teaching Approaches and Benefits

Based on the assumption that traditional teaching approaches are not always effective when supporting EAL students in a multicultural context, it is critical that teachers consider how multiliteracies approaches can support this population. As multiliteracies offer a variety of ways for learners to process information and can help overcome language barriers through the use of visual learning, it is critical to consider how educators can incorporate this model to promote better student outcomes among adult EAL learners. The New London Group (2000) argues that traditional language pedagogies fail to accommodate the linguistic diversity of the global world, and that to address the unique needs of language learners, teachers need to include multimodal approaches that combine visual, auditory, and meanings.

These approaches are particularly beneficial in a multicultural country like Canada because multiliteracies is seen as beneficial in a multicultural context. Cope and Kalantzis (2005) argue that when teaching students from diverse backgrounds, it is essential to honour their cultural identities by incorporating their culture into the learning process; therefore, lessons should be linked with students' practical, everyday experiences. This allows learners to draw on their personal experiences and knowledge to facilitate language learning (Cope & Kalantzis, 2005). In a context where not everybody shares the same native language and not everybody is proficient in English, employing multiliteracies theory and pedagogical tools can promote social communication through shared language, such as visual images, that everybody has access to, thereby promoting language acquisition by integrating a linguistic diversity that reflects a multicultural classroom's diversity (Mills, 2009).

Given the number of benefits that a multiliteracies approaches provide to culturally diverse groups and ESL students, it is clear that this approach has the potential to promote language learning among Canada's adult ESL learners, both through the inclusion of visual arts, and music.

Visual arts. Incorporating visual arts into language learning has a number of benefits, including the ability to create an engaging learning environment, using non-verbal methods to enhance language development by creating accessible lesson content, and promoting cognition by utilizing different parts of the brain. These can collectively promote conventional literacy skills, such as reading, writing, speaking, and listening for English second language learning, particularly in a multicultural context that is influenced by the proliferation of technology.

Engaging learning environment. Language learning can be an arduous task, and unless students are intrinsically motivated, it may be difficult for them to maintain their learning motivation. However, teaching second-language students with visual art can encourage them to relinquish their 'educational duties' and instead enjoy learning another language through exposure to rich language materials (Lyster, 2011). This can be reinforced in instances where teachers incorporate the students' rich and diverse backgrounds into the lesson, as noted by Cope and Kalantzis (2005), and make learning easier by allowing students to build on their personal experiences and knowledge. Moreover, visual art is an intellectually intense experience used to support students in class discussions and self-exploration (Card, 2012), and the process and interpretation of the artistic product and the individual aesthetic experience (Forrest, 2011). Framing lessons as a personal experience in this way allows teachers to make education more inclusive for students, which may strengthen motivation. Thus, using visual images to create

engaging content, incorporate students' cultural backgrounds in lesson content, and make learning an individual experience can increase learning motivation and enhance engagement.

Visual arts in content-based instruction can likewise impact adult students' emotions and increase their learning motivation by fulfilling the need for a humanistic education (Barkan, 1962; Krashen, 1981). One of the key barriers in language learning is the anxiety associated with it; however, Krashen (1981) argues that visual arts can give students a personal voice and reduce anxiety in the classroom while increasing the cognitive skills of students (Krashen, 1981). In addition, Barkan (1962) argues that there are multiple dimensions to the human experience, and that these experiences encompass "physical, biological, and social" concerns (p. 457). This is true of emotional elements as well. Because visual arts represent the unique aspects that define human experience, the inclusion of visual art fulfills a critical dimension of the human experience that must be incorporated in education (Barkan, 1962). Moreover, the emotive response that visual art can elicit from students can further their engagement by addressing another unique element of the human experience. Because artistic images impart reflective and complex imagining that elicit an emotional reaction, using tools that invoke these cognitive and affective replies can motivate students to study a new language (Swain, 2013).

Visual learning and technology. In addition, using visual images in conjunction with technology can make learning even more engaging. For example, using systems that offer "both visual and auditory communication" maximizes the "amount of interactivity between teachers and students" (U.S. Department of Education, 1993, p. 10). As adult students increasingly rely on smartphones and the internet to get information, they likewise increasingly receive more information from images than from text. When they look at their smartphone, visual images are often far more prominent than text. This demonstrates how the proliferation of technological

advancements has transformed students' reading patterns; therefore, it is critical to include a variety of multimodal reading resources to promote language learning in a multicultural context (Huang et al., 2016). Technological and pedagogical development enable teachers to integrate computer technology more fully into the process of language learning. Based on this, the inclusion of technology in the learning process can make learning more engaging as it allows adult students to feel as if they are in control of their learning.

Accessible lesson content. Learning an extensive vocabulary can be daunting, and relying heavily on lecture and one-way auditory instruction can make lessons inaccessible to students. Contrasting the auditory approach of a lecture with visual images can make the content more accessible, and by creating a visual scaffold that works alongside or in conjunction with lectures will give EAL learners additional support that makes comprehension and vocabulary learning easier (Herrell & Jordan, 2016). Willinsky (1990) notes that these visuals may include images, sketching, drawing, painting, sculpture, film, animations, and games, each of which can facilitate class engagement and personal development. Thus, incorporating drawings, illustrations, photographs, and other images can help students form links with the lecture content, which can in turn promote vocabulary building (Herrell & Jordan, 2016). Including multimodal approaches that combine visual and auditory approaches is consistent with a multiliteracies approach and can promote an understanding of the meaning of language (The New London Group, 2000). This approach is effective because the images are already a part of students' knowledge, and experiences, and allowing them to learn through pre-existing knowledge facilitates language learning (Cope & Kalantzis, 2005).

This has multicultural implications that are consistent with multiliteracies approaches. For instance, images in visual art can be used to teach language and culture at the same time.

Forming links between students' native culture and their new host culture through visual arts allows students to explore to understand their new cultural environmental and even social parameters (Freedman, 2003).

Cognitive processes. The brain is responsible for many tasks and the processing of a lot of different types of information, and approximately 50% of the cerebral cortex is dedicated to processing visual information (Memory and Aging Center, 2018). Therefore, including visual images can stimulate cognition, which can further promote student outcomes in language learning. Given that approximately half of the cerebral cortex is dedicated to processing visual information (Klingberg, Forssberg, & Westerberg, 2006), it is not surprising that 83% of students processing information visually (Shabiralyani, et al., 2015). Moreover, by engaging different parts of the brain through the use of visuospatial working memory tasks, a teacher can help engage the frontal and parietal regions of students' brain and thereby enhance cognition (Klingberg et al., 2006). Relying exclusively on auditory engagement, thus, limits the brain activity during language acquisition. This highlight how engaging in visual thought processes are beneficial for learning because they involve a greater number of neural connections and more neurological crosstalk.

Literacy skills. As noted, including visual arts in language learning can create an atmosphere in which students are more comfortable asking questions, taking risks, and making mistakes, which are critical behaviors in language acquisition (O'Malley & Chamot, 1990). When students engage in these processes, they are able to develop listening and speaking skills—literacy skills that are required to become proficient in the target language. Moreover, being able to form connections between images and new lexical word helps students build their vocabulary: another critical literacy skill. Including visual aids that reflect students' cultural

backgrounds and understanding is also advantageous because students will be more willing to speak and participate if the material relates to their cultural background and personal interests, increasing their curiosity (Berhó & Defferding, 2005). This approach can reduce the affective filters that inhibit language learning, thereby promoting literacy skills (Berhó & Defferding, 2005). Teachers can likewise use visual material to create an optimal learning environment in which adult students develop the four language skills—reading, listening, writing, and speaking—and the awareness of cross-cultural similarities and differences. For example, historical images promote classes and encourage students to speak and listen (Card, 2012). Adult students can also read and write to describe and interpret the presented images (Bacon & Finnemann, 1990). Given that the main goal of students in an English classroom is to communicate in the target language (Block, 2003), using tools that will promote the development of literacy skills is clearly essential.

Implications in Canada's multicultural context. Drawing on visual art has the additional advantage of being able to teach language and culture at the same time. Students can explore visual arts to understand human society's social, cultural, and environmental parameters (Freedman, 2003). When teaching an adult class, a productive English teacher can assist visual learners by incorporating pictures, maps, videos, computer graphics, puzzles, board games, and/or flash cards. Experiences have shown that the most successful ESL teachers find a way to cater to the needs of students with different visual language learning styles (Willinsky, 1990), but at the same time, it is important to consider their cultural context.

One of the difficulties for a second language educator is deciding which visual arts to use in a classroom. A classroom with a diversity of student interests and cultures can present challenges as far as what is important to learn and what may add value to the classroom. When

teachers choose specific works of art for their classes, they make a social, cultural and political judgement (Eisner, 2009). Every individual has an ‘ethnicized identity’, through which their view differs, even when speaking to the same artifact (Ladson-Billings, 2000). When teachers select specific pieces of art for their classroom activities, they make a historical, cultural, and social choices, and that is why they should first consider their students’ cultural background and interests. Thus, teachers should consider how to help students build new knowledge based on their existing linguistic and cultural resources (Ewing, 2010). Visuals are an essential component of the acquisition of a second language because the visuals heighten the curiosity of students and raise questions while promoting involvement (Card, 2012). Hence, it is critical to find cultural elements that speak to, echo, or parallel their new culture so that students can transfer their current cultural understanding to both acquire a new language and develop a cultural understanding of their new social context.

Music. Integrating music into language learning likewise offers a variety of advantages. Music also has the ability to create an engaging learning environment and make lesson content more accessible. It can likewise promote retention through repetition and facilitate cognition by engaging a larger portion of the brain. Thus, including music as a component of a multiliteracies approaches can forward the development of essential literacy skills among adult ESL learners in a multicultural context.

Engagement. Music activities have the ability not only to engage and inspire learners but also to make language lessons an enjoyable and exciting event. For example, Schön et al. note that people who are musically inclined may struggle with or feel excluded from lessons but that including musical elements can facilitate their interest (as cited in Chai & Berken, 2016, p. 756). Music can also be used to promote knowledge acquisition and help students recall information.

This is supported by Adjapong and Emdin (2015), who studied the inclusion of hip-hop in urban science classrooms and found that it promoted content acquisition. Though this was not a language learning environment, it does have transferrable applications in an ESL context. This is particularly true given that Adjapong and Emdin (2015) found it also helped students link lesson content with practical applications and gave students a means through which they could communicate. It is important to note that the music selection was culturally specific to the target audience in this instance, so language teachers should seek to include culturally targeted music in their classrooms. This is consistent with Skewes, McFerran, Thompson, and Bolger (2015), who also found that the inclusion of music could help students form meaningful connections with lesson content. They likewise found that, in addition to helping build strong teacher-student relationships, the inclusion of music also increased learning motivation. This can encourage students to engage with other students to communicate by forcing themselves to learn vocabulary. This is supported by Tarr, Launay, and Dunbar (2014), who report that music can act as an effective group or self-study tool as it creates a more engaging experience. In this way, music could eliminate language barriers among students and promote social engagement. Whether promoting knowledge, acquisition, making learning intrinsically enjoyable, or promoting positive relationships with teachers and peers, the inclusion of music in language classes can make learning more engaging and increase learning motivation while enhancing learning outcomes.

Cognition. The relationship between music and cognition has been established for centuries. For example, Grout notes that during the Middle Ages, singing minstrels known as jongleurs used to sing important news as putting news to music would help villagers learn and recall important events, which they could then share from town to town (as cited in Abbott,

2002, p. 10). This approach is effective because music can help the brain process new subject matter, such as language, whether through the ambiance it creates or by adding a melody to the words. This is demonstrated by binaural music, which has the ability to increase focus, memory, and concentration (Reedijk et al., 2013). Further, it can improve attention, and memory while enhancing abstract thought (Hill-Clarke & Robinson, 2003). This is supported by Sharma, Rewadkar, Pawar, and Lomte (2017), who note that binaural beats, whether in shorts bursts or a continuous stream, can cause a change in brainwave activity that can relax those who are listening and/or increase focus. Psychologically, music can also provide comfort and acts as an anchor that learners can use to connect with during activities such as running and studying (Sharma et al., 2017). Thus, when a melody is attached to a series of words, information can be retained much more easily than information that is transferred through conventional discourse (Summers & O'Rourke, 2013). For example, memorizing a phone number can be difficult, but when put to a melody, numbers are often easier to remember. Thus, teaching through song allows for content to be readily consumed and retained, as demonstrated by something as simple as the alphabet coupled by a melody (Summers & O'Rourke, 2013).

Music can also improve learning and retention through its use of repetition. Early childhood education (ECE) teachers are familiar with using music and rhythm as tools for learning language and building memory. Teaching through song allows for content to be readily consumed and retained (LaBlanc, 1999). This is in large part due to the rhythm of the music and the repetitive patterns within a song, which help ESL learners memorize and recall words (LaBlanc, 1999). Thus, using music, especially in conjunction with activities such as dance, can improve retention (Gfeller, 1983) and help to develop varied and deep cognitively-based relationships between the brain and body (Pinter, 1999), which is essential, especially for

additional language learners. Moreover, such repetition can help students learn lexical phrases as well as proper pronunciation (Engh, 2013). Thus, incorporating music, particularly music that utilizes repetition, can help language learners remember words and expressions with greater success and efficiency.

Whether by establishing a relaxing environment, promoting brain activity that promotes learning, of facilitating retention through repetition, the inclusion of music into language learning has the potential to significantly improve learning outcomes for students. Moreover, musicians have demonstrated greater ability to read and understand difficult subjects including mathematics and science (Summers & O'Rourke, 2013), so it is not surprising to see that music can promote cognition.

Literacy skills. The inclusion of music in multimodal learning can also promote the development of critical literacy skills. For example, Fonseca-Mora, Jara-Jiménez, and Gómez-Domínguez (2015) found that, among foreign language readers, phonological training programs that featured music saw better student outcomes as it helped students' reading, memory, and decoding skills. Moreover, the inclusion of music improved students' phonological awareness. This was supported by Linnavalli, Putkinen, Lipsanen, Huotilainen, and Tervaniemi (2018), who studied 5- and 6-year-old children and found that musical playschool enhanced students' phoneme processing. Patscheke, Degé, and Schwarzer (2016) likewise found that music improved phonological awareness. Even when music is a broader component of a school's curriculum, it can promote literacy skills as music students often have better articulation and are more discriminating with regard to phoneme processing (Cutietta, 1996). In addition to improving phoneme processing, Linnavalli et al. (2018) report that musical playschool improved students' vocabulary skills. The literary skills that music can improve are even more expansive,

though, as Tarr et al. (2014) report that, in addition to improving vocabulary, music can also enhance grammar and speech. Based on the findings of multiple studies, it is clear that in addition to boosting the effectiveness of rote learning by promoting retention, memory, and recall, music can also improve students' literacy skills.

Multiculturalism. Music can allow learners to become familiar with culture, which is of particular importance in Canada's multicultural learning environments. When exploring repertoire selection for music classes and band, Yang (2018) found that teachers found it important to use music that students could identify with and access so as to increase students' intrinsic interest. This had cultural implications as Yang's (2018) participants reported that they would include music with a cultural makeup was reflective of the students in their respective classes, and this would both foster their interests while simultaneously teaching them about other cultures. Yang (2018) also reports that soliciting musical suggestions from can also improve learning motivation and that it enhances students' understanding of other subjects, such as history and geography. The selection process, though, can be difficult as it is sometimes challenging to locate music from other cultures (Yang, 2018). Though Yang's article is about music learning, her findings are applicable in a language learning context as their function is more about the inclusiveness, cultural learning, and motivation. This is likewise consistent with the New London Group (1996) and Cope and Kalantzis (2005), who both underscore the important of multiculturalism in multiliteracies and multimodal learning.

Multiliteracies Assessments

While the benefits of multiliteracies approaches and multimodalities is clear, the goals and outcomes are always consistent with the methods of assessments that teachers normally engage in. Thus, it is vital to determine how assessments complement or conflict with

multiliteracies approaches. Some of the more practical forms of assessment that should be considered are formative assessment and summative assessment. With regard to summative assessment, standardized tests and computer-based testing (CBT) are of particular interest.

Formative assessment. Dixson and Worrell (2016) note that whether spontaneous or planned, formative assessment is designed to give students, and those supporting them, the feedback required for them to improve. They outline several approaches teachers can utilize, such as using flash cards with letters on them, which students name aloud. Upon hearing the students' pronunciation of the letter, they can give them real-time feedback (Dixson & Worrell, 2016). In a multiliteracies context, flash cards could likewise include words, pictures, or a combination of both, allowing the student to develop a formation between the more accessible image and the text. Because these forms of assessment are more organic and informal, teachers can engage in assessment in real-time, irrespective of the exercise being performed. This means that any multiliteracies approach can be turned into a means of assessment, and that rather than being in a high-stakes context, students are learning in low-pressure situations. Perhaps the most advantageous element of formative assessment is that they allow teachers to assess students on an individual level and they provide teachers with the details needed to support student development.

Summative assessment. With respect to summative assessment, Dixson and Worrell (2016) note that it is used primarily as a means to collect data and then analyze. Tests and exams are common forms of summative assessment, but in the context of multiliteracies learning, it is standardized tests and Computer-Based Testing (CBT) that are of particular interest.

Standardized tests. One of the primary concerns with standardized testing, in the context of multiliteracies approaches, is its standardized nature. Pinto (2016) notes that a common

concern with Ontario's Education Quality and Accountability Office (EQAO) as a standardized test is that the assessment provides results that are too broad and does not provide teachers with the information needed to truly support students' individual development. This is in sharp contrast to formative learning. Another issue is that standardized testing fosters a narrow curriculum. While other nations are moving toward a more decentralized approach to testing and curriculum, which has led to lower scores and shortfalls among Ontario's cultural minority of students (Pinto, 2016). If a test assumes there is a 'standard' measure, that measure will likely be consistent with the perspective of dominant cultural groups and may therefore be exclusive. The danger associated with such cultural biases has already begun to shape Ontario's curriculum as Premier Doug Ford has cancelled Ontario's Indigenous curriculum (Crawley, 2018). These kinds of cultural biases are particularly problematic in a multicultural country such as Canada because the population is so diverse. Thus, it is clear that standardized tests, by their very nature, will not work in conjunction with multiliteracies approaches in many respects. Moreover, standardized tests, at least the EQAO, do not include multiliteracies approaches, such as images, so students who learn through such approaches may not be able to transfer their skills to a test-taking environment.

Anti-Oppressive Framework

Anti-oppressive framework is used to examine how social markers—such as age, ethnicity, and language—have served as a means through which people are oppressed (Weber, 2010). Also known as anti-oppressive practice (AOP), this is a social justice approach that aims to identify the root cause of a social issue and inequities (Strier, 2007) so as to address systemic oppression through strategies that empower oppressed people and challenge social institutions to change so as to eliminate systemic oppression (Danso, 2014). AOP examines three central

categories of oppression: personal/individual, cultural, and structural oppression. Though AOP was created as a social work theory, its applications throughout the social sciences have highlighted its value as an interdisciplinary approach, and this has proven particularly advantageous in education, though it is critical to recognize some of AOP's potential limitations.

Institutional Oppression

AOP seeks to identify and address institutional or systemic oppression. This means identifying how institutional practices and/or policies might restrict, impede, or limit access to services to marginalized or oppressed populations (Clifford & Burke, 2008). This is applicable in the context of education as legislation, curriculum, and schools' infrastructures can all potentially limit access to education. For example, Ryan and Whitman (2013) outline the ways in which Ontario's Education Quality and Accessibility Office (EQAO) test have failed to create an equitable assessment with respect to Canada's First Nations peoples. Eizadirad (2019) likewise argues that the EQAO test creates inequitable outcomes that disproportionately impact racialized and socioeconomically disadvantaged students. The EQAO test is one example of how institutional and legislation policy and practice can marginalize students, but this has broader implications. With respect to Canadian allophones who are adult EAL learners, issues such as funding and curriculum can have a significant impact on their learning outcomes and integration into Canadian society. Thus, it is critical to use AOP in the context of the current study to understand the institutional barriers that adult EAL learners encounter.

Cultural Oppression

In addition, cultural practices can also be oppressive. Thompson (2006), for example, notes that the pressure to conform to social norms can compel people to modify their behaviour in a manner that restricts their self-expression. People who fail to adhere to such customs are

then stereotyped (Thompson, 2006). For example, Charles, Holley, and Kondrat (2017) found that when mental health issues intersect with the classroom, educators' personal reactions could often be construed as microaggressions that alienate or marginalize people with mental health issues. In my personal experience, I have seen parallels with respect to learning exceptionalities, such as attention deficit hyperactivity disorder (ADHD) or autism. This was a significant barrier in the past as students who struggled to focus were often seen as failing to conform to cultural norms and thus dismissed as 'bad students.' However, such behaviour is often the result of a health issue; thus, these kinds of cultural responses further marginalized and oppress students struggling with barriers rooted in their learning exceptionalities. This too could apply in the context of adult EAL learners, who may come from an education culture that differs from those in Canada, thereby leading to potential barriers that could be identified using AOP.

Personal Oppression

In addition to institutional and cultural oppression, AOP often seems to address personal or individual oppression. In a social work context, this could speak to the personal biases or beliefs that an individual social worker holds and the ways in which those beliefs might inhibit the support they provide to clients (Thompson, 2006). Like social workers, teachers may hold potential biases and prejudices that negatively shape their teaching practices, even when the teacher is acting in good faith. For example, a teacher might recognize that there are several Arabic students in a class and might thus include references to Islam so as to make the class more inclusive without realizing that none of her Arabic students actually practice Islam.

Application in Education

So as to justify its application in an education context, it is important to highlight how AOP has proven beneficial in education. For example, Abdi (2016) found that immigrant

students often engaged in deficit thinking that inhibited their learning outcomes and impeded their integration. These students felt as if they did not belong; however, when AOP was implemented, a more inclusive learning environment was created that facilitated these students learning outcomes (Abdi, 2016). Likewise, Owens, LeBlanc, and Brown (2014) found that using anti-oppressive pedagogies in the context of sports learning served to address gender oppression. This is consistent with Curran, Sayers, and Percy-Smith (2017) who used anti-oppressive perspective to understand the ways in which the educational experiences of students with disabilities were inhibited by systemic issues. AOP has also been used in educational contexts to understand the marginalization of LGBTQ+ communities (Mitton-Kukner, Kearns, & Tompkins, 2014). Given its broad application in a variety of educational contexts, including when identifying the oppression encountered by newcomers, it is clear that AOP is an ideal theoretical framework when developing an understanding of the ways that adult EAL learners can be more effectively supported in Canada.

Limitations of AOP

Though AOP has proven advantageous, there are potential limitations. One of the potential issues of AOP is that it often defines social groups and categorizes people, which can inadvertently transform the implantation of AOP into and an oppressive experience (Sakamoto & Pinter, 2005). Moreover, AOP focuses on groups of people rather than individuals (Danso, 2014), and thus does not provide the unique, individualized support that people need. Likewise, because AOP is supposed to dismantle the oppressive institutions, those who are agents of an institution that may be perceived as oppressive could be viewed as being in conflict with the support they are providing (Vanderwoerd, 2016). This applies to education because educational institutions are one of the hegemonic tools through which systemic oppression is often exerted.

As agents of these institutions, teachers may find themselves in conflict with institutional goals and the goal of AOP.

Summary of Theoretical Framework

In establishing a theoretical framework through which to analyze adult EAL learners needs in language learning contexts, it is clear that multimodal learning, multiliteracies approaches, and anti-oppressive practices have the potential to provide significant insights. Because adult EAL learners coming from different pedagogical contexts will have different learning preferences, it is critical to understand how auditory, visual, and kinesthetic learning strategies can support their learning outcomes when used individually or in conjunction with each other. Multiliteracies further this by understanding how classrooms must acclimate to students' diverse range of cultural perspectives while integrating technology along with visual arts and music. These combined approaches can make a culturally immersive and engaging learning environment that helps to develop all of the forms of literacy that adult EAL learners will need to be fluent in so as to effectively navigate their new social contexts. Within this context, it is important to consider how multiliteracies approaches can conform to meet the cognitive processes most common among adult EAL learners and how these approaches can be incorporated during lessons as well as for formal and informal assessment so as to offset the limitations of standardized assessment. The potential cultural barriers that the multiliteracies approaches seek to address can be identified using an anti-oppressive framework, which can in turn be used to identify the, institutional/structural, cultural, and personal/individual forms of oppression that can inhibit learning for adult EAL learners and thereby inform the multiliteracies practices that teachers choose to support their students with.

CHAPTER 3: LITERATURE REVIEW

Conducting a critical and systematic literature review on EAL learning and the multiple approaches used to promote language acquisition has the potential to provide important insights that can inform the pedagogical approaches used in adult EAL classrooms. This requires first understanding the cognitive differences between young and adult language learners. With the mechanics of the cognitive processes established, it is then essential to explore the effectiveness of different multiliteracies approaches in EAL contexts, both with respect to visual arts and music, as well as how technology can be used to enhance them. It is likewise important to consider assessment and ascertain if multiliteracies are being incorporated into the assessment practices of EAL classrooms and whether they are effective at evaluating and enhancing language acquisition. However, there is limited research on how these tools are used in adult EAL settings. Therefore, the current study will explore articles that look at both young and adult EAL classrooms. To offset this bias, the analytical focus will be on the cognitive processes that enhance language acquisition to determine which multiliteracies practices can be transferred to an adult EAL context.

Search Criteria

To ensure that the current study selected the most appropriate and current data, a variety of search strategies were employed. First, several data bases were used: the Educational Resources Information Center (ERIC), EBSCOhost's Academic Search Complete and Teacher Reference Center, ProQuest, and Google Scholar. Searches were initially set to find all English language articles but were then narrowed to find only those published since 2015 to ensure the data was as current as possible. Several search terms were used independently or in conjunction with each other: "English second language learning," "English additional language learning,"

“English foreign language learning,” “adult English language learner,” “cognition,” “multiliteracies,” “multimodalities,” “music pedagogies,” “art-based learning,” “visual learning,” “visual learners,” “auditory learning,” “auditory learners,” “assessment,” “play-based learning,” “role-play,” “peer-to-peer learning,” and “gamification.” Numerous articles were selected based on their titles, and each of their abstracts were read. Articles that focused on cognition were given preference, and articles were likewise selected based on the pedagogical strategies they explored, the methodologies they used, and the participants they included with the aim of creating a list of sources that was reflective of a variety of pedagogies, methodologies, and populations.

Cognition

In order to understand how adult EAL learners process information during language learning, it is critical to understand how the brain functions and the differences between young and older EAL learners. It is likewise important to understand how multimodal approaches that include visual arts and music impact language learning.

Young and Older EAL Learners

One of the most significant challenges for EAL instructors is that many of the strategies that have been developed are targeted at young EAL learners. This is problematic as young language learners are in a different cognitive stage and acquire information more unconsciously, whereas adults tend to use different cognitive processing to acquire new languages (Miendlarzewska & Trost, 2013). For example, Newport (2019) conducted an experimental study featuring 15 young language learners and 20 adult language learners to establish how the ways in which they process and apply morphology. She found that even in instances where they received the same input and create the same output, the cognitive processing was different. For

instance, the study reports that the young language learners appeared to learn based on how many lexical items followed a given pattern; however, adults created the same output but instead focused on the how many morphemes followed a specific pattern. This demonstrates how children are more likely to learn language unconsciously, whereas adults consciously apply cognitive processes to understand language (Newport, 2019).

These differences are shaped by a number of factors. For example, Lee (1995) notes that, with respect to adult learners, the cognitive processes slow down and sometimes cease, whereas young children's cognitive abilities are growing. Moreover, Lee (1995) notes that because young children have spent less time with their native language, they experience less first-language interference than do adult language learners. This is likewise supported by Chomsky (1972) and Bley-Vroman (2006). Given that similar data has been established and re-established since the early 1970s, through the 1990s, and until more recent studies, the difference between adult and young language learner seems to have remained consistent.

Lee (1995) also outlines some important factors with respect to external factors that shape cognitive engagement that are important in this context and can inform pedagogical practices. First, adults usually associate more often with peers who share the same native language, which limits exposure to the target language and limited the models of the target language that adults have access too. Children, in contrast, usually have access to model pronunciation via teachers and classmates. Lee (1995) also notes children's classroom structures provide a more ideal language learning environment: they receive more physical, situational, and/or non-verbal cues than adults and are introduced to new vocabulary words in a progressive context, which contrasts the more spontaneous manner in which adults are introduced to advanced vocabulary. Lee (1995) likewise notes how socialization shapes language learning: for

adults, it is more acceptable to retain the features of their native language, such as accents, whereas children received constant critical and constructive feedback about how to address elements of their speech that do not conform to the standards of the target language. Thus, it is important to understand both the nature of the cognitive process and how they differ between young and adult language learners, as well as how external and social factors shape cognition.

Cognition and Visual Learning

The brain is a hard-working, complex organ in the body and has more than 100 billion neurons and brain cells and is responsible for many processing tasks, but about 50% of the cerebral cortex is dedicated to processing visual information (Memory and Aging Center, 2018). This means that exclusive engagement with auditory learning limits the brain activity in the acquisition of a new language. As the brain is reliant on visual senses, people are largely dependent on visual aids in order to store and retrieve information. By engaging different parts of the brain through the use of visuospatial working memory tasks, teachers can help engage the frontal and parietal regions of their brain; thus, students will have greater cognitive development because such approaches involve a greater number of neural connections and more neurological cross-talk (Klingberg, Forssberg, & Westerberg, 2006). However, it is important to understand how visual processes benefit learning.

Serafini (2010) found that integrating visual imagery in lessons can facilitate retention and recall. For example, when people try to recall information when telling a story or taking a test, they may “picture” past events. This act of picturing is “a dynamic process in which the brain, largely automatically, filters, discards, and selects information, and compares it to an individual’s stored record” (p. 89). Memory content that is formed through or associated with visual imagery is easier to retain and recall than information that was formed strictly through

textual transfer or lectures. In this process, the application of images associate with information will transfer lesson content to the learner's long-term memory, which allows the images to then act as an effective recall tool (Nemati, 2009). Therefore, incorporating images into lesson content often helps adult students gain knowledge as they are able to connect words to visual aids. Because individuals learn best by looking and seeing, students understanding of a text can be improved when a "visual image carries the weight of the meaning" (Le Roux, 2017, p. 45) because images can help learners more effectively engage with content. This is especially helpful when potential language barriers could inhibit comprehension. Thus, incorporating images can facilitate long-lasting retention (Nemati, 2009).

Taking advantage of visual arts and including them with daily activities, such as studying, can enhance people's memories and deepen their learning. For instance, Serafini (2013) notes that multimodal picture-books offer a variety of opportunities to facilitate students' comprehension. It is clear that an education that is engaging and varied in its application of visual instruments, cognitive processes, and creative thinking can help adults more effectively develop the cognitive abilities needed to excel at learning, particularly with respect to language learning. As Le Roux (2017) suggests, reading multimodal texts requires students to develop a metalinguistic vocabulary to enable discussion and interpretation of visual images. Thus, incorporating visual images not only promotes recall but facilitates cognitive development.

When teaching a class, an astute language teacher can assist visual learners by incorporating tools such as pictures, maps, videos, computer graphics, board games, puzzles, and flash cards. The most successful ESL teachers find ways to cater to the needs of adult students with different visual language learning styles because simply naming "an aspect of a visual image is an act of transduction – a shift from one mode (image) to another (language)" (Serafini,

2010, p. 95). Because visual aids promote retention and cognition, it is critical to include visual learning strategies in language lessons for adult SLLs so as to enhance their learning outcomes.

Cognition, Music, and Auditory Learning

Music is another modality that can support language acquisition as it increases cognitive engagement, promotes learning through repetition, facilitates a more personal and emotional link between the learning and lesson content, and creates a more engaging learning environment.

This is demonstrated by the used of binaural music and the learning outcomes of language learners who study music (Sharma et al., 2017). Because incorporating music creates a multimodal learning environment, it encourages students to process information through multiple senses, including hearing and vision. Music can also improve learning and retention through its use of repetition. Early education teachers are familiar with using music and rhythm as tools for learning language and building memory. Teaching through song allows for content to be readily consumed and retained (LaBlanc, 1999). For example, something as simple as the alphabet coupled by a melodic symphony is more easily memorized because of its attachment to music, and the repetitive nature of words in music causes words to take shape in the human mind more easily. Moreover, the rhythm of the music, as well as the repetitive patterns within a song, help EAL learners memorize and recall words (LaBlanc, 1999). Thus, music helps learners remember words and expressions with greater success and efficiency.

Music also encourages personal and emotive connections with content, which can likewise facilitate information retention. For instance, when people like a certain type of music, instrument, chord structure, rhythm, or melody, they may associate it with memories, and this phenomenon can be utilized as a technique that can help EAL students learn, memorize, and recall new words. Music brings down viable hindrances and helps with making understudies

increasingly loose, along these lines progressively responsive to language learning (Wilcox, 1995). Therefore, including music in the context of language learning can promote students' learning outcomes as the music can create strong links with lesson content, thus increasing retention and recall. Moreover, music allows people to familiarize themselves with culture and allows them to connect with their studies on a much more emotional level. This can also promote a deeper form of learning.

Music also has the potential to make study sessions fun, and having fun while studying can be an effective way to learn. Music can activate the mind and increase a person's concentration and understanding of subject matter. Music can act as great group, intrinsic motivation, enjoying learning and self-study tool as it creates a more engaging experience (Tarr et al., 2014). The evidence shows this connection is powerful. This is supported by the fact that "Students who studied music were shown to have both better discrimination skills for perceiving language and better articulation skills for speaking language" (Cutietta 1996, para. 15).

Listening to music can have a great impact on learning a different language as the music can activate the mind and increase a person's concentration and understanding of subject matter. For example, musicians often have a greater ability to read and understand what many consider difficult subjects, including mathematics, science, and other analytical tasks (Summers, 2013). Even when not used as a direct learning tool, music can promote concentration by establishing a relax setting, which has proven beneficial in many special education settings (Foran, 2009). Thus, the inclusion of music in language learning context can offer a multiplicity of benefits.

Visual Arts

With respect to visual arts, a number of practices can be utilized. Arts-based activities have a number of advantages, as does the use of image-based learning, whether traditional flash

cards, or more contemporary graphic novels. This is especially true when these multimodal approaches are enhanced through the gamification of learning and when integrated with multiliteracies and student-centered approaches. Even approaches as simple as colour coding can be effective. Moreover, videos can likewise prove effective as a language learning tool.

Painting

Using a qualitative, multi-case study, Papoi (2016) explored how visual arts-based practices that include multi-modal text offer urban ESL learners in elementary schools multimodal tools to provide sensemaking opportunities. The study was able to triangulate data by collecting data from multiple sources, including extensive classroom observations of two programs and multiple semi-structured interviews with students, as well as teachers/teaching artists and even administrators. These data collection methods focused on the ways in which arts-based practices promoted language learning. The study concludes that arts-based pedagogies provided agency to both teachers and students and effectively used an assets-based approach and multimodal expressions to facilitate engagement/communication and knowledge construction. This, Papoi (2016) argues, allows ESL learners to internalize their knowledge by building on their existing knowledge. The study also offers suggestions regarding how teachers can incorporate arts-based practices in their classrooms to promote learning. The most obvious example is the inclusion of multi-modal text that allow students struggling with language to have multiple access points to meaning making and group discussions that give agency to the students, allowing them to share their interpretations of text and take ownership over the meaning making process. Likewise, art exercises allow students a mode of expression. However, Papoi (2016) notes that there are limits. Many teachers lack arts training and do not have access to adequate resources. Thus, she recommends that teachers identify what they are comfortable teaching and

what resources they have access to. Because Papoi's (2016) study utilized both a language and literacy research lens and multiliteracies theory, it provides both theoretical and practical insights to the EAL learning context. However, as it focuses on elementary students, the lessons learned here may not be as applicable to adult ESL, though parallel elements could be included. The study also focuses on urban students, and though it investigated classrooms in both Chicago and Los Angeles to get varied samples from different context, both are still America and from much larger population centers than most urban centres. These shortcomings, however, can be offset by synthesizing Papoi's (2016) findings with other studies. What is clear is that multimodal text enhances engagement and meaning making, and the discussion and art activities give agency to language learners.

Images

Image based learning has proven effective in a variety of language learning contexts. Yamagata (2018), for instance, conducted a study involving 241 Japanese EFL learners from a junior high school: one group was in a student-centered classroom; the other was in a teacher-centered classroom. Those in the student-centered class were given activities through which students played a picture-elucidated card game and used their own meaning making skills to develop an understanding of the semantic relationships between a selection of definitions given to them and corresponding target verbs. In the teacher-centered class, the instructor explained explicit definitions of the target verbs. Based on results from a questionnaire, the student-centered class displayed higher rates of retention and accuracy. There are several key takeaways from Yamagata's (2018) study. First, the gamification of learning can facilitate engagement. Moreover, allowing students to utilize their own meaning making skills and experiences, and

allowing them to interact with each other in a student-centered context, can further enhance multimodal approaches.

Such image-based learning can be made all the more engaging by linking images with narrative, as demonstrated by the use of graphic novels in EAL settings. Park and Simpson (2019) explored how the inclusion of graphic novels in EAL learning contexts influenced learning outcomes among EAL learners. They collected data from an after-school program for EAL learners from two sites. One site included six female participants with a variety of native languages; the other site included 21 participants, 17 of whom were emergent bilingual learners. As a qualitative study, the sample size was appropriate; however, Park and Simpson (2019) failed to offer a breakdown of age, nationality, socioeconomic status, or perceived race, and though gender and native language were outlined for participants from the first site, this data was not offered for the participants from the second site. In addition, they note that the teachers from the first site and second site were Asian and Caucasian respectively, but do not observe their English language proficiency. Their results found that pairing images with the text facilitated comprehension and literacy as the images guided students' understanding of the multimodal texts. Moreover, the inclusion of the images allowed students to engage critically with the material, even when they did not fully understand the text. Thus, students were able to develop their critical literacy skills as the images allowed them to overcome literacy barriers. The study also highlights how Western conceptions of other cultures in the graphic representations were often inaccurate and insensitive, underscoring the need for teachers to be vigilant when selecting graphic texts to ensure they do not alienate students. Park and Simpson (2019) conclude that incorporating graphic novels allowed students to develop their critical literacy skills, even in the face of literacy limits. They likewise note that this approach facilitated their literacy

development. Because some of the students were teenagers, beyond the subconscious language learning stage that supports young language learners, the approaches outline by Park and Simpson (2019) are likely applicable to adult language learners.

Other studies have likewise found the use of graphic novels advantageous in EAL classrooms. For instance, a qualitative study featuring 24 EAL middle school students conducted by Pishol and Kaur (2015) found that the inclusion of graphic novels along with multiliteracies approaches encouraged students to work collaboratively with classmates. The multiliteracies approaches they used included class discussions and were found to have made lessons more enjoyable and engaging, thereby increasing learning motivation. This is further supported by Ying (2018), who reports that student interaction and motivation were both increased through the inclusion of graphic novels, and that class discussion afford students the opportunity to create their own meaning making with peers, thereby improving comprehension. In addition, Basal, Aytan, and Demir (2016) report that graphic novels helped to increase English vocabular and an understanding of idioms among 72 Turkish ESL learnings at the university level. Thus, the inclusive of multimodal texts that include images facilitate a multiplicity of positive outcomes, including engagement, motivation, socialization, critical thinking, comprehension, and vocabulary.

Colours

Cognition and recall are central to securing positive language learning outcomes, and to this end, Olurinola and Tayo (2015) explored how the use of colour can enhance recall and memory performance, specifically with regard to “attention, retention and memory performance” (p. 1). They likewise examined how this can inform the design and development of teaching resources and instructional materials. Their participants included 30 graduate students from

Olabisi Onabanjo University, Ago-Iwoye. Using a post-test design, they conducted a study that resembles the Stroop Color and Word Test (SCWT). Students were given one of three sets of words: variable one had words printed in colours that were congruent with the words, variable two had colours that were incongruent, and the control set had words written in black and shades of grey. However, rather than simply reading out the words, as one would do on the SCWT, participants were allowed to read words for few minutes and rehearse them before being given a blank sheet of paper, upon which they were asked to write out the list. Olurinola and Tayo (2015) used a one-way ANOVA to analyze their data, which is consistent with similar studies; however, because they do not list the words they used in the test, it is difficult to discern how they determined that the colours they assigned were congruent or incongruent with the words the participants were expected to memorize. Such choices could create flawed results as different cultures have different colour associations, as can individuals. Thus, if no concrete correlation is offered, it is unclear how Olurinola and Tayo (2015) could draw conclusions based on their findings. However, assuming that such choices were made as objectively as possible, the study offers some important insights. For example, the study concludes that utilizing colour can improve retention and recall, particularly in adult learners. Moreover, where Papoi (2016) focuses on visual arts more broadly speaking, Olurinola and Tayo (2015) focus on colour, which can be incorporated in a broader range of contexts, such as PowerPoint slides and handout sheets. Moreover, their study included adult participants, so the findings can offer insights into the cognitive processes of adult EAL learners. However, it is important to note that this study looked at recall and retention specifically, and it was not applied within the context of language learning.

Fear (2016) also conducted a study to determine whether using coloured fonts could

improve recall. The study had 50 participants, universities students with a median age of 22.5 (9 males; 41 females). They were shown 20, five-letter words, some of which were black and some which were presented in a coloured font. The findings suggest that there is significant positive relationship between using colour and recall. The study is somewhat limited in that the number of participants was relatively small. However, Fear (2016) does note that there were no significant deviations in the data. The study was selected in part due to its currency but primarily because it explores the relationship between the use of visual tools and recall/retention. Given that visual tools and colour are essential components to multiliteracies approaches that include art, this study has the potential to establish a link between visual tools and recall. Like Olurinola and Tayo (2015), its implications are somewhat limited as they do not focus on language learning; however, their results explain the mechanics of cognition and visual learning. Thus, it still offers significant insights that are applicable to EAL classrooms. In addition, unlike many multiliteracies studies, it focuses on adult learners rather than young learners, so the implications can be applied more directly to adult EAL learners.

Videos

Videos are another modality that has the potential to facilitate language learning due to a number of potential benefits. For example, Herron et al. (2002) conducted an experiment involving 51 adult university students who were learning a foreign language that involved a pre- and post-test following lessons that included videos. This was done to assess free recall, the ability to infer, retention, and cultural understanding. The results suggest that language learners do see improvements in each of these categories when language lessons incorporate videos. Though this study looked at native English speakers who were learning French as an additional language, they were adult language learners, which provides insights into which learning

strategies can be effective among adult language learners. Cakir (2006) outlines a number of reasons for the success of such an approach. For instance, he notes that videos offer an example of authentic language input. Because such videos are designed for native speaker, they provide additional language learners with the cultural context of language, which teaches them nuances of language, how it is used in social context, different pronunciations, and the differences between formal and informal language applications. It likewise improves students' abilities to interpret attitude, tone, and gestures (Cakir, 2006).

Because multiliteracies approaches encourage more students-centered approaches, it is vital that teachers do not allow students to passively watch videos; they must also engage in meaning-making activities that promote critical thinking. For example, discussion, writing responses, and group reading/writing activities about a subject can help to facilitate meaning-making while promoting retention (Lee, Lo, & Chin, 2019). Even more interactive approaches can further promote literacies among students. For example, Yeh (2018) found that having students create their own short video not only improves their ability to interpret gestural signals but replicates them as well. Her study featured 69 adult language undergraduate students who were taking a language learning course and followed them for the duration of an entire semester, which lasted 18 weeks. The results found that students were able to more effectively understand the connectivity between different modes of communication, such as body language and verbal communication. In engaging in their own form of storytelling, students were able to express their identity through the learning process, which increased learning motivation and engagement (Lee et al., 2019). This is consistent with Sefton (2018), who found that when students were encouraged to share a story of an image they had created, even those who were reluctant to participate became involved. This allowed the students to embed their familial and personal

identities into the learning process. Though Sefton's (2018) study was outside of a language learning context, this multiliteracies approach highlights how storytelling, whether in video, image, or oral form, can facilitate engagement by allowing students to assert their identity in the language learning and meaning making processes. Thus, it is important to both include videos and incorporate lesson plans that foster critical engagement with this mode of literacy.

Music

A review of the current literature highlights how several elements of music can facilitate learning, namely the use of melody, rhyme, rhythm, and dance.

Melodies

Brandt et al. (2012) argue that, in academic contexts, music is viewed as an ancillary skill that is derivative of language; however, they suggest that the inverse is true: language is a specific form of music and that music can therefore be utilized to facilitate language acquisition. Based on an extensive literature review, they found that any sound can be treated musically, meaning that language can be framed as an element of music. They reinforce this by noting that, in certain cultures, drums and other musical elements are treated as part of language. They likewise found that while speech cognition is rooted in the left hemisphere of the brain, music is located on the right. Therefore, incorporating music into language learning engages a broader spectrum of the brain, which helps to reinforce learning. Through their literature review, Brandt et al. (2012) provide insights that can be applied in multiliteracies classrooms as it demonstrates the value of music as a modality in the classroom. Though it focuses on early childhood education and does not explore how music supports adult or ESL learners, it does highlight how music can support language acquisition. These lessons can parallel the structure of learning for adults and therefore reinforce the value of using music in an EAL classroom.

Tarr et al. (2014) suggest that, though it is widely recognized that music has the capacity to facilitate social engagement between peoples from various backgrounds, limited research has been done to understand the mechanisms that allow this to occur. They observe that some have examined self-other merging via dyads but that limited insights can be gained from this. Thus, they reviewed evidence concerning the social bonding effect and its impact on self-other merging resulting from inter-personal synchrony. They likewise studied how endorphins released during musical interaction promotes social bonding. In the context of multiliteracies classrooms that utilize peer-to-peer learning, such bonding has the potential benefit of facilitating social interactions among students. Though the study does not address language learning specifically, it does outline how music can serve as a cultural bridge that promotes social engagement. This is critical in contexts where diverse groups of ESL learners are struggling to engage in a lesson that seems culturally exclusively to them. Such findings are consistent with multiliteracies approaches, which seek to bridge culture gaps that are ever-present in globalized contexts. Thus, using music to enhance social engagement, particularly music from their culture, has the ability to build a bridge between students and teachers, as well as students and other students (Tarr et al., 2014). Moreover, the article notes how music releases endorphins, which can enhance learning motivating intrinsically. Each of these insights can help to support the inclusion of culturally diverse music in ESL classrooms.

Based on studies that found a correlation between musical training and increased brain development, Miendlarzewska and Trost (2013) conducted a meta-analysis to determine if this correlation was the result of a biological predisposition to be musically inclined or the result of musical training. They found that children who have had music lessons see improvement in verbal memory and second language literacy skills, such as pronunciation accuracy and reading.

They also found that rhythm can support learning and help develop executive functions. However, they also note that age is a factor as the benefits are greater the younger a student is, and that the young students' cognitive functions are less dependent on memory and communicate more in the mind. The implications of the study are somewhat limited in that it focuses on music training and not multiliteracies in the classroom, and it focuses on young learners. However, it underscores the value of music education with regard to second language learning and cognitive functions (Miendlarzewska & Trost, 2013). Thus, the study supports the inclusion of music in a language learning classroom.

Rhyme

One of the key components of song that facilitate language learning and literacy is rhyme. Fauziati (2015) observes that utilizing nursery rhymes and songs can help promote English acquisition among young EAL learners. When listening native speakers sing a song, they are provided an opportunity to hear new vocabulary pronounced in a prescribed way, but when singing it in a multicultural context, they can likewise hear how others pronounce it and become cognizant of their own pronunciations. Fauziati (2015) also notes that nursery rhymes employ a combination of simple, repetitive vocabulary words that can be engaging and improve learning motivation but also helps them develop written literacy skills by teaching them how rhyming words often share the same phonetic structure. She also states that structuring narratives in rhyme helps promote retention among students, enhancing their memory and recall. These conclusions are reinforced by Pourkalhor and Tavakoli (2017), who report that nursely rhymes and songs not only increase motivation, but also encourages socialization and critical literacy skills as students often discuss interpretations of the nursely rhymes. In addition, Fauziati (2015) observes that incorporating motions and simple dance moves, such as touching body parts or

pointing, can help young EAL learners develop meaningful connections between words and the things that they signify.

Bebout and Belke (2017) came to similar conclusions. They conducted a controlled experiment with four different groups: one with people who were taught with prose, another with people who were taught using rhyme, a third group which was taught using melodies, and a fourth taught with both rhyme and melodies. The findings suggest that the prose approach was the least effective and that the combination of rhyme and melody was most effective (Bebout & Belke, 2017). However, most of the current literature focuses on nursery rhymes when used among young EAL learners, though the cognitive processing, particularly with findings parallels in phonetic spellings of words, have the potential to be particularly advantageous for adult EAL learners.

Rhythm

Herron, Dubreil, Corrie, and Cole (2002) Reedijk, Bolders, and Hommel (2013) postulate that cognitive processes and creativity can be enhanced by stimuli that directly produces or transmits dopamine. Their stimulus that produces dopamine is binaural beats, which they hypothesize can stimulate neuronal phase locking. Their participants included 24 first-year students: 22 female participants and 2 male participants between the ages of 17 and 25, all of whom were enrolled either in psychology or education at Leiden University. They ensured that all participants “had normal or corrected-to-normal sight and normal hearing, and no history of epileptic attacks or other neuropsychological illnesses” (para. 8). To reduce variations, tests were completed at approximately the same time of day. Each participant had three sessions: in one, “they were exposed to alpha frequency (10 Hz) binaural beat stimuli (the Alpha condition)”; in another, “they were exposed to gamma frequency (40 Hz) binaural beat stimuli (the Gamma

condition)”; and in another “they listened to a constant tone of 340 Hz (the Control condition)” (para. 10). The sequence of the conditions and tasks were counterbalanced to prevent learning effects. Their results illustrated that binaural beats can affect divergent (creative) thinking; however, it did not impact convergent (concrete) thinking. Moreover, though participants with low frequencies saw notable benefits as a result of alpha binaural beat stimulation, there was no impact among those with high frequencies, and in some cases, their performance was actually impaired by alpha and gamma binaural beats. This suggests that such strategies are not universal and therefore cannot be used as an inclusive tool in academic context. Instead, they should likely be use as supplementary learning tools. Reedijk et al.’s (2013) study underscores the fact that teachers need to be constantly evaluating the new approaches they use and consider how they impact all students, not just those whom a given approach is helping. Like Fear (2016), the study also features adult learners. Thus, unlike most multiliteracies studies, which focus on young learners, the implications can be applied to adult EAL learners.

Dance

Dance is a unique inclusion in the multiliteracies approaches because it often incorporates both visual and auditory learning approaches and can enhance literacy. As Devi (2018) notes, culture is a phenomenon that cannot be understood simply by reading academic works about it: it must be experienced. Thus, in a multicultural context, immersing students in culture is critical. This is supported by Fountzoulas, Koutsouba, and Nikolaki (2018), who state that literacy is a complicated social system that combines a multiplicity of cultural, social, and even historical perspectives. They go on to note that dance is a form of non-verbal communication, and because literacy is defined as the ability to understand one’s context and in turn the society in which they

live, students should be taught how to critically read the facial and gestural expressions of others, which arise in dance.

Boivin, Albakri, Yunus, Mohammed, and Muniandy (2016) conducted a qualitative interview in which teachers, parents, and children participated in an literacy event in Malaysia, and they found that by allowing and encouraging children to apply their literacy lessons in a broader artistic context, which include dance, they were able to more effectively retain the information and bring it into their domestic sphere, where learning outcomes were reinforced. Likewise, Hodge, Pasqua, Marquez, and Geishirt-Cantrell (2002) found that including dance in social events allow one marginalized population—Native Americans—to help preserve their culture. Using dance as a means to teach and pass on educational messages conformed to the traditional pedagogical approaches used throughout Native American culture and has proven effective as it is not only entertaining but also helps to preserve cultural identities. It likewise encouraged others to engage in critical listening and engage in personal reflection. Though outside of a language learning context, this is an important point to consider as Canada's Multiculturalism Act stresses the importance of preserving heritage cultures (Richter, 2011). Ferreira (2018) likewise found that dance helped students create narrative understandings and construct new views and understandings. It likewise promoted linguistic skills and empowered students' identities. Though most research that explores dance frames it alongside other multimodal approach, and though they focused on young learners, dance does have the potential to facilitate critical and practical literacy skills and provide students with the ability to accurately interpret facial and gestural expressions.

Technology

The proliferation of technology has not only shifted the means through which students

read and process information but also the ways they express themselves. Thus, it is important that classrooms reflect these changes because teachers must find ways to include technology in the learning process if they are to maintain student engagement.

Reading Habits

Including technology in language learning classrooms is increasingly important given that the literacy practices of many have shifted to technology-based modes of reading. For example, Huang et al. (2016) explore the reading habits of American and Chilean students with the aim of comparing and contrasting academic reading and extracurricular reading, particularly with regard to the time each student participant spent on social media platforms such as Facebook and the types of materials the students most enjoyed. Based on a survey of 1,265 American and 2,076 Chilean students from a variety of disciplines, they found that American and Chilean students respectively spent 4.94 and 13.17 hours on academic reading, 4.17 and 3.07 hours on extracurricular reading, and 16.40 and 14.00 hours on Facebook weekly. Though the number of hours spent on academic reading varied drastically, the study found both American and Chilean participants preferred online reading materials, “followed by magazines/newspapers, graphic novels/comic books, best-selling novels, and nonmajor academic books” (p. 455). They conclude that Internet access has transformed students’ reading habits and that online reading is students’ preferred reading modality, especially social media sites. The study surveyed university students from one American and one Chilean post-secondary institution using the College Students’ Reading Habits Survey as their instrument, which had previously been used in other studies. The American school saw 466 male and 799 female participants; the Chilean school saw 1,468 male and 608 female participants. Though informative, the stark difference between the schools might not be due to differences in nationality but rather gender as just under 37% of the

participants were male in the American school, while just over 70% of participants were male in the Chilean school. That said, this research does illustrate how the proliferation of technology and social media has created a shift in the way learners engage in order to illustrate the importance of including technology and even social media as a component of the class structure to establish a more inclusive multimodal approach.

Participation

Because technology has challenged traditional teaching approaches, Burke and Hardware (2015) examined a classroom, using it as a case study for their qualitative research to explore how the teacher utilized multiliteracies and multimodal approaches. Specifically, they looked at digital storytelling and how it was used to incorporate the lived experiences of ESL learners when teaching a novel about life and death. The study includes 13-year-old students who had recently arrived in Canada and who were ESL learners. Burke and Hardware (2015) found that situated practice and overt instruction provided students with the context needed to critically frame and understand lesson content through their existing knowledge. They also define the learning experiences associated with the digital storytelling as transformative in nature. The data collection, though innovative, seemed unclear. Researchers explored, detailed, and analyzed the digital storytelling projects completed by the students, but they did not provide insights into how they coded the information. They also mentioned interviewing students but do not articulate if these questions were part of a one-on-one interview or a group discussion in class. Still, the data collected through this research offer critical insights with respect to technological engagement in the classroom, a modality that is particularly important to contemporary multiliteracies approaches. Moreover, because the study explored adolescent ESL learners, whose language learning approaches would be similar to adult ESL learners, the findings may offer more

applicable insights to the proposed study than research that focuses on primary education.

Though many educators are quick to raise concerns that the rapid proliferation of technologies, most notably smartphones, have served as a distraction in the classroom, Premarathne (2017) suggests that such technology can facilitate language acquisition and has several other benefits. He notes that the traditional games that have been used in the classroom are no longer engaging for tech savvy students and are therefore ineffective. Conducting a study with two groups of 15 students, Premarathne (2017) found that integrating technology into the class via Kahoot! quizzes, a real-time, online quiz that students can complete on their smartphones, tablets, or laptops, saw several positive results. One group participated in Kahoot! quizzes, while the other completed paper quizzes. The outcomes suggested that integrating online gamification increased attendance, engagement, focus, and intrinsic motivation. Unlike many other studies on language learning, Premarathne (2017) examined adult language learners in a higher education context, though it was an EFL context in Sri Lanka. The study is limited as it does not detail the nature of the quizzes administered to the students, nor does it offer any demographic information, such as age or gender. Likewise, data from such small sample sizes could be skewed if some of the more engaged students among the 30 selected happened to be placed in the group who received the Kahoot! quizzes. However, Premarathne's (2017) findings are supported by several other studies. Tan, Lee, Ganapathy, and Kasuma (2019) surveyed 57 remedial-level ESL learners at a Malaysian university, and the students overwhelmingly thought Kahoot! reinforced learning and increased motivation. In a qualitative study featuring 29 undergraduate ESL students, Muhridza, Rosli, Sirri, and Samad (2018) found that Kahoot! increase engagement and improve language skills. Each of these studies is especially promising since they all featured adult language learners. Azman and Yunus (2019) also found that Kahoot!

was especially useful with respect to developing and understanding of verb tense among ESL learners, though they focused on young learners. Overall, the data seems promising and establishes potential avenues for future research and practices.

Testing

Just as lesson instruction can be improved by integrating multiliteracies approaches, so too can assessment. However, to identify the merits of multiliteracies assessments, it is important to understand the strengths and limitations of both traditional language assessment and multiliteracies language assessment.

Traditional Language Assessment

Though traditional language tests have benefits, there are overt limitations to them as well. One of the more popular language assessments is the Cloze test. As Taylor (1953) notes, the Cloze test involves creating a sentence and leaving certain words blank that the reader must then fill in. Though this does provide insights into test takers' understanding of vocabulary and syntax (McCray & Brunfaut, 2018), it does not require students to actually construct a sentence. This becomes even easier when students are provided with multiple-choice options as they do not even have to think of the word. This is supported by Gyllstad, Vilkaitė, and Schmitt (2015), who note that there is often a discrepancy between the scores awarded to test takers who completed a multiple-choice test and the criterion being measured. In such cases, even if a test taker does not understand a sentence but can determine what kind of word goes into a blank space—such as a noun or a verb—they can often eliminate one or two options simply by discerning whether the options are nouns or verbs. This can sometimes be done without even understanding what the words mean. For example, words that end in 'ize' are verbs, while words

that end in ‘ion’ are nouns. Thus, the test results from the Cloze test may not be an accurate reflection of students target language proficiency.

Sentence repetition is another standard form of assessment. This mode of assessment simply has students repeat sentences, and though it can be used to evaluate pronunciation (Theodorou, Kambanaros, & Grohmann, 2017), it does not require students to formulate or structure sentences and therefore is less effective at evaluating proficiency as student can often repeat sentences they do not understand (Gyllstad, Vilkaitė, & Schmitt, 2015). Therefore, sentence repetition also fails to assess many of the critical elements of language proficiency.

Multiliteracies Assessment

Similar tests can be carried out through multiliteracies approaches. For example, the Kahoot! quizzes that Azman and Yunus (2019) and Muhridza, Rosli, Sirri, and Samad (2018) carried out could easily include conventional form of language assessment. However, they have several added benefits. Firstly, they are low stakes, so students do not feel pressured. In addition, they allow students to engage in assessment through a mode of expression that is more familiar and natural to them. Perhaps most importantly, it provides teachers with an opportunity to get real-time feedback so that they can reinforce whichever parts of the lesson students were struggling with.

Multiliteracies assessments can also address the potential shortcomings of traditional language assessment by necessitating students to demonstrate language proficiency in an authentic context. For example, informal assessment done through class discussions—as highlighted by Fauziati (2015) and Pourkalhor and Tavakoli (2017)—require students to speak in real time and develop authentic proficiency. Other projects, such as online discussion boards (Choi & Yi, 2016), online composition submissions (McGrail and Behizadeh, 2017), and

online portfolios (Schmerbeck & Lucht, 2018) allow teachers to determine how proficient learners actually are. These modes allow students to build on their personal experience and understanding during assessment and display share work that is potentially more reflective of their proficiency. Moreover, having students create their own videos (Lee, Lo, & Chin, 2019; Yeh, 2018) or their own dances (Ferreira, 2018) helps students develop a multiplicity of literacies that critical outside of the classroom but are outside of the convention modes of literacy that are typically tested. Thus, multiliteracies assessments have the potential to provide teachers with a wider breadth feedback that include more forms of literacy than conventional methods and may also provide instructors with a more accurate understanding of students' target language proficiency.

Summary of Literature Review

Based on a review of the current literature, it is clear that adult EAL learners have unique learning needs. It is also clear that incorporating both art and visual learning strategies can enhance learning outcomes. Such strategies may include painting exercises, multimodal picture books, colour coding, and videos. Likewise, using musical elements—such as melodies, rhyme, rhythm, and dance—can also promote learning outcomes. To maximize such approaches, it is critical to frame them in a multiliteracies context in which students develop their critical literacy skills through class discussion and critical responses. Moreover, current literature also demonstrates the need to include multiliteracies approaches into their assessment models and traditional language assessment can be limited.

CHAPTER 4: DISCUSSION

To understand how the findings outlined in current research can support adult EAL learners, it is important to discuss and assess the implications of the current literature through multiliteracies perspectives while considering anti-oppressive practices. This can then be used to develop recommendations and identify what future research need to be completed in order to develop a more comprehensive understanding of ways that educators can support adults EAL learners.

Implications

Upon review of current literature on adults EAL learners, it is clear there are several key factors that must be considered when discussing methods and approaches that can be used to enhance their learning. First, it is critical to identify which barriers inhibit adult EAL learners' engagement in the classroom, whether they be internal cognitive factors or external social and situational factors. It is likewise important to consider how art and visual learning strategies can help to overcome these barriers, and the ways in which music and auditory learning approaches can support such efforts. In this context, it is likewise important to consider how incorporating technology can add additional modalities that link these learning approaches and makes them more accessible to students both in class and through assessment.

Adults EAL Learners

Though casual observation has long assumed that the cognitive processes used by young and adult language learners differ, research suggests that this difference is the result of internal and external factors, both of which educators must consider.

Internal factors. Differences in cognition are a central factor in shaping the divergences between young and adult language learners. As Ellis (2016) notes, young language learners

process grammatical rules implicitly, which is to say unconsciously. Though they are often able to apply grammatical rules effectively, they often cannot explain them. They may, for instance, know that adjectives go in a specific order, but they cannot explain why or what that order is. Ellis (2016) goes on to state that adult language learners process language explicitly: they must learn and understand the rules in order to apply them. This is supported by Newport (2019), who found that adult EAL students learned by focusing on the how many morphemes followed a specific pattern, after which they were able to replicate that pattern. This is a key consideration for teachers. It is not, for example, enough to simply have adult students repeat rote expressions and assume they will implicitly absorb the lesson. Lessons must instead be focused on cognition: explaining rules so that the language learner can apply them.

External factors. Equally important to these cognitive differences are the external factors that contribute to the difficulties adult language learners have when studying a target language. Firstly, as they have been speaking their native language for a longer period of time, the habits associated with it are more entrenched in their unconscious processing; consequently, their negative mother-tongue transfer is more prominent (Bley-Vroman, 2006; Chomsky, 1972). This is difficult to overcome; however, simply making students' conscious of these issues can help to reduce negative mother-tongue transfer. For example, explaining to a Farsi speaker how the grammatical rules between English and Farsi differ and then explaining what mistakes or kinds of mistakes their negative mother-tongue transfer is creating can make them more conscious of these errors. With the ability to cognize the problem, they can work toward correcting it.

Other external factors are more manageable. For instance, adult EAL learners usually socialize more often with peers who share the same native language, which limits exposure to the

target language and the models of the target language that adults have access to (Lee, 1995). In such contexts, peers are less likely to correct each other's pronunciations or even be aware of errors, leaving less opportunity for improvement. When developing anti-oppressive practices to support adult EAL learners, these can be identified as cultural practices that inhibit access to learning opportunities. Making students aware of this and encouraging them to form relationships with native language speakers may help break this practice.

It is also important to note that adults do not receive the benefits of a more structure language learning context. For instance, they receive less physical, situational, and/or non-verbal cues than young EAL learners. Song-and-dance exercises such as the "Head, shoulders, knees and toes" or word games such as Simon Says are common in children's classrooms; however, teachers may believe such physical cues are not age-appropriate for adult language learners. From the perspective of anti-oppressive practices, this may be described as a personal bias that inhibits access to important language learning practices. Thus, teachers must consider how they can give adult EAL learners the physical, situational, and/or non-verbal cues that are so effective for young EAL learners.

Neither are the ways in which adults are introduced to the language scaffolded like they are for young EAL learners. For instance, adult EAL students learn vocabulary in a more sporadic and spontaneous manner than the progressive context young EAL learners are provided with. In professional settings, adult EAL learners who work in technical fields such as engineering will come across complex vocabular words that are required for work but are beyond their English vocabulary level. Without learning simpler root words and suffixes first, technical lexicons can be daunting. Therefore, teachers must ensure they scaffold their vocabulary lessons and focus on how words are structured to allow adult EAL learners to cognitively break words

down to understand their meaning. This includes explaining how to identify root words, defining various suffixes, and outlining how words take on different forms, such as nouns, verbs, and adjectives. With these cognitive tools, adult EAL learners may be able to more effectively navigate the complex vocabulary they are exposed to outside of the classrooms.

Visual Learning, Auditory Learning, and Technology

Based on a review of the literature, there are several key takeaways for instruction when considering the implementation of multiliteracies approaches that use visual learning, auditory learning, and technology in their pedagogical models.

Visual learning. Research has uniformly shown that incorporating art and other visual tools can support learners of all ages. Combining traditional auditory methods with visual learning tools creates neurological cross-talk that increases brain activity, thereby improving comprehension and retention (Klingberg et al., 2006; Serafini, 2010). This is beneficial for long-term memory (Nemati, 2009). Part of the reason for this is that learners have both the words and visual images associated with them as potential reference points to call upon when trying to remember a word. Moreover, reading multimodal texts not only provide visual context to fill in gaps created by language barriers and limited vocabulary (Papoi, 2016) but also compels students to develop a metalinguistic vocabulary to discuss and importance of visual images (Le Roux, 2017). Metalinguistic tools support adult EAL learners' cognitive understanding of language, which is central to the ways in which they process and understand language. These visual tools can be as simple as colour-coded words, flashcards, or highlights. Moreover, when placed in the framework of group exercises (Lee et al., 2019) and gamification (Yamagata, 2018), the benefits of visual learning become enhanced through the social elements and engagement they foster. When videos are included, this also introduces adult EAL students to

cultural elements that are critical to their successful integration while simultaneously teaching them about body language and gestures that are common in their new cultural context. This can help them navigate cultural barriers that would otherwise inhibit their social integration.

Auditory learning. Music has shown a multiplicity of benefits for language learning, especially among adult language learners. Melodies can help students retain vocabulary words and comprehension (Summers & O'Rourke, 2013). This is reinforced when used with rhyme. For example, using rhyme helps students understand the phonetics of language and how to pronounce words by following patterns in the spelling words that rhyme (Fauziati, 2015). Moreover, combining melodies and rhyme with rhythm allows teachers to introduce repetitive patterns that can help EAL learners retain and recall vocabulary (LaBlanc, 1999). Music does not only support individual learning but also increases intrinsic motivation while promoting social interactions (Tarr et al. 2014). Consequently, the inclusiveness of music allows students to enjoy learning and makes learning more engaging. In addition, by including music students' cultures, it builds a bridge between students and teachers and enhance social engagement.

Technology. Research has also consistently shown that integrating technological mechanisms into instruction and assessment can improve outcomes and enhance a multiplicity of literacy skills. For example, utilizing online gamification to conduct low-stakes quizzes in real-time increased attendance, engagement, focus, and intrinsic motivation (Premarathne, 2017). Moreover, because students are increasingly shifting to online reading resources (Huang et al., 2016), utilizing online modes of assessment provide students with platforms that they are more comfortable with. For instance, digital storytelling allows students to incorporate their own lived experiences into lessons (Burke & Hardware, 2015). This has the potential to make instruction more student-centric and increase their intrinsic motivation.

Interpretation. Each of these approaches have obvious benefits. With respect to a multiliteracies framework, visual learning, auditory learning, and technology-based learning all offer multiple modes of learning that address the changes in technology that have transformed the ways in which learners process information. These approaches, therefore, collectively allow students to develop multimodal literacy. For instance, they develop students' ability to understand visual images, gestural communication, and tone. They likewise address the multicultural composition of classrooms in a more globalized world. Including images, music, videos, and dance from multiple cultures allows students to feel as though their culture is included in the learning process and can increase motivation and engagement.

These approaches also provide approaches consistent with AOP. Traditional modes of auditory teaching that rely excessively on lecture can limit students' access to lesson content. Adult EAL students who do not have high-level listening skills can easily become lost during a lecture. However, when teachers utilize visual images, through art, videos, graphic novels, or flash cards, they allow students to have additional modes of meaning that provide more access to the lesson content. Though lectures are a culturally accepted mode of teaching, and though teachers might personally prefer them, they do not always make the lesson content accessible. Addressing these cultural and individual barriers, then, can provide students with more access to the education process. This can thereby enhance their English language proficiency and provide them with more opportunities to immerse themselves within their new language environment.

Recommendations

When developing pedagogical approaches for adult EAL learners, the foundational block will be understanding their cognitive process and utilizing visual, auditory, and technological-based learning strategies that develop their metalinguistic vocabulary, expands their practical

vocabulary, helps them understand negative mother-tongue transfer. Within this context, it will also be essential for teachers to engage in culturally responsive reflection so that they can identify potential barriers in class and determine the most effective ways that teachers can establish inclusive learning environments.

Metalinguistics

This suggests that teachers must first help to develop students' metalinguistic vocabulary. Because adult EAL learners usually learn best when they can cognize about language, they must have access to the vocabulary needed to achieve this. For example, if they can understand how nouns, verbs, adjectives, and other parts of speech function, they must know the words for them. Likewise, if they are to differentiate between subordinating and coordinating conjunctions, or the different tenses—such as present perfect, past progressive, and future perfect-progressive tenses—they need to know the words to describe each and how they function. This may seem like dull and meticulous lesson content; however, it can be made engaging. For example, the Schoolhouse Rock series created a series of songs about parts of speech and elements of a sentence. The songs are catchy, are put to a melody with rhyming words, and are animated. This include several modalities: visual images, rhyme, melody, and videos. In addition, when teachers provide example, they can include culturally inclusive example. For instance, when creating of certain grammatical rules, they can write about elements of their students' cultures, ranging from sports, to pop culture, to culinary references. After completing lessons, they could then engage in Kahoot! quizzes to take up the lesson content in real time.

Expanding Vocabulary

Similar approaches can be used to expand students' lexicon. For example, teachers could introduce poems that rely on word play to explain confusing phenomena in English, such as

homonyms, homophones, and homographs. In addition, songs that engage in word play and rhyme can be included to teach new vocabulary words. Teachers could even include clips from comedy routines that deconstruct language. Culturally inclusive practices could further such engagement. Given that English has borrowed from so many languages, students can be assigned group discussion or exercises where they are asked to teach each other the English words that have been borrowed from their respective native languages. Arabic students, for instance, could share words like algebra, algorithm, and alcohol. This would allow students to build on their own pre-existing knowledge and would reframe English as an inclusive language that is built on other languages. Such practices would encourage students to cognize about language by recognizing patterns while framing these lessons in a culturally inclusive manner.

Because adult EAL learners do not learn their vocabulary in a structured, scaffolded manner, teachers also need to provide them with tools that will allow them to cognize about advance lexiconic words. This might include using words that share common root words or suffixes. Using them in a rhythmic and repetitive pattern, or through rhymed exercises, students could be instilled with an understanding of how words are structured. Providing a scaffold about word structure would at the very least provide adult EAL learners with the ability to discern whether a word is a noun, verb, adjective, adverb, or conjunction, and determine whether a verb is past, present, or future tense, or being used alongside a singular or plural subject.

Mother-Tongue Transfer

To help students cognized about the negative mother-tongue transfer that might inhibit their language acquisition, teachers also need to understand students' cultural context. For example, in Farsi, the grammatical structures of sentences are different: English usually utilizes a subject-verb-object sequence, whereas Farsi typically uses a subject-object-verb sequence.

Simply identifying this issue to students will help them understand how the sentences differ structurally, providing them with the understanding of grammar they need to cognize about their negative mother-tongue transfer. Likewise, Indonesian speakers do not use different verb tenses to convey when an action takes place; instead, they use temporal phrases, such as ‘before,’ ‘these days,’ or ‘in the future.’ Because EAL learners often formulate a sentence in their native language and then simply translate the words into English, Indonesian speakers might be more inclined to add redundant temporal phrases. Explaining the grammatical difference then gives these students the cognitive skills they need to become aware of and correct their negative mother-tongue transfer.

Culturally Responsiveness

When incorporating music, images, videos, and other multimodal elements, teachers could make them more inclusive to and representative of the students in their classroom. For example, including Asian or Middle Eastern art and music has the potential to include students’ own cultural awareness in the classroom and allow them to build on their own, pre-existing knowledge. Even during online quizzes, the images on the screen or multiple-choice examples could include these cultural references as well. This would also provide each of the students with social currency in the class as they would likely be familiar with such content and could explain it to their peers. To capitalize on such approaches, teachers could solicit student feedback and ask them what parts of their culture they would like to see included. Such an approach is supported by Galloway and Ishimaru (2015), who advocate for engagement with communities who are represented in the classroom. This could allow students from marginalized or minoritized communities enhance their social/cultural capital (Galloway & Ishimaru, 2015),

which Francis, Mau, and Archer (2017) found supported learning outcomes for additional language learners in an English setting, specifically Chinese students in the UK.

In order to maximize the success of such approaches, teachers have to be culturally responsive and sensitive, which requires that they engage in critical self-reflection. Teachers being critically reflective of their own biases. This requires teachers to be practice critical consciousness. Khalifa, Gooden, and Davis (2016) recommend that teachers be critically aware of their own cultural frame of reference and to simultaneously understand their students' cultural frame of reference to ensure that classrooms are made inclusive through culturally responsive engagement. There is a multiplicity of ways this could be done. For example, before choosing a specific book, teachers could read through the book, identify the different cultures that are represented, and then reflect on how these cultures are represented (Brinson, 2012). Though such a process is imperfect as interpretations and evaluations of certain representations are bound to be subjective, simply giving these choices more consideration has the potential to create a more culturally responsive classroom. Moreover, creating space within the lesson for students to offer their own thoughts on the cultural representations depicted in the books or sources a teacher creates room for students to formulate their own meaning making while promoting critical literacy and spoken English skills.

In order for teachers to engage in truly meaningful critical self-awareness that leads to a sincere change in their behaviour, teachers could draw on the transformative learning practices outlined by Mezirow (1997, 2000). Mezirow's (1997) transformative learning model is particularly advantageous in this context because it not only seeks to attain change in perspective by in behavior as well. For instance, Mezirow's (1997) suggests engaging in critical self-reflection that identifies one's beliefs, perspectives, and practices, and the reverse engineering

this process to understand the perspectives of others. By establishing potential differences through this process, teachers can identify potential gaps in their pedagogical approaches and brainstorm to develop new, more culturally responsive strategies. Teachers might engage in several practices to achieve this, including mindfulness meditation, journaling, or even focus group discussions with other teachers or their own students. Teachers might also solicit input from their students and make an effort to be cognizant of students' reactions and responses to their pedagogical methods in real time. By incorporating different perspectives into their teaching model, teachers may be able to adopt behavioural changes that lead to personal growth (Mezirow, 2000) and make their classrooms more culturally responsive.

Future Research

Given that there is such limited research on adult EAL and the effectiveness of multiliteracies and multimodal approaches, future research is needed to further explore this issue and determine which methods and approaches prove most effective with this population. In this context, the most useful research process will likely be experimental research. However, to gain insights into how adult EAL students respond to multiliteracies approaches and the challenges they and their instructors face, it is important to also to conduct qualitative studies. This could be done in conjunction with the experimental model, thereby creating a mixed-method approach. Likewise, to ascertain the long-term benefits of the multiliteracies approaches, longitudinal research might also prove advantageous.

Experimental Studies

Experimental studies would prove particularly advantageous with respect to evaluating the potential merits and benefits of various multiliteracies approaches. For example, studies can create two or more groups of students: a control group, and one or more experimental groups.

One group could receive the standard curriculum, while the experimental groups could receive multiliteracies approaches. Both groups could take pre-tests to identify where their language proficiency is and then take post-tests to determine their progress. This data could then be compared and contrast to determine which more effectively support adult EAL learners' language proficiency. To reduce the potential barriers, it would be ideal to use the same instructor. If, for example, an instructor is teaching multiple sections in an adult EAL setting, the teacher could use different approaches for each class. In this context, it would be critical to track demographics, particularly age and language demographics. This is important because both demographics could potentially impact outcomes. For example, younger adult learners may be able to more effectively engage with technology, while students whose native language share an alphabet and core vocabulary with English may have an easier transition.

If there is more than one experimental group, alternative multiliteracies approaches could be used. This could prove particularly insightful. For instance, an instructor might include multimodal auditory methods for one experimental group, visual learning for a second experimental group, and a combination of the two for a third experimental group. Such a study could offer several benefits: it could offer insights into whether the multiliteracies approaches more effectively promote language learning than traditional styles, whether one multiliteracies approach is more effective than another, and whether a combination of multiliteracies approaches is more effective than only one. This last benefit is especially important. Many experimental studies that examine multiliteracies models often only examine one teaching strategy. This is consistent with Herron et al.'s (2002) experimental study on the inclusion of videos in language learning settings, and Reedijk et al.'s (2013) experimental study on rhythm in the same context, both of which used pretest/post-test models. Therefore, it is important to

develop an understanding as to which multiliteracies approaches are most effective and whether or not a combination of approaches enhances learning or overwhelms students.

Qualitative

The ways in which students engage with multiliteracies approaches is nuanced; therefore, it is critical to develop a detailed understanding of how students engage with such approaches. According to Creswell (2013), qualitative research approaches are ideal for such goals because they require researchers to explore the systems that participants interact with by collecting in-depth data through a multiplicity of sources, including one-on-one interviews, focus groups, journaling, and field notes. If researchers include multiple forms of data collection, they would be able to gather more detailed information while simultaneously being able to triangulate the data. For example, having students write journals would allow them to express concerns or experiences that are outside the scope of the subjects a researcher had the forethought to ask about during one-on-one interviews. Moreover, conducting one-on-one interviews would allow participants to share data about their challenges that they might be uncomfortable sharing in front of peers, while focus groups provide the space for participants to confirm the experiences of other participants that they might have otherwise failed to mention had they not heard a peer bring it up. When combined with field notes and instructor interviews, all of this data can be triangulated to strengthen the data and help the researcher identify which data were anecdotal and which were part of a broader trend.

Mixed-Method Research

Because such extensive qualitative data would already be quite involved, combining this with experimental studies would not only maximize time and effort but provide insights into the data collected through the experimental research. According to Johnson, Onwuegbuzie, and

Turner (2007), when mixed-method approaches combine quantitative and qualitative research methods, the qualitative data can supplement and enhance the quantitative data by supporting the findings with more comprehensive and complex insights into the phenomenon being studied. In this context, though the data from pretest/post-test experiments would prove insightful, complementing that data with qualitative research result could augment this data and give more meaning to it. In this context, the qualitative data must be, as Creswell (2013) notes, effectively collected, coded, and analyzed. This would require researchers prepare and organize the data they collected from field notes and transcripts, which would then ideally be presented in accessible figures, tables, and graphs (Creswell & Clark, 2011). When combining the two data sets, research can further strengthen their data and provide critical insights into the quantitative data researchers collected.

Longitudinal Research

One of the limitations of these proposed experimental studies is that they only assess students immediately following a lesson or completion of a course; however, the goal of EAL learning is typically to develop long-term language proficiency so that learners can navigate a social contexts in which they engage with the target language's native speakers. Thus, longitudinal research likewise has the potential to provide insights into the effectiveness multiliteracies approaches. Longitudinal studies are typically used in psychological, social work, and sociological studies to track changes over time, allowing research to monitor individuals' characteristics over time (Carlson, Miller, Heth, Donahoe, & Martin, 2009). However, this model also has the potential to provide insights into whether multiliteracies promoted or support the development of long-term language proficiency. This is important in the context of language learning because it is important to distinguish the difference between the short- and long-term

effects of a given phenomenon or practice (Carlson et al., 2009). For example, while a multiliteracies approach might increase learning motivation and even short-term retention and recall, it may not be able to maintain those results over an extended period of time. This is a critical distinction that educators must understand if they are to effectively support adult EAL learners. It might be best to combine a longitudinal research with a pretest/post-test experience and follow the participants through for several years following the completion of course. This would allow researchers to correlate their results with the original study.

Summary of Discussion

Based on the literature review, it is clear that teachers who support adult EAL learners must be hyperaware of the different modes of cognition that these students rely on, the multiliteracies approaches they can use to support language acquisition, and the cultural elements that can influence language learning. With regard to cognition, teachers must understand the internal elements that inhibit implicit learning and focus instead on explicit learning practices. They must also understand how such trends are shaped by external factors, such as the social contexts that will direct what elements of language such students are and are not exposed to. When applying multiliteracies approaches that promote cognition, teachers must consider how they can develop students metalinguistics vocabulary to give them the tools they need to process grammatical rules, and then expand their conventional vocabulary and ability to contextualize new vocabulary words. This can be further supported by helping students identify and cognize about the ways in which their negative mother-tongue transfer inhibits their language learning. To maximize such approaches, it is also recommended that teachers engage in critical self-reflection and establish culturally responsiveness and inclusive classrooms by including students.

Given that the effectiveness of multiliteracies practices can be subjective and that the methods teachers used are often based on intuition, future research should seek to provide a more concrete guide for teachers. This can be done through experimental studies, which can in turn be supported by qualitative research or enhanced with mixed-method approaches that combine both experimental research and qualitative research. In addition, to understand the long-term benefits of multiliteracies approaches, future research should also include longitudinal models.

CHAPTER 5: CONCLUSION

Statistics overwhelmingly demonstrate that the language composition and demographics in Canada have been dramatically shifting and will continue to do so for the foreseeable future. With 20% Canadian residents, a total of approximately 6.6 million people, speaking Canada's official languages as an additional language (Statistics Canada, 2018b), and another 7.7 million Canadians speaking an allophone language at home (Statistics Canada, 2019a), it is clear that Canada has a number of EAL speakers. Moreover, with the number of refugees and immigrants growing (IRBC, 2018, 2019), and the languages they speak are becoming increasingly diversified (2018b), Canada must learn how to effectively support this growing population of EAL speakers. The statistics also demonstrate that there are a growing number of adult EAL learners in Canada: somewhere in excess of 3 million. The *Canadian Multiculturalism Act* mandates that the country protect and enhance the heritage languages in Canada while strengthening the status of Canada's official languages. This could potentially be achieved by utilizing multimodal and multiliteracies approaches to support the linguistic and cultural needs of Canada's multicultural population. This is particularly true of supporting adult EAL learners, who have unique learning needs

To support this population, teachers must consider how they can incorporate art in auditory and visual learning strategies to enhance student outcomes. Auditory strategies may include using musical elements—such as melodies, rhyme, rhythm, and dance. Alternately, visual learning strategies could include painting exercises, multimodal picture books, colour coding, and videos. These approaches can be maximized by framing them in a multiliteracies context that allows students build on their pre-existing knowledge to develop their critical literacy skills through class discussions and critical responses. However, because the cognitive

processing used by young and adult language learners differ, teachers must consider how they can most effectively support the cognitive preferences of adult EAL learners. With the modes of cognition that are generally preferred among this population, EAL instructors must provide students with explicit learning practice and techniques that they can use to boost language proficiency. This means being cognizant of the external factors that shape learning outcomes for adult EAL learners and providing students with a strong foundational knowledge of metalinguistics and its accompanying vocabulary. This, when combined with phonetic knowledge and familiarity with how suffixes are applied has the potential to give students the tools needed to delineate the meanings of words they are not familiar with by placing them in this framework. This in turn could help them thrive in an English language context. To ensure such approaches are truly effective and inclusive, teachers must also engage in critical self-reflection and adopt a culturally responsive approach that creates inclusive classrooms. This includes not only engaging in mindfulness activities but also soliciting students' input when designing lesson plans.

Though such approaches may seem inherently sound, there is a dearth of studies that explore how multiliteracies approaches support adult EAL learners. Therefore, it is important that future studies explore the effectiveness of various multiliteracies approaches with regard to their effectiveness among adult EAL learners. Such research should likely include experimental studies to determine the effectiveness of different techniques through comparative analyses, qualitative research to understand the individual nuances of multiliteracies approaches, longitudinal research to understand the long-term impact of such approaches, and mixed-method approaches to combine the benefits of all three research models. Once such studies have been complete, teachers will have a clearer idea as to how they can properly and effectively support

adult EAL learners. If they can do this effectively, it will fulfill the goals outlined in anti-oppressive practice by allowing newcomers and all adult EAL learners to have a higher degree of social engagement, which can improve their quality of life while allowing them to make important contributions to the nation in which they live.

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