

Language and academic skills advising in the era of internationalisation: A multiliteracies perspective

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This paper explores the application of the notion of 'multiliteracies' (New London Group, 1996, 2000), widely used at primary school level, in the internationalised higher education context. The concept of multiliteracies extends the definition of text and literacy to account for both the proliferation of non-standard versions of English and the increasing multimodality of texts which commonly incorporate designs of meanings beyond the purely linguistic. A multiliterate concept of text privileges no mode of representation of meanings, no particular text-type and no idealised version of English thus offering a model of equitable access and opportunity of success to students from non-dominant cultural backgrounds as well as other traditionally disadvantaged students. Furthermore, a multiliteracies model fosters an educational environment where students from any cultural background, including local students, can benefit from the interaction with others as multiple literacies become valued in class and assessment tasks. The role of LAS advisers within this model, both as teachers and as participants in the higher education community, is discussed. It is argued that a pedagogy of multiliteracies can inform LAS teaching practice if a position critical of dominant academic discourses is adopted. The paper further suggests that LAS advisers are uniquely positioned to promote and support a change towards multiliteracies within the broader academic community of students and staff.

Key words: multiliteracies, internationalisation, inclusive practices

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