

## **Developing Disciplinary Literacy: Multilingual and Multimodal Considerations.**

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In this keynote presentation I discuss the concept of disciplinary literacy and what it means from a multilingual and multimodal perspective. I start the presentation by examining the concept of multimodality from a social semiotic perspective, explaining the notions of disciplinary and pedagogical affordance and their importance for teaching and learning in a discipline. I then move on to discuss the concept of disciplinary literacy. I have previously claimed that every discipline develops disciplinary literacy for use in three domains: the academy, the workplace and society. Even in a monolingual setting, the disciplinary literacy goals that faculty have for their students differ quite radically across these three domains. I have characterised this relationship in terms of a disciplinary literacy triangle, where each discipline positions itself differently within the triangle according to its own needs and interests. The question is how to model the involvement of other languages in this system? Given the lack of time available in undergraduate education, it is highly impractical to frame multilingual disciplinary literacy in terms of being able to fulfil the exact same functions across the languages involved. I therefore suggest that every discipline will require a different disciplinary literacy triangle for each language. Moreover, in many science-based disciplines modes of communication other than language such as mathematics, graphs, diagrams, computer code and hands-on work with apparatus often play a central role in becoming disciplinary literate. Thus, in order to accurately represent a particular discipline's literacy needs, these other modes of communication would also require their own disciplinary literacy triangles. I bring all of this together in a disciplinary literacy discussion matrix that can be used as a kind of internal needs analysis allowing faculty to interrogate and discuss their disciplinary literacy priorities.