
Multiliteracies and Equity: Becoming the Canada We Want

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The University of Toronto

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From Literacy to Multiliteracies: Designing Learning Environments for Knowledge Generation within the New Economy

- Cross-Canada project headquartered at UBC; Margaret Early as principal investigator;
 - **Multiliteracies:** refers to the changing nature of literacy deriving from two global realities
 - (a) diversification of school systems resulting from unprecedented population mobility and cross-cultural contact;
 - (b) rapid technological expansion that is opening up new forms of literacy almost on a daily basis;
 - What are the implications of these changes for education?
-

Contrasting Images Negotiating Identities in the Classroom

In U.S. schools, little has changed since Sirotnik characterized the typical American classroom as containing:

“a lot of teacher talk and a lot of student listening ... almost invariably closed and factual questions ... and predominantly total class instructional configurations around traditional activities--all in a virtually affectless environment.

It is but a short inferential leap to suggest that we are implicitly teaching dependence upon authority, linear thinking, social apathy, passive involvement, and hands-off learning.” (1983, p. 29)

Frequent Assumptions in EAL Provision and Literacy Instruction

- Teaching EAL students is assumed to be the job of the ESL teacher
 - Literacy is assumed to equal English literacy;
 - Students' L1 is treated with benign neglect – little opportunity to use it in the classroom
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An Alternative Set of Assumptions

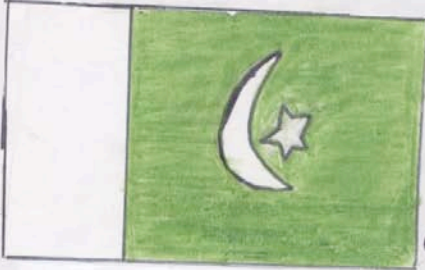
- It is the responsibility of the entire school to ensure access to the curriculum and to promote academic language development; ESL support is required *across the curriculum*;
 - ELL students' cultural knowledge and language abilities are important resources in enabling academic engagement;
 - ELL students will engage academically to the extent that instruction affirms their identities and enables them to invest their identities in learning.
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Written by:

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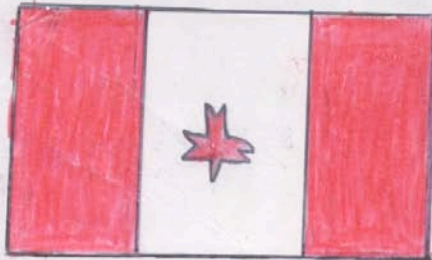


good bye...

Translated in
English
and Urdu

نیا ملک

THE NEW COUNTRY



...Hello!!

About The Authors

We are three best friends. Our names are Madiha Bajwa, Kanta Khalid, and Sulmana Hanif. We are in grade 7 at Michael Cranny E.S. in Maple, Ontario. This story we wrote mostly describes how hard it was to leave our country and come to a new country.

ہم تین بہت اچھی دوست ہیں۔ ہمارا نام ہے مڈیہ باجوہ، کانتہ خالد،

اور سلمانہ حنیف۔ ہم ساتویں کلاس میں پڑتے ہیں اور ہم مائیکل

کریٹیو ایلیمنٹری اسکول میں پڑتے ہیں ہم میپل اوٹیرمو جو

کینیڈا میں ہے۔ یہ ایک کھیتی ہے جس میں بنایا جاتا ہے ایک

ملک سے دوسرے ملک میں جانا تناشکل ہوتا ہے۔

Sonia's dad for the first time had his own car. He drove the family to their new apartment. The apartment had an elevator and Sonia actually thought the elevator was her home. She also thought that when she would press each button, things would pop out. Then when the elevator opened, Sonia saw a lot of doors in front of her. She thought they were all rooms in her new apartment.

سونیا کے ابو کے پاس پہلی بار ان کی اپنی گاڑی تھی۔ وہ

اپنے گھر والوں کو ان کی نئی امارت میں لے گئے تھے۔ اُس

امارت میں ایک ایلیویٹر تھی جہاں سے وہ اُپر جا رہے تھے

سونیا سمجھی کہ وہ ایلیویٹر اُس گا گھر تھا۔ وہ یہ بھی سمجھ

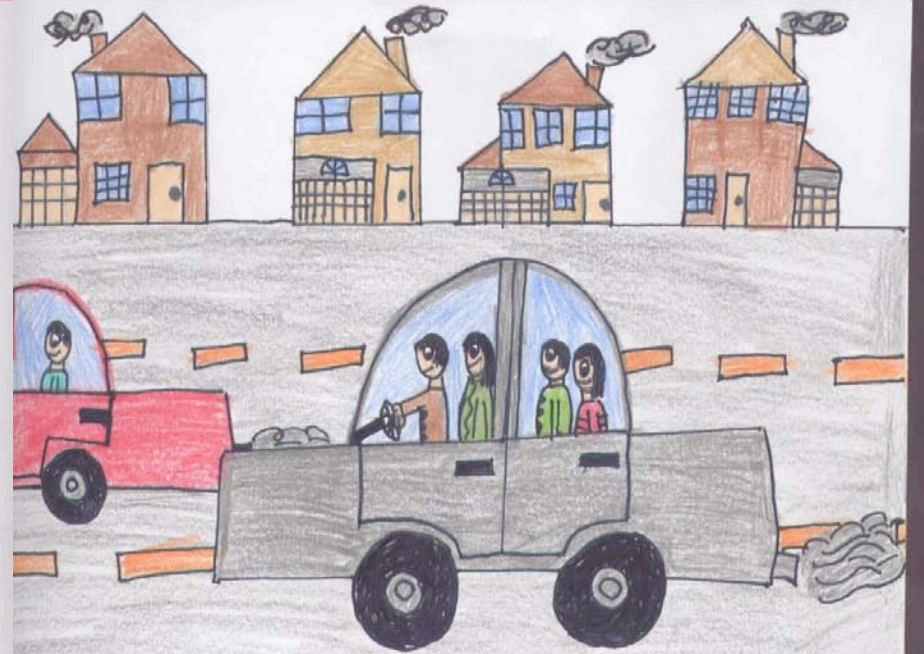
رہی تھی کہ جب وہ ایک بٹن کو دبائے گی تو وہاں سے چیزیں

نکلے گی۔ اور جب ایلیویٹر کا دروازہ کھلا تو سونیا نے اپنے

سامنے بہت زیادہ دروازے دیکھے۔ وہ سمجھی کہ وہ دروازے

17

اُس کے گھر کے کمرے تھے۔



18

Kanta's Perspective

(intersection of identity affirmation and language validation)



- And how it helped me was when I came here in grade 4 the teachers didn't know what I was capable of.
 - I was given a pack of crayons and a coloring book and told to get on coloring with it. And after I felt so bad about that--I'm capable of doing much more than just that. I have my own inner skills to show the world than just coloring and I felt that those skills of mine are important also. So when we started writing the book [*The New Country*], I could actually show the world that I am something instead of just coloring.
 - And that's how it helped me and it made me so proud of myself that I am actually capable of doing something, and here today [at the Ontario TESL conference] I *am* actually doing something. I'm not just a coloring person—I can show you that I am something.
-

Tomer's Perspective

- I think using your first language is so helpful because when you don't understand something after you've just come here it is like beginning as a baby. You don't know English and you need to learn it all from the beginning; but if you already have it in another language then it is easier, you can translate it, and you can do it in your language too, then it is easier to understand the second language.
- The first time I couldn't understand what she [Lisa] was saying except the word Hebrew, but I think it's very smart that she said for us to do it in our language because we can't just sit on our hands doing nothing.



THE DUAL LANGUAGE SHOWCASE

HOME

About the Project

Languages:

- Arabic
- Bengali
- Chinese
- French
- Gujarati
- Hindi
- Japanese
- Korean
- Russian
- Swahili
- Tamil
- Tagalog
- Urdu
- Vietnamese

BIENVENUE

مرحبا بكم

BEM-VINDOS

歡迎

HOAN-NGHÈNH

ДОБРОДОШЛИ

आपको पधारो

MABUHAY

WELCOME



Dual Language Links

Contact us

Thornwood Public School

DOBRODOSLI

환영합니다

MIRË SE ERDHËT

ようこそ

स्वागत

καλωσορισετε

BIENVENIDOS

WILLKOMMEN

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- Vietnamese

ARABIC

- My Airplane by Fawaz
- My Accidents by Rania
- My Little Uncle by Noha
- My New Doll by Ola
- The Bunny and the Squirrel by Israa
- The Butterfly and the Flower by Ola
- Playing Hide and Seek by Husam
- The Rainy Day by Zeina

The Butterfly and the Flower

العزاشة والوردة

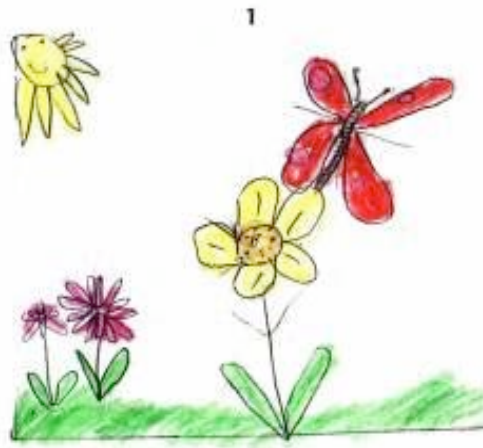
by Ola

بواسطة علا

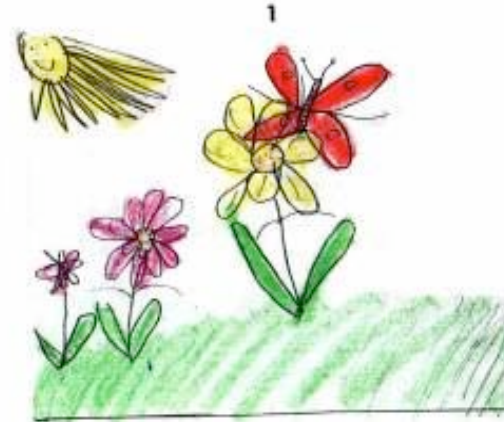
March 2003

اذار ٢٠٠٣

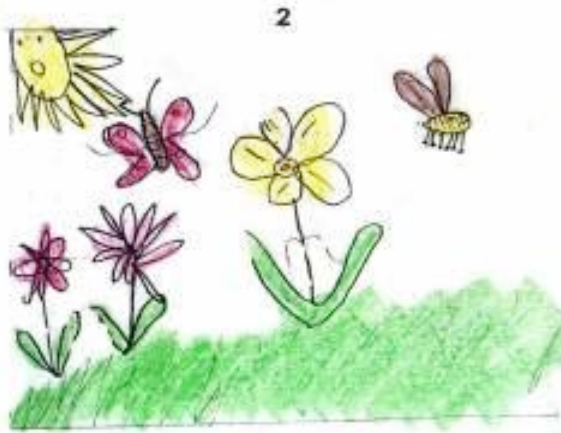
English and Arabic



I see a small butterfly. It has beautiful colours. It flies from flower to flower. The butterfly stands on the yellow flower.



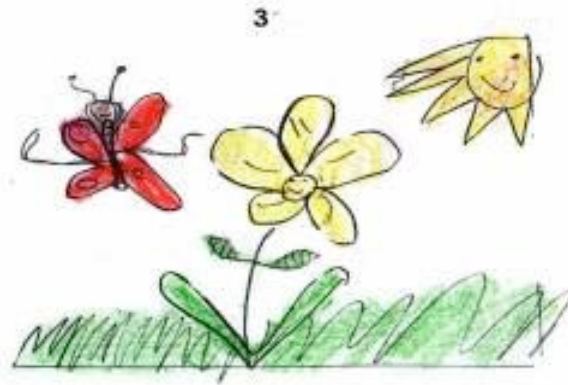
أنا رأيت فراشة صغيرة
الوانها جميلة. تطير من
وردة الى وردة
الفراشة وقفت على
وردة صفراء اللون



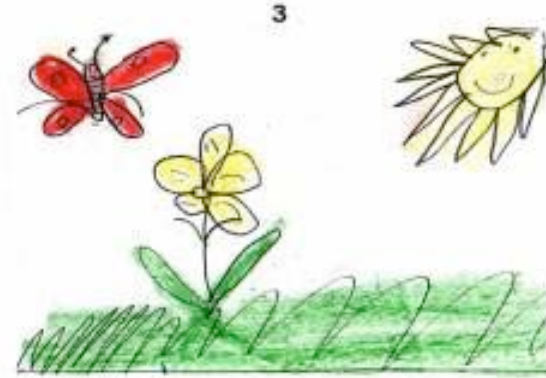
The flower says,
 "Welcome, Butterfly.
 Before you came, the
 bee came to me and
 took nectar from me.
 How about you? What
 do you want?"



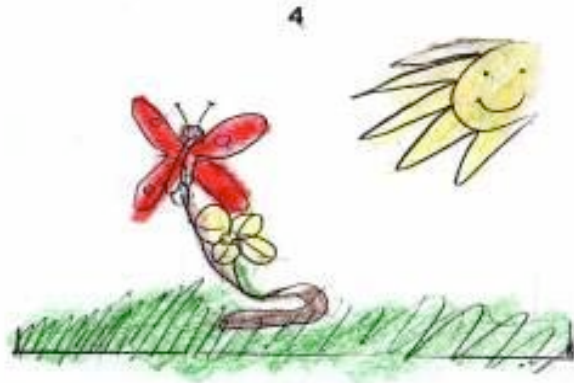
الوردة قالت
 مرحباً بك يا فراشة!
 فلما أتت فحلقت علي
 وأخذت مني رحيق
 الزهر وماذا عنك ماذا
 تريد مني؟



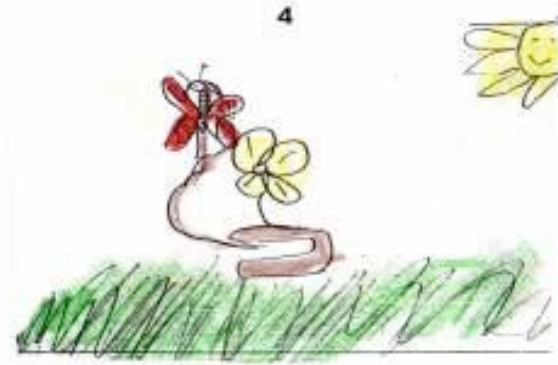
The butterfly says to the flower, "I don't want anything from you. I just want to play with you." The flower answers, "What will we play together?"



الفراشة قالت للوردة
أنا لا أريد شيئاً منك. أريد
تقطيع أن نلعب. قالت
الوردة ما إذا نلعب معاً؟

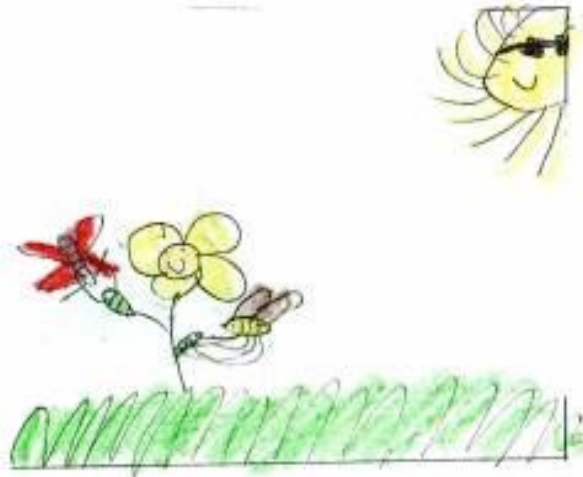


"We can play on the swing," says the butterfly. The flower is so happy. "Let's play!" she says to the butterfly. The butterfly gives the flower a push.



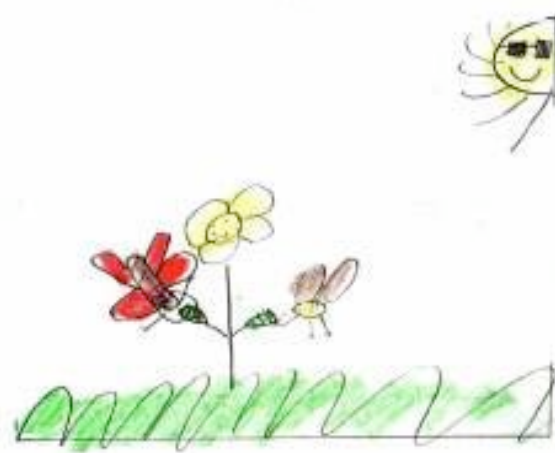
نفسطيع ان نلعب لعبة الارجوحة
قالت الفراشة . الوردة سعيدة
جداً . هيا نلعب . قالت الفراشة
دفعته الفراشة الوردة .

5



The flower says to the butterfly, "This game is nice."
The butterfly answers, "But friendship is nicer!"

5



قالت الوردة للفرشقة
هذه اللعبة جميلة
اجابت الفرشقة كنت
كانت صداقتنا اجمل.

Society and Education: The Canada We Want

What Image of the Child Are We Sketching in Our Instruction?

- ❑ Capable of becoming bilingual and biliterate?
 - ❑ Capable of higher-order thinking and intellectual accomplishments?
 - ❑ Capable of creative and imaginative thinking?
 - ❑ Capable of creating literature and art?
 - ❑ Capable of generating new knowledge?
 - ❑ Capable of thinking about and finding solutions to social issues?
-

Identity Texts: a tool for cognitive engagement and identity investment

- **Identity texts** refer to artifacts that students produce. Students take ownership of these artifacts as a result of having invested their identities in them.
 - Once produced, these texts (written, spoken, visual, musical, or combinations in multimodal form) hold a mirror up to the student in which his or her identity is reflected back in a positive light.
 - Students invest their identities in these texts which then become ambassadors of students' identities. When students share identity texts with multiple audiences (peers, teachers, parents, grandparents, sister classes, the media, etc.) they are likely to receive positive feedback and affirmation of self in interaction with these audiences.
-

A School-Based Choice Template for Planning Literacy Instruction

Instructional Options	Current Realities Where Are We?	Vision for the Future Where Do We Want To Be?	Getting it Done How Do We Get There?
<p><i>Tools</i> How can we use tools such as computers, digital cameras, camcorders, web pages, etc?</p>			
<p><i>Content</i> How do we adapt curriculum materials to link with students' prior knowledge and cultural background and also to promote critical thinking about issues?</p>			
<p><i>Cognition</i> How can we modify instruction to evoke higher levels of literacy engagement and critical thinking?</p>			
<p><i>Assessment</i> How can we complement mandated standardized assessments in order to present to students, parents, and administrators a more valid account of student progress? (e.g. a role for portfolio assessment?)</p>			
<p><i>Language/Culture</i> What messages are we giving students and parents about home language and culture? How can we enable students to use their L1 as a powerful tool for learning?</p>			
<p><i>Parental Involvement</i> How can we engage parents as co-educators in such a way that their linguistic and cultural expertise is harnessed as fuel for their children's academic progress?</p>			

The Centrality of Literacy Engagement

- Amount and range of reading and writing;
- Use of effective strategies for deep understanding of text;
- Positive affect and identity investment in reading and writing;

Guthrie notes that in all spheres of life (e.g. driving a car, doing surgery, playing golf, gourmet cooking, etc.) participation is key to the development of proficiency. He notes that “certainly some initial lessons are valuable for driving a car or typing on a keyboard, but expertise spirals upward mainly with engaged participation” (2004, p. 8).

Empirical Support for the Role of Engaged Reading

Drawing on both the 1998 NAEP data from the United States and the results of the PISA student of reading achievement in international contexts, Guthrie (2004, p. 5) notes that students

“...whose family background was characterized by low income and low education, but who were highly engaged readers, substantially outscored students who came from backgrounds with higher education and higher income, but who themselves were less engaged readers. Based on a massive sample, this finding suggests the stunning conclusion that engaged reading can overcome traditional barriers to reading achievement, including gender, parental education, and income.”

Web Resources

- www.multiliteracies.ca (Multiliteracies project)
 - <http://thornwood.peelschools.org/Dual> (Dual Language Showcase)
 - <http://www.curriculum.org/secretariat/archive.html> (webcast on *Teaching and Learning in Multilingual Ontario*)
 - <http://www.edu.gov.on.ca/eng/document/manyroots/> (Many Roots, Many Voices)
-