continued

Technical issues with the Recording?

- Clear browser cache using these instructions
- Switch to another browser
- Use a hardwired Internet connection
- Restart your computer/device

Still having issues?

- Call 800-242-5183 (M-F, 8 AM-8 PM ET)
- Email customerservice@SpeechPathology.com

continued

Language Literacy Learning for Diverse Students

Carol Westby, PhD, CCC-SLP; Elizabeth Biersgreen, MS, CCC-SLP

Moderated by:
Amy Natho, MS, CCC-SLP, CEU Administrator, SpeechPathology.com

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Need assistance or technical support?

- Call 800-242-5183
- Email customerservice@SpeechPathology.com
- Use the Q&A pod

How to earn CEUs

- Must be logged in for full time requirement
- Log in to your account and go to Pending Courses
- Must pass 10-question multiple-choice exam with a score of **80%** or higher
  - Within **7 days** for live webinar; within **30 days** of registration for recorded/text/podcast formats
- Two opportunities to pass the exam

Language Literacy Learning for Diverse Students

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- Financial disclosures
  - Elizabeth Biersgreen and Carol Westby are employed by Bilingual Multicultural Services
  - Elizabeth Biersgreen is receiving an honorarium for this session
- Nonfinancial disclosure
  - Carol Westby is a member of the American Board of Child Language and Language Disorders

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Learner Outcomes

- Describe the "why" of multiliteracies, including the importance of autobiographical memory in social-emotional development
- Describe the "what" of multiliteracies – the multimodal ways for communicating to "make meaning"
- Explain the "how" of multiliteracies – the sequence of strategies for developing language for social and academic discourse in refugees, English Learners, and children with language impairments
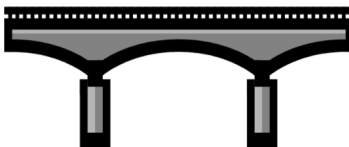
6

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Foundations of Multiliteracies

7

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The Value of Literacy

Kofi Annan - Ghanian Diplomat
7th UN Secretary-General

Literacy is a bridge from misery to hope…. For everyone, everywhere, literacy is a basic human right. Literacy is the road to human progress and the means through which every man, woman and child can realize his or her full potential.

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Changing Literacy

Basic literacy:	Critical literacy:	Dynamic literacy:
• Say and define the words on the page	• Interpret, analyze, synthesize, and explain texts	• Act on the content gained from multiple sources, interrelating the content for problem-raising and problem-solving

Morris, P.J. & Tchudi, S. (1996). The new literacy: Moving beyond the 3Rs. San Francisco: Jossey-Bass.

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New London Multiliteracies Group

Mary Kalantzis
Bill Cope
James Gee,
Carmen Luke & Allan Luke
Gunther Kress
Sarah Michaels
Courtney Cazden
Brian Street

Two Ideas of Multiliteracies

• Multiple modes of making meaning/ being literate

• Cultural and social ways of understanding/making meaning

New London Group (1996). A pedagogy of multiliteracies: Designing social futures. Harvard Educational Review, 66, 60-93.

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Multiliteracies involve:

- Multimodal ways of making meaning/ being literate using
  - Written word
  - Visual
  - Audio
  - Spatial patterns
  - Gestural

  All components integrated

New London Group (1996). A pedagogy of multiliteracies: Designing social futures. Harvard Educational Review, 66, 60-93.

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Multiliteracies involve:

The ability to comprehend texts spoken and written by persons from the diverse cultures throughout the world. This requires knowledge of variations in:

- Types of genres
  - When and how they are used
- Content/thematic emphasis of discourse/text
- Structure of discourse/text

– Kinds of stories (romance, mystery, adventure); persuasion; scientific; religious; informational

– Villainy, lack/loss, trickery

English   Asian   Romance languages

New London Group (1996). A pedagogy of multiliteracies: Designing social futures. Harvard Educational Review, 66, 60-93.

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Common Core: Informational Text

- 3rd grade: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- 4th grade: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- 5th grade: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards. Washington, DC: Authors.

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The Why of Multiliteracies Education

- To create the conditions for learning that support the growth of persons comfortable with themselves as well as flexible enough to collaborate and negotiate with others who are different from themselves in order to forge a common interest.

Cope, B., & Kalantzis, M. (2009). Multiliteracies: New literacies, new learning. Pedagogies: An International Journal, 4, 264-295.
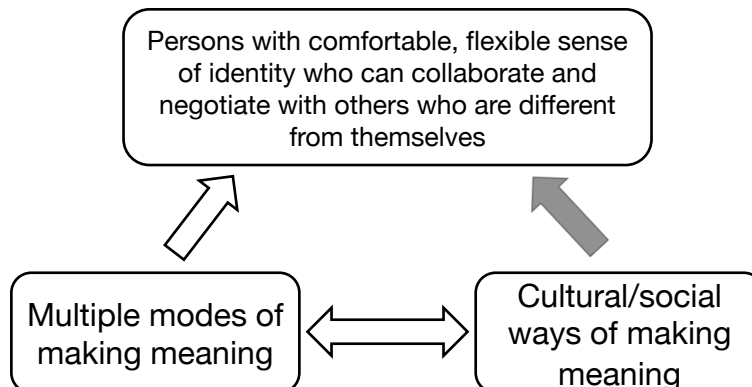
Danzak, R. L. (2011). Defining identities through multiliteracies: EL teens narrate their immigration experiences as graphic stories. Journal of Adolescent & Adult Literacy, 55(3), pp. 187-196.

Rajendram, S. (2015). Potentials of the multiliteracies pedagogy for teaching English language learners (ELLs): A Review of the literature. Critical Intersections in Education, 3, 1-18.

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The why of multiliteracies: Desired outcomes

To create the conditions for learning that support the growth of persons comfortable with themselves as well as flexible enough to collaborate and negotiate with others who are different from themselves in order to forge a common interest.

Persons with comfortable, flexible sense of identity who can collaborate and negotiate with others who are different from themselves

Multiple modes of making meaning ⟷ Cultural/social ways of making meaning

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The why of multiliteracies promotes…

- Creation of identity texts
  - Connect to students' lives
  - Affirm student identities

- Development of chameleon readers who are able to understand texts from diverse cultures so as to appreciate and relate to persons from diverse backgrounds

McCabe, A. (1996). Chameleon readers: Teaching children to appreciate all kinds of good stories. New York: Mc-Graw Hill.

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Autobiographical Memory: Foundation for Identity

AFFECTIVE
Feelings,
emotional states

COGNITIVE
Knowing facts & details
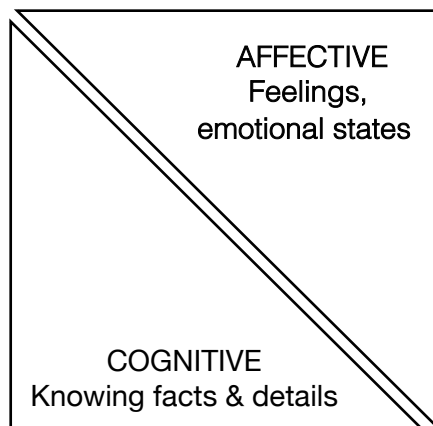
17

Importance of Coherent Life Stories

Provide a sense of purpose and meaning for the future

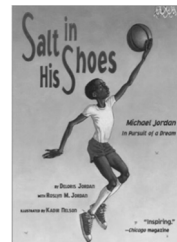**Give a sense of identity and continuity across time: Integrates the self to explain why we are who we are:**

- **Synchronically:** Integrating different or conflicting roles and relations that characterize a life
- **Diachronically:** Integrating self in time

Contribute to psychological well-being

18

Images trigger different memories for different people

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Promote Autobiographical Memory

- Recall/talk about past experience
- Relate emotions linked to the experience
- Reflect on/evaluate the experience
- When talking about experiences:
    - Use mental state terms (e.g., think/thought, know, remember, forget, believe, hope, idea, plan)
    - Use emotion words (e.g., excited, worried, thrilled, disgusted, frustrated, jealous)

Fivush, R. (2011). The development of autobiographical memory. Annual Review of Psychology, 2, 559-582.

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Making Connections

Text-to-Self: connections made between the text and the reader's personal experience.
Text-to-Text: connections made between a text being read to a text that was previously read.
Text-to-World: connections made between a text being read and something that occurs in the world.

Make connections, make connections, when you read, when you read

Think of text to text, think of text to self, text to world text to world.

What does it make me think of, what does it remind me of.

Things I know in my head.

Text to world, text to world.

https://www.youtube.com/watch?v=Tbtx3kb-jRk

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Danger of the Single Story

Adichie was an early writer. But all her characters were white and blue-eyed, they played in the snow, they ate apples, and they talked a lot about the weather, how lovely it was that the sun had come out.

But in Nigeria they didn't have snow, they ate mangoes, and they never talked about the weather, because there was no need to. Her characters also drank a lot of ginger beer because the characters in the British books she read drank ginger beer, although she had no idea what ginger beer was.

What this demonstrates is how impressionable children are in the face of a story. Because all she had read were books in which characters were foreign, Adichie had become convinced that books had to have foreigners in them and had to be about things with which she could not personally identify. The unintended consequence was that she did not know that people like her could exist in literature. The discovery of African writers saved her from having a single story of what books are.

https://www.youtube.com/watch?v=D9Ihs241zeg

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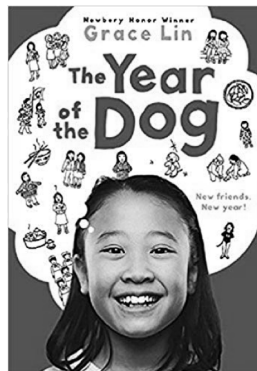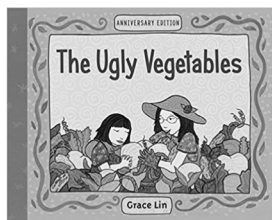**continu**ED®
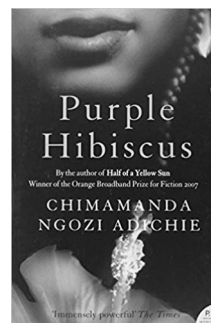
Windows & Mirrors of the Bookshelf

Wizard of Oz

You can't be Dorothy. Dorothy's not Chinese.

Grace Lin

https://www.youtube.com/watch?v=_wQ8wiV3FVo

Windows & Mirrors of the Bookshelf

Most of the time I would just forget that I was Asian. So, I think one of the reasons I did that was because I loved books when I was younger. And all the books that I read never had anybody that looked like me in them. If they had, maybe I wouldn't have felt so alone. I wouldn't have wanted to forget I was Asian so much.

Grace Lin

https://www.youtube.com/watch?v=_wQ8wiV3FVo

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Windows & Mirrors of the Bookshelf
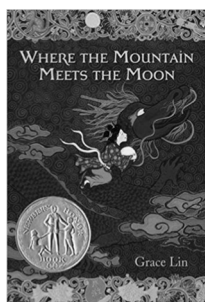
So my hope for my books are not only are they a **mirror** of my childhood so that kids who were like me could see themselves and not feel so alone. I also hope that they are a **window** for those who are not Asian, who are not of a minority race. And they can see others, other races and realize oh they are just like, just like me, even though they might look different. So that's kind of how I feel my books are both windows and mirrors.
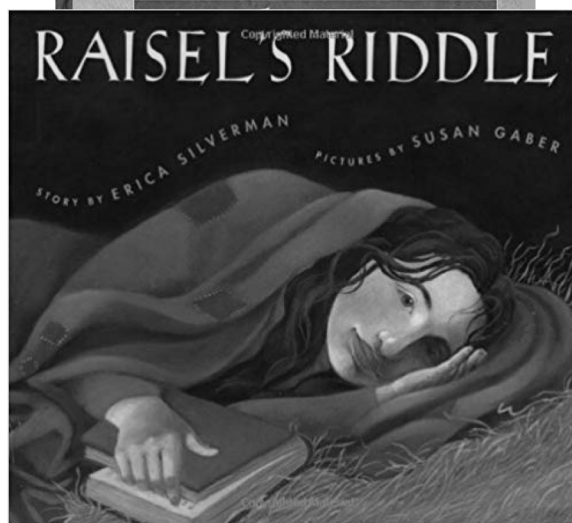
From at interview on Reading Rockets:
http://www.readingrockets.org/books/interviews/lin/transcript

Grace Lin

https://www.youtube.com/watch?v=_wQ8wiV3FVo

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The What of Multiliteracies

Available Designs: available structures/grammars/genres

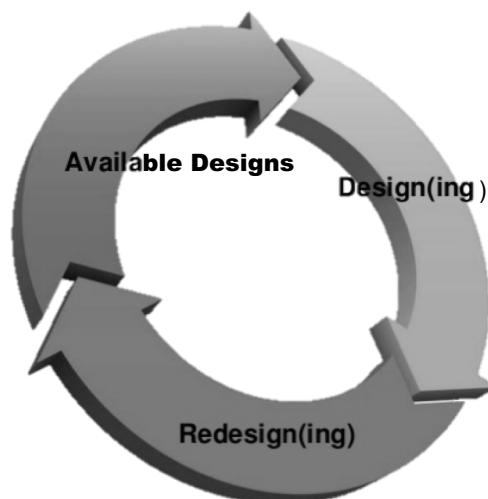**Designing: what students do to interpret or make meaning from the available designs.**

The Redesigned: the literacies students produce

- **Students take Available Designs, interpret them, and then transform them for their own purposes**
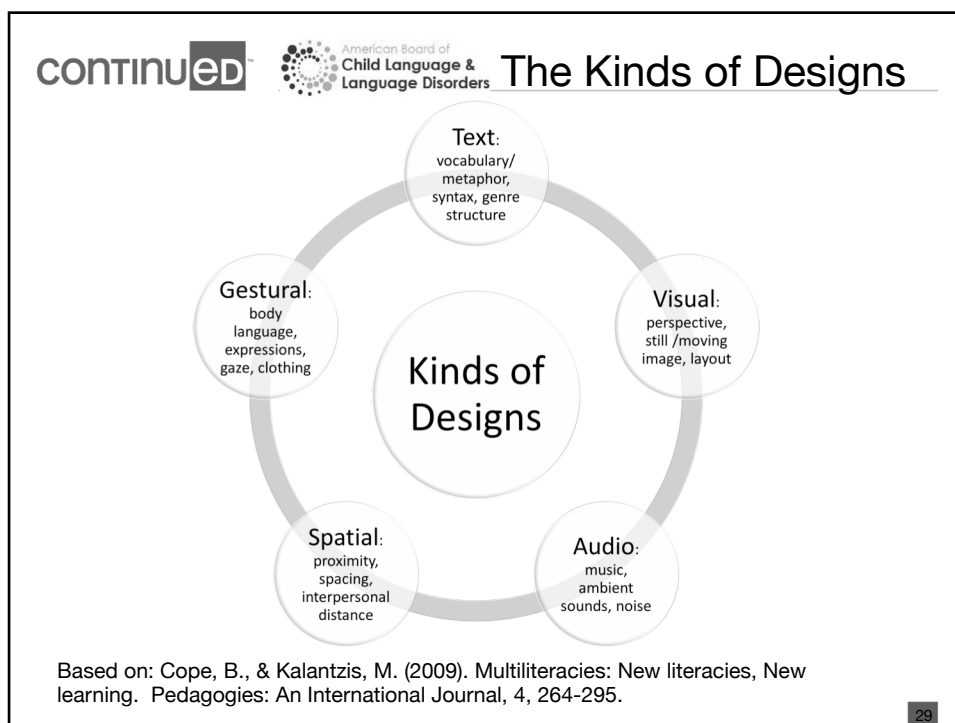
New London Group (1996). A Pedagogy of multiliteracies: Designing social futures. Harvard Educational Review, 66, 60-92.

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The What of Multiliteracies

Available Designs

Design(ing)

Redesign(ing)

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The Kinds of Designs

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Text: vocabulary/ metaphor, syntax, genre structure

Visual: perspective, still /moving image, layout

Gestural: body language, expressions, gaze, clothing

Kinds of Designs

Spatial: proximity, spacing, interpersonal distance

Audio: music, ambient sounds, noise

Based on: Cope, B., & Kalantzis, M. (2009). Multiliteracies: New literacies, New learning. Pedagogies: An International Journal, 4, 264-295.

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Must know the content/structure of the Designs

Text mode	vocabulary/metaphor, syntax, genre structure of oral/written narrative and expository texts
Visual mode	still or moving image, sculpture, view, vista, scene, perspective, page layouts, screen formats
Audio mode	music, ambiant sounds, noises, alerts
Gestural mode	body language, movements of the hands and arms, expressions of the face, eye movements and gaze, demeanors of the body, gait, clothing and fashion, hair style, dance, ceremony and ritual
Spatial mode	proximity, spacing, layout, interpersonal distance, territoriality, architecture/building, streetscape, cityscape, landscape.

Must have the meta-language to talk about the designs

Cope, B., & Kalantzis, M. (2009). Multiliteracies: New literacies, new learning. Pedagogies: An International Journal, 4, 264-295.

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Designs for Different Types of Literacies

- **Academic literacies:**
  - language literacy
  - mathematical literacy
  - scientific literacy
- **Computer literacy:** The ability to use a computer and its software to accomplish practical tasks.
- **Media literacies/technology literacy:** Literacies in digital mediums; Internet, involving hypertext, multimedia and electronic forms of communication.
- **Cultural literacy:** The ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture the cultures of others.

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What Students Need to Know about The Redesigned

- Must have the decoding strategies, vocabulary, and inferring abilities they need when engaged in reading of traditional printed texts and comprehending multimedia
- How to locate information
  - How to use a search engine and read the results from a search
  - How to locate information on a webpage and be able to make inferences about where additional related information may be located by selecting a link to find information on another site.
- Be able to critically evaluate the information
  - Is it accurate and reliable?
  - How was it shaped by the person who created it?
  - Does it meet their needs?
- Must be able to synthesize the information – creating an intertext by integrating written and graphic information and considering the page layout and choice of fonts as they do so
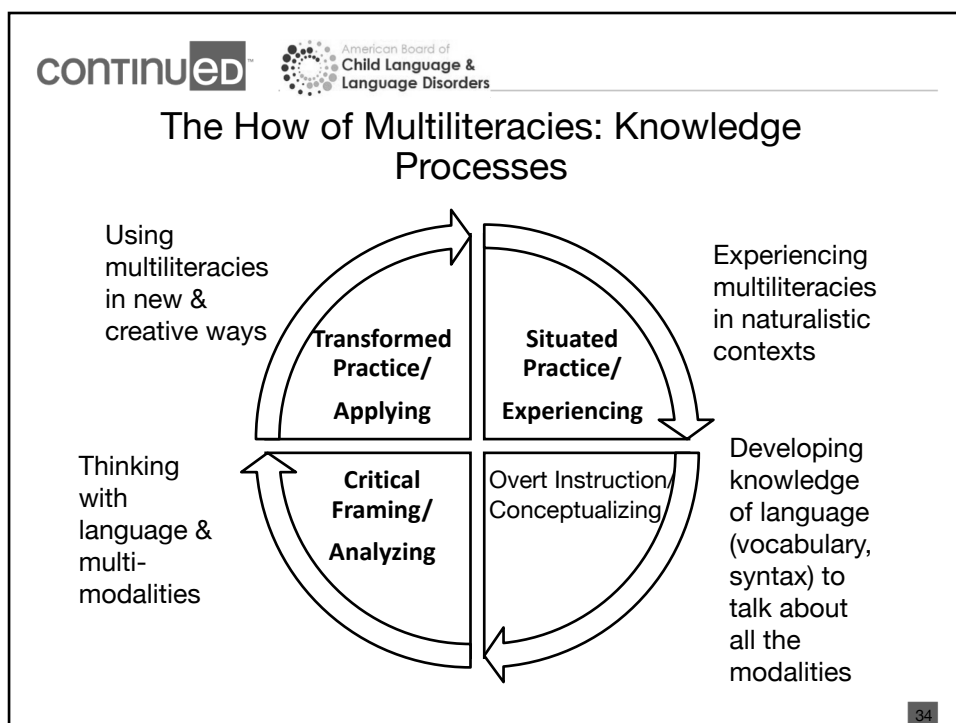
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Multimodal Literacy in 5th Grade Science Weather Lesson

Figure showing temperature affects air pressure.
Wind is air moving from areas of high pressure to low pressure.

Text about air temperature

Academic standards

Text about wind

Information on weather maps

Web links

Text on forming clouds

Text on classifying clouds

Picture & diagram of cloud formation

Picture & diagram air moving over mountain

Picture & diagram cool air meets warm air

Task: Explain what happens to the water vapor when the dew point is reached.

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The How of Multiliteracies: Knowledge Processes

Using multiliteracies in new & creative ways

Experiencing multiliteracies in naturalistic contexts

Transformed Practice/ Applying

Situated Practice/ Experiencing

Thinking with language & multi-modalities

Critical Framing/ Analyzing

Overt Instruction/ Conceptualizing

Developing knowledge of language (vocabulary, syntax) to talk about all the modalities

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Transformed Practice
Using Multiliteracies to Develop Sense of Identity

- Generate a personal story: Present personal narratives in oral, graphic, digital, and written forms. Resources include:
  - Still photos
  - Scanned images and documents
  - Short videos
  - Music
  - Sound effects

For example: The Difference Between Honduras and USA:
https://cla.umn.edu/ihrc/immigrant-stories

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Multiliteracies can foster a growth mindset

Growth mindset

A belief system that suggests that one's intelligence and/or talents can be grown or developed with persistence, effort, and a focus on learning

Fixed mindset

A belief system that suggests that a person has a predetermined amount of intelligence, skills, or talents.

Dweck, C. (2007). Mindset: The new psychology of success. New York: Ballantine.

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Feedback Affects Mindsets

Process/effort Feedback

- Direct praise or critique of the effort and strategies/thinking that went into the process:
  - Great job on that story – you worked really hard.
  - That wasn't your best work – what do you think we can do better next time?
- The goal is to focus on what led to the outcome.

Person Feedback

- Direct praise or critique of the person:
  - You aren't good at math.
  - You can't draw.
  - I'm disappointed in you
  - You are so smart.
  - You are very good at this.
  - I'm proud of you.
  - I like the way you…

Haimovitz, K., & Dweck, C.S. (2017). The origins of children's growth and fixed mindsets: New research and a new proposal. Child Development, 88(6), 1849–1859.
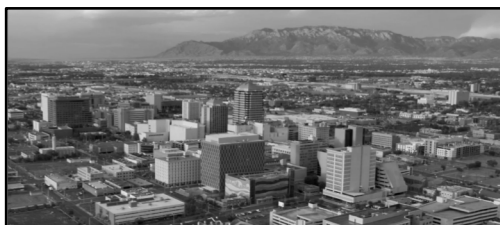
37

Feedback Affects Mindsets

Process/
Effort Feedback
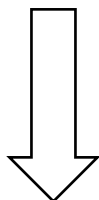
Person-oriented
Feedback

Growth Mindset

Fixed Mindset

Haimovitz, K., & Dweck, C.S. (2017). The origins of children's growth and fixed mindsets: New research and a new proposal. Child Development, 88(6), 1849–1859.

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Multiliteracies foster a growth mindset

Growth mindsets	**Fixed mindsets**
▪ Embrace challenges	▪ Avoid challenges
▪ See effort as path to mastery	▪ Give up easily
▪ Persist in face of challenges	▪ See effort as fruitless or worse
▪ Learn from criticism	▪ Ignore useful negative feedback
▪ Finds lessons and inspiration in success of others	▪ Feel threatened by success of others

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The Power of Yet
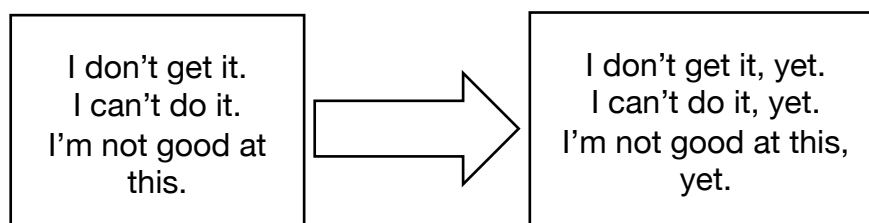
I don't get it.
I can't do it.
I'm not good at this.

→

I don't get it, yet.
I can't do it, yet.
I'm not good at this, yet.

Haimovitz, K., & Dweck, C.S. (2017). The origins of children's growth and fixed mindsets: New research and a new proposal. Child Development, 88(6), 1849–1859.

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Application of Multiliteracies in Schools

Word cloud: projects, conceptualizing, learn, print, experiencing, photos, students, language, texts, creating, share, transforming, multiliteracies, analyzing, identity, digital, iPad, applying, skills, themes, teachers, video, computer, reading

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Albuquerque, NM

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Background – Local Schools

- Largest school district in NM
- Top 40 largest in nation
- 84,000 students
- 68.2% eligible for free or reduced lunch
- 16.6% EL (English Learner)
- 65.8% Hispanic
- 5.5% American Indian

http://www.aps.edu/about-us

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Why Implement Multiliteracies

- Students in the 21st century, including those with disabilities, need to comprehend and use information from a variety of media (text, visual, audio, gestural, spatial)
- Through a multiliteracies approach, students develop:
  - a sense of their own identity to become comfortable and flexible with themselves
  - the ability to collaborate and negotiate with others from different backgrounds
  - a growth mindset

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Using Multiliteracies Helps Facilitate Students' Language/Literacy Goals

- Encourages functional communication about meaningful experiences
- Fosters problem solving and collaborative learning with peers during novel experiences
- Promotes autobiographical memory to target personal narratives and story retell

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How to Implement Multiliteracies

- Identify interest, unit, or area of need
  - For example:
    - Camping
    - Travel
    - Holidays
    - Fairy tales or books
    - Always try to incorporate cooking

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Slide 47

the KNOWN EXPERIENCING the NEW		APPROPRIATELY APPLYING CREATIVELY	
by being in the student's world	by being in new worlds	by doing things the right way	by doing things in interesting ways
Show book - title, what is a gingerbread man, make predictions,	Read aloud book	Write new ending	Take pictures and make a book of the story
Reminds me of...	Retell story	Act out story	Write new version
	Examine confusing parts		
	Make gingerbread men		

Gingerbread Man

by NAMING CONCEPTUALISING with THEORY		FUNCTIONALLY ANALYSING CRITICALLY	
by connecting the same type of thing	by connecting different types of things	by thinking about what something does	by thinking about who benefits
Vocabulary focus	Draw summary of the book	Read different version - compare/contrast	Point of view of different characters
Synonyms/antonyms	Consequences/effects		Someone else's shoes
Story structure		Questions about fairy tales - Could gingerbread men run?	

Learning by Design Placemat

http://newlearningonline.com/learning-by-design/the-placemat

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Slide 48

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Travel Unit

- Goal – Give students the experience of traveling
- Students decided where to go
  - Washington, D.C.
  - Ocean
  - Legoland
  - Camping

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continueD

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"The How" Example – Travel Unit

the KNOWN	Experiencing/ **Situated Practice**	the NEW
Places traveled Transportation methods Map		Introduce NEW experiences Trains Bus Airplanes • Boarding • Take-off • Landing

http://newlearningonline.com/learning-by-design/the-placemat

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Travel Unit

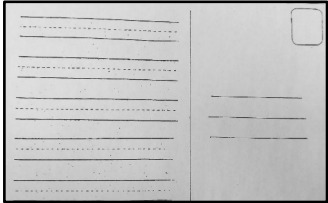| by NAMING	Conceptualizing/Overt Instruction	with THEORY
Vocabulary Rules of travel Pack suitcase		Compare/contrast methods Link concepts together – familiar (car) with novel (plane)

http://newlearningonline.com/learning-by-design/the-placemat

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Travel Unit

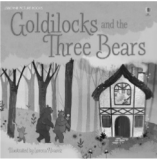| FUNCTIONALLY	Analyzing/ **Critical Framing**	CRITICALLY
Why travel? How decide method of travel? (Distance, cost, etc.)	Environmental consequences? What are effects of travel?	

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Travel Unit

APPROPRIATELY	Applying/ **Transformed Practice**	CREATIVELY
Problem solving Draw pictures of experience Make predictions	"Interesting transformation" Write and illustrate postcards Take pictures – write about experience	

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http://newlearningonline.com/learning-by-design/the-placemat

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Goldilocks and the Three Bears

Situated Practice	Overt Instruction	Critical Framing	Transformed Practice
Read aloud predictions, title, etc. Make porridge vocab, synonyms	Story Structure Vocabulary	Compare/ Contrast versions Point of View	Wrote own story, role play demonstrate & adapt knowledge

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Making Connections – Overt Instruction and Critical Framing

- **Text-to-self:**
  What does this remind me of in my life?
  What is this similar to in my life?
  How is this different from my life?
  Has something like this ever happened to me?
  How does this relate to my life?
  What were my feelings when I read this?

- **Text-to-text:**
  What does this remind me of in another book I've read?
  How is this text similar to other things I've read?
  How is this different from other books I've read?
  Have I read about something like this before?

- **Text-to-world:**
  What does this remind me of in the real world?
  How is this text similar to things that happen in the real world?
  How is this different from things that happen in the real world?
  How did that part relate to the world around me?

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The Little Red Hen
Mañana Iguana
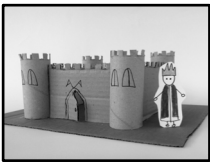
Situated Practice	Overt Instruction	Critical Framing	Transformed Practice
Read aloud **Made Pretzels** **Made Tacos**	**Vocabulary** related to cooking, using motions	**Compare/ Contrast versions**	**Wrote own story** **Made Tacos**

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Fairy Tale Unit

Situated Practice	Overt Instruction	Critical Framing	Transformed Practice
Read aloud predictions, title, etc. **Tea Party made tea sandwiches**	**Story Structure** **Vocabulary using props** **Manners**	**Compare/ Contrast versions** **Expectations vs. Reality**	**Wrote own story** **Tea Party** **Made castles**

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Adapting Multiliteracies in Different Settings

- Collaborate with other professionals – teachers, OTs, PTs, other SLPs
- Modify as appropriate for students' abilities
- Utilize communication with pictures, augmentative devices, switches, eye gaze

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Intensive Support/Medically Fragile Classrooms

- Complex global needs
- Most students are limited motorically and receive OT and PT
- Target functional communication and making choices using eye gaze, switches, vocalizations

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Pirate Unit

Situated Practice	Overt Instruction	Critical Framing	Transformed Practice
Read aloud **Made** pirate hats, treasure box Created sand castles	**Vocabulary** using props **Maps**	**Expectations vs. Reality** of pirates	Created "**book**" on smartboard with pictures Students read aloud with switches **Reminisced**

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Transformed Practice - Creating a Book

- Take pictures throughout unit on designated device
- Combine pictures and text into slideshow then record story on each page
- Students use switches to read aloud book
- They love looking at themselves and peers! Creates opportunities to:
  - Reminisce about experience
  - Reflect on success and problem-solving promoting a growth mindset

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> "Learning is experience. Everything else is just information."
>
> — **Albert Einstein**

Multiliteracies References

- Websites:
  - Extensive website on multiliteracies. Books, videos, lesson plans.
    http://newlearningonline.com/multiliteracies
  - Multiliteracies lesson plans for a variety of books from elementary to high school.
    https://cgscholar.com/bookstore/collections/96
  - Teaching multiliteracies.
    https://teachingmultiliteracies.weebly.com/
  - Ideas for children with multiple disabilities.
    www.pathstoliteracy.org/

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Multiliteracies References

- Books, Chapters, Monographs
  - Bull, G., & Anstey, M. (2018). *Foundations of multiliteracies: Reading, writing and talking in the 21st Century*. New York: Routledge.
  - Bull, G., & Anstey, M. (2019). *Elaborating multiliteracies through multimodal texts: Changing classroom practices and developing teacher pedagogies*. New York: Routledge.
  - Healy, A. (Ed.) (2008). *Multiliteracies and diversity in education*. Sydney: Oxford.
  - Hill, S*. Multiliteracies in the early years*. Adelaide: South Australia Department of Education. Available at: http://www.unisanet.unisa.edu.au/Staff/SueHill/MMevalfinal6.pdf
  - *Mapping multiliteracies.* http://www.unisanet.unisa.edu.au/staff/suehill/mapping_multiliteracies .pdf
  - Westby, C.E. (2010). Multiliteracies: The changing world of communication. *Topics in Language Disorders. 30*, 64-71.
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