MULTIMODALITY, EDUCATIONAL POLICY, AND SECONDARY SCHOOL ENGLISH LANGUAGE LEARNERS: REFLECTION AND ANALYSIS

MANDY LAU

Supervisor: Heather Lotherington

A Research Project submitted to the Graduate Program in Education
in partial fulfillment of the requirements
for the degree of

Master of Education

Graduate Program in Education
York University
Toronto, Ontario

December 2018

Table of Contents

Table of Contents **2**
Chapter 1: Statement of the problem 4
Reflections on a multimodal project for English language learners 4
Chapter 2: Research Context 7
2.1 York Region District School Board Context 7
2.2 Guiding Curricular and Assessment Documents 8
2.2.1 STEPs to English Proficiency framework for secondary students 9
2.2.2 English as a Second Language, the Ontario Curriculum 10
2.2.3 Ontario Secondary School Literacy Test 13
2.2.4 Adolescent Literacy Guide 15
Chapter 3: Theoretical Framework 18
3.1 Multimodal literacies 18
3.1.1. What is multimodality? What is a mode? 19
3.1.2. How do we make sense of multimodality? 20
3.1.3 Multimodality 2.0 in 2018 21
3.1.4 Multimodal pedagogy in the ESL classroom 23
3.2 Identity texts 24
3.3 Multilingualism, Plurilingualism, and Translanguaging 26
3.4 Project Based Learning 30
3.5 Summary 32
Chapter 4: Research Methodology, Analysis and Discussion 33
4.1 Research Methodology 33
4.2 Data Results and Analysis 34
4.2.1 Summary of Results and Analysis for Multimodality 34
4.2.2 Summary of Results and Analysis for Identity Text 36
4.2.3 Summary of Results and Analysis for Multilingualism 39
4.2.4 Summary of Results and Analysis for Project-based Learning 41
4.3 Discussion 43
Chapter 5: Conclusion 47
5.1 Conclusion 47
5.2 Connections to the Identity Through Art project 48
5.3 Stakeholders for Recommendations 49
5.4 Recommendations for Future Directions 50
References 58
Appendix 67

ACKNOWLEDGEMENTS

I'd like to give sincere thanks to my research supervisor Dr. Heather Lotherington of York University. Dr. Lotherington's work and teaching on multimodality, multilingualism and digital mediation was a source of inspiration to my own pedagogical explorations and this research paper. As I embarked on this journey for the past two years, Dr. Lotherington was always ready to push my thinking and learning: from ideas on literacy pedagogy to the research process, and even how to write. She provided direction and encouragement to push through what sometimes felt like a confusing, endless process. Most importantly, she gave me the gift of deep caring and dedication to each detail and every step of the work. I am deeply grateful and humbled.

I would like to acknowledge Dr. Saskia Van Viegen of York University as the second reader of this Major Research Project. As a researcher with deep knowledge of ESL/ELD policy and practice in the Ontario context, she provided expertise and valuable feedback for my learning and next steps.

I would also like to acknowledge Dr. Carl James of York University and Dr. Donaldo Macedo of the University of Massachusetts Boston. Their research and teachings through a critical lens cultivated my understanding of the relationship between language and power. I am grateful for the conversations and their encouragement of my research and further learning.

Finally, a big *Thank you* to the people who made the *Identity through Art* project come to life:

- My co-lead Jon Lewis, and teammates Chunha Park and Justina So
- Funding and leadership support: Dr. Debbie Donsky and Nada Aoudeh
- The YRDSB Learning Design and Development for their support on the video production, 360 and virtual reality gallery: Leah MacDonald, Hamal Finn Roye, Matthew McPhee
- And most importantly, the educators who opened the doors to their schools and classrooms, and their students who generously shared a part of themselves through their stories.

Multimodality, educational policy, and secondary school English language learners: Reflection and analysis

Chapter 1: Statement of the problem

Reflections on a multimodal project for English language learners

With the number and diversity of English language learners and plurilingual students on the rise in York Region District School Board and throughout Ontario, educators are becoming increasingly interested in pedagogical practices that not only support language learning but also create an inclusive learning environment that affirms learners' identities. A recent project that I led, entitled *Identity Through Art*, was an opportunity to do this via a learner-centered language pedagogy. I worked with educators representing system and school principals, teachers, consultants, with English language learners from two multi-grade secondary English as a Second Language (ESL) classes from different schools to incorporate their home languages and lived experiences through multimodal and digitally-mediated identity texts.

Students began by reflecting on their experiences informed by their social identities. They wrote poems and stories using their home languages and English to communicate their identities through the written code. They explored the elements of design, photography, and art processes to express their feelings and enhance the stories of who they were. They played with expressing emotions through charcoal drawings to the instrumental music soundtrack Atyche, created fonts and colours to express words, created collaborative paintings on wooden panels to support

team-building and collaborative talk, engaged in design thinking to create visuals and symbols that expressed their written stories, and played with iPads and cameras to create self-portraits, merging the photos with their artwork using the Union app. They also recorded a reading or an oral reflection on their narratives.

The layering of symbols, colours, words, photographs, visuals, and recordings culminated in a multimodal installation and an e-book, created using the Marvel app. Each of their narratives was linked to a QR code that would bring the audience to their oral recordings published on YouTube. The multimodal installation was shared with the community during our gallery day at the local library. Community members, including local elementary students and adult ESL students, were invited to interact with the installation using the QRs and iPads provided. As many of the students' friends and families were unable to join us during the gallery day, particularly the families who live overseas, we sought to problem solve how we might bring the gallery to families instead. Through a collaboration with the learning design and development team, we took pictures of the installation using 360˚ cameras and the program Panotour to create a digital 360˚ and virtual reality gallery. The 360˚ gallery is now public and everyone can walk around the students' virtual reality gallery using virtual reality goggles and their mobile devices.

During the project, I kept a journal recording my observations and notes of student and teacher learning. I learned that when students are asked to use their home languages, they are more willing to engage thoughtfully and are then more confident in expressing their ideas in English. I noticed this when students used home languages to

brainstorm independently and in pairs, before sharing with the bigger class. I also noticed that as we built community in the class, students became more comfortable in making their home languages public, and were willing to teach teachers and their peers their languages while connecting to the learning. The explanation of the words and expressions communicated in their home languages also led to greater output in English, which was supported by written texts, symbols, and images. Leveraging multimodality in the learning felt very natural for teachers and students, and students expressed that it deepened their learning of English, and also helped articulate their ideas. Students indicated that it helped them “show people what was stuck inside,” and that they could communicate without “a million words.” The audience of the final multimodal products also noted that having the images with their poems and oral texts made their narratives more impactful and clear, furthering their understanding of the student narratives.

Digital mediation enhanced the production quality of the student work, as well as efficiency in creating the products. The apps used for merging the photography and artwork, and creating the ebook were simple to use, allowed all students to create beautiful art without previous art experiences, and enabled teachers working out of different locations to collaborate on the project. The oral recordings were completed by simply recording into a mobile device and uploading onto YouTube. Having the oral texts recorded, and the gallery documented with 360˚ cameras onto the digital 360 and virtual reality galleries allowed the students’ work to transcend time and space, enabling anyone to access the full breadth of their work anytime and anywhere.

Chapter 2: Research Context

As a result of the *Identity Through Art* project, I have become increasingly aware of the benefits of multimodal, multilingual, and project-based pedagogy that affirmed students' identities, as indicated in observations of student-to-student and student-to-teacher conversations, the students' journals, and their engagement with learning. I learned that these approaches to learning are a natural reflection of the current communicative practices of multilingual students, while effectively facilitating language and literacy learning.

Given the positive experiences of the teachers and students, I wanted to investigate the following research questions:

1. Do the curricular and assessment guidelines for literacy pertaining to English language learners support current perspectives on multimodal and multilingual project-based literacy learning?
2. If so, where and how do they support perspectives on multimodality, project-based learning, multilingualism, and identity texts?

2.1 York Region District School Board Context

The York Region District School Board is located in the Regional Municipality of York, one of Canada's largest municipalities and ranked as Ontario's fastest growing large municipality with 1.2 million residents (York Region, n.d.a). The region is just over 1700 square kilometres and contains a mix of large urban centres, small urban centres,

and rural areas (York Region, 2016). According to the 2016 Census (Statistics Canada, 2018), there are around 180 mother tongue languages spoken in addition to the official languages, English and French. Thirty-one percent of all residents speak a non-official language most often at home, with Cantonese, Mandarin, Persian (Farsi), Russian, and Italian being the top non-official languages (York Region, n.d.b). The school board is the third largest school board in Ontario, with 124,775 students as of 2017 (York Region District School Board, 2018). Approximately thirty thousand students are identified as English language learners in the 2017-18 school year, with 6138 in the secondary division (York Region District School Board, 2018). The region and school board are experiencing growth with increased admission of international students and increased housing development in both urban and rural settings.

2.2 Guiding Curricular and Assessment Documents

The four guiding curricular and assessment documents that directly pertain to literacy learning for English language learners in the Secondary panel are:

1. STEPs to English Proficiency (Secondary ESL);
2. The English as a Second Languages Grades 9-12 Ontario Curriculum;
3. The Grade 10 Ontario Secondary School Literacy Test; and
4. The Adolescent Literacy Guide (Grades 7-12);

2.2.1 STEPs to English Proficiency framework for secondary students

The Ontario Ministry of Education developed the STEPs to English Proficiency framework and resource, intended to be the primary tool for teaching and learning of English as an additional language in Ontario. As such, this resource was used to inform the teaching and learning during the *Identity Through Art* project.

The STEPs to English Proficiency (STEP) framework and resource was designed to support educators' language pedagogy and to be compliant with the 2007 ELL Policy and 2005 Annual Report of the Auditor General of Ontario. It is a framework used by Ontario educators to assess and monitor language acquisition and literacy development of English language learners across the Ontario curriculum (Edugains, 2017). Similar to the Common European Framework of Reference, it offers a six-step continua to measure development of English language proficiency in oral language, reading, and writing. There is a set of continua for learners requiring the English as a Second Language (ESL) program, and another for the English Literacy Development (ELD) program. The ELD program also includes a continuum entitled *Orientation to School Life* that supports the transition to Ontario schools. The resource comprises two components: Initial Assessment and Ongoing Assessment. The Initial Assessment allows teachers to initiate a learner profile, to make recommendations for courses and placement, and provide a starting point for instruction. The Ongoing Assessment is a classroom-based language assessment, and an assessment for learning resource. It is meant to support all teachers in planning and programming decisions, differentiate instruction and assessment, be accountable to the language and literacy learning for students, determine provisions of legislated accommodations and modifications, as well as make decisions regarding discontinuation of supports.

During the project, we used the STEP ESL Ongoing Assessment - Secondary observable language behaviour continuas, that are divided into three domains: oral (language), reading, and writing. We used the descriptors to determine patterns of where students were in their English language learning throughout the project, to determine the language goals in the learning, the language scaffolds needed for the activities we designed, and to determine if our understanding of students' English language abilities had grown over the period of the project.

2.2.2 English as a Second Language, the Ontario Curriculum

The most recent version of the English as a Second Language (ESL) and English Literacy Development (ELD) curriculum was released in 2007 by the Ontario Ministry of Education for students in Grades 9 to 12. The intention of the curriculum is to build proficiency in everyday and academic English to integrate students into the school community. The ESL program is meant to serve English language learners who have age-appropriate literacy skills and educational backgrounds. The ELD program is intended for English language learners who have had limited access to age-appropriate schooling and thus limited language and literacy skills in any language. This program (ELD) is meant for students who have experienced disrupted, interrupted, inconsistent, or unavailable formal schooling in their country of origin (Ontario Ministry of Education, 2007). While the two programs share some similarities, my research will focus on the ESL program.

The ESL program consists of five levels of English proficiency. Level 1 is the beginning level, with each course becoming increasingly complex in terms of language and literacy skill development. Level 5 is the most advanced level as students move towards Grades 10 to 12 English classes.

Each ESL level is divided into four strands: Listening and Speaking, Reading, Writing, and Socio-cultural Competence and Media Literacy. The knowledge and skills within each strand include language (i.e. language structures and conventions), literacy (i.e. meaning making with various types of text, use of language strategies and processes), behavioural norms (i.e. social norms of language and non-verbal behaviour), and content knowledge to integrate into Ontario schools and communities. There are two sets of curriculum expectations across all levels and strands: overall expectations and specific expectations. The overall expectations describe the general "knowledge and skills that students are expected to demonstrate by the end of each course" (Ontario Ministry of Education, 2007, p. 15). Specific expectations are organized under subheadings that indicate the specific aspect of the overall expectation each pertains to.

According to the Ontario English as a Second Language curriculum (2007, p.16), the overall expectations for listening and speaking are:

> *Students will:*
> - demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
> - use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
> - use correctly the language structures appropriate for this level to communicate orally in English.

The next set of overall expectations in the Ontario English as a Second Language curriculum (2007, p.18) is for reading:

Students will:

- read and demonstrate understanding of a variety of texts for different purposes;
- use a variety of reading strategies throughout the reading process to extract meaning from texts;
- use a variety of strategies to build vocabulary;
- locate and extract relevant information from written and graphic texts for a variety of purposes.

The overall expectations in the Ontario English as a Second Language curriculum (2007, p.19) for writing are:

Students will:

- write in a variety of forms for different purposes and audiences;
- organize ideas coherently in writing;
- use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
- use the stages of the writing process.

Lastly, the overall expectations in the Ontario English as a Second Language curriculum (2007, p.20) for socio-cultural competence and media literacy are:

S*tudents will:*

- use English and non-verbal communication strategies appropriately in a variety of social contexts;
- demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
- demonstrate knowledge of and adaptation to the Ontario education system;
- demonstrate an understanding of, interpret, and create a variety of media works.

Assessment and evaluation of the expectations are meant to be balanced across four broad categories (Ontario Ministry of Education, 2007, p. 33):

- Knowledge and Understanding: Subject-specific content and the comprehension of its meaning and significance (understanding).

- Thinking: The use of critical and creative thinking skills and/or processes.
- Communication: The conveying of meaning through various forms.
- Application: The use of knowledge and skills to make connections within and between various contexts.

The evaluation of the expectations spread across the four categories generates a percentage grade. Learning skills demonstrated by the student that are not part of the curriculum expectation are not to be considered when determining the percentage grade. These are reported separately using a four-point scale (E−Excellent, G−Good, S−Satisfactory, N−Needs Improvement), and are organized within five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative (Ontario Ministry of Education, 2007, p. 35).

The two secondary classes involved in the *Identity Through Art* project included students of different ages (and thus different grades), who may have been on different STEPs in their English proficiency. The commonality they shared was that they were all enrolled in the Level 2 class, for high beginning English proficiency level, or the Level 3 class, for intermediate English proficiency level.

2.2.3 Ontario Secondary School Literacy Test

The Education Quality and Accountability Office (EQAO) is a provincial government agency that annually measures the reading, writing, and math outcomes of Ontario students in grades 3, 6, and secondary school (grade 9 for math, grade 10 for literacy). Results are reported to students and families, educators, and government.

The Ministry of Education, school boards, and individual schools use the assessment results to drive district, board, and school planning.

The Ontario Secondary School Literacy Test (OSSLT), administered by the EQAO, is not only a large-scale assessment, but it is also a graduation requirement. All secondary school students must pass the test in order to graduate. If students fail the test, they may rewrite the test once more, or enroll in and pass the Ontario Literacy Course (OLC). While most students write the OSSLT in grade 10, English language learners can defer until they reach an appropriate English proficiency level or are close to graduation. Currently, English language learners only accommodation provisions are extra time and a small-group setting, which all students are entitled to as of 2018.

According to the EQAO (2007), the purpose of the large-scale assessment is to provide valid, reliable, and comparable year-to-year data to give the public information on student achievement, which sets the direction for district and school improvement efforts for school boards. The OSSLT is scored by an anonymous assessor from the EQAO. The EQAO then provides data on overall school results, compared with the board and the province results, contextual demographic data of those who participated, results by subgroupings (gender, English language learner, or special needs status), and a literacy profile indicating areas of strengths and needs.

The EQAO defines literacy as comprising reading and writing skills (2007, p. 10). As a literacy test, the OSSLT specifically determines whether students are able to demonstrate the reading and writing knowledges and skills found across all subjects in

the Grade 9 Ontario Curriculum. The EQAO (2007, p. 15) defines reading as "the process through which the reader actively makes meaning for a variety of written texts". The three types of texts found on the OSSLT are narrative, informational and graphic reading selection. The EQAO (2007, p. 15) lists the focus on three reading skills:

- understanding explicitly stated information and ideas
- understanding implicitly stated information and ideas (making inferences)
- making connections between information and ideas in a reading selection and personal knowledge and experience

The EQAO (2007, p. 15) defines writing as "the constructive process of communicating in the written forms... across all subjects." The OSSLT combines multiple choice questions and two short and two long open-response writing tasks, which focus on three writing skills (EQAO, 2007, p. 15):

- developing a main idea with sufficient supporting details
- organizing information and ideas in a coherent manner
- conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

2.2.4 Adolescent Literacy Guide

The Adolescent Literacy Guide (Edugains, 2016a) is intended to be used by educators to facilitate collaborative professional learning to systemically plan for curriculum and literacy learning goals for all students from grades 7 to 12. It was first developed in 2011 by the Ontario Ministry of Education in response to recommendations for a more comprehensive approach towards adolescent literacy at schools. An advisory panel, steering committee, and focus groups comprising provincial leads, educators, and students were established to inform the development of the resource. The resource

continues to be revised, with the most recent edition (print and web-based) updated in 2016.

The foundational goals of the Adolescent Literacy Guide (2016) are that students will "think, express, reflect" (p. 8) within the five components of critical literacy, metacognition, questioning, strategy, and voice and identity. Each of the components is defined separately, along with classroom indicators for the student and teacher, as well as a set of guiding questions, and connections to Ontario curriculum and research. While the components are defined separately, they are meant to be interconnected, as illustrated by the graphic:

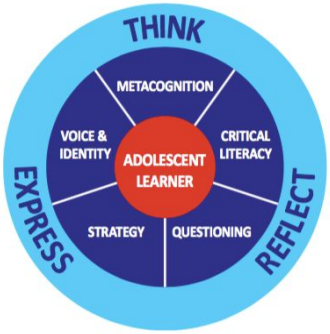


Image used with permission from the Ministry of Ontario, Curriculum and Learning Resources Policy Unit (See Appendix) (Edugains, 2016a, p. 8)

The Adolescent Literacy Guide defines the "Think, Express, Reflect" goals as the following (Edugains, 2016a, p. 8):

- Think: access, manage, create and evaluate information in order to think imaginatively and critically to solve problems and make decisions, including those related to issues of fairness, equity, and social justice
- Express: use language and images in rich and varied forms to read, write, listen, speak, view, represent, discuss and think critically about ideas
- Reflect: apply metacognitive knowledge and skills, develop self-advocacy, a sense of self-efficacy and interest in life-long learning

The Guide also defines the five components as the following (Edugains, 2016a, p. 9):

- Critical Literacy: refers to students critically analyzing and evaluating the meaning of text as it relates to issues of equity, power, and social justice to inform a critical stance, response and/or action.

- Metacognition: refers to students taking active control over their thinking processes so that they understand themselves as learners, they understand a given task, and they understand a variety of strategies and how to use them in a variety of situations.

- Questioning: refers to students' curiosity, exploration, and inquiry to evoke, expose and extend their thinking for the purpose of deepening understanding.

- Strategy: refers to students purposefully selecting and using techniques and processes in order to construct and communicate meaning

- Voice and Identity: refers to students' decisions, choices and actions that advocate for their learning and make connections to their experiences, values, culture, and interests.

Chapter 3: Theoretical Framework

3.1 Multimodal literacies

Multimodality is situated as a literacy practice, and as such, requires an understanding of literacy itself. What constitutes literacy depends on perspective. In education circles, many subscribe to the traditional understanding that literacy is learning to read and write, with the notion of language as a stable, isolated, and decontextualized system (Cope & Kalantzis, 2009b). Street (2005) articulated this as one tradition of literacy, which he named "literacy and learning" (p. 4). He also articulated three other major traditions, including "cognitive approaches to literacy" (p. 8), which links cognitive process with social practices of language; "social practice approaches" (p. 12), which frames language and literacy within broader societal sociopolitical contexts; and "literacy as text" (p. 17), in which written literacy is located within other literacies, or modes of representation. Multimodality falls within this last tradition, broadening the scope of literacy to include a complex suite of semiotic resources used simultaneously, and potentially amplified when mediated through digital and mobile technologies. Given that contemporary digital communicative practices have become increasingly multimodal and visually-centred, a narrow perspective of literacy as reading and writing (phonics, parts of speech, grammar of sentences) is thus the most limited expression of literacy and is no longer sufficient within the current social and educational environment (Cope & Kalantzis, 2009b).

3.1.1. What is multimodality? What is a mode?

Multimodality as a literacy practice was introduced as *multiliteracies* by the New London Group (1996). Their manifesto advocated for literacy education to be more relevant and inclusive of cultural, linguistic, and communicative diversity. It redefined literacy as an active, dynamic and transformative form of meaning-making in which linguistic (i.e., writing, speech), visual (i.e., still or moving image, sculpture, perspective), audio (i.e., sound, music, hearing), tactile (i.e., touch, smell, taste), gestural (i.e., movement, fashion), and spatial (i.e., spacing, layout, proximity) modes were integrated in social practices (Cope & Kalantzis, 2009b). This integration of modes constitutes multimodality; each mode is a semiotic resource located and negotiated within a social context (Kress & van Leeuwen, 2001).

The idea of literacy as a social practice is not a recent and isolated phenomenon. Lotherington and Jenson (2011, p. 231) named the work of Shirley Brice Heath (1983), Ruth Finnegan (1988), and Brian Street (1984, 1995) as the beginning of locating literacy practices within a social context. The framing of multiliteracies in the New London Group's (1996) manifesto also evolved alongside the growing possibilities of digital and mobile technologies. Lotherington and Jenson (2011) listed the explorations and theoretical perspectives that evolved at the time of the manifesto, including systemic functional linguistics, digital epistemology, new literacies, critical multimedia, visual literacy, video gaming, and multilingual/multicultural inclusion in literacy education.

While many of these explorations and perspectives around multimodality involve digital mediation, it is not a necessary component of multimodality. As Cope and

Kalantzis (2009a, p. 363) pointed out, “much of our everyday representational experience is intrinsically multimodal”. Our gestural communication may come with sounds or words; written language paired with visuals and images. Even traditional textbooks have become more multimodal in appearance and content, becoming more modular in design and image-centred (Kress, 2010). Digital technologies, however, afford augmented opportunities for multimodality as the digital material of pixels enables images, fonts, and audio to easily overlay one another (Cope & Kalantzis, 2009a). An example is text messages, in which still and moving images and videos, emoticons, symbols, visual and sound effects, audio recordings are seamlessly integrated with written text.

3.1.2. How do we make sense of multimodality?

As our communication practices become increasingly multimodal, the syntax and navigation of meaning have also become increasingly complex. Cope and Kalantzis (2009a) developed a *multimodal grammar* to frame how meaning is constructed within each mode. The dimensions include (Cope & Kalantzis, 2009a, p. 365):

- Representation: What do the meanings refer to?
- Social: How do the meanings connect the persons they involve?
- Organisational: How do the meanings hang together?
- Contextual: How do the meanings fit into the larger world of meaning?
- Ideological: Whose interests are the meanings skewed to serve?

Elleström (2010, pg.14) defined a mode simply as “a way to be or to do things”. He posited the conceptual classification of modes as four groupings, which he named the *four modalities of media* (Elleström, 2010). They are the material, the sensorial, the spatiotemporal, and the semiotic modes. The material modality refers to the medium’s

physical manifestation or interface, such as the surface of a written text, the screen and sound waves of an iPad, or the human body of a performance artist. The sensorial modality refers to our sensory perceptions of the medium, in how we perceive and interpret meaning through seeing, hearing, tasting, feeling, and smelling. Spatiotemporal modality indicates how the material modality is manifested and realized in physical space (width, length, height) and time, how our minds perceive space through thinking and cognition and the time needed for this perception, as well as the interpretative and representative aspects of space and time (e.g. virtual space and sequential time). Finally, the semiotic mode denotes how meaning is encoded and interpreted by those who conceive and perceive, within a social context. The four modalities do not act as separate, isolated entities, but rather as a whole. This model can support our analysis and interpretations of multimodal or multimedia works.

At a more micro level, Marcus's *Sensory Alphabet* (2009) provides a basic symbol system to name patterns found through the modes. She borrowed from the design world to reflect how we perceive patterns through colour, sound, light, space, movement, rhythm, line, shape, and texture throughout each modality.

3.1.3 Multimodality 2.0 in 2018

As previously stated, while multimodality does not necessitate digital mediation; digital tools can enhance and amplify multimodal communication in new ways (Lotherington & Jenson, 2011). Leveraging digital possibilities is particularly apt in the secondary classroom, as many Canadian students have access to mobile digital

devices, with 83-87% of grades 9 to 11 students owning a cell phone or a smartphone in 2013 (Steeves, 2015).

Secondary students who are English language learners use their devices in multimodal ways as day-to-day tools (i.e. translation apps, annotating photos for note-taking, banking), communicating with their peers and families in the local and global community (i.e. social media, communication apps), and for entertainment (i.e. gaming, music, youtube). While some of these activities reflect a consumption model - in which the students are users and consumers of digital mass media, the same activities also hold the potential for students to create and publish knowledge, often in collaboration with others.

Web 2.0 reflects *convergence culture,* which points to the coexistence of traditional and power-concentrated mass media with grassroots, participatory media producers (Jenkins, 2014). In 2018, with the cacophony of *fake news*, *alternative facts*, and *clickbait,* driven by algorithms and big data, and in the context of a *post-truth* attention economy (Davenport & Beck, 2011), it is even more important that students develop a critical lens when consuming messages on the web. Students need to develop the skills to decode the "construction and dissemination of particular media artifacts" (Boyd, 2014, page 181). I would extend this to say that students also need to deconstruct how message producers use multimodal techniques to convey their explicit and implicit messages, which would add to their literacy toolkit and build civic online reasoning, which is defined by the Stanford History Education Group (2018, para.1) as the "ability to judge the credibility of the information that floods young people's smartphones, tablets, and computer screens." Developing multimodal literacy would

enable students to encode their messages effectively on the web, as students actively participate in media critique, creation, and dissemination themselves (Jenkins, 2014). The acts of decoding, deconstructing, and encoding messages are parallel to what Cope and Kalantzis referred to as the dimensions of pedagogy in multimodality (2009b), in which students experience the known and the new, conceptualize through building mental models and schema, analyze functionally and critically, and apply through testing and creating.

3.1.4 Multimodal pedagogy in the ESL classroom

In the context of English secondary schools in urban and suburban Ontario, English language learners already construct meaning through multimodal ways. To navigate English-dominant school and community environments, students infer meaning by using all semiotic resources available (i.e., signs, images, gestures, tone, space, languages, etc.). However, the ESL curriculum focus continues to prioritize a version of English that is ideologically time-bound and adheres to productive-receptive skills (i.e. reading-writing, speaking-listening) (Lotherington & Jenson, 2011; Ontario Ministry of Education, 2007), with the goal of English language acquisition measured against the standard of a native monolingual English language speaker.

Despite this, some educators have been able to find ways to design digitally-mediated, multimodal learning experiences for their multilingual students. Some examples from Ontario include the *Imagine a World* project from Joyce Public School (Lotherington & Jenson, 2011), the *Songide'ewin: Aboriginal Narratives* project at Sir

John A. Macdonald Secondary School, and the *Creating Digital Books for English Language Learners* project at Toronto District School Board (Cummins, Hu, Markus, & Montero, 2015). The benefits of digital multimodality in an additional language learning setting include the possibilities for collaborative authorship, expansion of message reception and production, a focus on language and communication learning goals within a meaningful context, the inclusion of multilingualism, and connecting with communities beyond the classroom walls (Lotherington & Jenson, 2011).

3.2 Identity texts

Identity texts are created when students invest their identities in their literacy creations, thereby expressing who they are by using all of their communicative resources. Cummins and Early (2011) first used the term during a 2002-2006 project titled *From Literacy to Multiliteracies: Designing Learning Environments for Knowledge Generation within the New Economy.* The project explored the expansion of literacy pedagogy for linguistically diverse communities beyond "linear print-based reading and writing skills in the dominant language" (Cummins & Early, 2011, p. 3). In other words, the texts, performances, and artifacts created were intended to be multimodal, as well as multilingual.

Specifically, Cummins and Early (2011, p. 3) described identity texts as follows:

> Students invest their identities in the creation of these texts—which can be written, spoken, signed, visual, musical, dramatic, or combinations in multimodal form. The identity text then holds a mirror up to students in which their identities are reflected back in a positive light. 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. Although not always an essential component, technology acts as an amplifier to enhance the process of identity text production and dissemination.

Facilitating literacy learning through identity texts was intended to address asymmetrical power relations in society. Cummins et al. (2015) assert that patterns of underachievement from oppressed communities, including English language learners in an English-dominant school and society, students from low socioeconomic status backgrounds, and students from communities that have experienced multi-generational societal discrimination, are directly linked to the devaluation of students' social identities. Identity texts offer space for student voice to resist and counter negative perpetuations of oppressed identities, creating and claiming new social and personal realities. They frame students as competent and capable while increasing literacy and academic engagement.

The construction of identity texts follows two principles asserted by Cummins et al. (2006) to promote academic engagement among English language learners: "ELL students' cultural knowledge and language abilities are important resources…[and] students will engage academically to the extent that instruction affirms and enables them to invest their identities in learning" (p.3). As students continue to share their identity texts with the wider audience and receive positive feedback and reception, their sense of self, competency, and academic and literacy engagement will continue to increase, resulting in a positive feedback loop.

3.3 Multilingualism, Plurilingualism, and Translanguaging

Schools are rich with the multilingual resources that students, particularly English language learners, bring to their classrooms. Garcia and Sylvan (2011) posit that multilingual classrooms should focus on building all of the students' languages and literacy practices through challenging academic learning, as opposed to the sole promotion and teaching of the single, dominant, standard language of school. This implies that educators teach towards the single language practice of each individual student, in contrast to a student possessing one or more autonomous, homogenous, and static languages. Garcia and Sylvan (2011) refer to this as teaching for singularities in pluralities, to discuss the plurality of communicative practices of each student, thereby adding to the plurality of communicative practices in the classroom.

Colonial legacies resulted in strictly monolingual schools in English in the United States and Canada, and bilingual schools in English and French in Canada. Bilingual programs began to emerge in the 1960s, amidst research by Peal and Lambert in 1962 that claimed bilingualism was positively linked to cognitive benefits (Bialystok, 2015). Peal and Lambert concluded that bilingual children displayed "mental flexibility, a superiority in concept formation, a more diversified set of mental abilities" (Hakuta, 1985, p. 64). Bilingual programs also garnered attention due to the political power of francophone Quebec in Canada, and the Civil Rights movement in the United States (Garcia & Sylvan, 2011). Garcia and Sylvan (2011) quote Lambert's 1974 framework consisting of an additive bilingualism model and a subtractive bilingualism model. The additive model behind language maintenance programs resulted in a student's dual,

bilingual competence in the first (L1) and second (L2) languages (L1 + L2 = L1 + L2), while the subtractive model, which is behind transitional language programs, led to students whose gain in L2 resulted in L1 language loss with the learner becoming monolingual in the L2 (L1 + L2 - L1 → L2).

The work of Cummins greatly informed the ideological positions of English as a Second Language programs in Ontario. By 1980, Cummins (1979) developed the linguistic interdependence hypothesis , which posits that competence in the L2 is dependent on the competence developed in the L1, and the common underlying proficiency theory (Cummins, 1980), which asserts that the cognitive and academic aspects of language proficiency (e.g., reading) are transferable between L1 and L2, and vice versa. First languages and literacy skills in the first language were now valued by educators as a useful bridge to learning the target language. Families were thus encouraged to maintain home languages as a support to learning English. This also informed school policies, as school districts began implementing heritage languages programs in Ontario as per Ministry of Education Policy and Program Memorandum No 7 in 1990 (Edugains, 2012). The two theories continue to inform language education policies, programs, and pedagogical practices to this day.

By the end of the 20th century, and in response to language rights advocacy and globalization, bilingualism came to be seen as less linear and more dynamic. In 2009, Garcia proposed “recursive dynamic bilingualism” (Garcia & Sylvan, 2011, p. 388), referring to individuals who have experienced ancestral language oppression and are recovering their languages, and “dynamic bilingualism” (Garcia & Sylvan, 2011, p. 388),

referring to learning new languages required to interact in a more globalized and connected world.

Language conceptions have also experienced a shift away from the traditional L1-L2 "two solitudes" binary (Cummins, 2007, p. 229), which ideologized language as a "pure" and autonomous system, such that "two languages should occupy separate instructional (and cognitive) spaces" (Cummis, 2007, p. 224). This can be referred to as a *monoglossic* conceptualization of language, in which monolingualism is positioned as the norm (Stille et al, 2016). The shift is now towards a *heteroglossic* conceptualization of language, in which the dynamic, multilingual discursive practices from the perspective of multilingual speakers themselves are positioned as the norm (Garcia & Sylvan, 2011, Stille et al, 2016). The ideological shift to heteroglossia can be encompassed within the the related terms of *plurilingualism* and *translanguaging*. There is a vast array of other terminology to describe this phenomenon as well, such as *polylingualism, metrolingualism,* and *codemeshing* (Marshall & Moore, 2018). While each term has nuanced differences from the other, they all refer to the multilingual and multimodal practices of meaning-making within today's social and political context (Marshall & Moore, 2018).

Where multilingualism is centered on the study of languages within a time, space, and "societal contact" (Marshall & Moore, 2018, p. 21), *plurilingualism* is positioned as the "study of individuals' repertoires and agency in several languages" (Marshall & Moore, 2018, p. 21). The conception of plurilingualism is further clarified by the Council of Europe's 2001 definition as an individual's "ability to use languages for the

purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of varying degrees, in several languages, and experience of several cultures" (Garcia and Sylvan, 2011, p. 391).

Translanguaging occurs when an individual uses their whole repertoire of various named languages for sense-making and communication (Garcia & Kleyn, 2016). It includes translation and code-switching - how communicators shift between two named languages depending on context, but it also refers to how people communicate effectively in multilingual ways, which would require knowledge of standardized academic languages (Garcia & Kleyn, 2016).

Language learning that honours each individual students' unique linguistic repertoire, what linguists refer to as *idiolects*, allows for and encourages creative language play. As students mix and match languages by translanguaging in authentic interactions, their understanding of the lexical, structural, and social contextual features of languages begins to take shape (Otheguy, Garcia & Reid, 2015). Translanguaging enables students' idiolects to broaden, as new linguistic features are merged with and added to existing linguistic practices. Garcia, Johnson, and Seltzer (2016) articulated the three dimensions that are necessary in a translanguaging pedagogy: the teacher's stance, the teacher's design, and the teacher's shift. The teacher's stance refers to the teacher's belief that languages are an individual's resource for sense-making that resides in the "lips and minds of children, and not in external standards or regulations" (Garcia and Kleyn, 2016, p. 48). The teacher's design includes three essential elements in creating the conditions for translanguaging to occur in the classroom: 1) learning must

be driven by collaborative and student-centered approaches, 2) multilingual and multimodal resources need to be made available (e.g. multilingual digital texts, stories from community members, authors who use translanguaging for literary effect), and 3) teachers need to use pedagogical strategies that encourage translanguaging as a normative school language practice. Finally, the teacher's shift refers to the teacher's responsiveness to the emerging translanguaging practices of the students, and teacher readiness to change their planning, instruction, and assessment.

3.4 Project Based Learning

The 21st century marks an evolution of competencies demanded of education to prepare learners for present and future social, political, economic, and environmental challenges. The evolution is driven in part by a move from the industrial to the knowledge economy, increasing globalization and technological advancement, and the learners' expectations that learning becomes more relevant and connected to everyday lives (Edugains, 2016b). The Ontario Ministry of Education uses various frameworks to define what is articulated as 21st-century competencies, synthesizing work from the Conference Board of Canada, the Organisation for Economic Co-operation and Development (OECD), the European Commission, the Partnership for 21st Century Skills (P21), and the U.S. National Research Council. The Ministry of Education (Edugains, 2016b, 12-13) has synthesized these findings into four prominent competencies, which are:

- Critical thinking: the ability to solve problems, interpret and critically analyze information, rationalize decisions;
- Communication: using various tools, resources, and literacy and numeracy skills to communicate to different audiences;
- Collaboration: to co-construct knowledge and meaning; and
- Creativity and innovation: to realize new ideas and concepts.

Project-based learning, which can be looked upon as a kind of inquiry-based learning, provides an authentic opportunity for learners to engage deeply within the four competencies of critical thinking, communication, collaboration, and creativity and innovation within a context that is relevant to their lives. Project-based learning is an approach to teaching and learning centred around student inquiry, curiosity, and exploration, and enhanced in a social and collaborative learning environment (Ontario Ministry of Education 2011, 2013). Krajcik and Blumenfeld (2006) Identified five key features in a project-based learning environment:

1. The learning is centred around a central driving question or a problem to be solved.
2. Students participate in a process of inquiry that is rooted in the discursive practice of the discipline.
3. Students, along with teachers and community members, engage in the learning collaborative to find solutions.
4. Students' learning is scaffolded with new tools and resources to increase their competencies.
5. Students communicate their thinking and learning through artifacts and representations.

The benefits of project-based learning are exemplified at Joyce Public School in their decade-long exploration beginning in 2002, as students, teachers, educators, and researchers explored multilingual, digitally-mediated, project-based pedagogy. The impact of the myriad collaborative projects from Kindergarten to grade 5 at the school demonstrated an increase in:

- Student achievement as measured by standardized testing,
- Student engagement, as per observational and conversational data captured by teachers,
- Teacher engagement with research and research institutions,

- Teacher co-learning and collaborative practice,
- Family and community engagement,
- Use of digital tools and technologies.

(Lotherington & Paige, 2017).

As Lotherington and Paige (2017, p. 187) noted, “Now that we are well into the second decade of the 21st century, we must acknowledge that the idea of *21st-century learning* is dated. We have arrived, and there is no turning back.”

3.5 Summary

In the classroom context, leveraging students’ identities, curiosities, and their strengths in multimodality, digital media, and translanguaging has possibilities for enabling students to bring their whole selves into the learning, broaden their communicative repertoire, and make their learning visible. For teachers, it may help make the teaching more accessible and reinforce language skills in multiple modes and media. Thus, embedding multimodal and multilingual digital tools into teachers’ pedagogy is not merely an optional *nice to do*. Rather, if teachers discount students’ existing communicative practices in the classroom, they impair students’ ability to learn (Street, Pahl, & Rowsell, 2009). When educators are able to recognize the diversity in who students are and build upon their linguistic identities and communicative practices, then can we begin to create more socially just learning spaces.

Chapter 4: Research Methodology, Analysis and Discussion

4.1 Research Methodology

This MRP undertook an analysis of four guiding curricular and policy documents in search of evidence of multimodal and multilingual project-based literacy learning for English language learners embedded within the documents. The documents analyzed were:

(1) STEPs to English Proficiency (Secondary ESL),

(2) the English as a Second Languages Grades 9-12 Ontario Curriculum,

(3) Framework: Grade 10 Ontario Secondary School Literacy Test, and

(4) the Adolescent Literacy Guide (Grades 7-12).

The following keywords drove my literature review. These defining keywords were leveraged to search out discussion of multimodal and multilingual project-based literacy learning for ELLs. These keywords, clustered around multimodality, identity texts, multilingualism, and project-based learning, are:

- *multimodality, multimedia, multiliteracies*
- *identity texts*
- *multilingualism, plurilingualism, translanguaging*
- *project-based learning, inquiry-based learning*

The investigation asked the following research questions:

1. Do the curricular and assessment guidelines for literacy pertaining to English language learners support current perspectives on multimodal and multilingual project-based literacy learning?
2. If so, where and how do they support perspectives on multimodality, project-based learning, multilingualism, and identity texts?

Any mention of the keywords was searched for in the guiding curricular and policy documents and analyzed for conceptual meaning and practical applications. Qualitative reading of surrounding paragraphs and sections elicited the context in which the words and concepts occurred, such as placement in the document, how often the concepts were mentioned (frequency analysis), the ideological framework used, and the practical applications suggested.

4.2 Data Results and Analysis

4.2.1 Summary of Results and Analysis for Multimodality

STEP	OSSLT	ALG	ESL
Key terms search: multimodality, multimedia, multiliteracies			
Key terms search count: 1 Terms found: Multimedia	Key terms search count: 0	Key terms search count: 6 Terms found: Multimodal, multimedia	Key terms search count: 2 Terms found: Multimedia
Inferential Passages			
Contextual meaning / Signal word search count: 30	Contextual meaning / Signal word search count: 12	Contextual meaning / Signal word search count: 12	Contextual meaning / Signal word search count: 48

Terms found: Diagram, illustrations, bold print, charts, photos, maps, graphs, visuals, objects, videos, musical chants, drawings, words, gestures, realia, manipulatives, graphic text,	Terms found: different forms, various media, art forms, complex, graphic texts, oral and written presentations, advertisements, hypermedia presentations, videos, graphs, diagrams, communicate orally, visually and in writing, variety of appropriate representations	Terms found: use language and images in rich and varied forms to read, write, listen, speak, view, represent, discuss, print and non-print media, verbal and non-verbal communication, visual, graphic, audio and digital works, out-of-school literacy practices including technologies, body representations, out-of-school literacy practices, graphical representations	Terms found: mass media, media works, media texts, films, songs, advertisements, websites, magazines, newspapers, billboards, graphic texts, television commercials, oral and visual forms, nonverbal communication

Explicit naming of *multimodality* appeared only once in the four curricular documents and only used in the context of a quote in the Adolescent Literacy Guide, as part of a rationale on why teachers need to teach students strategies and techniques to construct meaning. The related keyword "multimedia" was found more often, in eight occurrences, throughout all the documents.

While multimodality is unnamed, it can be inferred from the combination of words, or in words that signal something that is multimodal in nature. Most often, this included the combination of words (in oral and print forms) alongside visuals (i.e., graphs, charts, photos, videos, drawings), objects (i.e., realia, manipulatives), and gestures (i.e., gestures and movement). Music, songs and chants appeared twice. Digital media is named as audio and digital works, multimedia, and out-of-school literacy practices including technologies. Multimodality is also implied through the words mass

media, media works, media texts, films, television, non-print media, hypermedia presentations, and videos. This assumes that the rest is in analog and print media. Hence, it can be concluded that multimodal approaches suggested in the examples are limited in its range of modes, and are always in conjunction with words and/or language, signaling the centrality of language.

The words that signal multimodality appear as examples of texts used in the classroom, or as teaching strategies to support language acquisition. They appear most often in the sections pertaining to students at the beginning stages of learning English, appearing in the Step documents primarily for Step 1 and 2 learners or for the early levels of the ESL program. This suggests that multimodal texts, mainly in the form of visual or gestural modes combined with the linguistic mode, are used as a scaffolding strategy towards the goal of using the single mode of (English) language only.

4.2.2 Summary of Results and Analysis for Identity Text

STEP	OSSLT	ALG	ESL
Key terms search: identity text(s)			
Key terms search count: 0	Key terms search count: 0	Key terms search count: 0	Key terms search count: 0
Inferential Passages			
Contextual meaning / Signal word search count: 9 Terms found:	Contextual meaning / Signal word search count: 2 Terms found:	Contextual meaning / Signal word search count: 18 Terms found:	Contextual meaning / Signal word search count: 19 Terms found:

See themselves in the learning environment, feel their culture and language are valued, personal and familiar topics, texts connected to students' lived experiences, build on prior knowledge and lived experiences, topics that are culturally relevant, personally relevant, relate to familiar experiences,	Social and cultural contexts, social and cultural identities, reader's perspectives	prior experience, identity, culture, life experiences, cultural identity, background, prior knowledge, see their lives reflected, connections to personal lives/situations, relevance, lived experiences, culture,	cultural identities, students' background knowledges and experiences, bicultural orientation, sharing their own cultures, create using their own stories

The term identity text or any explicit connection to the term was not found in any of the documents. However, the idea of identity texts could be implied from similar concepts described. The most superficial inference was found In the OSSLT document. It acknowledged generally that language and literacy is a social practice that intertwined with students' identities. It also made clear the expectation that students are to make connections between texts provided to their personal experiences. However, the EQAO also stated that teachers should help build prior knowledge when students do not have life experiences to support their understanding of the text (EQAO, 2007, p.12), which reveals a student deficit perspective as opposed to starting from the lens of students' strengths and literacy identities. Thus, while loosely implied, the idea of personal connection is not a true example of identity texts.

The ESL documents yielded a more meaningful inference. The statement that students should "see themselves in the learning environment" appeared in the Ministry of Educations Vision of the English language learner in the STEP resource (Edugains, 2017, p. 8). Similarly, the overall goals and principles of the English as a second

language (ESL) curriculum emphasizes the importance of encouraging students to develop biculturalism, both as an anti-discrimination strategy and to support the students' identities (Ontario Ministry of Education, 2007). This is connected to the assertion that identity texts support students in countering negative stereotypes about their social identities and positively affirms the students' sense of self, leading to positive literacy engagement (Cummins, Hu, Markus & Montero, 2015). However, suggestions on identity investment in literacy activities were made broadly, as a scaffold towards English development, and as a bridging strategy to learn "Canadian" culture. This is apparent in the suggested strategies section, containing only a few connections to students' prior lived experiences that are "culturally relevant", mostly for students in the early STEPs (Edugains, 2017, pg. 28), or appearing in the examples of learning for students in the beginning ESL classes. Furthermore, in the ESL curriculum, "mainstream" classrooms are encouraged to choose resources to reflect students' identities for ELLs and to have students share "their culture." While seemingly positive, these statements are problematic in a few ways. The curriculum's use of the term "mainstream classroom" is troubling as it validates that ESL classrooms are outside the normative classrooms and are on the margins of the "mainstream" school community. Also, asking students to share "their culture" without a critical lens potentially exoticizes student identities, perpetuates the othering of English language learners, and essentializes the experiences of ethnic and racial groups.

Student identity has a more prominent place in the Adolescent Literacy Guide, in which connecting student identity to literacy is a central message. Student identity in literacy is contextualized in how students can take the lead on learning, or how learning

could be connected to student interests and hobbies, or the now debunked "learning styles" (Edugains, 2016a, p. 34). However, similar to the STEP resource and the ESL curriculum, there are no specific strategies that make explicit how teachers might engage students' social identities, including embedding home languages and ways of knowing, into the learning. The onus of incorporating student identity in the learning is placed on the students themselves, in which they have to draw their own personal connections to the texts, or has the explicit responsibility to maintain "their own" identities and cultures.

4.2.3 Summary of Results and Analysis for Multilingualism

STEP	OSSLT	ALG	ESL
Key terms search: multilingual(ism), plurilingual(ism), translanguage/translanguaging			
Key terms search count: 2 Terms found: Multilingual	Key terms search count: 0	Key terms search count: 0	Key terms search count: 9 Terms found: Multilingual, multilingualism,
Inferential passages			
Contextual meaning / Signal word search count: 31 Terms found: First language (L1), non-English languages, dual-language, bilingual, their language, prior literacy knowledge from their other language(s),	Contextual meaning / Signal word search count: 7 Terms found: Languages, another language, Native language, First and Second language	Contextual meaning / Signal word search count: 6 Terms found: Languages, home languages, multiple languages	Contextual meaning / Signal word search count: 80 Terms found: linguistic diversity, students' languages, bilingual, linguistic identities, first language, language other than English, variety of English, home languages, community

			languages, linguistic backgrounds, many languages, linguistic backgrounds, translations

The word “multilingual” or “multilingualism” appeared eleven times in only two of the documents, the Steps to English Proficiency and the ESL curriculum, which are specific to English language learners. References to the concept of multilingualism were also much more ubiquitous in the same two documents as well, with far fewer references in the OSSLT document and Adolescent literacy guide.

Valuing the languages that our students bring to the classroom is positioned as an asset to the cultural diversity in Ontario (Ministry of Education, 2007), and as an essential aspect of the Vision of the English language learner (Edugains, 2017, p. 8). Both the ESL curriculum and the STEPs to English Proficiency documents emphasize the importance of home language maintenance. The ESL curriculum extends this further to include diversity in the English languages and learning about the languages and linguistic communities in Ontario as an explicit curricular expectation.

Both documents include multilingualism as a scaffold towards English language acquisition. However, use of the first language (L1), multilingual or bilingual resources (i.e. dictionaries and anchor charts) are mentioned only at the beginning stages of learning English (Steps 1 through 3) in parts of the STEP document and in the curricular expectations of the beginner English courses (Primarily in the ESL Level 1, Level 2

courses, with some reference in the Level 3 course). This suggests that the use of non-English languages is positioned as a tool to support the learning of English and that multilingualism is no longer needed or valued at the more proficient English levels.

This idea was echoed in the OSSLT document and Adolescent Literacy Guide. In the OSSLT document, the value of multilingualism is positioned only as a support and benefit to learning English. Similarly, the Adolescent Literacy Guide briefly mentioned that adolescents, particularly English language learners, may bring many languages to the classroom, but included very few strategies to leverage home languages in supporting literacy development for English language learners. It also included only one quote where Indigenous languages are part of the identity of Indigenous students. It did not explicitly acknowledge the rich linguistic diversity that ALL of our students bring, their diverse home languages and including students in French immersion or French as a Second Language programs. Also not included is how a multilingual and multinational perspective can extend student inquiry and perspectives.

4.2.4 Summary of Results and Analysis for Project-based Learning

STEP	OSSLT	ALG	ESL
Key terms search: project based learning, inquiry based learning			
Key terms search count: 2 Terms found: Inquiry	Key terms search count: 0 Terms found: Inquiry, inquiries (not in any meaningful way, counted as inferred meaning below)	Key terms search count: 66 Terms found: Project-based processes, inquiry	Key terms search count: 18 Terms found: project(s), inquiry

Inferential passages			
Contextual meaning / Signal word search count: 0	Contextual meaning / Signal word search count: 2 Terms found: inquiry	Contextual meaning / Signal word search count: 4 Terms found: Discovery, questioning, pose/generate questions, exhibit curiosity, explore, wonder, investigate	Contextual meaning / Signal word search count: 1 Similar process was described in the section “Role of the Library”

The terms project-based learning or inquiry-based learning were found primarily as “inquiry” or “project.” It did not appear in any meaningful way in the STEPs to English Proficiency or the OSSLT documents. It was used as part of examples of what students learn and do in the classroom, or as a teacher professional learning process. “Project” and to a lesser degree, “inquiry” was found 18 times in the ESL curriculum, as a learning stance and also as examples of student tasks. However, it is unclear that a “project” task is equated to project-based learning as a pedagogy and learning process. The meaning was more focused on research, homework, or do-it-yourself craft projects.

In contrast, the terms “inquiry” and “project based processes” were pervasive in the Adolescent Literacy Guide, appearing sixty-six times. The related terms and sections found, such as “discovery”, “explore”, “investigate”, “questioning”, and the semantic context were aligned with the features of project-based learning that Krajcik and Blumenfeld (2006) identified: learning was driven by a central question, followed a discursive process of inquiry where all members of the classroom learn collaboratively, and harnessed new tools to communicate and represent student thinking.

It would seem then, that project-based and inquiry-based learning is for everyone but English language learners since it was so pervasive in the Adolescent Literacy Guide (which supposedly supports all secondary school students, with few references to English language learners) and so absent in the documents specific to English language learners themselves. Such a stance suggest an ideology that language learning of English as an additional language for newcomer Canadian students is best dictated and directed by the teacher.

4.3 Discussion

The curricular and assessment guidelines for literacy pertaining to English language learners do not explicitly support current perspectives on multimodal and multilingual project-based literacy learning. Throughout the four curricular documents, the keywords around multimodality, identity texts, multilingualism, and project-based learning were found minimally while nods to related concepts were insignificant. The analysis found that the documents perpetuated fixed and dated notions of literacy and language, positioned standardized academic Canadian English as the dominant gold standard, and minimized the communicative practices, identities, and languages that students bring into the classroom.

The organization of language and literacy into discernable reading, writing, and oral communication (listening and speaking) skills reveals a dated notion of language and literacy theories. The organization emphasizes reading and writing print-based texts, as made apparent by the OSSLT whereby oral communication is not even accounted for and is what Street (2005, p. 4) referred to as Literacy and Learning,

meaning that literacy is located in the teaching of reading texts. The texts read become the foundation in which students model their academic writing and discourse after and is void of student identities. While teachers can arguably choose a variety of English texts for students to read, the practice in many instances, is to have students continue to read class or group sets of the *classics* that form the English literary traditions, or academic textbooks that may bear minimal resemblance to the identities, languages, communicative repertoires, ways of knowing, and lived experiences of the students.

While the Ministry's vision statements pronounce an ideology that centres student identities and experiences, as related to Street's (2009) Social Practice approaches, the documents continue to impose "standards" of language for each level of ESL curriculum and Step. This implies a fixed and bounded notion of language, of which there are particular language rules and traditions for students to acquire. It also reveals the goal of literacy education as developing students' acquisition of a monomodal form of standardized academic Canadian English. The autonomous version of English that is presented disguises itself as neutral while imposing a hegemonic ideology (Street, 2009).

English language hegemony is particularly evident through the limited inclusion of multimodality, home and community languages, and student identities as merely scaffolds and strategies for students who are at the beginning stages of learning English. The frequency of multimodality, multilingualism, and identity texts as a pedagogy is reduced in the more intermediate and advanced stages, as students are better able to communicate effectively in the single mode of "English only." The use of home

languages as a scaffold towards English conceives language as neatly bounded within governing rules which do not cross boundaries. In fact, the Ontario Ministry of Education (2008, p. 9) assert that "...first language contribute both to the building of a confident learner and to the efficient learning of additional languages and academic achievement". The belief is that learning one language will also benefit the acquisition of another language - Cummin's linguistic interdependence hypothesis (1980), which posits that competence in the L2 is dependent on the competence developed in the L1, and the common underlying proficiency theory (Cummins, 1980), which asserts that the cognitive and academic aspects of language proficiency (e.g., reading) are transferable between L1 and L2, and vice versa. On the surface, the documents present an additive bilingualism model as per Lambert's 1974 model (Garcia and Sylvan, 2011) in which English, French, Classical, and Indigenous languages positively contribute to the linguistic identity of the students. However, without intentional and strategic support of home languages and the creation of a multilingual learning environment, a monoglossic, subtractive bilingualism model (Garcia and Sylvan, 2011) may be the consequence as learners adopt only the new, dominant language of English.

The curricular documents is stuck within a linguistic theory from the 1970s and 1980s. Absent is the contemporary conception of language as the "multiple discursive practices as seen from the perspective of speakers themselves," known as translanguaging (Garcia & Sylvan, 2011, p. 389). In this dated form, language is seen as a performance act as opposed to actual language use, as it does not acknowledge the tapestry of languages that are part of a superdiverse community. It essentially ignores the presence of the 180 home languages in the region (Statistics Canada,

2018), the presence of French language programs (French immersion, French as a Second Language core programs), and the connection to Indigenous communities and languages. In fact, only one quote was found in all four documents where Indigenous languages are recognized as an integral part of the identity of Indigenous students. Despite ministry proclamations on the value of multilingualism and the centering of student identities, the responsibility for maintaining home languages and identity remains solely on the students and families.

Not only were strategies on including home and community languages absent from the documents but so were specific strategies on connecting student identities to learning, as well as the connections to contemporary and digital communicative practices. Contemporary digital communication practices remain, as quoted in the Adolescent Literacy Guide (2016a, p. 12), "out-of-school literacy practices," as evidenced by the emphasis on the single mode of English language and print-based analog texts. Interestingly, project-based and inquiry-based learning opportunities were also missing from the documents that speak only to English language learners but were quite prominent in the Adolescent literacy guide. The contrast may signal the misguided idea that students who are already active language users and at the beginning stages of learning English are not suited for inquiry or project-based learning.

The term search yielded very low counts of the actual terms; references to *multimodality*, *multilingualism*, *identity texts* and *project-based learning* were also unremarkable. Therefore it can be concluded that the four curricular documents, the STEPs to English Proficiency, OSSLT, Adolescent literacy guide, and the ESL

curriculum, do not support current perspectives on language and literacy learning for English language learners. While it can be argued that the methodology of a term or concept search is limited in scope because teachers can still incorporate contemporary language and literacy pedagogy in practice, the use of curricular documents in the current rendition is legislated and mandated. The documents are thus foundational to guide the planning, implementation, and assessment of teaching and learning in Ontario. If current perspectives are not located in the four documents, it is not an expectation that the pedagogy will materialize. Changes to the documents are overdue if we are serious about creating socially just learning spaces in which we recognize the strengths and identities of English language learners, as well as each and every student in Ontario.

Chapter 5: Conclusion

5.1 Conclusion

In the mid-1990s, the New London Group (1996) urged schools to implement a kind of pedagogy grounded in "pluralism that provides access without people having to erase or leave behind different subjectivities" (p. 72). This means that as educators, we teach for students to gain social capital without having them leave behind who they are at the school door. This is particularly significant in Ontario due to increasing cultural diversity as a result of globalization and migration. In York Region, for example, immigration resulted in considerable growth in the last 25 years, with approximately 140,000 and 114,000 immigrants in the 1990s and 2000s, compared with 57,000 and 78,000 immigrants in the 1970s and 80s (York Region, 2010). Additionally, communicative practices have also evolved significantly since the mid-1990s to become more digital, interactive, and multimodal as the development of web 2.0 and mobile devices increased access of reach and enabled participatory cultures. The four guiding curricular documents examined were also developed and updated during this same time period: OSSLT was formed in 1996 and reviewed in 2002 (EQAO, 2013), STEPs to English Proficiency was initiated as a result of the 2005 Auditor General for Ontario report and revised in 2015 (Edugains, 2017), the ESL curriculum was updated in 2007 to replace the 1999 version, and the Adolescent literacy guide was developed in 2011 and updated 2015 (Edugains, 2016a). Despite the parallel timelines, the curricular documents have yet to support current perspectives on language and literacy learning for English language learners. If educational institutions continue to discount student identities and their communicative practices in the classrooms, we would not only

become barriers to the students' ability to learn (Street, Pahl, & Rowsell, 2009), but we would limit our own potential of schools to become sites for social transformation.

5.2 Connections to the *Identity Through Art* project

In the Identity through Art project, I learned that a multimodal, multilingual, and project-based pedagogy that affirmed students' identities was promising and potentially beneficial in the secondary ESL classroom. Project-based learning that is multimodal, multilingual, and affirms who students are can be woven together in a way that reflects the actual literacy realities of multilingual students while continuing to deepen English language learning and broaden communicative repertoire. Student identities were positively affirmed as they centered their learning around their lived experiences while expanding their metaknowledge or multimodal grammar of design (New London Group, 1996; Cope & Kalantzis, 2009a) as they played with semiotic systems via a combination of analog and digital media. A multimodal and multilingual approach enabled students to express their thinking better, while a project-based approach increased their engagement with learning. A note of caution is that the students in this project were reflecting on their early migration experiences and negotiating new identities. If our pedagogy remained at this preliminary stage, we run the risk of essentializing and tokenizing newcomer Canadians solely for their migration stories. A next step would be to continue the pedagogy onto other academic realms, to explore how multilingualism, identity, multimodality, and project-based learning would expand content-area learning in other academic disciplines. Nevertheless, this project has provided a hands-on experience of the powerful, transformative possibilities in multimodality, identity texts,

multilingualism, and project-based learning. The learning from the project, as well as my professional experiences as an ESL teacher, newcomer student teacher assessor and liaison, ESL/ELD curriculum consultant, and most currently as a vice-principal, acts as a guide for the recommendations to follow.

5.3 Stakeholders for Recommendations

The recommendations for future directions may be useful for educators (teachers, support staff, school leaders, and provincial education leaders), parents, trustees, and community members in the following ways:

- Teachers and support staff are at the forefront of instruction and assessment in the classroom and would be the most directly implicated in the recommendations around pedagogical practice.
- School leaders, such as administrators and superintendents, would benefit from understanding the supports and barriers to such a pedagogy, to enable them to create structures and make decisions that sustain a more inclusive vision of schooling.
- Provincial education leaders, such as provincial leads and student achievement officers, are implicated in the recommendations as they are positioned to make changes in the policy and curricular documents, and create resources and learning opportunities for educators around the province.
- Parents, trustees, and education advocates in our communities would act as partners, co-learners and collaborators, and hold educators accountable to maintain high expectations in the learning.

5.4 Recommendations for Future Directions

A number of recommendations can be made in light of the findings, organized into five key areas:

1. Revisions to the four curricular documents need to be made to include current perspectives on language and literacy learning in guiding teaching practice;
2. Changes to assessment structures and language standards are needed to reflect and support new pedagogies;
3. Schools need to implement policies, structures and professional learning models that support a literacy-diverse, multilingual and identity affirming environment;
4. Educators embed critical pedagogy and Truth and Reconciliation Calls to Action as part of our learning process;
5. Continued research on the impact of our changing pedagogy and communication with the public is needed to build public trust and contribute to our collective knowledges.

1. <u>Revisions to the Four Curricular Documents</u>

The starting point for the lack of current perspectives is to revise the four curricular documents. The curriculum expectations that drive instruction, examples of learning tasks, and suggested instructional and assessment strategies need to be rooted in an ideology that supports reciprocal learning from the identities and communicative

practices of the students and community. The revision should include the following actions:

- Provide examples of learning tasks in which students direct their own learning and processes with a sense of play and curiosity, not only for students who have a deep knowledge of English, but for all students.
- Include resources to include a diverse and broadened collection of texts. These may be multimodal and multilingual texts, oral traditions, analog and digital media, texts that represent a myriad of identities, student-created texts, interactive social media, and gaming.
- Include learning of the metalanguage or multimodal grammar of design in digital, multimedia consumption and production. Students would be able to identify the techniques used to create a message, to support their critical thinking and analysis. Students would then be able to use the same techniques to respond to and/or create their own media.
- Center language learning on our relationships to one another, with language learning focused on language use (not performance) and negotiating meaning within relevant, multimodal contexts. This would include encouraging <u>all</u> students to translanguage, not just as a scaffold for beginner English language learners acquiring English. In a translanguaging classroom, each member bring their whole linguistic repertoire of various languages into the learning, interweaving new linguistic features and practices with existing language practices through interactive sense-making (Otheguy, Garcia & Reid, 2015).
- Connect with a range of disciplines within an inquiry so that the disciplinary literacies and approaches are richer and include more diverse perspectives. For

example, a collaborative project on the significance of water from social, historical, political, scientific, geographic, and multinational perspectives.

- Leverage the multilingual and multinational perspectives of our students and community members to extend student inquiry and project-based learning, an asset that will benefit each and every student in the classroom (Lotherington, 2011; Lotherington & Paige, 2017). For example, the issue of fake news can be studied from comparing the relationship between Canada and the United States of America, and the relationship between Ukraine and Russia using primary sources in the respective languages and cultural perspectives.

2. Revisions to Assessment and Evaluation Structures

Changes to the current assessment practices would be required to respond to the revised pedagogical practice and ideology. Assessment must be conceived truly for the intention of supporting student learning, as opposed to sorting students into hierarchical classes in evaluations. Recommendations for changes are as follows:

- A review board should reconsider whether or not the provincial OSSLT needs to be administered to every student as a graduation requirement if it is about system-wide accountability. It should also consider the degree of validity and reliability of the literacy test, and whether it genuinely captures the totality of the students' literacy knowledge and practices. This should inform how schools action their responses to the OSSLT. At the same time, further research and field testing should be conducted on other forms of criteria-based assessments.

- In rethinking the standards of English language acquisition and the curriculum expectations, the learning criteria could be based on identified skills and competencies, with students' strengths and growth in mind. This might include partnering with post-secondary institutions and workplaces to identify the skills and competencies, and to develop a shared understanding of the criteria.
- Instead of solely using a grade-based assessment metric, a shared and systemic understanding of using anecdotes, observations, and conversations needs to be developed. Common criteria need to be established to guide the use of observations and conversations in meaningful and flexible ways that allow educators to personalize learning for each student. This will enable educators to focus on personal growth and learning as opposed to evaluating students against a hegemonic and normative standard.
- Professional teacher learning needs to include the assessment knowledge and skills required to implement the revised competency standards, such as designing rich tasks that reflect a comprehensive range of learner competencies, scaffolding learning, providing student feedback, and increasing observation and interpretation abilities (Stille, Jang & Wagner, 2015).

3. Reimagining School Policies, Structures and Professional Learning Models

Beyond the classroom, educators can create an expectation of a multilingual school environment that leverages and connects the linguistic strengths and identities of our community. This could include the following actions:

- Embed the school community's profiles into the school's decision-making power. This could be that the resources we purchase, the experiential learning opportunities we provide, the staff we hire, and the guests we invite (i.e., speakers, volunteers, events, community groups) are multilingual and reflect the identities and aspirations of our greater school community.
- Ensure multilingual representation in school leadership - from the student, educator, and parent/community levels, that supports decision-making for the whole school, not just for newcomer students.
- Share our building and resources with the greater community. Support community programs to align with the school's new learning and build a new vision together. Examples may include the teaching and learning of "International and Indigenous Languages Programs" that may run in the building, multilingual and culturally-specific parent support groups, or community sports programs.
- Construct collaborative learning spaces for educators and community members to explore embedding multilingual, multimodal, project-based learning pedagogies together. Devote professional learning resources, time, and space for educators to co-learn, connect, monitor learning, and created actions for impact. Lotherington, Fisher, Jenson & Lindo (2016) suggest that building a professional learning community attuned to collaboration and innovation required six elements: 1) build intentional groupings of teams, 2) leverage the available resources of the school i.e., timetables, community members, hardware, supported by strong school leadership), 3) incorporate learning from across multiple subject areas, 4) accept failure as vital to creativity and resilience, 5)

invite a sense of play and discovery, and 6) build capacity and agency for learning.

4. Embedding Critical Pedagogy and Indigeneity

In the spirit of critical pedagogy, we need to make transparent how colonization impacted the social fabric of our education system and the hegemonic forces that shape our beliefs as educators. We need to stop thinking of English language learners as a monolithic group of racialized, newcomer immigrants who are other-than-Canadian. Students whose mother tongues are not English may have been born within Canada, may be in Canada on a study or work visa, may have become citizens through immigration and refugee processes, or may be undocumented migrants. All of these students should be considered full participants in Canadian schools. Students also come from diverse racial, ethnic, and class backgrounds with varying faiths, nationalities, gender and sexual identities. As educators, we must stop essentializing the identities of all English language learners and viewing them from a homogenous, deficit model. As Cummins and Early (2015, p.9) point out, even the term English language learner views multilingual students from a place of lack, that is “access to fluent English language and literacy skills.” This perspective of a lack allows us to continue our current position of English superiority, and to narrow experiences of English language learners through a pigeon hole of the migration story that perpetuates the wholesome, multicultural myth of the *Good Canadian*.

We are in a time of Truth and Reconciliation, to reflect on our becoming of Canada and work towards a decolonization of education systems. This is specific to the Truth and Reconciliation Commission of Canada (2015) Calls to Action 62 and 63 in which as we are to embed learning on treaties, residential schools, historical and contemporary contributions and legacies, and Indigenous knowledges and ways of being. We are called to deepen our own understanding and relationships - as people from Indigenous, settler, immigrant and refugee identities, with our community, the land that we are on, and the peoples and languages who come before us. A pedagogical approach that is centered on identities and relationships is what Indigeneity is at its core (Battiste, 2013). As elder Maria Montejo said, “To be Indigenous is a state of being in connection to all my relationships” (personal communication, October 18, 2018). Connecting to Indigenous ways of knowing and being, communication traditions, semiotic systems, and languages are central to the decolonization of education in Ontario. Thus as we continue to learn the pedagogy of multimodality, multilingualism, identity texts, and project-based learning - a pedagogy that has the potential to flatten hierarchies of power, we must also draw connections to our relationships to Indigenous communities and ways of knowing.

5. Continued Research and Ongoing Communication

Finally, through the lens of anti-oppression pedagogy, further research and monitoring of the impact of any recommended actions needs to be undertaken with educators, students, families and community partners. Ongoing and reciprocal communication between educators, families, and community (including Indigenous

community partners) must be sustained so to build public trust and collective knowledges. After all, a learning process that is public, democratic, and transparent can guide our journey, as the Indigenous expression goes, *in a good way* towards a more socially just and emancipatory schooling.

References

Battiste, M. (2013). *Decolonizing Education; Nourishing the Learning Spirit*. Vancouver, British Columbia: Purich Publishing.

Bialystok, E. (2015). Bilingualism and the Development of Executive Function: The Role of Attention. *Child Development Perspective*. *9(2)*. doi:0.1111/cdep.12116.

Boyd, D. (2014). *It's Complicated: The Social Lives of Networked Teens*. New Haven: Yale University Press.

Cope, B., & Kalantzis, M. (2009a). A grammar of multimodality. *International Journal of Learning. 16*, 361–425. doi:10.1080/15544800903076044

Cope, B., & Kalantzis, M. (2009b). Multiliteracies: New LIteracies, New Learning. *Pedagogies: An International Journal, 4,* 164-195. doi: 10.1080/15544800903076044

Cummins, J. (1979). Linguistic Interdependence and the Educational Development of Bilingual Children. *Review of Educational Research, 49(2)*, 222-251.

Cummins, J. (1980) The Construct of Language Proficiency in Bilingual Education. In J. Alatis (Ed.), *Current Issues in Bilingual Education* (pp. 81-103). Washington D.C.: Georgetown University Press

Cummins, J. (2007). Rethinking Monolingual Instructional Strategies in Multilingual Classrooms. *Canadian Journal of Applied Linguistics*. 221-240.

Cummins, J., Bismilla, V., Chow, P., Cohen, S., Giampapa, F., Leoni, L., Sandhu, P., & Sastri, P. (2006). ELL students speak for themselves: Identity texts and literacy engagement in multilingual classrooms. Retrieved from http://www.curriculum.org/secretariat/files/ELLidentityTexts.pdf

Cummins, J. & Early, M. (2011). *Identity texts: the collaborative creation of power in multilingual schools*. London: Institute of Education Press

Cummins, J. & Early, M. (2015). *Big ideas for expanding minds* (1st ed.). Oakville, Ontario: Rubicon.

Cummins, J., Hu, S., Markus, P., & Montero, M.K. (2015). Identity texts and academic achievement: connecting the dots in multilingual school contexts. *Tesol Quarterly 40(3)*, 555-581. Doi: https://doi.org/10.1002/tesq.241

Davenport, T. & Beck, J. (2001). *The Attention economy*. Retrieved from http://ubiquity.acm.org/article.cfm?id=376626

Edugains. (2012). *International Languages Elementary (ILE) Program.* Retrieved from: http://www.edugains.ca/resourcesILE/ResourceGuide/MergedResourceGuide.pdf

Edugains. (2016a). *Adolescent Literacy Guide: A Professional Learning Resource for Literacy Grades 7-12*. Retrieved from http://www.edugains.ca/resourcesLIT/AdolescentLiteracy/Vision/AdolescentLiteracyGuide_Interactive.pdf

Edugains. (2016b). *21st Century Competencies: Foundation Document for Discussion*. Retrieved from http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf

Edugains. (2017). *Steps to English Proficiency: A Guide for Users*. Retrieved from http://www.edugains.ca/resourcesELL/Assessment/STEP/STEPUserGuide_November2015.pdf

Education Quality and Accountability Office. (2007). *Framework: Ontario Secondary School Literacy Test.* Retrieved from http://www.eqao.com/en/assessments/OSSLT/assessment-docs/framework-osslt.pdf

Education Quality and Accountability Office. (2013). *EQAO: Ontario's Provincial Assessment Program - Its History and Influence.* Retrieved from http://www.eqao.com/en/about_eqao/about_the_agency/communication-docs/EQAO-history-influence.pdf

Elleström, L. (2010). The modalities of media: A model for understanding intermedial relations. In L. Elleström (Ed.), *Media borders, multimodality and intermediality* (pp. 11-27). Basingstoke, U.K: Palgrave Macmillan.

Finnegan, R. H. (1988). *Literacy and orality: Studies in the technology of communication.* Oxford, UK: Blackwell.

Garcia, O. (2009). *Bilingual education in the 21st century: Global perspectives*. Malden: Blackwell.

Garcia, O., Johnson, S. I., & Seltzer, K. (2016). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning.* Philadelphia, PA: Caslon.

García, O. & Kleyn, T. (2016). *Translanguaging with Multilingual Students*. London: Taylor and Francis.

Garcia, O. & Sylvan, C. (2011). Pedagogies and practices in multilingual classrooms: singularities in pluralities. *The Modern Language Journal 95(3)*, 385-400. doi: 10.1111/j.1540-4781.2011.01208.x 0026-7902/11/385–400

Hakuta, K. (1985). Cognitive Development in Bilingual Instruction. *Issues in English language development,* 63-67. Rosslyn: National Clearinghouse for Bilingual Education.

Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. Cambridge, UK: Cambridge University Press.

International Reading Association. (2012). *Adolescent Literacy* (Position Statement, Rev. 2012 ed.). Newark, DE: Author.

Jenkins, H. (2014). Rethinking 'Rethinking Convergence/Culture'. *Cultural Studies, 28(2),* 267-297. doi: https://doi.org/10.1080/09502386.2013.801579

Krajcik, J. S., & Blumenfeld, P. C. (2006). Project-based learning. In R. K. Sawyer (Ed.), *The Cambridge Handbook of the Learning Sciences* (pp. 317-34). Cambridge University Press.

Kress, G. (2010). *Multimodality*, 1-17. London: Routledge.

Kress, G., & van Leeuwen, T. (2011). *Multimodal Discourse: The Modes and Media of Contemporary Communication*. London, UK: Bloomsbury Academic.

Lotherington, H. (2011). *Pedagogy of multiliteracies: Rewriting Goldilocks*. New York, NY: Routledge.

Lotherington, H. & Jenson, J. (2011). Teaching multimodal and digital literacy in L2 settings: New literacies, new basics, new pedagogies. *Annual Review of Applied Linguistics, 31*, 226-246.

Lotherington, H., Fisher, S., Jenson, J., & Lindo, L.M. (2016). Professional development from the inside out: Redesigning learning through collaborative action research. In M. Knobel & J. Kalman (Eds.), New literacies and teacher learning Professional development and the digital turn (pp. 65-87). NY, NY: Peter Lang.

Lotherington, H., & Paige, C. (2017). 21st Century Learning as Discovery. In H. Lotherington & C. Paige (Eds.), *Teaching Young Learners in a Superdiverse World : Multimodal Approaches and Perspectives*. New York, USA: Routledge.

Marcus, S. (2009). New basics for new literacies. *Journal of the American Society for Information Science and Technology, 60(9)*, 1933-1938.

Marshall, S., & Moore, D. (2018). Plurilingualism Amid the Panoply of Lingualisms: Addressing Critiques and Misconceptions in Education. *International Journal of Multilingualism, 15(1),* 19-34. doi: https://doi.org/10.1080/14790718.2016.1253699

New London Group. (1996). A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard Educational Review, 66*(1), 60-93. doi:10.17763/haer.66.1.17370n67v22j160u

Ontario Ministry of Education. (2007). *Revised English as a Second Language and English Literacy Development.* Toronto: Queen's Printer for Ontario.

Ontario Ministry of Education. (2008). *Supporting English Language Learners: A practical guide for Ontario educators.* Toronto: Queen's Printer for Ontario.

Ontario Ministry of Education. (2011). Getting Started with Student Inquiry. *Capacity Building Series, 24.* Retrieved from http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_StudentInquiry.pdf

Ontario Ministry of Education. (2013). Inquiry Based Learning. *Capacity Building Series, 32.* Retrieved from http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased.pdf

Otheguy, R., Garcia, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review, 6(3)*, pp. 281-307. doi:10.1515/applirev-2015-0014

Stille, S., Bethke, R., Bradley-Brown, J., Giberson, J., & Hall, G. (2016). Broadening educational practice to include translanguaging: An outcome of educator inquiry into multilingual students' learning needs. *The Canadian Modern Language Review 72 (4),* pp. 480-503. Doi: https://doi.org/10.3138/cmlr.3432

Stille, S., Jang, E., & Wagner, M. (2015). Building teachers' assessment capacity for supporting English language learners through the implementation of the STEP language assessment in Ontario K-12 schools. *TESL Canada Journal, 32 (9),* pp. 1-23. doi: https://doi.org/10.18806/tesl.v32i0.1215

Street, B. (1984). Literacy in theory and practice. Cambridge, UK: Cambridge University Press.

Street, B. (1995). Social literacies: Critical approaches to literacy in development, ethnography and education. London, UK: Longman.

Street, B. (2005). Understanding and defining literacy. Paper commissioned for the *EFA Global Monitoring Report 2006, Literacy for Life*

Street, B., Pahl, K., & Rowsell, J. (2009). Multimodality and new literacy studies. In C. Jewitt (Ed.), *The Routledge handbook of multimodal analysis* (pp. 191–200). Abingdon, UK: Routledge.

Stanford History Education Group. (2018). Civic Online Reasoning. Retrieved from https://sheg.stanford.edu/civic-online-reasoning

Statistics Canada. (2018). Census Profile, 2016 Census, York RM. Retrieved from: http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CD&Code1=3519&Geo2=PR&Code2=35&Data=Count&SearchText=York&SearchType=Begins&SearchPR=01&B1=Language&TABID=1

Steeves, V. (2014). Young Canadians in a Wired World, Phase III: Trends and Recommendations. Ottawa: Media Smarts. Retrieved from https://mediasmarts.ca/sites/mediasmarts/files/publication-report/full/ycwwiii_trends_recommendations_fullreport.pdf

Truth and Reconciliation Commission of Canada. (2015). Truth and Reconciliation Commission of Canada: Calls to Action. Retrieved from http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf

York Region. (n.d.*a*). Regional Official Plan. *The Regional Municipality of York.* Retrieved from http://bit.do/yorkregionplan

York Region. (n.d.*b*). 2016 Census Release Report: Family, Households, Marital Status and Language. Retrieved from: http://bit.do/yorkregioncensus2016

York Region. (2010). York Region Immigration Portal - Information for Newcomers.

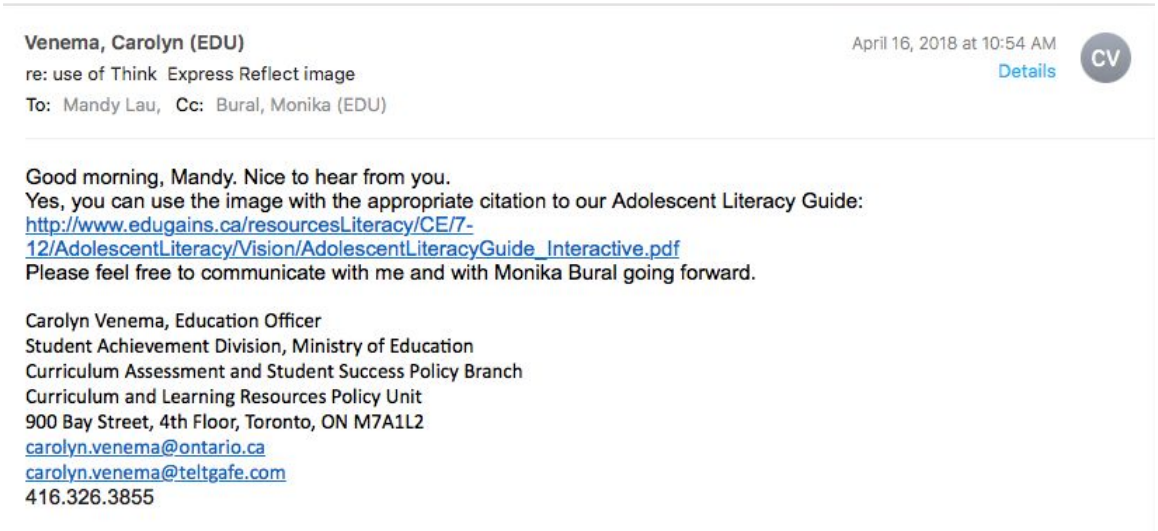
Welcome to York Region. Retrieved from: http://bit.do/YRportal

York Region. (2016). The Regional Municipality of York Official Plan: 2016 Office Consolidation. Retrieved from: http://bit.do/YR2016plan

York Region District School Board. (2018). Enrolment and Demographics. *York Region District School Board.* Retrieved from: http://www.yrdsb.ca/AboutUs/DirectorsAnnualReport/Pages/Enrolment-and-Demographics.aspx

Appendix

Permission to use image from Adolescent Literacy Guide



Venema, Carolyn (EDU)
re: use of Think Express Reflect image
To: Mandy Lau, Cc: Bural, Monika (EDU)

April 16, 2018 at 10:54 AM
Details

CV

Good morning, Mandy. Nice to hear from you.
Yes, you can use the image with the appropriate citation to our Adolescent Literacy Guide:
http://www.edugains.ca/resourcesLiteracy/CE/7-12/AdolescentLiteracy/Vision/AdolescentLiteracyGuide_Interactive.pdf
Please feel free to communicate with me and with Monika Bural going forward.

Carolyn Venema, Education Officer
Student Achievement Division, Ministry of Education
Curriculum Assessment and Student Success Policy Branch
Curriculum and Learning Resources Policy Unit
900 Bay Street, 4th Floor, Toronto, ON M7A1L2
carolyn.venema@ontario.ca
carolyn.venema@teltgafe.com
416.326.3855