Resources and practices

Building sustainable literacies

QARIN FRANKER GU at NORDIC ALFA CONFERENCE HELSINKI 3-5 APRIL 2019
CONTENT FOR THE TALK ON SUSTAINABLE LITERACIES

1. Sustainability and education

2. From reading and writing to a pedagogy of multiliteracies

3. Resources and practices - a model for a sustainable literacy instruction
   - example Palermo
   - example initial/emergent literacy work

4. The Future
Education is at the heart of and the most vital input for all dimensions of sustainable development.

Facts
Understanding
Tools for action

“The message of this report is that we need to get our act together to accelerate educational attainment in an unprecedented manner.”

(Irina Bokova
Director-General of UNESCO, 2016)
Back in the 70’s...
THREE BASIC BELIEFS
APPROACHES TO EDUCATIONAL PRACTICES

MUTUAL RESPECT
all relations

MEANINGFULNESS AND USABILITY
content and material

INVOLVEMENT AND RESPONSIBILITY
the learning process
Description of Teachers Competence in initial and functional literacy for adults with non-nordic mother tongues (grundläggande litteracitet)

• **WHY “GRUNDLÄGGANDE LITTERACITET”?**
  - AVOID
  - a wider concept than ”alfabetisering, alfabetiseringsundervisning och analfabet ”
• **DEFINE**
  - A more clearly-defined concept than basic or functional literacy
• **CLARIFY**
  - ett sätt att tydliggöra vad som kan krävas för att erövra en för individen och samhället funktionell litteracitet
• **STILL A SITUATED CONCEPT**
• **AT WORK IN THE "RESOURCES AND PRACTICES MODEL".**
"A person i functionally literate who can engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community´s development.

LITERACY IS SHAPED IN SOCIETIES PUBLIC PRACTICES

Images and texts depict various public practices such as healthcare facilities, emergency services, shopping, and public notices.
LITERACY IS SHAPED IN SCHOOL PRACTICES

Ljungqvist Sjölin 2018

SVERIGES RADIO.SE

QARIN FRANKER NVL ALFA 190405
"MAN IS THE MEASURE OF EVERYTHING"
Translanguaging

"Translanguaging, as a socioeducational process, enables students to construct and constantly modify their sociocultural identities and values, as they respond to their historical and present conditions critically and creatively”

(Garcia & Wei, 2014)
A Pedagogy of Multiliteracies: designing social futures


The New London Group (NLG)


- Challenged and left the autonomous view of literacy in favor of situational ideological models.

- Coined the concept of "multiliteracies", where several languages and several modalities interact
**NLG argument for literacies**

- **Argument 1 - MULTIMODALISERING**
  "The increasing multiplicity and integration of significant modes of meaning-making, where the textual is also related to the visual, the audio, the spatial, the behavioral, and so on"

- **Argument 2 – GLOBALIZATION AND DIVERISITY**
  "the realities of increasing local diversity and global connectedness"
Multiliteracies = multimodal and multilingual

Multimodala litteraciteter
Flerspråkiga litteraciteter
A Pedagogy of Multiliteracies: designing social futures

"It creates a different kind of pedagogy, one in which language and other modes are dynamic representational resources, constantly being remade by their users as they work to achieve their various cultural purposes"

TEXTANVÄNDARE
Att få använda olika texter ger pragmatisk Kompetens

TEXT USER

MENINGS-SKAPARE
Att själv förstå och få skapa olika texter ger syntaktisk och semantisk kompetens

MEANING MAKER

KODKNÄCKARE
Att få knäcka skriftspråkskoden ger avkodnings-Kompetens

CODE-BREAKER

CRITICAL

TEXTKRITIKER
Att få ställa frågor till texter ger en kritisk ifrågasättande Kompetens

TEXT CRITIC

LITERACIES

CULTURAL

TECNICAL


The students Sociocultural Resources
The students Language Resources
The students Literacy Related Resources
The Development of Academic Expertise

Jim Cummins
MULTIMODAL AND MULTILINGUAL LITERACY INSTRUCTION
RESOURCES AND PRACTICES

Working with the meaning of texts, content and structure

Working with the use, function and social importance of texts

Working with questioning, de- and reconstruction of texts

Working with the language form in speech, image and writing

https://larportalen.skolvverket.se/#/modul/2c-nyanlanda/Grundskola/027-grundlaggande-litteracitet-nyanlanda
Cummins framework for reading and writing engagement (Cummins 2017:113)
Tutti dentro lo stresso cerchio ... e inizia il racconto

"All in the same circle ... and the meeting begins"
Queste sono mie lingue

”These are my languages”
Abbiamo amato l’Odисssea

“La storia di Odisseo è simile alla nostra, noi abbiamo attraversato il Mar Mediterraneo come Odisseo” (Amadou K.).

”We loved the Odyssey”
L´oddisea in tutte le lingue...

"The Odyssey in all languages …"
Oltre de parole...

Focus on form, content, structure and analysis

Beyond words ...... I can express what I experience
Guardiamoci negli occhi

"Let's look into each other's eyes"

Focus on use, critic and analysis
In mostra... e continua il racconto

"The exhibition ... and the story continues"
MULTIMODAL AND MULTILINGUAL LITERACY INSTRUCTION RESOURCES AND PRACTICES

Working with the meaning of texts, content and structure

SOCIOCULTURAL RESOURCES

Working with the use, function and social importance of texts

LITERACY RELATED RESOURCES

Working with questioning, de- and reconstruction of texts

LANGUAGE RESOURCES

Working with the language form in speech, image and writing
MULTIMODAL AND MULTILINGUAL LITERACY DEVICES

"S as in Skype"

SIGNS in the cell phone

- Photo- picture
- Pictogram
- Ideogram
- Logotype
- Logogram
- Syllabogram
- Grapheme

Working with the language form in speech, image and writing
Working with the meaning of texts, content and structure
Working with the use, function and social importance of texts
ANALYSES and AGENCY

Working with questioning, de- and reconstruction of texts

Qarin Franker 20190321

(ETC Göteborg 20171016)
FACTS – UNDERSTANDING – TOOLS FOR ACTION
Resources and practices help us building sustainable literacies.

THANK YOU AND KEEP ON ACTING!
WE BELIEVE THAT EDUCATION WORKS, DON´T WE?
Grundläggande litteracitet för nyanlända elever

Den här modulen är valbar för er som får statsbidrag för Läslyftet.

Att kunna läsa, skriva och använda text är avgörande i dagens globala och informationsätta samhälle. Skolan har de senaste åren mött ett ökande antal elever, inte sällan ensamkommande, som haft liten eller ingen möjlighet till ordnad skolgång. Många av dem är i akut behov av en grundläggande litteracitetsundervisning för att snabbt kunna hantera texter av olika slag i såväl vardagslivet som i skolsammanhang.