
“Living and Learning – Holistic Practices in Multilingual Classrooms”

Whole Language Umbrella
Literacies for All Summer Institute
Tucson, Arizona July 17th-20th, 2008
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<http://www.JoanWink.com>

<http://www.joanwink.com/sched.html> (for more complete handouts)

Proposed AGENDA

“How do we live our holistic perspectives with multilingual communities of learners?”

I. Introduction and Theoretical Perspectives

•21st-Century Literacies – NCTE

www.ncte.org/library/files/Publications/Newspaper/Chron1107ResearchBrief.pdf

•Multilingual Literacies/TESOL 08

www.joanwink.com/scheditems/TESOL-08WinkOverview.pdf

•Principal Principles of Vygotsky

www.joanwink.com/scheditems/TESOL-08WinkOverview.pdf

•A Vision of Vygotsky

www.joanwink.com/vygotsky.html

•What can English-dominant Teachers Do In A Multilingual Context?

www.joanwink.com/pub-cajourn.html

•An Overview of Theory/3 Different Perspectives

www.joanwink.com/cp3/cp3_pgs72-79.html

www.joanwink.com/cp3/cp3_toc.html

•Problem-posing: To name, To reflect critically, To act

www.joanwink.com/scheditems/TESOL-08WinkOverview.pdf

www.joanwink.com/cp3/cp3_pgs51-52.html

www.joanwink.com/cp3/cp3_pgs123-129.html

www.joanwink.com/cp3/cp3_pgs138-139.html

II. Activity #1: Visual Read-Aloud (VRA) (Janet)

III. Activity #2: Autophotography (Joan)

IV. Questions and Discussion

***The more, the better.
The sooner, the better
The faster, the better
The harder, the better
The louder, the better.***

Often, it seems that ~this~ is what the public seems to understand about language acquisition—turns out, it's not true. If we want children to speak English, and we do, we do not have to give more, sooner, faster, harder, and louder. Because of this public misunderstanding or disinformation, it is no wonder the public doesn't understand holistic practices in multilingual classrooms. Our goal is to demonstrate in user-friendly ways how critically-grounded theory turns into practice, as teachers and learners together negotiate their own literacies and identities through holistic activities. Ultimately, we believe that human relationships are at the heart of all we do in teaching and learning (Cummins, 2001).

Literacy is communication. We often think of literacy as reading and writing, yet seeing, listening, speaking, viewing, and visually representing are integral components of these tasks. One must, therefore acquire the ability to make connections, find similarities, and create metaphors (Marshall, 2004) if one is to become literate. Through developing languages and literacies in multiple modes of communication, including the arts, technology, visual, verbal, oral and kinesthetic, students will broaden their abilities to think critically and to effectively communicate with others. If the goal of a literate society is the ability to negotiate meaning, then multiple ways of knowing expand these possibilities. Examining parallel concepts and strategies that exist between visual and verbal literacies can give students the opportunity to develop multiple schema and critical thinking skills.

Students are asked to decipher meanings from visual clues every day and they are asked to process images at a very rapid rate. As educators, we are responsible for developing literate individuals; however, we know that our students come to the classroom with diverse backgrounds, experiences and abilities. Through arts-based literacy development in a culturally responsive curriculum, we can help *all* learners to discover new ways of communication, of sharing ideas and furthering literacies through multiple sign systems (reading, writing, visual art, music, photography, etc.) using one's own inquiry questions as tools for learning (Harste, 2005). Holistic classroom practices that address our students' diverse perspectives, cultural lives, and ways of meaning making are imperative in today's multicultural, multi-lingual world.

For more on this topic, see:

www.joanwink.com/sched.html

www.joanwink.com/scheditems/TESOL-08WinkOverview.pdf

Scroll down for more related topics.

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