Honoring Diversity: The Transformative Power of Multiliteracy and Multiculturalism

OCDE Project GLAD ®
25th Annual Conference
Double Tree by Hilton Hotel
Orange, CA
OCDE Project GLAD® & Biliteracy/Biculturalism: What Are the Connections?

October 13, 10:30 to 12:30
Joan Wink, Ph. D.
“You don’t have anything, if you don’t have the stories.”
~Leslie Marmon Silko in *Ceremony*

And, no one tells a story quite like ProjectGLAD ®.

But, first, I have a little story to tell you…
Our Task
Tove Skutnabb-Kangas

One well developed mother tongue

Interrupted development of the mother tongue

Well developed bilingualism

Bilingualism or not: The education of minorities (p. 53).
What can be learned from the image of water lilies?
What are the connections between Project GLAD® and biliteracy and biculturalism?
Our Time Together Today

• Bilingual Basics
• Benefits of Being Bilingual
• Jim Cummins
• Bilingual Home
• S.S.S.S.
• Transformative multiliteracies pedagogy by James Cummins
The public thinks:

- The more, the better.
- The sooner, the better.
- The faster, the better.
- The harder, the better.
- The louder, the better.
Bilingual Basics

• English is the primary goal of bilingual education.
• Bilingual education is all about literacy and knowledge.
• The truth is that we can all stop worrying about the kids not getting conversational English. They’re all doing it. We can’t stop them.
• However, conversational English alone is not the answer. Our job, as teachers, is to focus on academic language.
• Kids can’t learn what they don’t understand. Me either.
• Knowing your first language really well makes learning the second easier and faster.
Bilingual Basics

Lots of first language literacy is a great indicator of success in school.

Poverty is a great roadblock to literacy and knowledge; our job is to level the playing field while the kids are with us in school. People around the world feel strongly about their first language. And, why not? It is how we all originally received love from our parents and families. It is okay to love your first language. It is okay for everyone to love the first language. Being bilingual is not bad. In fact, it is very good. Students must be prepared for a world we can only imagine. Students need to be able to pose problems and solve programs with technology, which stretches beyond our wildest thoughts. Being able to do this in more than one language will be an advantage. Above all, students who will succeed socially and economically are those who can thrive in a multilingual world. And, when that day comes, it will still be okay for each of us to have strong feeling about our first language.
Benefits of Bilingualism

• Effective in fighting the negative mental decline in the aging process
• Increases intelligence
• Stimulates creativity
• Promotes cognitive flexibility
• Fosters divergent thinking
• Facilitates high levels of mental-linguistic and mental-cultural awareness
• Enables faster and more efficient learning of other languages
• Heightens sensitivity to feedback cues and general verbal communication
Cummins

• Why the mother tongue is so important?
• This place nurtures my spirit
• http://iteachilearn.org/cummins/spirit.html
Cummins’ Iceberg

Surface Features of L1

Surface Features of L2

Common Underlying Proficiency
Cummins’ Quadrant

\begin{center}
\begin{tabular}{|c|c|}
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• a & • c \\
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• b & • d \\
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SUP
Separate Underlying Proficiency
CUP
Common Underlying Proficiency

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Bilingual Bike

The Effects of Bilingualism

One wheel (one language) can get you places…

So can a big wheel and a little wheel…

However, when your wheels are nicely balanced and fully inflated, you’ll go farther…

Provided, of course, the people who made the wheels knew what they were doing.

The Principles of Bilingual Education

Front Door (Linguistic Threshold) Full bilingualism in both languages yields the most positive effects

Hilly foundation of house (Iceberg Theory) The language you see on the surface is only the tip of the language iceberg

Window (Dimensions of Language Proficiency) — 4 quadrants — Concept Embedded and Cognitively Demanding

Coffee Cup (CUP) L1 and L2 acquisition has a common underlying principle

Flowers — ELLs need to be nurtured and loved

Conceptualized and created by Vern Hixson and Gina Gregich Colleagues in EDML 5001 Fall 04, Dr. Wink

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School-based Language Planning: An Initial Framework

Literacy Attainment

↑

Literacy Engagement

↑

Scaffold Meaning

↔

Activate prior Knowledge/Build Background knowledge

↔

Affirm identity

↔

Extend language

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Scaffold meaning
Affirm identity
Extend language
Activate prior knowledge
Biliteracy transfers
Vygotsky’s Venn Diagram

Thought

Speech

Verbal Thought
Vygotsky’s Venn Diagram
meaningful
purposeful
respectful
relevant

comprehensible
compelling
Joan’s Spiral of Literacy

- Children moved on to reading for themselves
- Finally started reading for pleasure, age 30
- First grade: Learned to read with Dick and Jane
- Began reading to her children and learned to love reading
- Remembers reading all that was required, but nothing more
- Does not remember being read to as a child
- Literacy continues
- Still reading
- Literacy continues
- Literacy continues
- Literacy continues

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Dawn’s Spiral of Literacy

Doesn’t remember reading anything that was required, but vividly remembers reading everything else.

Pre-kindergarten, learned to read, no one remembers when/how.

Literacy Continues

Literacy

Literacy Continues

Literacy Continues

Literacy Continues

Literacy Continues

Literacy Continues

Literacy Continues

Literacy Continues

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Your Spiral of Literacy

Literacy Continues

Literacy Continues

Literacy Continues

Literacy Continues

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Threshold Hypothesis

Cognitive Effects of Different Types of Bilingualism

<table>
<thead>
<tr>
<th>Type of Bilingualism</th>
<th>Cognitive Effects</th>
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<tbody>
<tr>
<td>A. Proficient bilingualism</td>
<td>Positive cognitive effects</td>
</tr>
<tr>
<td>High levels in both languages</td>
<td></td>
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<tr>
<td>B. Partial bilingualism</td>
<td>Neither positive nor negative cognitive effects</td>
</tr>
<tr>
<td>Native-like level in one of the languages</td>
<td>Higher threshold level of bilingual proficiency</td>
</tr>
<tr>
<td>C. Limited bilingualism</td>
<td>Negative cognitive effects</td>
</tr>
<tr>
<td>Low level in both languages (may be balanced or dominant)</td>
<td>Lower threshold level of bilingual proficiency</td>
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Often is seems that ~this~ is what the public seems to understand about second 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 (mis)understanding, each of us is often called upon to explain language acquisition, ESL, EAL, ELD, sheltered content instruction, SDAIE and the multiple approaches to bilingual education and immersion. No wonder the public doesn’t understand. In what follows are some of user-friendly, non academic-ese ways of sharing our knowledge, depending on the audience and the context.

<table>
<thead>
<tr>
<th>ESL</th>
<th>EAL</th>
<th>ELD</th>
<th>SDAIE</th>
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<td>English as a second language</td>
<td>English as an additional language</td>
<td>English language development</td>
<td>Specially-designed Academic Instruction in English</td>
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Jim’s multiliteracy and build-on activities

Negotiating Identity

Affirming Identity