

Developing critical multiliteracies in the primary English classroom

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*Get your pink shades (pink shades!), and move on (move on!).
Get the pets you love and you're gone.
Who are you? Whatcha wanna do?
There's a littlest pet shop perfect for you.*

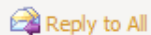
http://www.youtube.com/watch?v=JYHMLt_Y1gg

The screenshot shows the Fanpop website interface. At the top, there's a navigation bar with 'Join Fanpop' and 'Sign In' buttons, and a search bar. Below this is a banner for 'fanpop! what are you a fan of?' with a 'Littlest Pet Shop' section. The main content area displays a list of videos under the 'Littlest Pet Shop Videos' category. The videos listed are:

- Littlest Pet Shop: Interview for the show Kogii** - Submitted by PetShopFingers 6 days ago. Description: 'We are new to making littlest pet shop videos, and this is just an interview to the new show we are making, Enjoy, Like Comment and subscribe ^.^'.
- Littlest Pet Shop Popular Episode 20: Love Notes** - Submitted by tinkerbelle66799 6 days ago. Description: 'The latest LPS Popular episode by sophiegtv'.
- Littlest Pet Shop Sheldon Goes To Toys R Us AGAIN!!!** - Submitted by tinkerbelle66799 3 months ago. Description: 'This is a Sheldon video. It was made by mlpriincessesrule (me)! In this video Sheldon goes to Toys R Us again. He has a lot of fun there!'.
- Littlest Pet Shop Popular Episode 1: Who's That Girl?** - Submitted by tinkerbelle66799 5 months ago. Description: 'Your favorite series! :D By sophiegarrett'.

Each video entry includes a thumbnail, title, description, submitter, and date. There are also buttons for 'fan of it?', 'save', and 'add comment'.





How do we know if an Education Reform is Successful? Insights from European and Asian Education Inno...

Professor Stephen Andrews (by way of eduert) [eduert@hku.hk]

Sent: Monday, January 21, 2013 5:35 PM

To: mmlo

Dear Margaret,

I just wanted to make sure that you had received notification of a Public Forum which the Faculty of Education of The University of Hong Kong (HKU) is going to hold on Wednesday. The theme of the Forum is **"How do we know if an Education Reform is Successful? Insights from European and Asian Education Innovations"**. It should be a great opportunity for exchanging ideas and sharing experiences in this area with education professionals and government officials from various parts of the world.

Date: January 23, 2013, Wednesday

Time: 5:30pm – 7:00pm

Venue: Rayson Huang Theatre, HKU

Registration: <http://www.cite.hku.hk/registration.php?id=478>

The Public Forum will involve a number of key figures in education in the world, among them:

- Professor Cheng Kai Ming, Co-Convenor of Strategic Research Theme on Science of Learning of HKU;
- Dr Yves Punie, Senior Scientist of Institute for Prospective Technology Studies of European Commission;
- Professor Nancy Law, Director of CITE and Associate Dean of Faculty of Education of HKU;
- Dr Gwang-Jo Kim, Director of UNESCO, BKK;
- Dr K K Chan, Deputy Secretary of Education Bureau of HKSAR;
- Ministries of Education of different countries; and
- Other Asian and European experts

Please come and join us!

Best wishes

Steve

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From: Faculty of Education [mailto:eduert@hku.hk]



1. 32461GRY



1. 32461PNK



38177STP



2. 32455BLU



2. 32455PPK



38177RIB

1 Embroidered Skirt [32461]

Half elasticated back waist,
Outer 100% cotton, Lining
100% cotton, Machine washable
Sizes: 1½-5Y £30 5-10Y £34

2 Decorative Skirt [32455]

Elasticated waist with functional
drawstring, Outer 100% cotton,
Lining 100% cotton,
Machine washable
Sizes: 1½-5Y £30 5-10Y £34

3 Pack Knee Socks [38177]

Packaged in a gift box, Stripe:
73% cotton 25% polyamide 2% Lycra®
elastane, Rib: 73% cotton 23% polyamide
4% Lycra® elastane, Machine washable
Sizes: 6-8½, 9-12 £12 per pack of three pairs
12½-3½, 4-5½ £14 per pack of three pairs



- Life in fast capitalist societies is a text-saturated matter. That is, every waking moment is caught up in engagement with text of some kind: from children's story to political speech, from television sitcom to casual conversation, from classroom lessons to memorandum...Human subjects use texts to make sense of their world and to construct social actions and relations required in the labour of everyday life. At the same time, texts, position and construct individuals, making available various meanings, ideas and versions of the world.

(Luke, 1995 , p.13)

Multiliteracies

(New London Group, 1996, 2000)

- Multiplicity of communication channels and media, digital and mobile technology, the Internet
 - Multiple modes of meaning making: linguistic, visual, audio, gestural, spatial etc.
 - New and changing text forms and text practices
 - Cultural and linguistic diversity
 - Literacy as a social and cultural practice, connected to social identities, embedded in social, historical, political contexts.
- ➔ Education should aim to develop multiliterate persons, who are flexible, responsive, active and critically engaged citizens (Anstey and Bull, 2006)

Four Resources Model

(Freebody and Luke, 1990; Luke and Freebody 1997)

Role of reader	Textual practices
Code Breaker <i>“What does it say?”</i>	Decoding practices
Meaning Maker <i>“What does it mean?”</i>	Semantic practices
Text User <i>“What do I do with it? How do I use it?”</i>	Pragmatic practices
Text Analyst <i>“What does it do to me? What version of the world does it construct?”</i>	Critical practices

Literacy in the Hong Kong primary English Language curriculum

Code breaking PNET scheme: phonics instruction, early literacy teaching through PLPR/W	Text participating Reading comprehension, schema/background knowledge, reading strategies
Text using 2004 ELCG: text types, topics and themes, grammar and communicative functions	Text analysing

Critical literacy assumptions

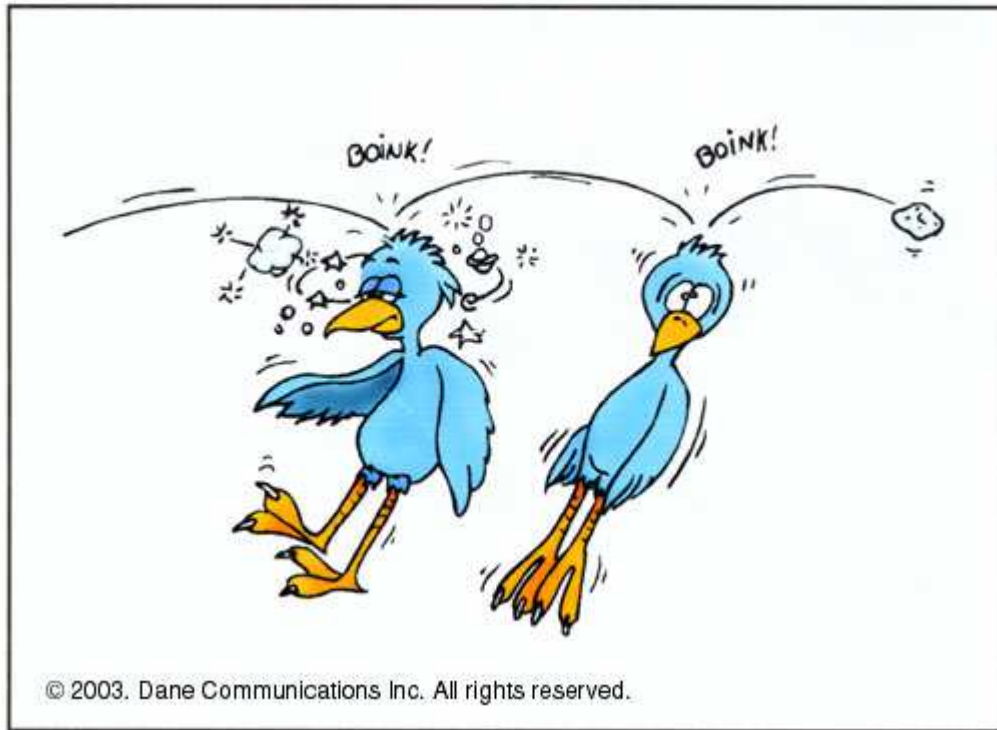
- Not just “critical thinking” ie understanding logic of texts and their arguments, thinking independently (Wallace, 2003)
- Texts are made and read in particular institutional, cultural, historical, and political contexts that condition what meanings can be made. ie ‘reading the word and the world’ (Friere and Macedo, 1987)
- Language-as-discourse and ‘reality’ are mutually constitutive. Language doesn’t merely **reflect** ‘reality’ but also **shapes** reality.
- Text participants are ‘positioned’ within discourses
- Texts are contestable: values, ideologies or “truth claims”, commonsense assumptions, power relations

Educational aims and values

- Education for democracy and social transformation
- Promote social justice, diversity and inclusion
- Student-centredness: identities, experiences, cultural and semiotic resources, students' views and perspectives
- Authenticity and real world use of literacy

Critical processes

- Noticing and analysing language, images, and other multimodal features in texts
- Locating texts within institutional, social, cultural, political and historical contexts
- Interrogating multiple viewpoints and positioning in texts
- Defamiliarising dominant text interpretations, gaining 'distance' from texts
- Understanding our own stances to texts, how our identities and values influence how we understand and interpret texts, ie reflexivity



“kill two birds with
one stone”

Why do they
want to kill
birds?



And there's
something else I
want....but it's for
boys.

21592RMU 21592NML

22306OAT 22306NAV 22306BLU 22306RED

29057KHK 29057BLU 29057GRN 29057RED

Mariner Jumper [21592]
100% cotton. Machine washable.
Do not tumble-dry.
Sizes: 2-6Y £30 6-10Y £34

Rib Waist Shorts [22306]
Vintage look, 100% cotton.
Machine washable.
Sizes: 1½-6Y £20 6-10Y £22

Laceless Canvas Pull-ons [29057]
Canvas upper, lining and
insock. Synthetic sole.
Sizes: 22-30 £20 31-37 £24

Kian, 6, (I never tire of theme parks)
Red Multi Jumper [21592RMU], Pacific
Shorts [22306PBL] and Navy Pull-ons
[29057BLU], T-shirt (page 126). Emile, 8,
Anorak (page 110), T-shirt (page 123),
Shorts (page 124), Pull-ons (page 106).

92 HAND THEM DOWN AND DOWN AND DOWN boden.co.uk 0844 873 0000

93

Some classroom strategies for developing critical literacy

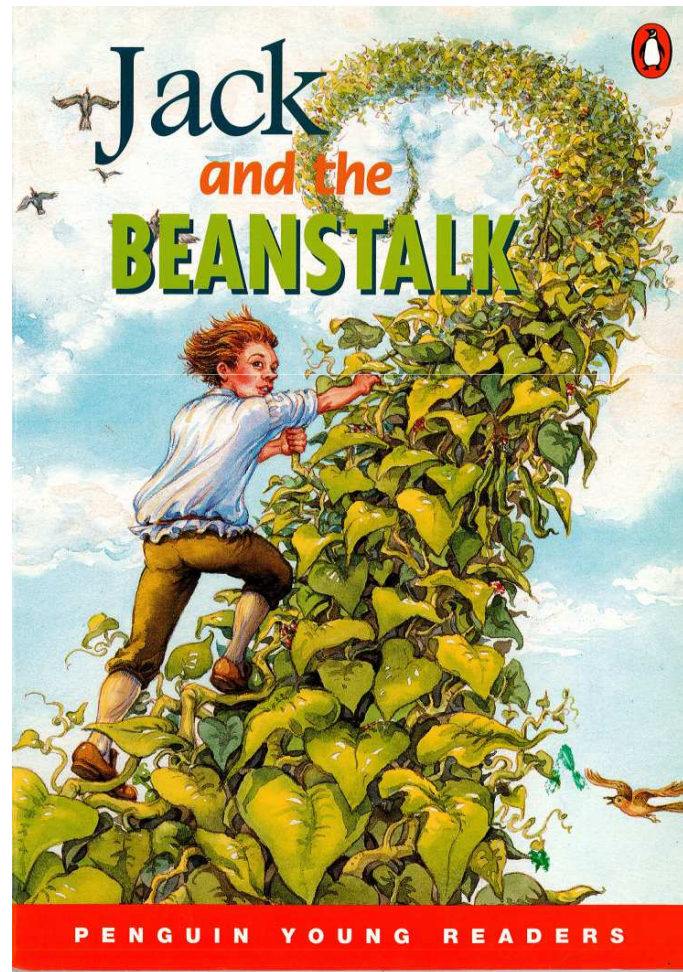
- Reading multiple texts
- Reading from a resistant perspective
- Examining multiple perspectives
- Producing countertexts
- Taking social action
- Focussing on sociopolitical issues
- Subverting taken-for-granted school texts
- Repositioning students as researchers of language (ie multimodality)
- Questioning and problematizing texts

(Behrman, 2006; Comber, in Larson and Marsh, 2003; Lewison et al, 2002)

Dominant reading, resistant reading

Who is the good guy in this story?
Who is the bad guy? Why?

Did this story have a happy ending? Why?



What made Jack and his mother happy?

How did Jack and his mother get rich?

Was it right /ok for Jack to steal from the Giant?

If you are poor, does money make you happy? What other things could make Jack and his mother happy?

Examining multiple perspectives in texts; who is present, who is left out

Who are the characters in the story?

What happened to Jack and his mother?

What happened to the Giant?

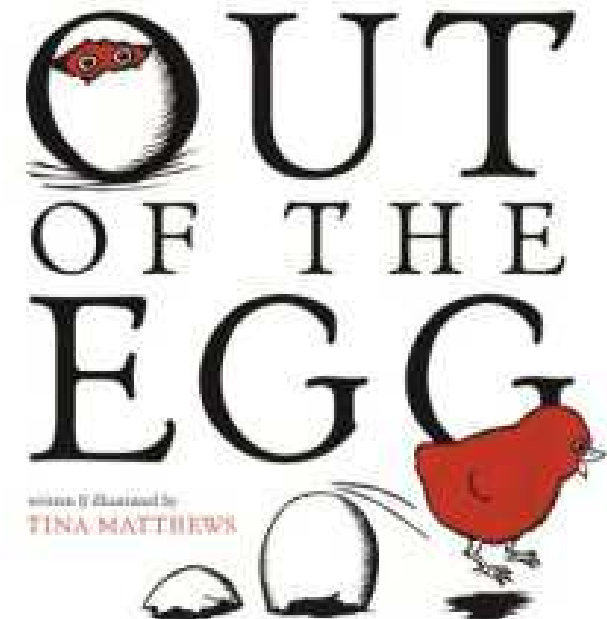
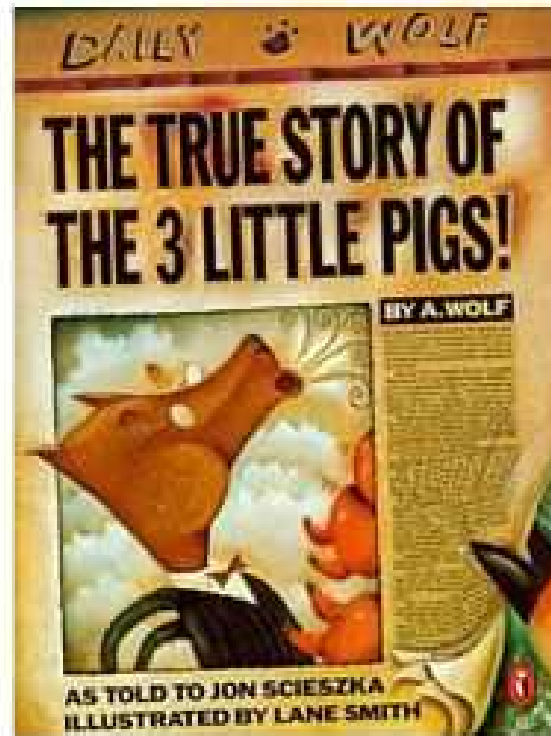
What happened to the Giant's wife?

What was her life like before she met Jack?

What was her life like after the Giant was killed?

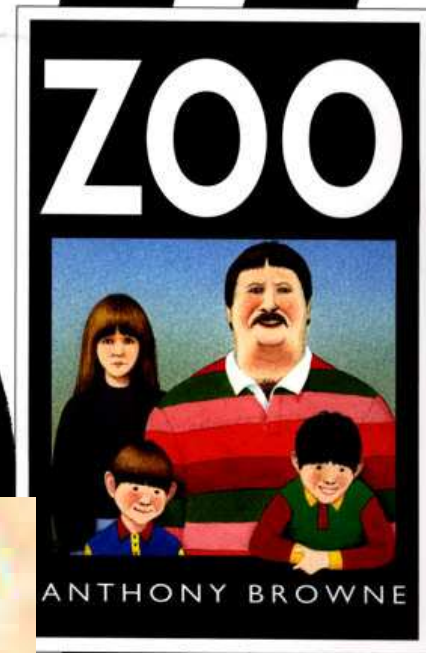
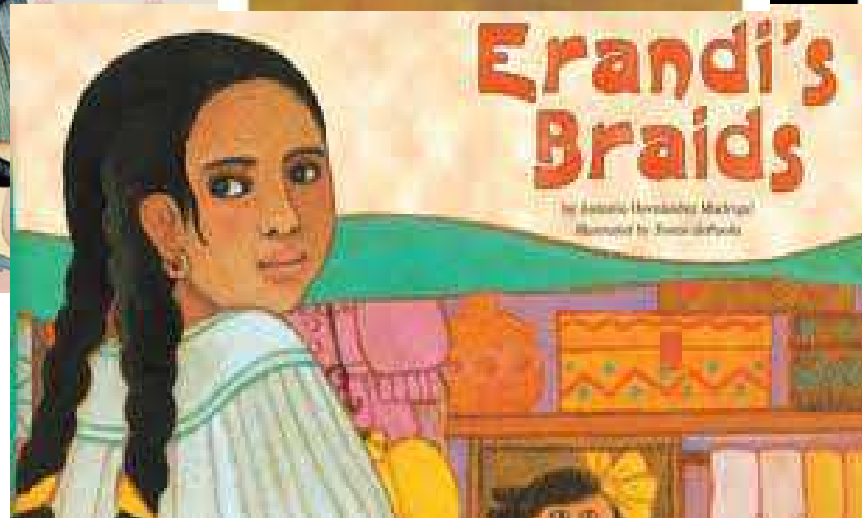
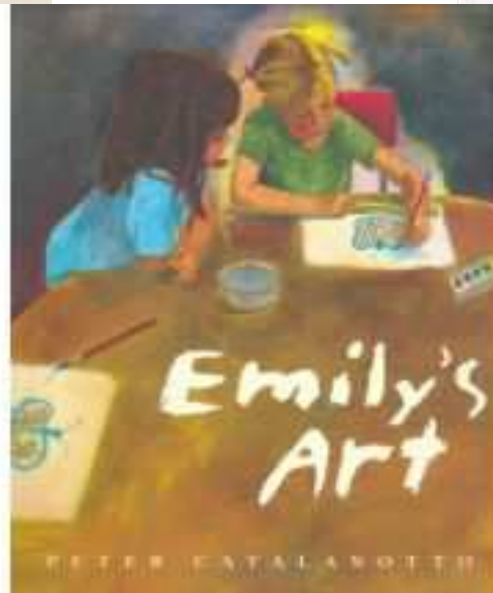
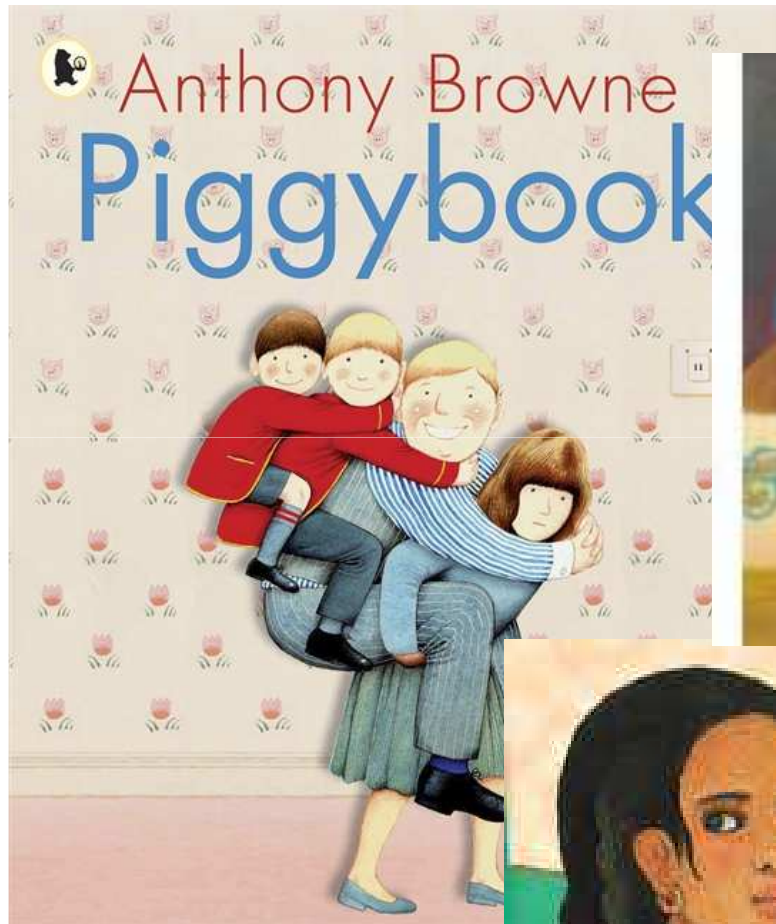


Using texts which present multiple perspectives
and oppositional readings



Some alternative fairy tales and traditional children's
stories

Using texts which raise social issues



Examining identity construction in texts

Have you ever been to a McDonald's birthday party?

How many birthday party themes are there? What are they?

Which one would you like to have? Which balloon car would you choose? Why?

Do all girls like Barbie? Are there any Barbies for boys?

Do all boys like Hot Wheels? Do some girls like cars?

Can girls have a blue car?
Can boys have a pink car?

If you don't like Barbie or Hot Wheels, what can you do?

The advertisement is for McDonald's birthday parties. It features two main themes: Barbie and Hot Wheels. The Barbie theme is shown with a Barbie doll and a pink balloon car. The Hot Wheels theme is shown with Hot Wheels cars and a blue balloon car. The advertisement also promotes a 'Limited Edition Gift' which is a McDonald's French Fries Carry Out Bag, available for HK\$60 each. The background is green and yellow, with a large yellow balloon car in the center. The text 'What's New & Latest Activities' and 'Sharing Unforgettable Moment with You' is visible. The McDonald's logo is in the top left corner. The text 'Restaurant Locations 中文' is in the top right corner. The text '©2012 Mattel, Inc. All Rights Reserved.' is at the bottom. The text 'Fun Act Birthday Party!' is at the bottom left. The text 'Smart Racing Car Balloon HK\$128 (Pink or Blue) Balloon set is around 40"(L) x 32"(W)' is next to the balloon cars. The text 'Colorful Party Balloon Set HK\$260' is next to the balloon set. The text 'Customers can purchase limited edition gift during the birthday party. *while stock lasts' is next to the carry out bag.

McDonald's®
Restaurant Locations 中文

What's New & Latest Activities
Sharing Unforgettable Moment with You

Barbie® Theme
TEAM HOT WHEELS Theme

©2012 Mattel, Inc. All Rights Reserved.

Fun Act Birthday Party!

Colorful Party Balloon Set HK\$260

Smart Racing Car Balloon HK\$128 (Pink or Blue)
Balloon set is around 40"(L) x 32"(W)

Limited Edition Gift

Customers can purchase limited edition gift during the birthday party.
*while stock lasts

HK\$60 each

McDonald's® French Fries Carry Out Bag

Practice 2

Speak in and *speaking* are slightly different. *Speak in* is used to emphasise speaking a learnt language. Here, *speaking in English* tells us Kay is using English but it is not her native language. Similarly, a NET teacher may tell students 'Please speak in English.' if the students are using Cantonese instead of English. The phrase *speaking English* simply refers to ability. When an Englishman wants to ask a local Hong Kong person for

He / She is **good at** ...ing ...

Now Tinky is telling Mike what her classmates are good at. Finish what she

s. * *Competition* and *contest* have similar meanings and here they can be used interchangeably. *Competition* is more often used with sports and *contest* is more often used in events that involve talents, such as singing.

PE English Music
Visual Arts Chinese

play badminton write poems sing
speak in English paint pictures

ipils
e don't
he
the

Little stars in our class

1 Bobby is happy! He gets first prize in the P3 Sums Competition.

2 Fiona's voice is beautiful! She gets first prize in the singing contest.

3 Alan wins the badminton competition. He plays very well! *Well* is the adverb of good.

4 Mandy and her prize-winning picture. *Prize-winning* is a compound adjective. It is only used before nouns.

5 Jimmy shows his Chinese Poetry Writing Award. *Poetry* refers to poems in general. It is uncountable.

6 Kay wins the English Speaking Competition. Congratulations to her!

My classmates are all very talented.

Bobby's favourite subject is Maths.

He is **good at** doing sums.

Fiona's favourite subject is ...

She is good at ...

Alan's favourite subject is PE.
He is good at playing badminton.

Talented means having the natural ability to do something well.

are your classmates good at?

are their favourite subjects?

Mike's favourite subject is Visual Arts.
good at painting pictures.
Fiona's favourite subject is Chinese.
good at writing poems.
Alan's favourite subject is English.
good at speaking in English.



Annie is good at ...

Problematizing social values in textbooks

Competition, being the best

Value from external recognition

Enjoyment and interest = being skilled

Problems in our world



T: diaries

Reading

Paragraph 1: Which place was the girl visiting? (Yunan.)
 Why couldn't the girl see at night? (Because it was so dark.)
 Did the girl sleep alone? (No, she shared the bed with two other children.)
 Paragraph 2: Where did the people get their water? (From the well.)
 What did they have for breakfast? (Congee.)

We all live differently. How is your life different from someone in Yunan?
 Read the diary to find out.

Saturday 10th July

This is the first day of our school trip to Yunan. I am staying with a nice family in a small village for the first night. They live in a very small house. It is very dark inside so it is difficult to see what I am writing. There are no air-conditioners or fans. Everyone sleeps in the same bedroom. They do not have enough beds. I share a bed with two other children so it is very crowded!



Sunday 11th July



These are male chickens.

Last night I did not sleep well because it was too hot. I woke up at five because of the roosters. I could not get to sleep again because it was too noisy. First we went to the well to get some water. We filled some buckets with water but they were too heavy for me. The children here are much stronger than me! When we got to the house, I poured the water over myself. I miss my hot shower at home. For breakfast we only had congee. There is very little food. I am hungry most of the time.



Lexical analysis; binary constructions; "truth claims"
 (Fairclough, 2003)

Yunan

very small house,
 very dark, not enough
 beds, very crowded,
 too hot; too noisy, live
 near animals; no
 running water; very
 little/not enough food

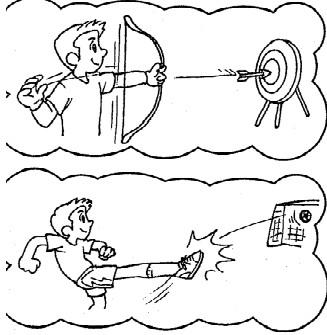
Hong Kong

big house, electricity,
 own bed, not crowded,
 cool/comfortable, has
 aircons/fans; don't live
 near animals; running
 water; always enough
 food



D Write.

Model



My Grandpa

When my Grandpa was young,
his eyes were good. Now they
are bad. His legs were strong.
Now they are weak.



Producing countertexts

Lexical and visual analysis:

- male (Grandpa) vs female (Grandma)
- young vs old

Elicit other possible adjectives and descriptions, e.g. make 'old' as positive/young 'negative' and examine their effects.

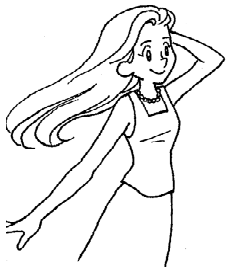
Consider own grandparents.

Rewrite and illustrate one or both paragraphs, showing your own view of your grandmother or grandfather.

hair	long	short
face	smooth	wrinkled
beautiful	fat	slim

My Grandma

When my Grandma was young, _____



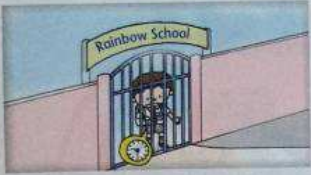


A case of P5 students as critical multiliteracies authors

The children are making some bookmarks to remind their classmates of what they should / should not do. Complete the bookmarks.

1 We shouldn't get to school late.

2 We shouldn't speak to the driver loudly. We should speak softly.

3 We shouldn't jump the queue at the bus stop. We should wait patiently for our turn / line.

Longman Primary Express 5A, Unit 1: *Behave well*


Now help the children to finish the book on 'Good Behaviour'.

1


A book on 'Good Behaviour'

Johnny does not behave well. His friend Tony is giving him some advice.


Don't be so lazy! You should get up early.



Don't be so rude! You should speak to the waitress politely.



Don't be so naughty! You should keep quiet in the library.



7

Writing from a dominant perspective



WWW.TOONDOO.COM

IN THE LIBRARY



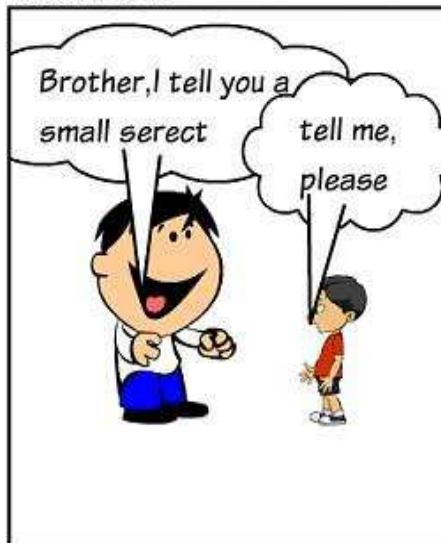
Students' countertexts

BEHAVE WELL



WWW.TOONDOO.COM

BEHAVE WELL



WWW.TOONDOO.COM

Critical multiliteracies and the teacher

A critical literacy curriculum needs to be lived. It arises from the social and political conditions that unfold in communities in which we live. As such it cannot be traditionally taught. In other words, as teachers we need to incorporate a critical perspective into our everyday lives in order to find ways to help children understand the social and political issues around them.

(Vivian Maria Vasquez, 2004)

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