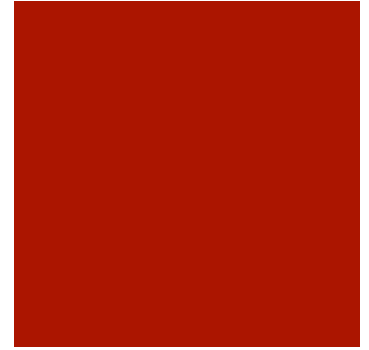


Creating Plurilingual “Identity Texts” in the Mainstream Classroom:

A multi-site study in Toronto’s
English and French schools

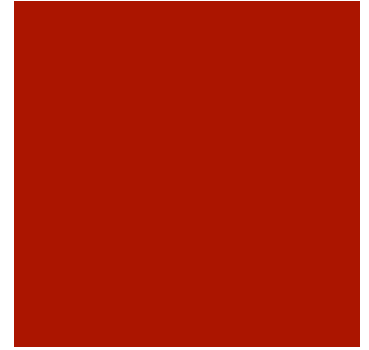
Linguistic Diversity across all Toronto's SCHOOLS



- **English schools**
(Cummins, 2001; Goldstein, 2003; Heydon & Iannacci, 2008; Smythe & Toohey, 2009)
 - **French Immersion schools:**
(Dagenais, 2001, 2004, 2008; Lapkin & Swain, 2005; Taylor, 2006)
 - **French-language schools:**
(Farmer & Labrie, 2008; Gérin-Lajoie, 2003, 2006, 2008; Masny, 2009; Prasad, 2012)
- **Ontario Equity and Inclusive Education Strategy 2009**

■  conceptualizing “diversity as resource”

Practitioner's Perspectives



English school

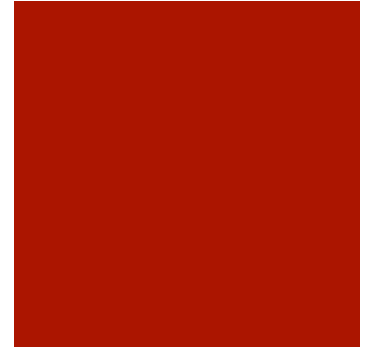
SCHOOL BOARD

- 53 % of students use languages other than English at home
- 26 % of students born outside of Canada
- More than 80 languages represented in student population

“No...their home languages don't have a place really in the classroom everything usually happens in English... [Linguistic and cultural diversity are] unaddressed, it's become a norm and it's just not addressed.”

- Classroom teacher

Practitioner's Perspectives

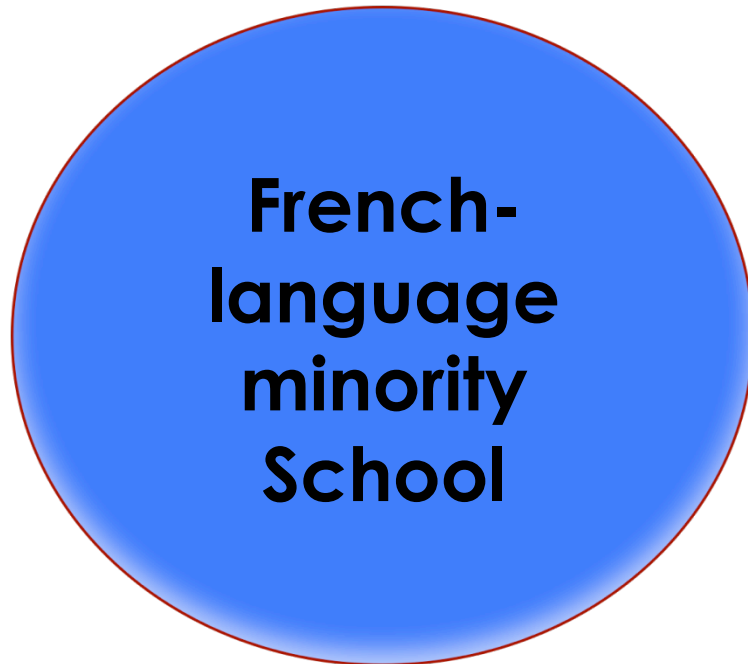
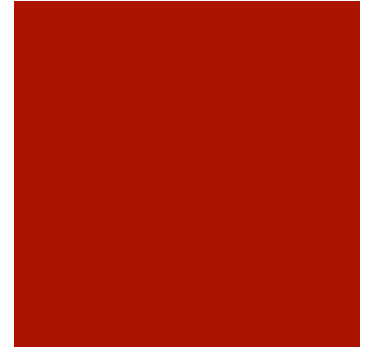


**French-
language
minority
School**

On sait que toute le monde parle plusieurs langues. Moi, je parle italien, français et anglais... mais ici, on est une école de langue française donc, on parle français à l'école.

- Direction de l'école

Practitioner's Perspectives



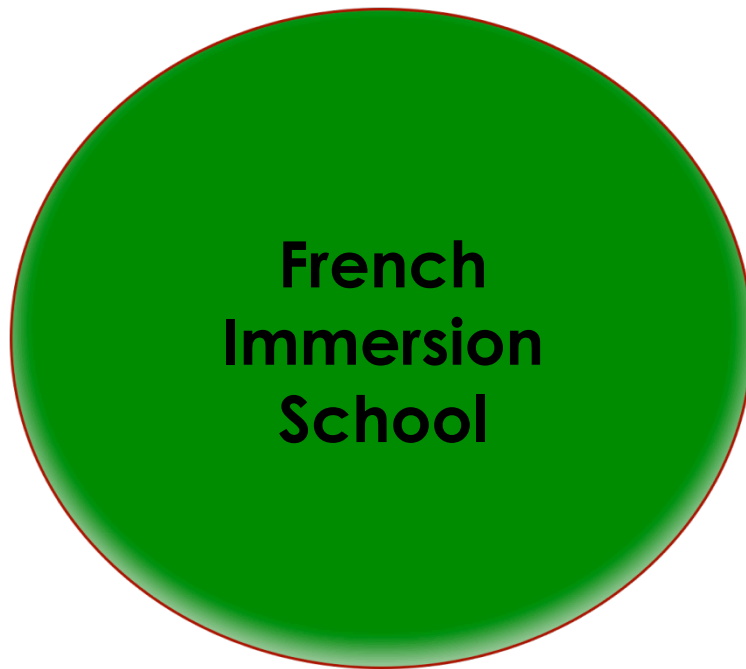
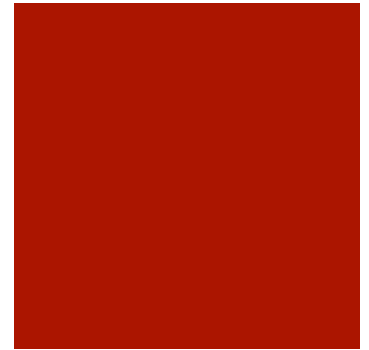
**French-
language
minority
School**

Officially, we only have French at school. French everywhere all the time, in the class and on the playground. Teachers tell parents to speak in French at home...

But, as you see, I am Muslim and speak Arabic. So, it is important at a personal level for children to speak their first language. I just encourage parents to have their kids watch tv and listen to music in French but they should speak Arabic. Their family time should be in Arabic.

- classroom teacher

Practitioner's Perspectives

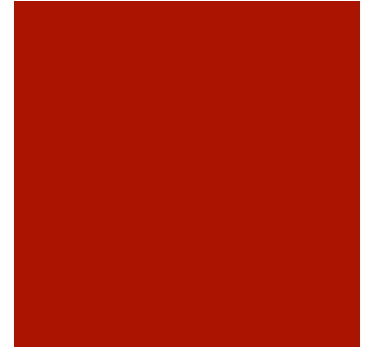


We're 50 % French,
50% English now so
we're very flexible.
We try to be
accepting of
everyone's attempts
in French].

- Classroom teacher

“Identity Texts”

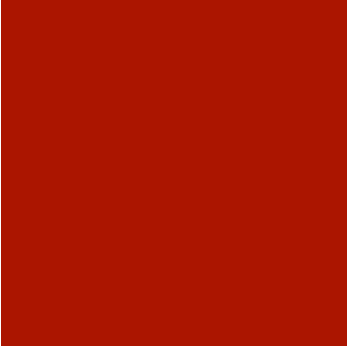
(Cummins, 2006; Cummins & Early, 2010)



“the products of students’ creative work or performances carried out within [the pedagogical space of the classroom]... insofar as students invest their identities in these texts (written, spoken, visual, musical, dramatic or combinations in multimodal form) that then hold a mirror up to students in which their identities are reflected back in a positive light. When students share identity text with multiple audiences... they are likely to receive positive feedback and affirmation of self” in interaction with these audiences.. (p. 60)”

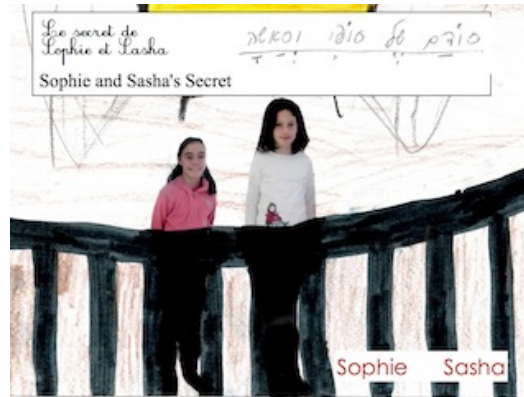
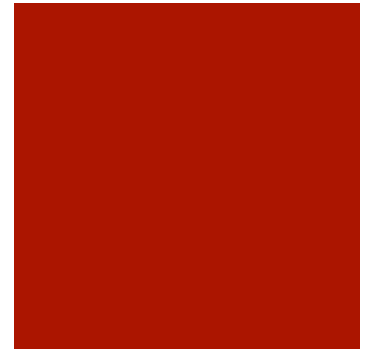
Examples: <http://www.multiliteracies.ca/>
<http://www.thornwoodps.ca/dual/index.htm>

Beyond the Mirror: Creating Plurilingual “Identity Texts”



- Engaging students in the **collaborative** use of their plurilingual repertoires at school and at home
 - ➔ Reflection on their individual and collective plurilingual experiences and practices
 - ➔ Positive representation of their plurilingual identities
 - ➔ Building all students' language awareness
 - ➔ Establishing "a community of plurilingual practice" with the students, teachers, parents, family and wider society

<http://lewebpedagogique.com/cm2plurilingualproject2012/>



The Secret of Christmas/ Le secret de Noël

22 May 2012 17:51 rosemary Non classé



There is a big man in the woods hurt from the cold.
The elves come to get him and bring him to a factory.
When he wakes up he finds red and white clothes in the
elves hands. What is going on?

Click here to read along in [English](#)

Click here to read along in [French](#)

Click here to read along in [Serbian](#)

Click here to read along in [English, French and Serbian](#)

Tags : [English](#), [French](#), [Serbian](#)

[Signaler comme indésirable](#)

2 commentaires

comments

Marta :

Date: 6 June 2012 à 5:02 PM

Драги Мирко,

Много ми је драго да учиш три језика. А посебно што се трудиш да научиш српски. Много вам је лепа књига, прави сте уметници.



Једва чекам да те видим, да вежбамо српски заједно! Ана и ја (Марта) идемо за Торонто овог викенда,

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Marta on [The Secret of Christmas/ Le secret de Noël](#)

Plurilingual Stories

Czech [English](#) Farsi

[French](#) Hebrew Russian
Serbian Spanish

J'aime
Voir des cercle bruns,
C'est vraiment bon avec du lait
C'est vraiment doux
Quand je le touche,
Il y a la farine
Il sent beaucoup comme le gateau
Tu peux le sentir tout partout où tu es
Tu le trempe dans du lait ou du jus
Ca fait <<Plouf>> dans le lait
Beignes



I like to see brown circles,
They're really good with milk
They're really soft
when I touch them,
because they're made with flour
You can smell them every where you are
You dump them in milk or juice
They make the sound <Plouf> in the milk
Doughnuts



Nalimbi na mona nzinga ngola
Ézali ya solo kitoko na miliki
Ézali penza malumu soki na simbi yango
Ézali na falini
Ézali kolumba mingi solo ya bukubuku
Okoki ko yoka yango li nyoso ozali
Soki odindisi yango na miliki na to na mai
Ya lilala ecosala<Plouf> na miliki

Recette de beignes (Carmelle)

Ingrédients :

3 tasses de farine et ½ tasse de sucre

2 tasses d'eau

1 sachet de levure

L'huile (dans une casserole ou friteuse)

Préparation :

La farine doit être mélangée avec tous les ingrédients énumérés et laissée dans un bol bien couvert durant au moins 1h30 minutes, ensuite chauffer l'huile et commencer à mettre le mélange en petite quantité avec la main dans l'huile chaude pour avoir les petites boules de beignes.





My Toronto looks like houses and buildings everywhere I go.

Mon Toronto a l'air comme des appartements et des maisons partout.

Torontua ime duket me shtepi endërtesa të larta kudo nga shkoj.

مدینتی ٹورونٹو تشبہ المآثر والمبانی
الموجودہ فی کل مکان.



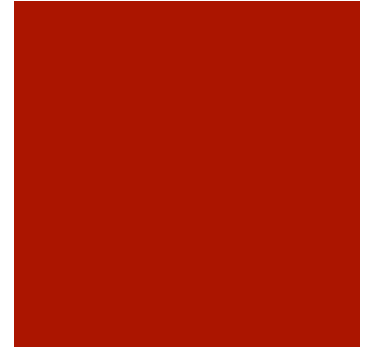
My Toronto looks like the giant CN tower, rising majestically into the misty sky.

Mon Toronto a l'air de la tour CN géante qui monte majestueusement dans le ciel brumeux.

Torontua ime duket si kulla gjigante CN engritur madhe shtore në lartësinë e qiellit.

مدینتی ٹورونٹو تشبہ مثل المینر العالیہ الشہیر
واعتقاً وذاً مخاً وظ السماء.

Students' Perspectives: After Plurilingual Identity Texts work



- I think this is good because no one knew that I can speak Swahili before. It's like now that know me for real...
- My [plurilingual] work makes me feel original. I am the only person in the class who can read and write these three languages and that makes me special.
- Before the project I never liked reading and writing [at school], now I think I like it...
- Making a book in a different language is special to me because I can read all the languages and that makes me proud.
- When I was writing this book, I learned that two minds full of imagination can do something big and creative. I also learned about other languages
- It showed me that there is a story inside everyone. This work is important to me because all my hard work equaled to something extraordinary that I did. It's not a test and I don't have to study, I'm exploring another side of myself.

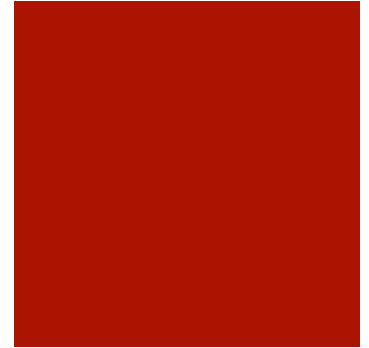


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Merci
Thank you

Gail Prasad
PhD Candidate, OISE
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Joseph-Armand Bombardier Doctoral Canada Graduate Scholarship
Michael Smith Foreign Study Supplement
Massey College Travel Grant
WESTON Doctoral Fellowship



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