June 2021

Multiliteracies Pedagogy in Second Language Learning: Examining How Canadian Elementary ESL Classrooms Can Empower Diverse English Language Learners

Nurun Nahar Laboni
University of Windsor, Faculty of Education, laboni@uwindsor.ca

Multiliteracies Pedagogy in Second Language Learning: Examining How Canadian Elementary ESL Classrooms Can Empower Diverse English Language Learners

By

Nurun Nahar Laboni

A Major Research Paper

Submitted to the Faculty of Graduate Studies

through the Faculty of Education

in Partial Fulfillment of the Requirements for

the Degree of Master of Education

at the University of Windsor

Windsor, Ontario, Canada

2021

Multiliteracies Pedagogy in Second Language Learning: Examining How Canadian Elementary ESL Classrooms Can Empower Diverse English Language Learners

By

Nurun Nahar Laboni

APPROVED BY:

_____

K. Smith

Faculty of Education

_____

S. Holloway, Advisor

Faculty of Education

March 29, 2021

DECLARATION OF ORIGINALITY

I hereby certify that I am the sole author of this thesis and that no part of this thesis has been published or submitted for publication.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices. Furthermore, to the extent that I have included copyrighted material that surpasses the bounds of fair dealing within the meaning of the Canada Copyright Act, I certify that I have obtained a written permission from the copyright owner(s) to include such material(s) in my thesis and have included copies of such copyright clearances to my appendix.

I declare that this is a true copy of my thesis, including any final revisions, as approved by my thesis committee and the Graduate Studies office, and that this thesis has not been submitted for a higher degree to any other University or Institution.

ABSTRACT

Canada's socio-cultural landscape is changing every day due to the transitional migration of demographics from all over the world. The immigrant and refugee populations who enter Canadian society are mostly allophones who do not speak English or French- Canada's two official languages as their mother tongue. The allophone students who belong to this migrator group must learn the official languages to get equal access to the country's social and economic sectors. Thus, Canadian schools are entitled to provide adequate support in teaching English and French to these immigrant students to ensure their merging in broader society. But these immigrant students have diverse linguistic and cultural backgrounds. Therefore, they are essentially various in their second language learning needs. For this reason, it is challenging for educators to support these learners considering their linguistic and cultural diversity. The given research paper conducts a systematic literature review with authentic, peer-reviewed resources to examine how multiliteracies pedagogy can inform second language teaching and learning in elementary classrooms of Ontario, Canada. This study deals with the English language learning of multilingual and multicultural allophone English Language Learners (ELLs) in the English as a Second Language (ESL) programs of Ontario elementary schools. This research paper reflects upon different aspects of multiliteracies approaches. It concludes that multiliteracies pedagogy has numerous potentials to address ELL's diversity and the educators of Ontario elementary ESL programs can offer a better English language learning environment to the ELLs by ensuring proper implementation of multiliteracies pedagogy in their teaching-learning process.

DEDICATION

I dedicate this paper to

To my Family

To my supervisor

and to all people who supported me

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

ESL- English as a Second Language

ELL- English Language Learners

SLIFE- Students with Limited or Interrupted Formal Education

EFL- English as a Foreign Language

EAL- English as an Additional Language

SCT- Socio-cultural Theory

CUP- Common Underlying Proficiency

CHAPTER 1: INTRODUCTION

Given the significant immigrant and refugee population, it is not surprising that

approximately 20.6% of Canada's population are allophone speakers, meaning that they speak a

language in addition to either French or English, Canada's official languages (Statistics Canada,

2018b). As a result, elementary schools in Canada are host to an increasingly diverse student body,

both culturally and linguistically. Since both English and French are the two official languages of

Canada, thus, the primary purpose of the schools remains to enhance the official language

proficiency of those multicultural students so that they can merge with the mainstream education

system and get access to the social benefits within schools and outside of schools in their

communities. The current research paper will focus on learning English as a second language by

diverse background allophone English Language Learners (ELLs) in the English as a Second

Language (ESL) context of elementary schools in Ontario, Canada.

The Ontario Ministry of Education (2008) defines ESL programs in this way:

> English as a Second Language (ESL) programs, which are for students whose first language
>
> is other than English or is a variety of English significantly different from that used for
>
> instruction in Ontario schools. Students in these programs have had educational opportunities
>
> to develop age-appropriate first-language literacy skills. (p. 38)

 According to Statistics Canada (2018a), almost 30% of students in Canadian schools come from

various migrator groups such as immigrants and refugees, and they possess a different level of

English language proficiencies.

Due to this large body of diversity among students, educators encounter various challenges,

and the individual differences amongst the learners complicate the learning situation more because

students may feel estranged from their home environment and school environment. The Canadian

elementary classroom's plurilingual and multicultural environment directly impacts school policies, school curricula, school life, and classroom pedagogies. Therefore, providing adequate academic support to these diverse learners is crucial. Studies show that young English Language Learners' (ELL) language acquisition process can be challenging if they negotiate their identity and cultural capital (Cummins, 1986, p. 20). Usually, traditional literacy approaches focus mostly on the reading and writing skills of a language. This conventional approach has proved limited in a contemporary context that requires teachers to address the impact of the technological revolution and globalization on literacy development. In this context, the New London Group (1996) argues that a multiliteracies approach must support diverse student bodies. Therefore, it is critical to identify the pedagogical strategies that can effectively address the English language needs of the culturally and linguistically diverse English Language Learners in Canadian English as a Second Language classrooms.

Hence, this major research paper attempts to analyze the impact of multiliteracies pedagogy in English language learning of culturally and linguistically diverse allophone ELLs in elementary-level ESL programs in Ontario, Canada. In this literature review, I will explore empirical research studies that provide insight and evidence of the influence of multiliteracies theory and pedagogy in the Canadian ESL context, particularly concerning English language learners' diverse language needs.

Locating Myself in the Research

Acknowledging the subjectivity and locating the researcher's positionality in the research process can strengthen the research's ethical integrity and clarify the research process, the analysis, and interpretation of the data. I am a Bangladeshi by origin, having the Bengali language as my mother tongue. I have been teaching English as a second language since 2010. I have noticed that every learner has individual perspectives regarding second language learning approaches in my own

teaching experience. While studying in the program named "Teaching English to the Speaker of Other Language," I learned about multiliteracies pedagogy theoretically and read its implications in multicultural classrooms. After my arrival to Canada as an international student, I became a part of a multicultural community. I experienced first-hand the mental state of being a visible minority in a new country. I realized that deciding to shift to a new country is directed by many compelling reasons. In choosing to settle in a new country, adults often remain aware of the consequences of migration. Still, children and adolescents, who accompany their parents in the foreign land, often bear little knowledge of the host environment. They do not know what to expect from the new country and their treatment from the alien surroundings. As an international student myself, I also brought my children with me, and I see how difficult it was for my sons to adjust to their new classrooms.

The reasons for immigration vary and the immigrant population in Canada is heterogeneous. For example, the immigrant and refugee children may hold a below-average English proficiency for various reasons. For instance, describing the academic problems of refugee children, Paradis (2020) states,

> children from refugee backgrounds might experience adversity premigration due to violence and conflict, interrupted schooling, and time in refugee camps. These experiences, combined with the resettlement and acculturation processes in the host country, could impact their language and literacy learning and their overall developmental growth and well-being. (p. 1252)

In this context, Cummins and Early (2016) note that the immigrant and refugee English Language Learners (ELLs) may have significant gaps in their knowledge of academic language more so than the non-immigrant students; thus, they may remain marginalized in classes both linguistically and culturally (p. 11). Inclusive multicultural countries may not always apply the theories in practice. In

my experience, teachers with lower levels of cultural sensitivity and competencies may have narrow interpretations of the world that influence their teaching style and could create rifts between themselves and students. However, Villegas and Clewell (1998) argue that culturally diverse students need to understand that their differences are not liabilities but strengths to build on (p. 122). Upon reading this, I became interested in learning how Canadian teachers strengthen the diverse background ELL students in educational settings. With the implementation of a multiliteracies pedagogy, I wish to explore how this theoretical framework and pedagogical approach might help those ELLs to learn English as a second language effectively. Therefore, I thought to do my research on existing literature on how multiliteracies pedagogy helps in English language learning of those multicultural background language learners with an eye to concern about fairness and social justice for marginalized communities.

Purpose of the Study

Due to plurilinguistic backgrounds and diversified needs, teaching English as a second language for young ELLs is difficult. Multiliteracies pedagogy may address the needs of those learners and help them achieve success in learning. My research purpose is to examine the impact of multiliteracies pedagogy in the teaching and learning process of English as a second language by diverse background ELLs in Ontario, Canada's elementary ESL classrooms.

Research Questions

Research questions are a significant part of a study that provides the possible direction of a researcher's journey. Concerning formulating research questions, Van den Hoonaard (2019) says, "our most basic assumptions shape how we formulate and ask research questions" (p. 30). My research questions are guided by Agee (2009), who explains, "Qualitative inquiries involve asking

4

the kinds of questions that focus on the *why* and *how* of human interactions" (p.432). Based on these principles, my research questions are as follows

1.How do Canadian elementary ESL classrooms implementing multiliteracies pedagogy in combination with the sociocultural theory of second language acquisition advance the varied English language learning needs of diverse ELLs?

2. What is the role of multimodality in ESL teaching of Canadian elementary classrooms to address diverse background ELL's learning needs?

3. How does technological integration in Canadian ESL classrooms enrich ELL's second language learning considering their cultural and linguistic diversity?

These research questions will help to guide this exploration into language learning in the Canadian context for elementary ELLs.

Background of the Study

Before considering the suitable teaching approaches to address Canada's changing demographics, it is essential to highlight those changes, understand Canada's multicultural policy, and identify current pedagogical practices.

Shifting Demographics in Canada

Canada's social structure is changing continuously in large part due to the arrival of immigrants and refugees from all over the world. The nation's multicultural policy and immigration and refugee assistance programs have encouraged many demographics worldwide to choose Canada as their ultimate destination. This significant influx of immigrants and refugees has increased the number of allophone speakers in Canada. In a Canadian context, allophone speakers speak native languages other than English or French, the two official languages of Canada.

The allophone demographics of Canada became double in number between 1981 and 2006, from 10% to 20%, and by 2031, they may increase up to the percentage of 32% (Statistics Canada, 2018a). The Census of Canada of 2011 states that these allophone populations speak various languages, among which some languages are becoming increasingly common to a large number of migrant people. For example, according to Statistics Canada (2018b), between the year 2011 and 2016, the number of Chinese Mandarin speakers increased by 139.9%, and Cantonese speaking population boosted up to 52.7%, rising combinedly from 614,095 to over 1.2 million. The significant other language communities that observed remarkable expansion over time in Canada are Punjabi, which grew from 18.2% to 543,495; Arabic, which rose 29.9% to 486,525; Tagalog, a language of Philippine, 32.9% to 510,420; Urdu, which grew from 25.2% to 243,090; Spanish, which increased by 12.7% to 495,090, and the Persian/Farsi language speaking population, which rose from 27.2% to 225,155 (Statistics Canada, 2019). The maximum number of these allophone population are living in six of the most heavily populated metropolitan cities of Canada. Toronto shelters around 1.8 million allophones; Vancouver has allophones numbered at 712,000. The number of 626,000 allophones populate Montreal; Calgary hosts 228,000; Edmonton has around166,000 allophones; and Ottawa hosts approximately 141,000 allophone population (Statistics Canada, 2018b).

The emerging diversity of the Canadian population demonstrates the intensity of needs for English as a Second Language (ESL) schooling in the country's context. As Canada's allophones speak a broad range of languages, thus, it is critical to provide practical, inclusive educational approaches that would ensure beneficial learning outcomes to all ELLs, regardless of their various native language and culture. Since different languages have different origins and alphabetical orientations, multiliteracies pedagogy alongside a sociocultural approach to second language learning can help create a second language learning environment tailored to these diverse learners. To better

understand the historical legacy in Canada that has led to the current diverse cultural milieu, Canada's Multicultural policy will be briefly discussed.

Canada's Multiculturalism Policy

In 1971, with a declaration by Prime Minister Pierre Elliot Trudeau, Canada decided to adopt a multicultural approach (Government of Canada, 2012). This policy's purpose was to ensure the full and equitable integration of all Canadians, including immigrants and refugees, into every social, economic, and political activity of Canada (Government of Canada, 2012). According to Richter (2011), in 1982, this policy was included in Section 27 of the Canadian Charter of Rights and Freedoms and was recognized as the Canadian Multiculturalism Act in 1988. This act establishes the statement that the country is bound to "promote the full and equitable participation of individuals and communities of all origins" (Canadian Multiculturalism Act, 1985, sec. 3). Included in this act, all native and non-native Canadians have equal access to every service and opportunity.

However, this access can be hindered by the language barrier, which refers to one of the most common obstacles among non-English/ French background immigrant and refugee populations. Thus, it is declared in the Canadian Multiculturalism Act that the Government of Canada is responsible to "preserve and enhance the use of languages other than English and French, while strengthening the status and use of the official languages of Canada" (Canadian Multiculturism Act, 1985, sec.3). Provincial governments are also responsible for implementing these mandates.

Furthermore, the Multiculturalism Act incorporates another assertion that states to "advance multiculturalism throughout Canada in harmony with the national commitment to the official languages of Canada." (Canadian Multiculturalism Act, 1985, sec. 3). Both the abovementioned declarations highlight that along with achieving competency in official languages, Canada places

high importance on preserving heritage languages and the diverse cultures of the migrated demographic populations within Canada.

Federal Language Learning Program for Newcomer Immigrants

To help new immigrants overcome the language barrier, the Canadian government offers second language learning programs on a regional basis. Immigrant allophones can enroll in those language learning programs free of cost to make themselves competent enough in accessing all social services and facilities. For example, the federally funded second language learning program is Language Instruction for Newcomers to Canada (LINC), which aims to provide English language training to adult landed immigrants across Canada. This program is funded by Immigration, Refugees, and Citizenship Canada (IRCC), and it is free for the learners. LINC provides necessary language skills. Only some of its locations offer a starting foundation for specific language proficiency that are needed for educational or career goals. Free childcare and funding to cover transportation costs are also built into the program to provide systemic supports for adult learners to be able to attend the LINC classes.

Heritage Language Program for Allophone Children

The Canadian Multicultural Act decrees that the Canadian education system must promote a culturally inclusive, harmonious, and engaging learning environment to the learners who will learn national languages while being respectful to their native language and culture. Considering this declaration, the government offers the International Language Program (ILP) to school children. In Ontario, the International Languages Program (ILP) teaches over 100 languages other than English or French, and it is an integral part of children's education in school. All students can benefit from this program because students who study their heritage language eventually improve their communication skills in their second language. All students are eligible to take any language that

they like; it does not have to be their family's heritage language. Thus, all students can become fluent in multiple languages at no cost. The program is paid for through the Canadian tax system.

Critiques of The Multiculturalism Act

Despite wide praise, the Multiculturalism Act has flaws in its policies and implementations as viewed and critiqued from sociological perspectives. Sociologists Nagra & Peng (2013) state that though the Canadian multiculturalism policy claims to promote pluralism and offer fairness and equity to individuals, groups, or institutions, there is still a severe contradiction between its promises and actual delivery. Likewise, some researchers note that multiculturalism focuses exclusively on ethnic identity and cultural diversity, which shifts attention away from issues related to social justice and racism (Bannerji, 2000; Zine, 2012; Joppke, 2004). In support of these critiques, Haque (2012) reflects that multiculturalism does not foster a plurality in which all cultures are equally valued; instead, it privileges the western liberal cultures to which all other cultures are pressured to subordinate. Many other scholars believe that multiculturalism discourages immigrants from merging into mainstream society by practicing ethnic segregation and separatism. This argument was proposed by Porter (1965) and Bissoondath (1994), who reasoned that multiculturalism undermined Canadian identity and values by creating divided loyalties and ethnic separatism, preventing the social integration of newcomer immigrants (as cited in Nagra & Peng, 2013, p. 608).

However, despite many critiques of problematic aspects of The Multiculturalism Act, it has served to promote immigrants coming and settling in Canada with the hopes of equitable opportunities. To provide adequate linguistic and educational support to these immigrant students that would help to live up to the spirit of equity proposed in The Multiculturalism Act, I will next explore features of 21st-century learning in the Canadian context.

21st Century Teaching

To define literacy and its importance in society, the Ontario Curriculum, Grades 1-8, Language (2006) quotes from the United Nations Educational, Scientific and Cultural Organization in its introduction part as follows:

> Literacy is about more than reading or writing – it is about how we communicate in society. It is about social practices and relationships, knowledge, language, and culture. Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today's world. Indeed, it is the excluded who can best appreciate the notion of "literacy as freedom" (UNESCO, Statement for the United Nations Literacy Decade, 2003–2012). (As cited in the Ontario Ministry of Education, 2006, pg. 3)

In addition, the Ontario Curriculum, *Grades 1-8, Language* (2006) states,

> Literacy learning is a communal project, and the teaching of literacy skills is embedded across the curriculum; however, it is the language curriculum that is dedicated to instruction in the areas of knowledge and skills – listening and speaking, reading, writing, and viewing and representing – on which literacy is based. (p. 3)

From the above quotations, it is perceptible that the traditional didactic literacy pedagogy, which centers on only the reading and writing skills of a language cannot contribute enough to meet the emerging needs of education systems in the 21st century. A didactic pedagogy focuses on a teacher-centered classroom in which the teacher transmits copious amounts of knowledge to students via lecturing and note-taking. Students are passive learners expected to memorize large quantities of material with little attention given to collaborative learning strategies. Kalantzis et al. (2016) state, "Didactic teaching of this kind is to be found still in many of the classrooms around the world, even though teachers are expected to prepare learners for the complex realities of the 21st century" (p. 86).

However, Kalantzis et al. (2016) do not entirely dismiss the value of didactic literacy pedagogy; instead, they mention some useful aspects of this pedagogy that still use in the language curricula of many countries. They emphasize the point that didactic pedagogy should not be the dominant or exclusive form of teaching in schools. In the Canadian context, it is more tangible because the social landscape of the country is continuously changing due to the immigration of a large number of foreign nationals, and the didactic teaching approach may not be adequate to meet the growing transitional needs of the multiple language background students enrolled in Canadian schools. Thus, many progressive educators advocate for multiliteracies, requiring various media resources to engage in meaning-making and emphasize students' divergent social and cultural identities. This approach challenges the validity of exclusive traditional institutional practice that would default to solely relying on didactic teaching, which would significantly narrow students' learning experiences.

Therefore, multiliteracies pedagogy gets preference over a sole didactic pedagogy because it is considered more balanced. Kalantzis et al. (2016) created and coined the term "the knowledge processes" as a way to help educators think through multiliteracies pedagogy, which in part is a shift from print-based education to multimodal education. As will be discussed at greater length in the next chapter, multiliteracies pedagogy is a pedagogical approach that was developed by the New London Group (NLG) in the mid-90s. This approach contributes both to literacy theory and pedagogy. The New London Group (2000) proposed multiliteracies pedagogy in response to two significant changes in the globalized environment: (1) the growing diversity of language and culture due to nationwide transitional migration; (2) the multiplicity of texts resulting from the proliferation of media and communication technology (Ajayi, 201, p. 398). This pedagogy also emphasizes that heritage languages and cultural identities are equally important in all the sectors of a person's life. Theoretically, multiliteracies pedagogy incorporates two ideas. First, literacy pedagogy must address the growing linguistic and cultural diversity of society. Second, due to the technological revolution,

11

printed texts are not the only medium of meaning-making, and that multimodal learning should ideally include information technology (New London Group, 2000). Here, multimodality refers to 'multiple' modes of learning materials that are represented in elements of print, visual images, and design (Jewitt, 2008). According to Cope and Kalantzis (2009), multimodal representations of texts include combinations of oral, written, visual, gestural, tactile, and spatial modes of information, virtual or material. In elementary level classes that comprise ELLs from the varied linguistic background, multimodality can be a functional tool for second language learning. For example, in this context, Papadopoulou and Maria (2019) cite the research of Liruso, Cad and Ojeda (2019) regarding integration of multimodality in classroom teaching activities of foreign languages to young language learners. The findings of that research show that,

> Young learners can assign meaning to images that could articulate in the foreign language at the levels of both comprehension and production…. integrating multimodality in foreign language learning can enhance students' communicative abilities, favor language understanding and engagement, and promote critical thinking. (p. 7)

The New London Group (2000) also state that essentially the traditional, long-established language pedagogies remain unsuccessful to tackle the linguistic diversity of the modern world, and teachers need to include multimodal approaches in language teaching to address the unique needs of those diverse language learners. Kalantzis et al. (2016) propose teachers use their good judgment to draw upon a variety of literacy pedagogy traditions – didactic literacy to some degree, but more so from functional literacy, authentic literacy, and critical literacies (p. 87). Thus, multiliteracies pedagogy seems to be ideal for classrooms where students from multicultural backgrounds assemble for education. It is also essential for students from the dominant culture to become culturally literate while developing multimodal literacy skills.

Significance of the Research

In the modern world, one single definition of literacy does not apply to every context, especially in a diverse classroom where students from multiple language backgrounds come together for learning. Language learning needs to take into account local contexts. However, it is well-founded that literacy is crucial for students to achieve success in all aspects of their life, including academic and social life. Thus, multiliteracies matter. The analysis put forth in this paper will help paint a picture about the effectiveness of multiliteracies pedagogy in English as a second language learning classrooms where ELLs deal with marginalization and some of the challenges that come with cultural diversity. From this study, parents, teachers, and administrators will learn more about ELL's struggles in Canadian elementary ESL classrooms. It may help them to guide and support the students and facilitate a home-school connection between parents and school administration. Moreover, this literature review will facilitate further in-depth research related to the use of multiliteracies pedagogy in the context of learning English by Canadian ELLs. Additionally, this study will also help educators to reflect upon culturally and linguistically different perceptions in the process of Second Language Acquisition (SLA).

Summary of Introduction

The introductory section of this major paper consists of the research objectives and what provides some relevant background information. This section also denotes the research questions, researcher's positionality, and significance of the study. The paper will now look more in-depth at multiliteracies as a theoretical framework to help think through its importance in conceptualizing a quality teaching and learning environment for ELLs in the Canadian elementary panel in Ontario.

CHAPTER 2: THEORETICAL FRAMEWORK

A theoretical framework serves as the baseline for researching and analyzing relevant literature, finding out the best implications, providing other studies' propositions, and pushing the boundaries of traditional thinking regarding how we might best conceptualize teaching and learning that benefits students. In doing current research, it is also essential to form a theoretical framework that will help appraise associated research on the effectiveness of multiliteracies pedagogy. Substantially, three theoretical frameworks to be formed that will provide proper analytical perspectives and will generate critical insights regarding the current topic. The first framework would be the theory of multiliteracies because multiliteracies pedagogy and cultural diversity are the key components of this research topic. According to the New London Group (1996, 2000), multiliteracies theory is grounded in two leading points: introducing multimodality in learning to keep pace with the growing technological evolution, and the need for culturally inclusive teaching in response to the multicultural setup of classrooms caused by rapid globalization. Therefore, it is vital to understand how multimodal and plurilingual learning works and the potential barriers that hinder this pedagogical model's implementation. Secondly, in this study, the sociocultural theory of Second Language Acquisition will provide insight into the importance of social interactions for language learning and how it applies in terms of second language learning as well.

Moreover, the Interdependence Hypothesis will help explain the interconnected factors between Language 1 (L1) and Language 2 (L2) that assist in second language learning of ELLs from different L1 backgrounds. Based on the insights of the theories mentioned above, the current study will analyze the impact of multiliteracies pedagogy in English language learning of elementary-level ELLs in Canadian ESL classrooms.

Multiliteracies

The concept of literacy as envisioned by the New London Group incorporates many other components more than learning a fixed set of traditional skills through printed materials or technological tools. Instead, literacy allows students to negotiate meanings with others (Leland & Kasten, 2002, p. 12). In educational settings, this negotiation often is associated with the values and identities of students. Thus, the New London Group (1996) has suggested the theory of multiliteracies as a replacement of traditional literacy that instead recommends that we think about literacies in an expanded way. Multiliteracies view literacy as a continual process, which supplements, enhances, and modifies established literacy practices (Rowsell, Kosnik, & Beck, 2008, p. 111). Considering two main features of the current world – constant technological evolution and growing social and cultural diversity, multiliteracies recognizes the necessity of new competencies to operate efficiently in the ever-altering circumstances. Multiliteracies views language as always socially situated, needing to take into account the unique interactions and cultural mores that help to establish and convey meaning. The New London Group (1996) argues that "to be relevant, learning processes need to recruit, rather than attempt to ignore and erase, the different subjectivities, interests, intentions, commitments, and purposes that students bring to learning "(p. 72). They also need to navigate through the various mediums and modes of meaning-making in which students can operate freely. Teachers also necessitate acquiring new knowledge and open dispositions that would allow them to deal with these varying and multiple discourses. Borsheim et al. (2008) state,

> This huge shift from traditional print-based literacy to 21st-century multiliteracies reflects the impact of communication technologies and multimedia on the evolving nature of texts and the skills and dispositions associated with the consumption, production, evaluation, and distribution of those texts. (p. 87)

To address the continuously growing and expanding needs of literacies, teachers must attain a clear and transparent concept of what multiliteracies are and how they work in diversified learning environments. "Learning by design" is an important core concept of multiliteracies that the New London Group initially devised, which has since been further developed by its members over time (in particular, by Kalantzis & Cope) and merits discussion.

Learning by Design

The multiliteracies approach provides numerous concepts and pedagogical strategies adopted by educators to address learners' differentiated needs. The idea of 'design' is the first among those concepts. This idea is quite different than the didactic literacy teaching model, which assumes that language is just one set of rules to be learned from well written literary texts. Learning by design proposes that every student has a repertoire of *available designs* that they bring to the class, which are guided by their background knowledge. The *available designs* are distinct from learner to learner. In educational settings, teachers can support students' *available* formats by providing *new designs* through various multimodal understanding, using the *available designs* and given *new designs*; students undertake the process of *designing*. They interpret the available sources of knowledge and create new types of texts utilizing multimodal forms of meaning-making. These texts are signified as '*the designed,'* which enter the cycle as the new *'available designs.'* This designing process continues to be ongoing as a cycle of creating new texts. "This is a model of literacies learning that recognizes diversity, voice and constant change rather than uniformity, regimentation and enforced stability" (Kalantzis et al., 2016, p. 479). Learning by design encourages students to have a lot of freedom and fosters creativity in the learning process. It also recognizes that all learning is connected.

The Original Four Dimensions of the Multiliteracies Pedagogy

The New London Group (1996, 2000) articulate multiliteracies pedagogy as a pedagogical model they created to give teachers a practical way to implement the theoretical tenets of multiliteracies in their day-to-day curricular planning and teaching. None of these components on their own are sufficient enough to provide students with a rich learning experience. Still, when teachers use their good judgment in combining these four dimensions, students have access to more in-depth learning about complex concepts. These components are non-linear, and depending on the learning situation, one might use one more than another. They provide a guide for educators to ensure they are engaging students in all multifaceted aspects of learning. As described below, the New London Group named the four dimensions of multiliteracies pedagogy as situated practice, overt instruction, critical framing, and transformed practice.

Situated Practice

Structurally, multiliteracies pedagogy has four dimensions within the concept of learning by design. The first part is called situated practice, which draws on learners' existing knowledge and previous experiences in specific context areas. Every learner is unique in meaning-making from an individual context. Educators can promote student interaction, discussion, and sharing ideas in the classroom using situated practice. It is also an example that literacy is a social practice. In this process, students acquire knowledge and develop their understandings by reflecting upon prior experience and other learners' apprehension. According to the New London Group (1996), situated practice refers to the "immersion in meaningful practices within a community of learners who are capable of playing multiple and different roles based on their background and experiences" (NLG, 1996, p. 85).

Through discussion classrooms and various technological tools, students can interact with others. Furthermore, relating to their schema, students can allow themselves to present learned information in different creative modes rather than just speech such as pictures, videos, emojis, and graphics. In terms of situated practice, "immersion" in authentic activities means asking ELLs to immerse themselves completely into an experience as if they were living it at that moment. For example, an ELL student might be asked to go into a full-on role-play as a farmer or a politician alongside the rest of the class who are also creating the imagined, fully immersive experience. Alternatively, their immersive experience might mean leaving the classroom to go on a field trip to a museum or a grocery store where students are fully immersed in an authentic environment to experience its ambiance and unique features fully.

In a research article, Holloway (2012) discusses an intervention offered to ELLs that incorporated field trips in nature wherein each student was a photographer using their own cameras to capture the experience. Teachers chose to engage students in the task in the following way:

> While on the field trips, the only instruction students were given was to use the design elements [of visual arts] to guide them in their photography. Both on the field trips and in the classroom afterward, this focus on the aspects of design allowed for a great deal of flexibility in how students took up the challenges of creation and critique. Still, it also demanded academic rigor for them to work through how they would conceptualize, apply, and evaluate the effects of using these principles of fine art (Holloway, 2012, p.156).

Through situated practice, students can understand that classroom activities are of more excellent value within a group of learners; teachers can help students to realize the fact that understanding multiple perspectives of their classmates and teachers is also necessary for effective learning (Biswas, 2014, p. 41).

The second dimension of multiliteracies pedagogy is overt instruction that uses an explicit metalanguage to scaffold students' practical learning incorporating many active interventions. Along with concrete engagement in situated practice, the students still need direct instruction, especially when using multimodal ways for meaning-making, knowledge, and understanding. "Overt instruction helps learners focus on important features and gain experiences that allow them to understand systematic, analytic, and cognizant explanations of different meaning" (Biswas, 2014, p. 40). It is a requirement of 21st-century literacy that those students generate multimodal texts for learning if they are going to be prepared for real-world tasks as they move forward in their lives. Educators need to instruct students how to operate these modes effectively by including overt instruction in their lesson planning. In a multiliteracies environment, overt instruction does not require students to attain skills through repetition of drills and memorizing tasks; instead, teachers should familiarize useful skills to them which build on their knowledge and situated practice to gain competency in producing multimodal texts (Angay-Crowder, Choi, & Yi, 2013, p. 38).

Some students will not necessarily connect an immersive learning moment they have just experienced through situated practice with the larger, more abstract learning objectives built into a teacher's learning outcomes. Overt instruction makes learning goals, as well as specific skill sets very explicit to students. An example of overt instruction would be teaching a lesson on how to use maps to plan a field trip the class will take. It gives students greater ownership over the field trip to be part of the planning stage. Still, the teacher can also explain the connections they are making to mathematical and geographic concepts found in maps in very straightforward terms. The teacher could first model how to use the maps, go over map features, and then provide various interactive activities whereby students must find locations on the map, and then later plan actual routes (calculating distances, travel times, etc.). In doing so, they would become familiar with a new

metalanguage, which the teacher would also make explicit as part of the lesson. Students would be introduced to vocabulary such as "scale," "landforms," "cartography," or "region" in relation to the discipline of geography. For mathematics, they might learn about algebraic basic terms of "distance," "rate," and "time" as these terms are understood and deployed specifically in a mathematical sense (clearly, these concepts take on discipline-specific meanings when calculating distance as opposed to how they are often used in everyday spoken language).   Students would then have the opportunity to use this metalanguage in practice through conversations in class, and moreover utilize some of this metalanguage and concepts attained through overt instruction to help inform the experience on the day of the actual field trip.

Critical Framing

Critical framing provides another dimension that complements situated practice and overt instruction by making interpretation through meaning-making around social contexts and learning purposes. This necessary critical framing aims to enact a transformed approach where learners implement their learned skills to become designers themselves rather than just as consumers. Critical framing enables learners to critique what they learned, consider its cultural and social settings, and employ creativity while innovating something new from that attained knowledge (New London Group, 2000, pg. 34). For example, related to a field trip, students might critique forms of transportation around the city and how decisions are made about roadways from a critical perspective – considering questions like: who makes these decisions? Who benefits from them? Why were these designs put in place? If they changed, who would suffer or benefit and in what ways? Why are cars given preference over bicycles or public buses? How do we know they are given preference?

A perspective of multiliteracies also recommends a pedagogy of design where "teachers and managers are seen as designers of learning processes and environments, not as bosses dictating what

those in their charge should think and do" (New London Group, 1996, p. 73). This pedagogy includes three substantial steps: examining available designs, then redesigning them using appropriate technologies, and originating the redesigned texts applying critical reflection. This process of designing alters both the *design* and the *designer* in the end. As Kress (2000) states, "The new texts are transformations of what existed before…At the same time, the makers of the texts are not who they were before" (p. 339).

Transformed Practice

Transformed practice means the implementation of students' learning in relation to situated training, overt instruction, and critical framing in transforming and designing new texts based on their understanding and gained knowledge. It is the teachers' responsibility to afford their students with suitable techniques that are necessary to contribute successfully in the designing process as transformation agents.

Probably, the most critical section of multiliteracies pedagogy is transformed practice. Transformed practice helps to assess how well students comprehend and can synthesize a range of texts and experiences. Moreover, it also exhibits students' success in creating multimodal texts outside the classroom and working collaboratively. Angay-Crowder et al. (2013) suggest that "A certain degree of tension exists when students engage in transformed practice, especially when they juxtapose and integrate diverse discourses and remake their realities or discourses to suit their needs and purposes" (p. 38).

Teachers need to assist students by guiding in weaving the mentioned three dimensions of multiliteracies pedagogy while reshaping their gained knowledge. In this case, project-based learning helps students to get more concrete overt instruction and guidance from teachers.

Transformed practice is a part of the cognition process, and by using technological tools and creating new texts, students become able to comprehend the texts they have read and the process in which they are learning (Biswas, 2014, p. 43). For 21st century students and beyond, this metacognition is one of the essential skills to learn.

An example of using critical framing and transformed practice is to make students do a project on First Nations Indigenous peoples in their local region. They may get *overt instruction* from the teachers about utilizing different sources for gathering information regarding the First Nations' ancestors. Learning the history of the land and cultural practices could be blended with learning some key phrases and words in the Indigenous language. In turn, this language could be compared with English and several of the ELL students' own native tongues. Of course, language is often the anchor for also giving insight into the cultural practices and particular histories. As a *situated practice*, students can use the Internet, library databases, various journals, visit museums, interview elders, visit a local reserve, or read literature related to the local Indigenous group. Then students can analyze those data using their own cultural perspectives and critical thinking. This stage considers *critical framing* of acquired knowledge and may lead to important questions about power relations between Indigenous peoples, their lands, and the settler populations of Canada. In addition to reading about what information is available, students using the dimension of *critical framing* can also investigate silences – what has been left out of the official narratives surrounding Indigenous people in Canada? Finally, they can produce new transformed reports on their analysis using their creativity and present them through multiple media or other forms of multimodalities such as creating a diorama or a short dramatic performance to display their synthesized knowledge. These new productions can be labeled as *transformed practice.*

For effective teaching and learning, weaving together these four dimensions is necessary. Teachers can bring forth a topic and form the metalanguage through overt instruction and

then observe students' progress by framing through the other three learning dimensions. It is the "how" of multiliteracies as the New London Group would term it – a very useful approach to design engaging classroom activities. It also helps build the critical thinking ability of students which enables them to reflect upon their learning before applying that skill in different learning dimensions. Clearly, learning by design augments the expectations on ELLs as well as mainstream native English speakers to delve deeply into the learning process.

The Knowledge Processes

The four dimensions of multiliteracies framework called *situated practice, overt instruction, critical framing, transformed practice* are updated and renamed to signal the new conceptualization of these dimensions, which from 2009 onwards are identified as *the knowledge processes*, a term coined by Cope and Kalantzis (2009) They reframed these ideas as *the knowledge processes* so that these become immediately recognizable in any learning trajectory. Furthermore, they wanted to go more in-depth in their explanations of how these dimensions function in the abstract and in practice. In reformulating the original multiliteracies, Cope and Kalantzis (2009) also were further developing the Learning by Design Project, which has funded partnerships between research and in-school learning since the year 2000. The updated version of the multiliteracies framework is as follows:

'Learning by Design' formulation.	Original multiliteracies formulation
Experiencing	Situated practice
Conceptualizing	Overt instruction
Analyzing	Critical framing
Applying	Transformed practice

Source : Kalantzis et al., 2016, p. 75

The learning by design terminology can be used with students in classrooms, which in turn creates a metalanguage for students to feel anchored in what type of learning they are involved in. These terms are not sequential. Teachers and learners have the flexibility to utilize these guiding learning dimensions depending on every individual learning situation.

The knowledge processes encompass a four-dimensional orientation of literacy teaching and learning. This framework contains many 'epistemic moves' that can be articulated by teachers to meet their own particular teaching and learning goals. Any specific set of rules does not bind this updated framework; instead, it promotes the learning process's dynamicity. The four facets are elaborated upon here: *experiencing the known*, draws upon learners' pre-existing ideas, and experiences, *experiencing the new* allows them to get immersed into the arena of new knowledge. Then *conceptualizing* helps them to categorize the concepts and connecting those to form theories. In the *analyzing* part, learners examine their own and other people's perspectives, and in the *applying* section, learners use their learned knowledge to create new texts in more creative ways (Kalantzis et al., 2016, p. 75).

Lifeworld Attributes and Learning

The everyday life of the learners has a profound impact on their learning. Multiliteracies count learners' differences and heterogeneous identities and experiences as something critical that needs to be considered. Differences have multiple types and varied ways of presenting in students. Differences become visibly distinctive from group demographics to the individual level. Learners possess a differentiated worldview that they acquire from their surroundings, their culture, and lifestyle. This worldview shapes their personality and builds their background knowledge, which is critical for learning something new. Regarding lifeworld attributes' importance to learning Kalantzis et al. (2016) note,

This is what learners bring to a learning setting. It is the background to their learning --- the kind of learner they have become through the influence of their family, their local community, their friends, their peers, and the particular slices of popular or domestic culture with which they identify. (p. 476)

The theory of multiliteracies emphasizes that students' lifeworld must be taken into account by individual teachers and larger school systems in overall lesson designing.

Multimodality of Learning

Apart from the four multiliteracies pedagogy dimensions, an essential feature of this pedagogy is learning multimodality. The shifting concept of literacy through the theory of multiliteracies has introduced and highlighted the importance of multimodal literacy that students of the modern world must develop. Multimodality can offer new ways of interpretation to the learners, which also reshape their perception of existing worldviews. For example, Kress (2000) explains children's capabilities in handling multimodal ways of meaning-making through his commentary:

They [children] did not simply demonstrate competence in the use of language or image. They transformed what had been presented to them via a range of modes – in the image, in speech, in experiment/demonstration, with models – into a new sense, their sense, representing their interests in their world. (p. 339)

Additionally, by using the expanding digital technologies, students can make meaning in various ways such as pictures, videos, texts, and hypertext. These technologies manage to share information with others across the communities and around the globe on numerous platforms. Thus, in the digital age, the proliferation of the Internet, social media, multimedia, images, and videos increasingly integrate into the meaning-making process. Lutkewitte (2013) says with regards to multimodality that it is defined as "communication using multiple modes that work purposefully to create meaning"

(p. 2), which has become a critical component for growing linguistic and cultural diversity across the society. Multimodality allows ELLs much greater versatility in expressing their ideas using higher order thinking skills rather than relying on the linguistic mode only.

The sharing media of information such as texts, images, coding, photos, videos, infographics, and other modes are evolving gradually. The teacher's core responsibility is to ensure that 21st-century students can comprehend, produce, and critique multiple communication modes. In this respect, Cope and Kalantzis (2009, 2015) argue that now people communicate through a diverse range of modes. The growing linguistic and cultural diversity necessitates that students develop multimodal literacy and social and cultural semiotics to navigate through expanding domains within the society. In this regard, Pantaleo (2016), drawing upon Smagorinsky (2013) who discusses Vygotsky's sociocultural theory, states "Vygotsky theorized the social construction of cognition, explaining how we learn not only words but ways of thinking, through our engagement with people around us"(As cited in Pantaleo, 2016, p. 232). Moreover, to explain how children learn better in a social context, as explored in her research study, Pantaleo (2016) notes, "the children's sign-making, their interpretation, and analysis of the texts, was socially embedded in a particular context" (p. 249). Proponents of social semiotics such as Kress and Pantaleo observe that multimodalities are always socially situated and reflective of learners' identities and the societies that they have grown up in.

What follows in this chapter is a brief introduction to critical concepts in sociocultural approaches to second language acquisition theory that complement and provide insight on how to achieve the other central tenet of multiliteracies theory – to ensure that the linguistic and cultural capital of students is honored and built upon to assist in their wellbeing, growth, and academic success.

Sociocultural Theory of Second Language Acquisition

The sociocultural theory of language learning originates from the writings of the Russian psychologist Lev Semyonovich Vygotsky and his colleagues. Vygotsky (1978) recounts that sociocultural settings are the determining factor for developing the higher mental activities of human beings, including logical thought, voluntary attention, intentional memory, planning, and problem-solving. Thus, his sociocultural theory explains that the cognitive functioning of human beings is essentially mediated by cultural components, social involvements, and concepts of people (Lantolf, 2000, p. 69). This view suggests that the social interactions and specific cultural artifacts allow individuals to control and adjust biological and behavioral functioning. Besides, language assumes to be the basic way of communication, and their participation influences the language development process of children in cultural, linguistic, and social settings. This participation includes their interactions with family members, peer groups, learning organizations, work environments, and sports enterprises. Though Vygotsky acknowledged the neurobiological factors that work for higher levels of thinking ability, he emphasized the interactions within social contexts to be one of the critical factors in developing the human cognitive ability (Lantolf et al, 2015). This sociocultural theory (SCT) of Vygotsky has a profound impact on the field of education.

Interdependence Hypothesis of Second Language Learning

The interdependence or iceberg hypothesis is proposed by Jim Cummins, which reveals the first language's relationship to the learning of a second language. Although the first language domain and a second language may appear to be completely different, they are interdependent. Cummins' interdependence theory has been widely accepted within the field of second language acquisition.

Common Underlying Proficiency

Common Underlying Proficiency (CUP) was another concept coined by Jim Cummins (1981), who believes that while acquiring one language, a child obtains a set of skills and implicit metalinguistic knowledge that can work when that child attempts to learn another language. Cummins refers to this process of using skills and learning from one language area to help build skills in another one as Common Underlying Proficiency (CUP). He suggests that CUP makes the base of developing both the first language (L1) and the second language (L2). Thus, the promotion of L1 will have a beneficial effect on the development of L2. This theory helps to understand how the expansion of first language skills can be drawn upon to aid in developing the skills developed in second language learning.

Additive/Subtractive Bilingualism

Jim Cummins explains that there is a sharp contrast between additive bilingualism and subtractive bilingualism. In additive bilingualism, the first language receives continual development and values the early culture in second language learning. However, in subtractive bilingualism, the second language is learned by diminishing the first language and heritage culture. Cummins (1994) argues that students become more successful in second language learning if they learn in an additive bilingual environment rather than in an environment that devalues their first language and culture.

In this current paper, the theories discussed in this chapter will hold as a foundational premise that mother tongue and heritage culture contribute to second language learning. Thus, multiliteracies pedagogy, being aligned with the features of these theories, has a profound impact on learning English as a second language by students who have a multicultural background as ELLs.

Summary of Theoretical Framework

To conclude, multiliteracies combined with sociocultural approaches to language learning provide meaningful key insights about analyzing pedagogy in second language learning of culturally and linguistically diverse ELLs. How Canadian classrooms and educators empower ELLs in learning English as a second language can be built based upon the theories mentioned above. The ELLs who come from different learning environments worldwide must have diversified approaches to learning to help them overcome language and cultural barriers. Thus, it is essential to understand the ways multiliteracies pedagogy helps them in achieving their learning outcomes. These theories will be further discussed and articulated throughout the rest of this paper, which draws upon findings, examples, and analyses from archival research.

CHAPTER 3: LITERATURE REVIEW

In this current paper, I conduct a systematic literature review on the multiliteracies approach used in second language learning of culturally and linguistically diverse English Language Learners. It has the prospect of providing key insights that can contribute to the pedagogical approaches applied in Canadian elementary ESL classrooms. While not the focus of this review, I acknowledge that an understanding of the cognitive factors of ELLs that relate to second language learning complements that current study and has great value. This study investigates the usefulness of a multiliteracies approach in ESL contexts, considering its main features such as the role of multi modalities in second language teaching and how second language learning can be enriched through the use of technology.

Likewise, assessment is another factor that needs to be considered in order to determine the appropriateness of existing assessment procedures in the context of multiliteracies and their effectiveness in evaluating and enriching English language learning of the diverse background ELLs. However, there is limited research on the use of multiliteracies pedagogy in elementary ESL settings of Canada. Thus, the present study will explore articles that look into the implementation of multiliteracies pedagogy in various contexts and how the key factors of multiliteracies pedagogy relate to second language learning to form an opinion about their effective use in the elementary level ESL in the context of Canada. An analytical focus will be on various aspects that influence second language acquisition to determine how multiliteracies practices contribute to second language learning of ELLs with particular attention to sociocultural factors.

Conducting a systematic literature review builds on authentic peer-reviewed resources. It reviews ways to collect secondary data, analyzes research studies with a critical lens, and synthesizes qualitative or quantitative research findings. The systematic literature review is

organized, comprehensive, transparent, and replicable, and it is a summary of related evidence. The

present literature review formulates specified research questions and identifies and synthesizes

studies that directly connect to those questions. In terms of sources, I will collect data from the

analysis of relevant peer-reviewed journals and books.

Definition of Terms

ESL

   Providing a definition of ESL, the Ontario Ministry of Education (2007) states, "English as a

Second Language (ESL) programs are for students whose first language is other than English or is a

variety of English significantly different from that used for instruction in Ontario schools. Students in

these programs have had educational opportunities to develop age-appropriate first-language literacy

skills" (p. 22).

Plurilingualism

   According to Wikipedia.org, "plurilingualism is the ability of a person who has competence in

more than one language to switch between multiple languages depending on the situation for ease of

communication" ("Plurilingualism", 2021, n. p.). Moreover, Piccardo (2017) denotes with reference

to the Council of Europe (1996, 2001) that the term "plurilingualism" has been conceptualized in a

way that aligns with a complex vision of language education and use. In the Council of Europe

(2001) it is explained,

> The plurilingual approach emphasizes the fact that as an individual person's experience of
>
> language in its cultural contexts expands, from the language of the home to that of society at
>
> large and then to the languages of other peoples (whether learned at school or college, or by
>
> direct experience), he or she does not keep these languages and cultures in strictly separated

mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact.(pg. 4)

Translanguaging

Translanguaging is the act that is performed by bilinguals to access multiple linguistic features to enhance their communicative potentials (García, 2009, p. 140). García & Lin (2017) with reference to García (2009) observe that "translanguaging goes beyond code-switching and translation because it refers to the process by which bilingual students perform bilingually in the myriad multimodal ways of classrooms" (p. 120).

English Language Learners (ELLs)

According to the Ontario Ministry of Education (2007),

> English language learners are students in provincially funded English language schools whose first language is a language other than English or is a variety of English that is significantly different from the variety used for instruction in Ontario's schools, and who may require focused educational supports to assist them in attaining proficiency in English. These students may be Canadian born or recently arrived from other countries. They come from diverse backgrounds and school experiences and have a wide variety of strengths and needs. (p. 8)

Cultural and Linguistic Diversity

One fundamental aspect of Canada is diversity in every sector of social life. Culture is a dynamic concept that brings diversity among people. Thus, cultural diversity refers to valuing the view that social structures with different groups of people who hold other interests, skills, talents,

needs, religious beliefs, and sexual orientations. Linguistic diversity is a part of multiculturalism. So, linguistically and culturally diverse learners are those who belong to immigrant and refugee groups and come from diverse linguistics, cultural, social, and economic backgrounds (Counts, Katsiyannis, & Whitford, 2018)

Allophones

According to Bélanger (2000), in Canada, "allophones" are people whose first language is neither English nor French. This term is used parallelly with anglophone and francophone, which designate people with English and French mother tongues.

Immigrants

Oxford Learner's Dictionaries defines an immigrant as "a person who has come to live permanently in a country that is not their own." In the Canadian context, immigration demographics from other countries to Canada is predicated on several objectives, such as contribution to the country's social, cultural, and economic sectors while enriching Canada's social and cultural identity (Immigration and Refugee Protection Act, 2001). Immigration is a merit-based system in Canada, and many immigrants arrive in comparatively more sound positions economically, socially, and educationally than migrators of another status such as refugees. Therefore, to overcome the language barriers that impede their access to various services, immigrants often remain far ahead of Canada's refugees because immigrants frequently have more developed skill sets, having benefited from formal education and peaceful societies in their native country that makes it easier for them to succeed more quickly in the Canadian context than refugees.

Refugees

In contrast to immigrants, refugees are given shelter in Canada to save lives and to protect against life-threatening reasons and displacement such as war, religious and, political violence (Immigration and Refugee Protection Act, 2001). There are many essential distinctions between immigrants and refugees. Immigrants are more qualified, and they migrate to Canada by their own choice. In contrast, the Canadian government brings refugees as an act of protection from torture. Thus, refugee English language learners might have limited, interrupted, or no schooling experience before arriving in Canada, which means they need to learn a new language and develop what upon arrival are often low-level literacy skills. Refugees may also be grappling with post-traumatic distress from their country of origin or to whichever country they were next displaced to before they immigrated to Canada.

Culturally Inclusive Teaching Approaches

In addition to changing the outlook of communication, the New London Group (1996, 2000) and Cope and Kalantzis (2000, 2009, 2015) state that transnational migration across the countries and globalization have caused various cultures to intersect. It has changed the medium of communication, increasing the necessity for people to acquire cultural literacy. For example, the New London Group (2000) notes that as the technological evolution has resolved many communication barriers, and globalization has built an interconnection among communities; thus, intercultural communications have become an essential component of daily life for many. The transition of nations has imported new cultures and new languages into western settings, creating new sociocultural and linguistic demarcation. The shifting concepts of citizenship and identity have impacted the host countries' education sector and shaped culturally diverse students' engagement in the learning process. Thus, teachers of host nations need to use appropriate pedagogical approaches

that are responsive to these students' unique cultural needs and the rapidly changing cultural demands of all students (Cope & Kalantzis, 2001). This view is also supported by Khalifa et al. (2016) as they suggest culturally responsive school leadership (CRSL) and propose that educators need to raise their critical self-awareness to address the challenges encountered by minority students in the process of getting an education. In the Canadian context, the Ministry of Education of each province may have some guidelines regarding implementing culturally responsive pedagogy. For example, the Ontario Ministry of Education (November 2013) notes, "Culturally responsive teachers share a particular set of dispositions and skills – a mindset that enables them to work creatively and effectively to support all students in diverse settings" (p. 4).

Moreover, according to Ladson-Billings (1995), the people who are engaged in culturally responsive pedagogy should focus on collective empowerment of students instead of individual endowment to initiate social change through this teaching approach. This teaching approach promotes affirmation of students' cultural identities and validates their existing cultural knowledge, considering students' social and cultural identities as assets rather than deficits or limitations (Ontario Ministry of Education, 2013). Thus, when analyzing the impact of multiliteracies practices in Canadian classrooms, the culturally responsive teaching can help to implement the teaching criteria and address the rules fixed by the Ontario Ministry of Education, in the light of Canada's multicultural policy that advocates for equity and inclusive education strategy.

Search Criteria of Literature

In searching relevant studies, the focus was on research questions because pertinent literature should inform the areas related to this study's research. As Rowley and Slack (2004) note, "A range of information sources might be used to inform the research question and design" (p. 32). Therefore, in this literature review, the key features of research questions were used in determining

the search criteria. As a literature repository, the Leddy library databases at the University of Windsor and Google Scholar is a reliable choice. To get proper guidelines, I consulted a university librarian, who is a subject specialist in the field of second language learning. He suggested a useful process to refine the key search terms and identifying appropriate databases that will produce the expected results. My effective search keywords are: "multiliteracies pedagogy," "multimodalities," "English as second language learning," "ELLs," "teaching practices in schools of Canada," "use of technology as multimodal tools," "plurilingualism," "translanguaging," "sociocultural approaches to language learning," and "assessment." Besides, some Boolean operators were used, such as *, AND/OR/NOT. The resource categories were electronic peer-reviewed articles and a few book chapters. Several resources were chosen based on above mentioned key terms, and each of their abstracts was read. The final selection of resources was determined based on several factors such as pedagogical strategies explored, the methodologies that were used, and the participants who were included with the intention of creating a list of sources that would reflect various pedagogies, methodologies, and populations that still had relevance to the overarching research questions of this current study.

Diverse Second Language Needs of ELLs in Canada

The growing diversity of Canadian English Language Learners (ELLs) brings forth multiple challenges for the schools and educators to provide adequate support. These ELLs are diverse in numerous aspects. Some are born in Canada, and some arrived here with their parents at different stages of their schooling career. Some ELLs belong to solvent and educated families who took voluntary immigration to Canada, and they may have a strong academic background, although the pedagogies of their countries may contrast with what is the norm in Canada. While some are from war-stricken countries who have come to Canada as refugees to save themselves from the disaster of

their homelands, and most likely they received limited or no formal academic education there (Cummins & Early, 2015, pg. 22).

Moreover, diversity lies in other factors, as well. Considering the variation of academic achievement across ELLs, Cummins & Early (2015) mention the international research literature on "educational disadvantage" (e.g., Bonizzoni, Romito & Cavallo,2016; Hanafin & Lynch, 2002; James, 2006; Schnepf, 2007). The research literature identifies three categories of students who may face difficulties in their education. According to Cummins and Early (2015), the categories are:

a) Linguistically diverse students whose L1 is different from the dominant language of school and society.

b) Students from low socio-economic status background

c) Students who belong to marginalized and excluded communities (p. 25).

Students may fall in all three categories or two dimensions of the above classifications (Cummins & Early, 2015, p. 25).

All these components may have a profound impact on the second language learning of English Language Learners.

In this context, the Ontario Ministry of Education (2001) provides a list of factors that influence the Second-Language Acquisition of ELLs related to the rate at which ESL students develop proficiency in English in Ontario schools. The factors are as follows:

(1) the age of the student on arrival; (2) the effects of possible personal trauma caused by a natural disaster, political upheaval, war, family disruption, or other difficult circumstances; (3) the length of time the student has lived in Canada; (4) the student's stage of acculturation or orientation to Canada; (5) the student's previous educational experiences; (6) the student's

level of first-language literacy; (7) the student's previous exposure to English; (8) the

language or languages spoken in the student's home; (9) the presence of learning

exceptionalities. (p. 7)

These second language learning factors correspond to the points mentioned by Cummins and Early

(2015).

In an article written about the ESL issues of secondary schools in North America,

Gunderson (2008) points out the learner differences under ELL or ESL's umbrella concept. The

author mentions that these underlying differences are unique and do not intersect with each other. As

their situations are unequitable, thus their learning needs are also different in every manner.

Describing the context of this diversity, Gunderson (2008) elaborates,

The label ESL – or English-language learner (ELL) or whatever acronym is used – is

problematic because it masks significant underlying differences that have serious

consequences. There are also many negative features associated with the label. Some ESL

students have never learned to read in their first language and have never attended school

before immigrating. On the other hand, some have attended school and have learned to read

some English. Some have known to read and have studied advanced academic subjects in

their L1s. Some have entered as destitute refugees, and those who have joined as wealthy

refugees. Some had entered when they were six years old, and those who have entered at 14

to 19. (p. 186)

Teachers may fail to address these individual differences of diverse background ELLs because they

remain under pressure of managing a large number of students in classrooms and thus, cannot

consider students' heritage culture and language while teaching (Gunderson, 2008). Alternatively,

they might lack professional training to work with ELLs which may make them think about ELLs as

a homogenous group. In this regard, Chiofalo et al. (2019) explain, "The experience of dealing with immigrant students is often difficult; the teacher becomes a principal figure in the child's need to establish a relationship with the new environment, and communication is not always fluid" (p. 2). Consequently, the ESL classes' immigrant ELLs may see meager academic achievements, and their dropout rate can be significantly high (Gunderson, 2008). Moreover, the ELLs may negatively view their placement in ESL classes as they might feel inferior to others (Gunderson, 2008).

Ficarra (2017) also writes about the differentiated academic situations that refugee children face before coming to the country of relocation. "Some have had formal education in their home country that has been interrupted; others were born in refugee camps and had limited access to education based on ethnic or religious identity" (Ficarra, 2017, p. 77). These students are categorized as 'Students with Limited or Interrupted Formal Education (SLIFE) (DeCapua et al., 2009). DeCapua et al. (2009) label these immigrant ELLs as SLIFEs, which has now become a commonly accepted term within sociocultural approaches to second language acquisition theory. In home countries, these students might not ever receive any formal education, or they might have faced traumatic situations that hampered their education life. Other researchers have also provided different terms for this category of students such as, 'low literacy refugee-background students' by Windle and Miller (2012), 'bilinguals with limited formal schooling' by Freeman and Freeman (2001), and students with interrupted/inconsistent formal education' (SIFE) by Custodio and O'Loughlin (2017) and the New York Department of Education (As cited in Osman, 2020). DeCapua et al. (2009) state that they thought to modify the term 'SIFE' because not all these students come from 'interrupted' schooling background; instead, their school system might be vastly different from the schools of the host country in expectations and requirements, or some students might never be enrolled in formal educational institutions before their migration (p. 2).

Teaching SLIFEs require many considerations. Montero et al. (2014) note, "Their academic success in resettlement countries is impaired because of gaps in formal schooling, poor quality education (e.g., in refugee camps), or no schooling at all" (p. 59). Therefore, MacNevin (2012) argues that teachers' attitudes and values are necessary to make immigrant students with diverse needs feel at home in schools, and in the case of SLIFEs, teachers may need to invest more effort. However, teachers might feel unprepared to teach the SLIFEs for several reasons: lack of professional training, appropriate teaching materials, or adequate support (MacNevin, 2012; Montero et al., 2014). Therefore, it is mentionable that the ELLs are classified under various circumstances and needs, and they may require appropriate educational support from the larger educational system.

Ways to Support the Diverse Background ELLs of Canada

It is apparent that in Canada, the English Language Learners (ELLs) have diverse language learning needs, and they must get practical support from teachers to achieve success in their learning. To provide the necessary support to these ELLs, Lucas and colleagues indicated three classroom teachers' steps mentioned in Cummins and Early (2015). Those steps are as following:

1) **Learn about your ELLs:**

    To provide appropriate instructional support to the English Language Learners, the teachers must learn about their background and previous academic experiences.

 2) **Identify the language demand inherent in classroom tasks:**

    To specify the ELL's language objectives, the teachers need to understand the learners' current language level and what kind of assistance they need to carry out cognitive functions inherent to curriculum content. According to the TESOL standards, students may fall into any one category of the following stages that demonstrate five potential levels of English language

learners. The levels are a) Starting   b) Emerging c) Developing   d) Expanding   e) Bridging.

(Figure :1)

3)   Scaffold learning for ELLs:

Teachers can provide necessary scaffolding to the ELLs by knowing their English language proficiency level. *'Scaffolding'* means offering temporary support by educators to the students to complete their academic tasks, which in practical terms might mean offering, for example, graphic organizers, student exemplars, or guided reading practices. This support reduces when learners gain more expertise in content areas. To provide the scaffold for English language learners, teachers must have accurate ideas about their students' language levels.

(Cummins & Early, 2015, pg. 16)

Figure 1: Five Levels of English Language Proficiency of ELLs

Level 1 Starting	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Language to communicate basic and concrete needs	Language based on simple and routine experiences	Language about familiar matters regularly encountered	Language at concrete and abstract levels, application of language to new experiences	Language within a range of longer oral and written texts, recognition of implicit meaning
High-frequency words and memorized chunks of language	High-frequency words and generalized vocabulary and expressions	General and specific academic vocabulary and expressions	Specialized and some technical academic vocabulary and expressions	Technical and academic vocabulary and expressions
Words, phrases, or chunks of language	Phrases or short sentences	Expanded sentences	Variety of sentence lengths and linguistic complexity	Varity of sentence lengths and linguistic complexity in extended discourse
Pictorial, graphic, or nonverbal representation of language	Oral or written language, making errors that often impede meaning	Oral or written language, making errors that impede communication but retain much of the meaning	Oral or written language, making minimal errors that do not impede overall meaning	Oral or written language approaching that of English-proficient learners

Source: Adapted from *PreK–12 English Language Proficiency Standards* (p. 39), by TESOL, 2006, Alexandria, VA: Author. Used with Permission.

Five Levels of English Language Proficiency of ELLs (Herrell & Jordan, 2016, p. 4, Figure. 2)

Moreover, plurilingual and culturally responsive pedagogy that includes a multiliteracies approach is equally useful for *all* learners to succeed in language and literacy learning. In this context, Van Viegen (2020) wrote a book chapter based on research on how integrating plurilingual and culturally sustaining pedagogies by teachers could help multilingual and multicultural students attain literacy successfully. That research was conducted in a multilingual, multicultural elementary

school located in Ontario, Canada. Van Viegen (2020), drawing upon (Paris 2012) and Ladson-Billings (1995), notes that the plurilingual and culturally sustaining pedagogies are critical to promoting the plurality of home languages, literacies, and cultural practices that students carry with them to school. Moreover, these pedagogical approaches help teachers to utilize students' linguistic repertoires while providing support in their language development and literacy learning (As cited in Van Viegen, 2020, pg. 179). Lotherington (n.d.) also denotes that in English language teaching, the teachers cannot ignore the English language's relationship with other language domains that are supposed to be multilingual students' heritage languages. In this context, Lotherington (n.d.) states, "The teacher must ensure that learners are learning English, at the same time complementing and maintaining the many literacies learners will need to engage in their complex, multicultural, and multilingual lives" (p. 901).

Similarly, Cummins proposed several pedagogical frameworks and strategies to make teachers understand how they can teach actively in challenging conditions of multilingual and multicultural students. These strategies are central to the core idea that multiliteracies pedagogy with identity affirmation for minority group learners plays a crucial role in learning a second language (Cummins, 2001, 2007, 2009; Cummins & Early, 2011). For example, Cummins (2007) draws upon the research of Manyak (2004), which suggests that cross-language translation activities embedded in multiliteracies pedagogy can be beneficial in multilingual classrooms that may yield several positive outcomes along with identity affirmation. In that study, the teacher of a Grade 1 class allowed her students to read a storybook and personify the main characters portrayed in that book. Then she asked them to answer questions from their peers in a role play adopting the perspective of that character. She insisted the bilingual students frame the question-answers in their L1 and then translate those in English to meet non-bilingual peers and audience needs. This collaborative cross-language task increased students' linguistic awareness and their knowledge of literature. In this

context, Cummins (2007) further notes that this kind of pedagogical practice that involves students in meaning-making across languages through translation may promote their English as a second language (L2) acquisition, help to develop their biliteracy, and may contribute to their identity affirmation (p. 228). This empirical research showcases important features of multiliteracies given the strong emphasis on honoring and activating the students' first languages (thus recognizing that doing so would help the students realize that their native tongue and culture could have an important role in learning an L2). The teacher also engaged students in multimodal learning. They read a book (visual, linguistic), translated it into their first language (orality), and role played the perspective of one of the book's characters (gestural, spatial). Thus, cultural mores and multimodalities were central to the learning, which are key tenets of multiliteracies. Therefore, it suggests that the incorporation of multiliteracies pedagogy in classroom teaching can help address the various needs of diverse English language learners of Canada.

Research in Multiliteracies Pedagogy Around the Globe

In 1996, the New London Group proposed the multiliteracies theory of which pedagogy, social and cultural diversity and meaning making through multimodality are the three key aspects. Since then, many educators worldwide are using the multiliteracies framework in their teaching practices, and much research has been conducted to investigate the central tenets of the multiliteracies theoretical framework. This section highlights some of the current research in multiliteracies from various parts of the globe.

Multimodalities play a crucial role in thinking through how to inform literacy pedagogy. Multimodality can offer meaningful interaction between various modes such as words and images, which can contribute to implementing the knowledge processes of multiliteracies and enhance students' critical thinking skills through the analysis and interpretation of traditional resources (e.g., picture books) (Reyes-Torres & Raga, 2020). Kress's (2000) study focused on how the students in a

United Kingdom school redesigned their science texts using multiple meaning-making modes. According to Kress (2000), modern texts are incomplete without multimodal representation, as he contended, "it is now no longer possible to understand language and its uses without understanding the effect of all modes of communication that are co-present in any text" (Kress, 2000, p. 337). In this study, Kress observed that "the students transformed their texts by using a range of modes in images, in speech, in experiment/demonstration, with models – into a new sense, their sense, representing their interests in their world" (Kress, 2000, p. 339). Following the process of designing, the learners exploited available resources and created new texts. This process offers an authentic feeling of an agency to the learners about their self-created texts. Garcia's work (2017) drew upon Luke who pointed out that the 'design' metaphor of the NLG attempted to alter the traditional curriculum of Queensland schools in Australia. According to Luke, 'design metaphor' highlights creativity and agency, and it will shape the future of multiliteracies pedagogy. Designing "sets up the act of designing as an agentive bridge between convention and innovation, between the canonical and the new, between reproduction and creativity" (Garcia, 2017, p. 74).

Ajayi (2011) conducted a study regarding multiliteracies pedagogy in an elementary school in the USA. The research aimed to explore how the multicultural students at an elementary school interpreted the Disney video named "Sleeping Beauty" with attention to the students' own cultural knowledge and social identity. Ajayi (2011) reported that the USA's demographic landscape is continuously changing, and these shifting demographics demand more attention on cultural-linguistic diversity embedded in US schools. In this context, Ajayi (2011) stated,

> Equally important, because of the complexity and multiplicity of their literacy resources, there is a need for multiliteracies pedagogy that focuses on the situated practice of students to make stronger, authentic connections between issues of sexuality, gender, race, social status, home, and school. (p. 411)

Ajayi's study found that the students used color and images to interpret the Disney video of "Sleeping Beauty." The interpretations were firmly bound to their gender identities, home values, social and cultural contexts. When the teacher asked several questions about their interpretation, they answered what they saw from their social and cultural perspectives. For example, in Ajayi (2011), the teacher asked a girl from Mexico whether she agrees with the video that women might be witches; she answered by narrating how a group of males killed a woman of her country being superstitious of her holding supernatural power. The student clearly explained the cultural beliefs of her homeland that women may possess magical power to harm others. This study also suggested that multiliteracies practices may help students to go beyond their initial capacity of spoken/written English, and diverse background students can widen their literacy learning and classroom participation with the help of compensatory potentialities of multiliteracies pedagogy (Ajayi, 2011, p. 411).

Warren and Ward (2019) also researched the USA context regarding multiliteracies in diverse classrooms. In a research project, the researchers "implemented the ideas of multiliteracies pedagogy during a 5-week thematic unit that focused on colonization, settlement, and immigration in America throughout history in pull-out English as a Second Language (ESL) classes" (Warren & Ward, 2019, p. 91). This project aimed to create meaningful and engaging content and language learning opportunities for English Learners (ELs), drawing on their interest in immigration and their rich lived experiences (Warren & Ward, 2019). Students were instructed to think and create their map demonstrating their journey to the USA. Using multimodality, students created personalized google earth maps showing their personal immigration histories. The research found that the English Learners felt more engaged with the task as the researchers offered them the choice of text and design and invited them to draw upon their cultural backgrounds and different perspectives (Warren & Ward, 2019, p. 91). This activity provided ample opportunities to them in learning English as

their second language. Warren and Ward (2019) noted, "By adopting a multiliteracies approach, we placed students' identities at the forefront of their academic learning" (P. 93). The multiliteracies approach amplified the students' voice and enhanced their critical thinking ability while analyzing information located online or traditional texts (Warren &Ward, 2019, p. 93). The researchers also emphasized that conventional assessment methods are not adequate for English learners to assess their knowledge and skills. They recommended equitable assessment tools for English learners, designed according to the needs (Warren & Ward, 2019, p. 94). At the end of the given unit, the researchers included a formal assessment comprised of a content vocabulary test and a tour rubric, which reflected students' observations, learning, insights, and strengths and weaknesses (Warren & Ward, 2019). This assessment helped them adjust instructions and provide support to students (Warren & Ward, 2019).

Drawing on multiliteracies pedagogy and being underpinned by a sociocultural approach, Drewry et al.'s (2019) research took place in the Australian context to examine how to facilitate meaningful literacy learning for students who experienced challenges in print-based classroom activities (Drewry et al., 2019). Figuring out how scaffolding helps bridge home and school communities, is key to this research (p. 72). As a method, Drewry et al. (2019) designed a multimodal literacy program for the study to narrow the emphasis on print-based modes of meaning-making. Students with limited language ability could get the opportunity to explore multimodal ways for presenting their thoughts and ideas (p. 73). This article claims that in a primary classroom context, it is crucial providing appropriate scaffolding to learners who experience challenges in literacy learning, and planning is needed for open-ended and flexible teaching and learning which promotes multimodality of meaning-making (Drewry et al., 2019, p. 73). Drewry et al. (2019) also suggested that "literacy educators are thus urged to consider addressing teaching dilemmas, which

span home and school practices, rather than viewing literacy problems as internal to students" (p. 73).

To illustrate this point further, in this research, the class teacher of Hannah, Mr. Beth, initiated the multimodal literacy program in his class. Under this program, he allowed Hannah to use the iPad in the classroom to complete various tasks in both reading and writing. The researchers observed that Hannah was very comfortable with iPad applications because she used them at home for multiple purposes. Hannah was very technology-friendly and preferred to explore the Internet for various needs. For example, she could easily use an application such as *iMovie* because she had prior knowledge from home. Through scaffolding provided by her friend and the teacher, Hannah could learn how to add images and music in the given project using the *iMovie* app that meaningfully enhanced the information she wished to convey. Moreover, when Hannah was asked to reflect upon an audiobook, the researchers noticed that she seemed at ease because she had already watched the movie based on that book before at home. Though Hannah was diagnosed with mild intellectual disability, the multimodal literacy program allowed her to express her intellectual prowess despite the potential limitations of her learning disability, by extending her learning from home to school.

Harrop-Allin (2017) explored children's musical games in urban South Africa and noted that musical games may function as sophisticated tools for children to offer multiple modes for presenting information and build their understanding of the capacity of musicality to be the instrument of design. Harrop-Allin (2017) pointed out that the way children play musical games in playgrounds mark that children are intuitively musical in the playground community; this musicality can alter music pedagogy as it embodies inventive compositional strategies. In those musical games, children incorporated a popular music- dance style of South Africa sourced from contemporary dance music (kwaito and house). It includes the local cultural resources for multiliteracies pedagogy that acknowledges context by accessing learners' situated practices (Harrop-Allin, 2017, P. 43).

When considering incorporating multimodalities into teaching, learning by design and the knowledge processes ensure a deeper engagement with pedagogy. Mills (2006) has written a cautionary response to research conducted on the use of multiliteracies pedagogy in a diverse educational context of Australia. This paper reflected upon a teacher's practice of a multiliteracies pedagogy in a diverse classroom. Mills (2006) pointed out that multimodal and technological tools in classrooms and professional development are not everything for multiliteracies. Multimodalities and technology can work for effective teaching only if the knowledge processes are correctly used. Otherwise, there is a risk of superficial engagement with multiliteracies.

Research by Early and Kendrick (2017) suggested the similar view that Canadian schools provided more emphasis on the second aspect of multiliteracies, which means they are more inclined to recognize the multimodality of communication tools in classrooms rather than addressing properly the first aspect, which is the cultural and linguistic diversity prevailing in the school environment (p. 44). Regarding the implementation of multiliteracies pedagogy in classrooms of Canada, Early and Kendrick (2017) noted in their writing,

> while situated practice (that is, drawing on students' experiences of meaning-making from various contexts) has been, in some little regards, taken up by the teachers, neither overt instruction (through which students develop an explicit metalanguage of design) nor transformative practice has received the degree of well-informed attention they warrant in teaching and learning processes in contemporary Canadian classrooms. (p. 44)

Moreover, plurilingualism in second language learning is widely recognized in various research around the world. Many countries impose utmost priority on plurilingual teaching practices by promoting minority languages in educational contexts to build students' plurilingual identity, which might be the key to other language learning processes (Hennig & Abendroth, 2014). Corcoll

López (2019) suggests that to develop plurilingual competency among students, it is also necessary to acknowledge their background knowledge and linguistic and cultural diversity.

Alongside, culturally responsive teaching strategies might significantly influence English as a second language learning and multicultural students' academic achievement. A research by Chen and Yang (2017) on adult ESL students recounted that the increasing sociocultural diversity caused by rapid globalization demands culturally responsive pedagogy to ensure an inclusive, safe, and interactive learning environment for diverse background learners. This pedagogy can increase ESL students' classroom participation and enhance their communication skills (Chen & Yang, 2017). Simultaneously, culturally inclusive teaching can contribute to relatively high academic achievement of ethnically diverse learners by considering their cultural characteristics, experiences, and different perspectives (Gay, 2002; Ladson-Billings, 1995). Therefore, it is important that when trying to replicate research or emulate teaching practices from other parts of the world to consider how to adapt multiliteracies in light of local cultural ways of being, thinking, and doing.

Multiliteracies Pedagogical Practices in Canadian Elementary Classrooms

Learning Tailored to Canadian Elementary Classrooms

Canada welcomes diverse communities migrating across the world. This country has committed to providing equal rights and social opportunities to all its residents. Helping immigrant students to get access to social and educational benefits, all provinces established suitable infrastructure for additional language training. Canadian schools are obligated to provide adequate support in learning English or French as a different language to immigrant children to acquire expected proficiency in their official languages. But these expectations do not reflect reality in all cases.

According to contemporary research studies, the Canadian education system lags in incorporating culturally inclusive pedagogical practices. In this context, Ntelioglou et al. (2014) observes,

Unfortunately, Canadian schools have been slow to recognize the multiple language practices

of their students and communities. Even in school systems that have endorsed social justice

as a defining attribute of their educational philosophies (such as the Toronto District School

Board TDSB), there has been little conversation about the implications of linguistic diversity

for educational practice. (p. 1)

They further note that this topic at the systemic level is absent in teacher education courses,

multilingual literacies books of administrators, and management policies of educational changes

(Ntelioglou et al., 2014, p. 1). Still, many educators think that using home languages in schools may

create an obstacle in the overall teaching-learning process and prefer to use English or French in the

school environment (p. 2). Similarly, Cummins and Persad (2014) contend that "at the policy level,

educational provision for EAL/multilingual students is hampered by the fact that Canada has

articulated no coherent (or even incoherent) national policies concerning the multilingual realities of

its population and institutions" (p. 4). It should be noted that in Canada education is mostly under the

jurisdiction of provinces and territories, so there is no one federal policy. Policies across Canada are

heterogeneous. Cummins and Persad also state that no province of Canada has the educational

language policy to address the multilingual realities in schools; instead, the school is restrictive about

using home languages in schools except for short-term transitional needs (p. 4). The study of

Giampapa (2010) states in this context that despite recognizing this necessity, there still is a

considerable gap in school curriculum and practices to prepare students to meet global challenges.

Canadian schools mostly rely upon "the educational discourses that focus on English only, mono-

cultural, text-based literacies" (Giampapa, 2010, p. 411). By contrast, several research studies

(Canagarajah & Liynage, 2012; Garcia & Flores, 2012; Piccardo, 2013, 2018; Prasad, 2014) show

strong evidence that encouraging plurilingualism and translanguaging in classroom pedagogy increase

students' success in second language learning rather than immersion in monolingual practices in the target language.

Moreover, Canadian schools may not always recognize the funds of knowledge and cultural capital that immigrant parents carry with them to the host territory. To explore this issue, Guo (2012) conducted a qualitative study within two school boards and a total of 32 participants (four immigrant families), which found that immigrant parents believed the schools did not acknowledge or value their home life experiences. The schools may follow a deficit model, which considers that the knowledge and values other than dominant culture are inferior and invalid. This deficit model may lead to failure to use available knowledge resources from immigrant parents (Guo, 2012). Thus, Guo (2012) suggests that "It is essential to understand the significant knowledge possessed by many parents in the study, including their understanding of ESL learners' cultural, linguistic, and religious backgrounds, life experiences of living with many cultures, and community issues" (p. 131). In this context, even going back several decades, the research of Bernhard and Villanueva (1998) discusses that if educators gauge the 'cultural capital' of immigrant parents from the perspective of the dominant culture, then the 'deficit' model becomes visible according to the defined standards; this can be a possible reason for lack of communication between schools and immigrant parents. However, their study suggests "any long–ranging improvement of the educational system would require structures for collaboration among parents and between parents and teachers" (Bernhard & Villanueva, 1998, p. 93). The critical component of establishing this collaboration is recognizing immigrant parents' cultural knowledge and ensuring their active participation in the educational system (Bernhard & Villanueva, 1998). Furthermore, parental involvement is highly recommended for elementary school students whose native language is not English to get additional support in education from parents (Dyson, 2001).

How Multiliteracies Can Contribute to Second Language Learning in Canadian Elementary Classrooms

Multiliteracies pedagogy in Canadian elementary classrooms, often emphasizing impact on ELLs, has involved some collaborations between researchers and teachers. Lotherington and her colleagues began co-developing multiliteracies pedagogies in 2002. They formed a learning community comprised of teachers, researchers, and community members (Lotherington, 2017). They conducted collaborative action research in a public elementary school in Toronto, and their move to design multiliteracies pedagogy for elementary learners continued for a decade (Lotherington, 2017). According to Lotherington (2017), elementary education should connect diverse curriculum threads that promote plurilingual, multimodal, and digitally supported learning instead of focusing only on alphabetic literacy. In this context, Lotherington (2017) states in her research article, "Children can build iconic texts with the help of a teacher, and then insert alphabetic text, or use other modes of meaning to assist in interpreting letters, so that learning the ABCs need not necessarily precede producing and reading multimodal text" (p. 13). Thus, to illustrate the way multiliteracies pedagogy contributes to Canada's elementary ESL classrooms, it is important to understand how the features of multiliteracies pedagogy can inform second language teaching and learning of ELLs.

Role of Multimodalities in English as a Second Language Teaching

The term "multimodality" was first introduced in the mid-90s by linguist, semiotician, and social theorist Gunther Kress in the context of the seminal Multiliteracies Project initiated by the New London Group. Since then, there have evolved new educational discourses that had influenced both theory and practices. Through the concept of multimodality, Kress foregrounded that the only

manifestation of learning is not the linguistic accomplishment; instead, it links to multiple semiotic modes of meaning-making, which are dynamically interrelated. The different meaning-making media include the linguistic, the visual, the gestural, the spatial, or the audio mode, which learners can draw on to excerpt, combine, and produce meaning. Multimodality offers a range of benefits in different sectors. Especially in the education sector, it brought a myriad of opportunities. The following sections will demonstrate the role of multimodality in second language teaching and explore some of the most pertinent literature that provides a picture of the direction of research in this area of multimodalities.

Promotes Diversity of Meaning-making

Multimodality provides opportunities to learners to represent their knowledge through multiple semiotic modes. Beyond the concept of printed black and white materials, knowledge domains shifted to the various medium of expression. Thus, Kress (2010) offers the following as examples of modalities: "image, writing, layout, music, gesture, speech, moving image, soundtrack" (p. 54). Kress (2004) also showed the differences of multiple modes and explained that meanings can be perceived in a varied way by using different modes of knowledge presentation. Therefore, multimodality can be used as a platform for analyzing the textbooks, various learning resources, and multimodal productions created by students and encouraging classroom interactions (Angay-Crowder et al., 2013). Moreover, in informal settings, such as out of classrooms, multimodality can help acquire knowledge because it widely acknowledges that learning occurs in many other everyday life instances other than the classroom environment. In every level of the educational context, multimodality has changed the dominant form of knowledge paradigm and created room for taking in learners' multiple perspectives in learning.

In a research paper, Angay-Crowder et al. (2013) demonstrate how multiliteracies' theoretical concepts can be implemented into pedagogical practices through multimodal tools such as Digital Storytelling. Angay-Crowder et al. (2013) researched with the association of three teachers and twelve multilingual adolescent students of a Summer Program that was sponsored by the Latin American Association (LAA) of the United States. In this study, the researchers engaged those students with multiliteracies practices through Digital Storytelling classes. In designing the Digital Storytelling classes, Angay-Crowder et al. (2013) set two intentions, 1) to examine how the theory of multiliteracies can be put into practice with an active multimodal task which will engage the multilingual students, and 2) to create a setting where students can use multiple modes of meaning-making such as visuals, sound, gestures, spatial concepts to explore the multiple literacies and identities (p. 37). The whole process of research comprised four weeks' sessions. From this research, Angay-Crowder et al. (2013) figured out some valuable insights essential for 21st-century pedagogy. While using the multimodal tools to complete the tasks, the students frequently communicated with others. It served the communicative purposes of the lesson. Both print-based conventional materials and digital multimodal materials help enrich the literacy repertoire of students and expand their medium of expression. The researchers also proposed that this type of curriculum might be helpful for multilingual students because it will strengthen their multicultural identities. Angay-Crowder et al. (2013) further recommended that this type of pedagogical activity might help ESL and EFL teachers to practice multiliteracies pedagogy in large multilingual classrooms (p. 44).

In his research, Kress (2004) also states that multimodality shifts the authority of meaning-making from printed materials to multiple modes, and it shapes the nature of human engagement with the society and natural world (p. 110). Kress (2004) further denotes in his writing that, "Meanings are always disseminated through particular media: the medium of the book; or the

medium of the CD-ROM, involving still and moving images, speech, writing, cartoon-like characters in comic strips, music, and so on" (p. 111).

Regarding some concrete examples, Kress (2004) drew a picture in the mind of readers of how multimodal presentation of different situations can explain more about that context rather than any written text (e.g., the red neon signboard of the food shop, the photo of Josh and Amanda's marriage, the family picture drawn by little Georgia, etc.). All these examples bring forth the fact that multimodal presentations can be more assertive in expressing the meaning to everyone going beyond the limitations of written materials. In this context, Kress (2004) states, "Words are (relatively) vague, often nearly empty of meanings; by contrast, images are full, 'plain' with meanings" (p. 112).

In another article, Burgess and Rowsell (2020) present a research study conducted that focused on a group of refugee adult language learners who have newly arrived and resettled in Canada's Niagara region to start a new life. The researchers grounded their multimodal activities in multiliteracies theory, with specific attention to participants' cultural identities and their social necessities (New London Group 1996) and used the lens of translanguaging to articulate the emerging themes. With the tasks of creating various multimodal texts using translanguaging communication, the researchers unfolded fifteen adult language learners' stories in their second language learning classes. They witnessed their acceptance and enjoyment of multimodal activities. The researchers expressed, "We observed the affective engagements of participants: their vocal and embodied expressions of surprise and discovery in new forms of meaning-making" (Burgess & Rowsell, 2020, p.174).

Thus, it is evident that multimodality offers multiple ways of meaning-making that can help multicultural second language learners to express their knowledge and connect their present learning context to their background experiences. As Burgess and Rowsell (2020) state that "through their multilingual and multimodal practices, speakers activate their hybrid knowledge and create their own

dynamic, hybrid identities" (p. 178). In Canada, the elementary ELLs in sheltered and mainstream

classrooms can benefit from similar teaching and learning contexts even though they are a much

younger population than the participants in Burgess and Rowsell's study. The multimodal way of

meaning-making can help diverse background ELLs express their knowledge and skills using the

affordances of a variety of modes, and in turn this can help them learn the target language more

quickly.

As Tools for Teaching the Second Language to ELLs

In Canada, classroom demographics are continually shifting due to extensive migration that

reflects students' changing language and cultural backgrounds. These students hold multiple English

proficiency levels that impose a significant challenge for the educators to fulfill their literacy

demands. Nonetheless, teachers have vital responsibilities to help the English Language Learners to

integrate successfully in mainstream education by developing their academic language proficiency.

Multiliteracies pedagogy is ideal for assisting these students in Canada's elementary ESL classes,

which considers multimodality as a useful tool for teaching a second language to them. A

multiliteracies approach suggests that effective teaching and learning involve active participation of

students in a wide range of learner-centered activities (Hepple et al., 2014). Simultaneously, this

pedagogy selectively utilizes traditional transmission approaches to teaching that depend on a

singular, print-based text as teaching materials (Kalantzis & Cope, 2012; Mills, 2006; New London

Group, 1996).

To establish the effectiveness of learner-centered classroom activities through multimodality,

Hepple et al. (2014) present the reflections of two teachers named Margaret and Ashley, who

facilitated the Claymation project in a school. Claymation was used as a tool of multimodal

representation of students' engagement in an ELL context of Australia. According to Margaret and

Ashley, the process of filming clay figures can work as a way to address the diverse language and

literacy needs of multicultural learners taking into account several limitations of their educational context (Hepple et al., 2014, p. 220) by engaging students in oral discussions, writing, sketching, and designing work while arranging to create the models. "These reflect an integration of linguistic, visual, spatial, audio, and gestural elements fundamental to multiliteracies pedagogy" (Hepple et al., 2014, p. 226), which indicates Claymation can be a multimodal medium for developing the English language literacy of the diverse background ELL learners. Thus, regarding the functionality of Claymation, Hepple et al. (2014) draw on Kalantzis and Cope (2012) and state, "Claymation use a "synesthetic" or "mode-shifting" approach, bringing together different modes to represent and communicate meaning, thereby developing the students' multiliterate practices" (p. 221). For ELL students in the emerging stages of language learning, also known as the silent period, Claymation is one example of how a teacher can give these students opportunities to express their thoughts and ideas through multimodalities that do not rely solely on reading and writing (Hepple et al., 2014).

Noroozi et al. (2020) mention in their research article that learning itself is a multimodal activity for several scholars. It is valid for those classrooms where teachers implement multiliteracies pedagogy by moving away from traditional knowledge transmission-based teaching and fostering a learner-oriented learning environment. In a learning context, when learners attempt to make meaning alone or combinedly, they use different modes such as speaking, writing, drawing figures, using facial expressions, moving their bodies for representation and communication of their meanings, manipulate various objects, and use these multiple modalities simultaneously (Magana et al. 2019; Morales et al., 2003). In Canadian ESL classes, this kind of multimodal pedagogy to encourage meaning making can be an excellent way to foster English language learning.

Affirmation of Students' Identity and Agency in Learning by Offering Multicultural and
Multimodal Learning Tools

  Multilingual and multicultural teaching approaches that highlight the significance of multimodality and multiliteracies in classrooms are vital in educational contexts embedded with high numbers of English language learners (ELLs) (Ntelioglou et al., 2014). This kind of classroom practice changes the classroom dynamics and permits students to establish their identity positions and enhance their literacy investment, literacy engagement, and learning (Ntelioglou et al., 2014, p. 1). This identity affirmation makes ELL learners confident enough to claim agency of their learning. Benson (2006) focuses on the concept of identity affirmation and learners' agency by stating that "agency can perhaps be viewed as a point of origin for the development of autonomy, while identity might be viewed as one of its more important outcomes" (p. 30).

  In an article, Ntelioglou et al. (2014) described a project in an inner-city elementary school embedded with many students from multicultural and multilingual backgrounds. This project was named "Collective Pedagogical Inquiry." It explored how to implement a descriptive writing unit that would connect with students' lives. This project also enabled students to create multiple texts using their home languages, employing creative writing skills, digital technologies, and drama pedagogy. One task of this project was creating bilingual "identity texts" using the mother tongue of multilingual learners. Creating multilingual and multimodal identity texts may reveal diverse learners' linguistic and cultural identities that reflect their unique identity in a positive light.

  Several research studies (Cummins, 2004; Cummins and Early, 2011; Cummins et al., 2015; Taylor, 2011) stated that producing identity texts in multiple languages can be a useful tool for learning a second language by ELLs. The notion of identity texts focuses on the view that there is a vital connection among identity investment, power relations, and literacy engagement of students (Cummins, 2004; Cummins & Early, 2011). "The creation of identity texts assumes particular

importance in the case of students from social groups whose languages, cultures, and religions have been devalued, often for generations, in the wider society" (Cummins et al., 2015, p. 558). Identity texts could be written, spoken, signed, visual, musical, dramatic, or combinations in multimodal form and students invest their identities while creating these texts (Ntelioglou et al., 2014). Ntelioglou et al. (2014) further state,

> Through identity texts, students' identities, cultures, languages, and past and present experiences are 'reflected back in a positive light.' When students share identity texts with multiple audiences (peers, teachers, parents, grandparents, sister classes, the media, etc.), they are likely to receive positive feedback and affirmation of self in interaction with these audiences. (p. 4)

In classrooms, identity text production was supported by using digital technologies and multimodal drama pedagogy.

Regarding creating identity texts, Cummins et al. (2015) discuss the development of what was called Dual Language Showcase's activity, which was initiated in a school in Toronto where the teacher allowed the multilingual students to create dual-language texts using their home languages (L1). Students crafted their life stories into those texts. Many of them wrote those texts initially in their home languages (L1), but others drafted those in English and further translated their works in L1 with the help of their parents or their L1-speaking teachers. Cummins et al. (2015) additionally note that,

> The Dual Language Showcase and subsequent identity text projects (e.g., Cummins et al., 2005) demonstrated that teachers could expand the instructional space beyond simply an English-only zone to include students' and parents' multilingual and multimodal repertoires even when they themselves didn't speak the multiple languages represented in their classrooms. (p. 557)

Due to the large number of immigrant and refugee populations in the last few decades, linguistic diversity has become the norm in school systems across much of Canada. Ntelioglou et al. (2014) state with reference to several research studies that the English Language Learners (ELLs) face severe challenges in attaining academic success and literacy development within the prevailing educational practices of urban schools (e.g., Collier, 1992, 1995a, 1995b; August and Hakuta,1998; Cummins, 2000) and what becomes at stake is the possibility of them losing their heritage languages (As cited in Ntelioglou et al., 2014). In this situation, there remains a possibility that multilingual children may lose their potential to be bilingual as well as succeed socially and academically in school settings. Thus, there is a need to promote literacy in other languages and official languages to provide linguistic and cognitive benefits to those multilingual students. Ntelioglou et al. (2014) state based on other studies that "There is considerable consensus in many studies that development of literacy in two or more languages provides linguistic, cognitive, and social advantages for bilingual/multilingual students" (p. 1). Ntelioglou et al. (2014) then argue that schools need "to recognize the multiple language practices that heterogeneous populations increasingly bring, and which integrated schooling, more than any other context, has the potential to liberate" (p. 1).

Moreover, in ESL classes, a multimodal approach allows students to exhibit agency and autonomy in their knowledge acquisition process, which empowers the visibly diverse and marginalized community. Concerning this fact, Sharples, Corlett, and Westmancott (2002) argue that "the most successful learning comes when the learner is in control of the activity, able to test ideas by performing experiments, ask questions, collaborate with other people, seek out new knowledge, and plan new actions" (p. 22).

In an article that was written on the topic of how a multimodal tool named Digital Reflective Journal helps to increase learner's autonomy in learning, Villamizar and Mejia (2019) draws upon the work of Simard (2004) and notes that students benefit if they get autonomy in their learning

process that offers stimulation in creative thinking and encourages positive views towards lifelong learning (As cited in Villamizar & Mejia, 2019, p.188) Moreover, Villamizar and Mejia (2019) states, through Digital Reflective Journals, students "demonstrated self-regulation of time and space, as well as autonomy in their language-learning process"(p.196). Thus, it is evident that learning tools such as multimodal texts might help students gain autonomy and take charge of their progress in the second language classroom. They might become better respondents to the target language learning process by knowing its working criteria. They can fix their firm objectives, and to fulfill those objectives, they may adopt strategies to use available resources that would optimize their strengths and address their weaknesses.

Kendrick et al. (2006) also observed in their article with Ugandan students that multimodal pedagogical equipment such as photography of meaningful places, people, and events, drawing with written narratives, and drama may have ample potentials to make teachers understand how the English language may incorporate in students' everyday life and how they can optimize their knowledge of using English language. Concerning this, Kendrick et al. (2006) state,

> In sum, we would like to emphasize that although the modes of drawing, photography, and drama are by no means new pedagogies, incorporating them more systematically into school curricula offers innovative possibilities for how teachers might validate students' literacies, experiences, and cultures, to support English language learning in the classroom. (p. 111)

These multimodal pedagogical tools may offer a sense of ownership to the learners regarding their knowledge gaining process. For effective literacy development, this meaning-making agency is critical (Kendrick et al., 2006, p. 110). This statement is equally true for the multicultural and multilingual English Language Learners in ESL programs of Canada's elementary schools.

At the same time, it is essential to note that multimodal meanings are complex and often assembled. Thus, educators and schooling professionals must identify students' needs and train them adequately to consume, produce, and intelligently critique the multimodal media. Therefore, schools should help students acquire literacies in myriad ways of meaning-making, such as image, music, sound, space, gesture, moving images, and blends of these modes and print literacies, which is the need of the twenty-first century. Students need overt instruction on how multimodal learning can advance their means of communication.

Enriching English as a Second Language Learning Through Technology

Technology-Mediated Interactional Spaces for English Language Learners

Technological evolution is an inseparable part of multiliteracies pedagogy. Technology amplifies the range of modality in second language learning classrooms. Since technology and the Internet have become available in the modern era, digitally mediated language learning harnesses second language learning both inside and outside the classroom. Technological integration offers various opportunities for English language learners for meaningful interaction.

Levy and Hubbard (2005) note that in computer-mediated language learning, computer technology remains at the center of the learning activity that includes software, peripherals, and network. To attain the learning objectives, a collaborative interaction occurs among students and their peers, teachers, and other materials inside the educational settings (Levy & Hubbard, 2005). Levy and Hubbard (2005) further state that technology's proliferation has publicized information and knowledge and reconfigured traditional knowledge acquisition methods. The conventional notions of literacy have turned into digital forms, and technology presents knowledge sources that users can access freely (e.g., Wikipedia) (Levy and Hubbard, 2005). So, Internet-based technologies can provide extensive support in second language learning. These technological tools include wikis,

blogs, course management tools (e.g., Blackboard System), and digital games for language learning (Guan, 2014).

In his article, Guan (2014) states that telecollaboration, which incorporates social media such as Facebook, wikis, blogs, and podcasts has significant impact on second language learning. Guan (2014) also cites various research (e.g., Lehtonen & Tuomainen, 2003; Guth & Helm, 2012; Lee, 2010; Ware & O'Dowd, 2008) in which students provided a positive report about their language learning experience through online collaboration. Among online social interaction sites, Facebook stands as the most popular platform of networking among young generations. Facebook allows users to initiate boundary-less interactions with others using multiple threads. It also can be a robust platform for learning English as a second language. In this context, Guan notes from Kabilan et al. (2010) and Shih (2011) that "students believed Facebook could be used as an online platform to facilitate English as a Second language (ESL), and Facebook-integrated instruction can significantly enhance students' interest and motivation as it is already something, they are familiar with" (as cited in Guan, 2014, p. 70).

Similarly, Kessler and Bikowski (2010) researched collaborative learning with wiki in an online course of English as a Foreign Language (EFL). In this study, the specific task was to create a 'culture' oriented class wiki using a collaborative manner. In this language act, the students could input their information to a group product, which allowed them to act both independently and as a member of a collaboration team. The outcome showed that having a flexible learning environment facilitated language use and interaction of students (Kessler & Bikowski, 2010).**)** Kessler and Bikowski (2010) further state this kind of collaboration grows a sense of ownership among students which motivates them to utilize the given learning space thoroughly. Thus, it leads students to meaningful use of this virtual learning space that is perhaps unanticipated by instructors or designers as a pedagogical tool. The researchers also note that to get the most benefit from emerging

technologies, students need to exploit their language knowledge and technology skills inside the prospective range of this autonomous learning domain (Kessler & Bikowski, 2010).

The emersion of Web 2.0 technology allowed blogs and podcasts to enter in second language education (Guan, 2014). Anyone can easily create blogs and publish them instantly on the Internet and readers can respond to those blog posts by writing interactive comments (Guan, 2014). In this way, blogs promote active interaction among readers. It assumes that activities in blogs and podcasts can be beneficial to second language learners. The study of Lee (2010) demonstrates the relevance of blog technology with second language learning. Lee (2010) reveals that regularly creating blog entries improve composition skills of bloggers and motivate them to express themselves through writing in front of a broad online community. In this way, blogs encourage learners' self-expression in English through writing and thus contribute to learning English language skills such as reading and writing (Noytim, 2010). Learners can personalize their blogs using various multimodal designs and layouts and including multiple texts (Du &Wagner, 2007). Blogs enhance language learners' critical thinking ability and make them as active knowledge creators (Lee, 2010). In blog writing of students, teachers' feedback improves structural accuracy and content knowledge area (Lee, 2010). Lee (2010) notes further, "the integration of the teacher's feedback allowed students to notice and attend to linguistic problems that resulted in error corrections"(p. 225). Moreover, Mills (2010) points out the collaborative and communicative nature of digitally mediated texts around a knowledge domain and highlights the efficiency of those in new literacy studies. "New online tools have facilitated the collaboratively generated, interactive production of content (e.g., blogs, wikis, and social networking sites)" (Mills, 2010, p. 257).

English Language Learning Through Portable Devices

Lotherington and Jenson (2011) present a study that discusses the multimedia nature of modern literacy. In this paper, they show the priority of portable digital technology over large and fixed language lab in terms of English language teaching by saying, "moving from the large, fixed language lab to the virtual lab to linked mobile device – the more agentive, participatory learning was enabled"(Lotherington & Jenson, 2011, p. 234). According to Lotherington and Jenson (2011), students can enact greater agency while they access language content that are relevant and authentic, extending the walls of the classrooms. They can also reach meaningful and original teaching materials that contain learner-oriented language input in multiple modes relevant to their learning context through portable devices (Lotherington and Jenson, 2011).

While highlighting the usefulness of mobile-assisted language learning, Guan (2014) explains,

> With the development of mobile technologies and wide use of smartphones, mobile-assisted language learning can be seen as a viable solution to blend a learners' learning environment into their everyday life. Mobile phones with the internet provide a unique opportunity to learn outside of the classroom, making learning available anytime and anywhere. (p. 72)

It indicates that mobile-assisted language learning can help students learn specific second language features such as vocabulary, grammar, prepositions, pronunciation, and listening skills.

In another research article by Lotherington (2018), the author discusses the exponentially growing range of purpose-built mobile apps offered to individual users for self-accessed language learning. Duolingo is such an app that helps language learners to learn the language. It uses a grammar-translation system with a built-in gaming structure, and the curriculum of Duolingo is based on an algorithm that implements addictive games such as puzzle matching. This app works by

capitalizing on language learners' data (Lotherington, 2018). Lotherington (2018) states, "mobile

learning designs as stretching across both formal and informal learning contexts, theoretically

offering the potential for individualized learning that is situated, authentic, spontaneous, and

informal" (p. 201). This informal learning environment offers design-oriented authentic learning and

rejects content-oriented transmission learning, which utilizes traditional methods of language

teaching in classrooms (Lotherington, 2018). Nah (2011) also showed that mobile phones with

Internet connection brought positive outcomes in learning second language skills in an English as a

foreign language (EFL) course. That study was done in a South Korean EFL context and the students

expressed positive views about mobile phones being useful gadgets for learning English.

Learning English Language by Creating Digital Texts

English Language Learners may learn the English language by creating digital texts using

multimedia. Learning to create digital texts provides ample opportunities to second language learners

for developing their content knowledge and expand their way of representing the acquired

information. Moreover, digital texts may help them to build up their digital identity.

In research, Ware (2008) discusses ELL's multimedia literacy and suggests that generating

digital texts in schools using multimedia such as PowerPoint makes students display their knowledge

with graphics, audio, and video that enhance their written work (p. 41). Ware (2008) further states,

"However, for ELL students, such repackaging tasks involve a combination of complex skills:

navigating a range of web sites, critically evaluating and selecting information, deciphering complex

vocabulary and syntax, and deciding how to paraphrase and present key information" (p. 42).

Moreover, the researcher conducted an after-school multimedia project with ELL students

investigating the effectiveness of making digital texts in second language learning. Ware (2008)

explored digital storytelling, which was a bit time-consuming yet highly motivating. Ware (2008)

mentioned that multimodal activities could provide visual and verbal alternatives to ELL students

that may help them in designing multiple texts and provide them the opportunities of target language learning by using various modes. Jewitt (2009) addresses this inter-semiotic connection among multiple modes as "the interplay between modes" (p. 25). For example, Ware (2008) presents that mode-switching activities can embed L2 learning opportunities for students who can transform book resources into comic strips or choose endings with branched hyperlinked stories. At the same time, the researcher warned, "multimedia literacy practices certainly broaden the breadth of those experiences, but we still have little empirical evidence of the depth in which students develop their linguistic repertoire when moving across textual, visual, and aural modes" (Ware, 2008, p. 49).

Digital texts such as e-Portfolios, Digital stories, and Blogs also offer the learners the platform to build their digital identity through writing online for multiple audiences (Clark,2010). In her article, Clark (2010) introduces multiple digital tools which may contribute to building original compositions by English language learners in educational settings. She further intends to reconfigure her writing instruction using Web 2.0 technology to meet the digital era's growing needs. According to Clark (2010), "Today, the composition classroom should immerse students in analyzing digital media, in exploring the world beyond the classroom, in crafting digital personae, and in creating new and emerging definitions of civic literacy" (p. 28). Digital texts may allow the learners to exploit new modes, media, and design to create types of identity texts and recognize their ability to work autonomously when the final pieces are displayed to teachers, peers, parents, and others, affirming their foundations and growth in second language learning.

Using Scribjab as a Multilingual Teaching Tool

Dagenais et al. (2017) had researched the potentials of *scribal* as a digital tool that draws upon multiliteracies, and this research team was specifically interested in how they can include it in schools. *ScribJab* is a multilingual and multimodal tool that teachers can use as a teaching instrument in diverse, multilingual classrooms. Dagenais et al. (2017) explain that *Scribjab* is a free multilingual

iPad application developed along with a computer website named *ScribJab.com* by the researchers and a group of colleagues to contribute to immigrants and refugees' education that they had been working with for many years in Canada. *Scribjab* and the computer website permit users to compose and illustrate stories and narrate them in two languages. In their research, Dagenais et al. (2017) introduced *Scribjab* in two assigned classes where the students produced bilingual texts by using the application. This activity transgressed the monolingual pedagogical norm of those classes, and all students and teachers worked collaboratively to create new texts (p. 270). In conclusion, the researchers commented that in changing multicultural and multilingual classrooms' ecology, *Scribjab* could play an important role. They also suggest more changes to solve the evolving pedagogical issues so that multilingual pedagogies, multimodal compositions, and their assessment can become more mainstream activities in schools (p. 280).

Game-based English as a Second Language Learning

With technological advancement, video games have taken up an important place in the life of people. For English language learners, this video game can be used as a second language learning tool with good potential. Video games enable learners to participate actively in various activities and thus increase their interest, motivation, and willingness to participate, called the learners' affective reaction strategies. Games may offer individuals active participation in a gaming environment, increase their quest for learning, and provide opportunities to use target language skills in multiple situations. Thus, game-based education can at times be a more effective second language learning method than traditional methods. Digital games embedded with audio-visual aids allow learners to implement their necessary language skills such as reading, writing, and speaking in various situations similar to real-life scenarios.

For instance, in a study by Neville et al. (2009), the researchers explored the effects of fictional games in learning critical foreign language skills such as learning vocabulary, constructing

reading skills, and learning about different cultures. They also observed that the learners who used fictional games became more successful in writing skills and could use appropriate vocabulary in their writing pieces with more confidence than those exposed to traditional language learning methods. In another research, Liu and Chu (2010) examined how ubiquitous games motivated Taiwanese elementary English language learners through a context-aware learning environment. They positively influenced their learning of English language skills. The study method included two groups of elementary-level participants from a school. The researchers conducted many second language activities with one group of participants following a specialized English curriculum named 'My campus.' This curriculum used a context-aware ubiquitous learning environment called the 'Handheld English Language Learning Organization' (HELLO) (Liu & Chu, 2010). The other group of participants was assigned with non-gaming tasks. As a result, Liu and Chu (2010) found that "the survey results indicate that the experimental group students gained better learning motivation for attention, relevance, confidence, and satisfaction, further demonstrating the positive relationship between learning outcomes and motivation" (Liu and Chu, 2010, p. 641). This research provides some evidence that games can help learners learn specific language skills more effectively than traditional language learning activities.

Similarly, in a study by Lotherington and Jenson (2011), they cite Zheng et al. (2009) who researched how Chinese learners benefitted from L2 learning by engaging in a digital game with American players. Zheng et al. (2009) examined how environmental interaction with native players fostered the participants' English language learning. The problem-solving nature of games offers this interactional space. The players take part in embodied interaction and solve the emerged problems collaboratively in the virtual world (as cited in Lotherington & Jenson, 2011, p. 236). Lotherington and Jenson (2011) further state, "Though interaction in a virtual world is distinguished from real-world interactions in that avatars provide an anonymous shield, and their virtual behavior is

70

ontologically regulated by the virtual world they inhabit, which might allow them to fly, for example, the game leaves a trace that learners can track and follow, read, critique, and learn from" (p. 236). Moreover, playing video games motivates players to quest their future, solve critical issues, try again and again if they fail to achieve a goal, and think of alternative ways to fulfill a plan, promoting their necessary thinking abilities. "This could be viewed as a foundational building block of the New London Group's (1996) initial theorizing of the '*how'* of multiliteracies and creative thinking and problem solving" (Lotherington & Jenson, 2011, p. 236). Furthermore, virtual games help to build the identity of the learners. When the player creates an avatar and embodies its superficial physical characteristics, he makes his own identity. He operates by meaningful interaction with others and attain the sociocultural and linguistic competence of the avatar (Lotherington & Jenson, 2011). As Zheng et al. (2009) explain in their study, "an avatar's action is considered the extension of the learner's physical body, including writing a word and negotiation for meaning making and cultural identity" (p. 491). Gee (2003) also wrote extensively about gameplay on learning and suggested that gameplay should be an essential part of any curriculum because "The games exemplify, in a particularly clear way, better and more specific and embodied theories of meaning, reading, and learning" (Gee, 2003, p. 26). Moreover, games, especially video games, can empower learners by fostering autonomy. As Gee (2005) mentions, "In good games, players feel that their actions and decisions—and not just the designers' actions and decisions—are co-creating the world they are in and the experiences they are having" (p. 6).

Culturally Inclusive Pedagogy, Plurilingualism, and Translanguaging Can Inform English Language Learning of ELLs

Culturally inclusive teaching (Ladson-Billings, 1995) is another feature of multiliteracies pedagogy that recognizes students' funds of knowledge. Funds of knowledge of students refer to the social, cultural, and household knowledge and experience that they carry along with them to schools.

This knowledge is so rich and profound that it can significantly contribute to the pedagogical practices if included in the school curriculum. Culturally responsive teaching practices may help teachers providing better support to ELLs in Canadian elementary ESL classes. Simultaneously, plurilingualism and translanguaging may enable learners to attain multilingual competency to communicate and understand educational contexts' multicultural reality. In a research article, Taylor et al. (2008) present the importance of a culturally and linguistically inclusive teaching approach in the English language curriculum. They highlight how acknowledging home culture and language enriched multicultural students' learning, initiating a practice of multiliteracies. Taylor et al. (2008) explain in this paper,

> This case study suggests that even in English-dominant classrooms, an expanded and culturally situated conception of literacy on the part of teachers can ground pedagogical innovations that pursue academic literacy development in dialogue with family literacies in ways that explicitly validate and are enriched by the latter. (p. 289)

Moreover, this research indicates that immigrant parents may play an essential role in developing children's multiple literacies by sharing their cultural knowledge with them in a multicultural learning environment (Taylor et al., 2008).

Furthermore, adopting plurilingual pedagogical practice (Council of Europe, 1996; 2001) can better serve Canadian schools' increasing linguistic heterogeneity by creating a *third space* for second language learners. Schools of Canada maintain official Canadian languages to be the medium of instruction mandated by Canada's Official Languages Act of 1969 (Lotherington, 2013, p. 619). But these schools are embedded with multilingual students. Teachers can reconcile this mismatch by using a *third space* perspective that incorporates the linguistic and cultural capital of diverse learners. The mention of such kind of learning space that represents the plurilingualism and multiliteracies pedagogy is evident in the following lines: "At Joyce Public School in northwestern

Toronto, we developed an exploratory project-based approach to multiliteracies education over a decade that created discursive and textual third spaces for community languages" (Lotherington, 2013, p. 621). By re-creating a children's story with digital media, children could engage in agentive and exploratory learning, which encourages plurilingual pedagogical practices. In this project-based approach, two teachers at that school formed across aged groups with Kindergarten and Grade Two students to participate in an anti- bullying project based on a story named *The Three Billy Goats Gruff.* Students analyzed the social problems mentioned in the story and completed multiple tasks to rewrite it. They highlighted the importance of politeness in the story and included cordial terms such as "please" and "thank you." The students completed those stories with a plurilingual repertoire assisted by their teachers and parents. The teachers compiled those revised stories in a multilingual talking book which incorporated both an English version and multilingual versions of students' work. They displayed the project to parents and others on a family night. This rewriting mechanism created a *third space* for students to include both their mother language and English and celebrate it with others.

Similarly, an inquiry-based learning model that uses transcultural activities, translanguaging (coined by Cen Williams), and cultural inclusion can empower ELL's diverse background with the reflection on multiliteracies' features. Early and Kendrick (2017) present that, project or problem-based approaches that organize around "big ideas" or "essential questions" might offer a space for educators to successfully integrate all the features of multiliteracies pedagogy proposed by the New London Group (p. 44). The authors report in this writing about a teaching vignette practiced by a teacher from one of the elementary schools in British Columbia who had framed an inquiry-based learning project collaboratively along with her elementary students and a group of students from the University of British Columbia. The project was about the water quality of the school fountain. The students collaboratively worked on the project using their linguistic repertoires and lifeworld and

prepared reports. Finally, they presented the report using multimedia. The project could incorporate all four dimensions of multiliteracies. García and Li Wei (2014) further note that teachers can form collaborative groupings among students and engage them in learning practices that match their learning objectives by organizing a project-based framework. Hurst and Mona (2017) state that in this way, translanguaging pedagogies can empower students whose languages are devalued and who are disempowered by the dominance of English monolingualism.

Practical ELL Assessment and Evaluation Practices Using a Multiliteracies Approaches

Multiliteracies pedagogy improves classroom teaching practices and helps construct a productive assessment system to evaluate the language learning of diverse background students. Multiliteracies assessment approach refutes traditional language tests risks and offers more stress-free measurement of students' achievement. Keeping all the objectives of conventional standardized tests simultaneously, multiliteracies assessment provides a low stake evaluation of the English language learners. For example, Kahoot! quizzes can serve to assess students' language abilities on a regular basis without high stakes testing. "The music, colors, and excitement brought by Kahoot! encourage student focus and can excite a classroom" (Plump, 2017, p. 154). Ongoing feedback from self, peers, and teachers allow students to see their improvement over time when reflection and multiple opportunities to practice new skills are built in course design. Changing themes within Learning Centers set up around the classroom and regular conferencing time for Guided Reading Practice are examples of activities that provide scaffolding while also allowing autonomy for the students to improve and succeed in improving their language skills.

Moreover, multiliteracies assessments can offer some concrete approaches to address traditional second language assessment's potential drawbacks. Language assessment requires the demonstration of language proficiency; thus, multiliteracies assessment presents suitable contexts to

74

display that expected proficiency. For example, a class discussion is an informal assessment that requires students' speaking competency to demonstrate their understanding of content knowledge. Instead of class discussion, teachers can assign other contributory tasks to students such as participating in online discussion boards (Choi & Yi, 2016), submitting online composition (McGrail and & Behizadeh, 2017), and creating online digital portfolios (Schmerbeck & Lucht, 2017) to determine language proficiency levels. Using these assessment modes, students can confidently exhibit their achievements. However, along with testing content knowledge through writing and other skills, it is also essential to assess through orality and other multimodalities. Botelho et al. (2014) state, "Multiliteracies pedagogies seek to recognize and connect the language modes of speaking, writing, representing, listening, reading, and viewing" (p. 14). To serve this purpose, teachers can engage students in multilingual conversations and use that as learning resources and assessment tools. Through community discussions, learners can develop their linguistic awareness and become researchers of languages (Botelho et al., 2014). Discussion can construct their critical thinking ability and be an adequate representation of their knowledge, which may be difficult to explain in written form (Botelho et al., 2014). Even ELL students at emerging stages of language learning can effectively display their skill and understanding when creative multimodal assignments are options within the curriculum. Through a map, diorama, dramatic play, or graphic design, students can still effectively communicate what they know despite a lack of articulated written skills in the target language.

Thus, multiliteracies assessment provides teachers with broader opportunities to evaluate English language learners' overall language attainment within multiple contexts beyond traditional language testing norms.

Summary of Literature Review

From the above literatures, we get a view of diverse second language needs of Canadian multicultural English Language Learners and how multiliteracies pedagogy can address those needs. The literature shows that, despite acknowledging the potentials of multiliteracies pedagogy, this pedagogy is not always properly implemented in Canadian elementary ESL classrooms. However, from the above literature, we can get a glance of what might happen if multiliteracies pedagogy is implemented properly; how it can enrich the English as a second language teaching-learning process in ESL classrooms. This literature review proposes an area of further research as well. This review might help to recognize the versatility of ELLs and contribute to the area of English language teaching in elementary schools of the province Ontario, Canada.

The Implications for Further Research

The preceding review incorporated numerous literatures regarding the potentials of multiliteracies pedagogy in second language learning of multilingual and multicultural background ELLs. But while searching for appropriate resources for this review, it was found that there is a limited amount of research on the multiliteracies practice in the Ontario elementary ESL context where multicultural ELLs assemble to learn English as a second language. Thus, further research should target how multiliteracies pedagogy works with ELLs in elementary ESL programs of Ontario. Moreover, multiliteracies assessment is a component of the theoretical framework which is not explored as in depth as other aspects of a multiliteracies pedagogy in most of the empirical research found in the field. Further research should be conducted on the development of quality multiliteracies assessment methods (Hung et al., 2013) that can be implemented in Ontario elementary ESL classrooms to provide constructive feedback to ELLs. Furthermore, studies should incorporate how multiliteracies can work in situations where there is a lack of technological access

(Lopez-Gopar, 2007). Deriving meaningful insight from these suggested studies, the Ontario

Ministry of Education may propose a curriculum for elementary level English language learners

considering their linguistic and cultural diversity.

CHAPTER 4: CONCLUSION

The above literature review attempts to explore a multiliteracies pedagogy and theoretical framework in relation to second language learning of ELLs in Ontario, Canada's elementary ESL program. The range of literature analyzed here reflects different features of multiliteracies pedagogy and how those can inform the second language learning of ELLs. From this literature review, various ideas emerged related to the effectiveness of multiliteracy pedagogy in elementary ESL contexts. The literature review demonstrates that if multiliteracies pedagogy is implemented correctly, then it may contribute to the English language learning of diverse background ELLs. The proper implementation of multiliteracies approaches require thorough understanding of its associated features and application of those features in teaching-learning process. This literature review may inform the educators of Ontario elementary schools about the proper implementation of multiliteracies pedagogy in ESL classes.

Furthermore, this literature review mentions specific research gaps that became visible while searching for resources and suggests further research in those fields. This review may help the Ontario educators and policymakers understand the practical implementation of multiliteracies pedagogy in elementary schools with multicultural background ELLs. Moreover, based on this literature review and the results of various research studies, the governmental body may offer appropriate professional development for ESL educators who teach English as a second language to ELLs with diverse backgrounds in Ontario elementary schools.

REFERENCES

Ajayi, L. (2011). A multiliteracies pedagogy: Exploring semiotic possibilities of a Disney video in a third-grade diverse classroom. *The Urban Review*, *43*(3), 396–413. https://doi.org/10.1007/s11256-010-0151-0

Agee, J. (2009). Developing qualitative research questions: a reflective process. *International journal of qualitative studies in education*, *22*(4), 431-447.

Angay-Crowder, C. (2013). Putting multiliteracies into practice: Digital storytelling for multilingual adolescents in a summer program. *TESL Canada Journal*, *30*(2), 36–45. https://doi.org/10.18806/tesl.v30i2.1140

Bannerji, H (2000). *The Dark Side of the Nation: Essays on Multiculturalism, Nationalism, and Gender.* Toronto: Canadian Scholars Press.

Bélanger, D. C. (2000). *Readings in Quebec History.* Quebec History. http://faculty.marianopolis.edu/c.belanger/quebechistory/readings/special.htm

Benson, P. (2006). Autonomy in language teaching and learning. *Lang. Teach.* 40, 21–40. doi:10.1017/S0261444806003958

Bernhard, J. K., & Villanueva, V. (1998). A Latin-American parents group participates in their children's schooling parent involvement. *Canadian Ethnic Studies/Etudes ethniques au Canada*, *30*(3). 77-98.

Biswas, S. (2014). How to teach multiliteracies. *The Canadian Journal for Teacher Research*, *1*(1), 38-44.

Borsheim, C., Merritt, K., & Reed, D. (2008). Beyond technology for technology's sake: Advancing multiliteracies in the twenty-first century. *Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, *82*(2), 87-90.

Botelho, M. J., Kerekes, J., Jang, E. E., & Peterson, S. S. (2014). Assessing multiliteracies: Mismatches and opportunities. *Language & Literacy*, *16*(1), 1-20.

Burgess, J., & Rowsell, J. (2020). Transcultural-affective flows and multimodal engagements: Reimagining pedagogy and assessment with adult language learners. *Language and Education*, *34*(2), 173-191.

Canadian Multiculturalism Act, RSC, 1985, c. 24.

Canagarajah, S., & Liynage, I. (2012). Lessons from pre-colonial multilingualism. In M. Martin-Jones, A. Blackledge, & A. Creese (Eds.), *The Routledge Handbook of Multilingualism* (pp. 49–65). London, England: Routledge.

Chen, D., & Yang, X. (2017). Improving active classroom participation of ESL students: Applying culturally responsive teaching strategies. *Theory and Practice in Language Studies*, *7*(1), 79-86.

Chiofalo, T. A., Fernández-Martínez, M. del M., Garre, C. M. H., & Martínez, J. J. C. (2019). Immigrant students: The attitudes and perceptions of teaching staff. *Mediterranean Journal of Social Sciences*, *10*(5), 1–12. https://doi.org/10.2478/mjss-2019-0061

Choi, J., & Yi, Y. (2016). Teachers' integration of multimodality into classroom practices for English Language Learners. *TESOL Journal,7*(2), 304-327. https://doi.org/10.1002/tesj.204

Clark, J. (2010). The digital imperative: Making a case for a 21st-Century Pedagogy. *Computers and Composition*, *27*(1), 27–35. https://doi.org/10.1016/j.compcom.2009.12.004

Cope, B., & Kalantzis, M. (2000). Introduction. Multiliteracies: The beginnings of an idea. In B. Cope & M. Kalantzis (Eds.) *Multiliteracies: Literacy learning and the design of social futures* (pp. 3–8). London, UK: Routledge.

Cope, B., & Kalantzis, M. (2009). "Multiliteracies": New literacies, new learning. *Pedagogies: An International Journal*, *4*(3), 164-195. https://doi.org/10.1080/15544800903076044

Cope, B., & Kalantzis, M. (2015). Sources of evidence-of-learning: Learning and assessment in the era of big data. *Open Review of Educational Research*, *2*(1), 194-217.

Corcoll López, C. (2019). Plurilingualism and using languages to learn languages: A sequential approach to deal effectively with language diversity. *Innovation in Language Learning and Teaching*, 1-10.

Council of Europe (1996). *Modern languages: Learning, teaching, assessment. A Common European Framework of Reference. Draft 2 of a Framework proposal.* Strasbourg: Council of Europe.

Council of Europe (2001). *Common European Framework of Reference for Languages.* Cambridge University Press.

Counts, J., Katsiyannis, A., & Whitford, D. K. (2018). Culturally and linguistically diverse learners in special education: English learners. *NASSP Bulletin*, *102*(1), 5-21.

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. *Schooling and language minority students. A theoretical framework* (pp.3-50). Evaluation, Dissemination and Assessment Center.

Cummins, J. (1981). Empirical and theoretical underpinnings of bilingual education. *Journal of Education (Boston, Mass.)*, *163*(1), 16–29. https://doi.org/10.1177/002205748116300104

Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, *56*(1), 18-37.

Cummins, J. (1994). Knowledge, power, and identity in teaching English as a second language. In F. Genesee (Ed.), *Educating second language children: The whole child, the entire curriculum, the whole community* (pp. 33-58). Cambridge University Press.

Cummins, J. (2001). Negotiating Identities: Education for Empowerment in a Diverse Society, 2nd Ed. California Association for Bilingual Education.

Cummins, J. (2004). Multiliteracies pedagogy and the role of identity texts. In K. Leithwood, P. McAdie, N. Bascia, & A. Rodigue (Eds.), *Teaching for deep understanding: Towards the Ontario curriculum we need* (pp. 68-74). Ontario Institute for Studies in Education of the University of Toronto and the Elementary Federation of Teachers of Ontario.

Cummins, J., Cohen, S., Leoni, L., Bajwa, M., Hanif, S., Khalid, K., & Shahar, T. (2006). A language for learning: Home languages in the multilingual classroom. *Contact*, *32*(2), 52-71. http://www.teslontario.org/new/publ/Vol32-No28.pdf

Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics*, *10*(2), 221-240.

Cummins, J. (2009). Multilingualism in the English-language classroom: Pedagogical considerations. *TESOL Quarterly*, *43*(2), 317-321.

Cummins, J., and Early, M. (Eds). (2011). *Identity texts: The Collaborative Creation of Power in Multilingual Schools.* Trentham Books.

Cummins, J., & Persad, R. (2014). Teaching through a multilingual lens: The evolution of EAL

   policy and practice in Canada. *Education Matters: The Journal of Teaching and*

   Learning, *2*(1), 3-40.

Cummins, J. & Early, M. (2015). *Big ideas for expanding minds: Teaching English language*

   learners across the curriculum. Rubicon Publishing.

Cummins, J., Hu, S., Markus, P., & Montero, K. (2015). Identity texts and academic achievement:

   Connecting the dots in multilingual school contexts. *TESOL Quarterly*, *49*(3), 555-581.

Cummins, J., & Early, M. (2016). *Big ideas for expanding minds: teaching English language*

   learners across the curriculum. Don Mills, Ontario: Pearson Canada Inc.

Dagenais, D., Toohey, K., Bennett Fox, A., & Singh, A. (2017). Multilingual and multimodal

   composition at school: ScribJab in action. *Language and Education*, *31*(3), 263–282.

   https://doi.org/10.1080/09500782.2016.1261893

DeCapua, A., Smathers, W., & Tang, L. F. (2009). *Meeting the needs of students with limited or*

   interrupted schooling: A guide for educators. University of Michigan Press.

Drewry, R. J., Cumming-Potvin, W. M., & Maor, D. (2019). New approaches to literacy problems:

   Multiliteracies and inclusive pedagogies. *Australian Journal of Teacher Education*, *44*(11), 61-

   78.

Du, H. & Wagner, C. (2007). Learning with weblogs: Enhancing cognitive and social knowledge

   construction. *IEEE Transactions on Professional Communication, 50*(1), 1-16.

Dyson, L. L. (2001). Home-school communication and expectations of recent Chinese

   immigrants. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *26*(4), 455-

   476.

Early, M., & Kendrick, M. (2017). Multiliteracies reconsidered: A "Pedagogy of Multiliteracies" in the context of inquiry-based approaches. In R. Zaidi & J. Rowsell (Eds.), *Literacy Lives in Transcultural Times* (pp. 43-57). Routledge.

Ficarra, J. (2017). Comparative international approaches to better understanding and supporting refugee learners. *Issues in Teacher Education*, *26*(1), 73–84.

García, O. (2009). Education, multilingualism and translanguaging in the 21st century. In: Ajit Mohanty, Minati Panda, Robert Phillipson and Tove Skutnabb-Kangas (eds). *Multilingual Education for Social Justice: Globalising the local* (pp. 128-145). Orient Black Swan.

Garcıa, O., & Flores, N. (2012). Multilingual pedagogies. In M. Martin-Jones, A. Blackledge, & A. Creese (Eds.), *The Routledge Handbook of Multilingualism* (pp. 232–246). Routledge.

García, O., & Li Wei. (2014). Translanguaging and education. In O. García & Li Wei (Eds.), *Translanguaging: Language, bilingualism and education* (pp. 63–77). Palgrave Macmillan.

Garcia, L. (2017). Looking at the Next 20 Years of Multiliteracies: A Discussion with Allan Luke. *Theory into Practice*, *57*(1), 72–78. https://doi.org/10.1080/00405841.2017.1390330

García, O., & Lin, A. M. (2017). Translanguaging in bilingual education. In O. García, A. M. Y. Lin, & S. May (Eds.), *Bilingual and multilingual education* (3rd ed., pp. 117-130). Springer.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, *53*(2), 106-116.

Gee, J. P. (2003). *What Video Games have to Teach Us about Learning and Literacy*. Palgrave/Macmillan.

Gee, J. P. (2005). Learning by design: Good video games as learning machines. *E-Learning and Digital Media*, *2*(1), 5–16. https://doi.org/10.2304/elea.2005.2.1.5

Giampapa, F. (2010). Multiliteracies, pedagogy, and identities: teacher and student voices from a

    Toronto elementary school. *Canadian Journal of Education*, *33*(2), 407+.

    https://link.gale.com/apps/doc/A259841116/AONE?u=wind05901&sid=AONE&xid=4e62346

    3

Government of Canada. (2012, October 19). Canadian multiculturalism: An inclusive citizenship.

    Retrieved from

    https://web.archive.org/web/20140312210113/http://www.cic.gc.ca/english/multiculturali

    sm/citizenship.asp

Guan, S. (2014). Internet-based technology use in second language learning: A systematic review.

    International Journal of Cyber Behavior, Psychology, and Learning, *4*(4), 69-81.

    https://link.gale.com/apps/doc/A425773243/AONE?u=wind05901&sid=AONE&xid=61bc3a5

    2

Gunderson, L. (2008). The state of the art of secondary ESL teaching and learning.

    Journal of Adolescent & Adult Literacy, *52*(3), 184-188. DOI :10.1598/JAAL.52.3.1

Guo, Y. (2012). Diversity in public education: Acknowledging immigrant parent knowledge.

    Canadian Journal of Education, *35*(2), 120-140. Retrieved from

    http://www.jstor.org/stable/canajeducrevucan.35.2.120

Harrop-Allin, S. (2017). Multimodality and the multiliteracies pedagogy: "Design" and

    "recruitment" in South African children's musical games. *Journal of Research in Music

    Education*, *65*(1), 25-51.

Haque, E. (2012). *Multiculturalism within a bilingual framework: Language, race, and belonging in

    Canada*. University of Toronto Press. DOI: https://doi.org/10.3138/9781442686083

Hennig, E.-M., & Abendroth-Timmer, D. (2014). *Plurilingualism and Multiliteracies: International Research on Identity Construction in Language Education* (Vol. 50). Peter Lang International Academic Publishers.

Hepple, E., Sockhill, M., Tan, A., & Alford, J. (2014). Multiliteracies pedagogy: Creating Claymation with adolescent, post-beginner English language learners. *Journal of Adolescent & Adult Literacy*, *58*(3), 219-229.

Herrell, A.L., & Jordan, M. (2016). *50 strategies for teaching English language learners*. Pearson.

Holloway, S. (2012). Visual literacies: An ecology arts-based pedagogical model. *Language & Literacy. 14*(3), 150–168. https://doi.org/10.20360/G2R59F.

Hung, H. T., Chiu, Y. C. J., Yeh, H. C. (2013). Multimodal assessment of and for learning: A theory-driven design rubric. *British Journal of Educational Technology, 44*(3), 400-409.

Hurst, E., & Mona, M. (2017). " Translanguaging" as a socially just pedagogy. *Education as Change*, *21*(2), 126-148.

Immigration and Refugee Protection Act. (2001, c. 27). Retrieved from the Justice Law Website: https://laws-lois.justice.gc.ca/eng/acts/I-2.5/page-1.html#h-274071

Jewitt, C. (2008). Multimodality and literacy in school classrooms. *Review of Research in Education*, *32*(1), 241–267. doi:10.3102/0091732×07310586

Jewitt, C. (2009). An introduction to multimodality. In C. Jewitt (Ed.), *The Routledge handbook of multimodal analysis* (pp. 14–27). Routledge.

Joppke, C. (2004). The retreat of multiculturalism in the liberal state: Theory and policy 1. *The British Journal of Sociology*, *55*(2), 237-257.

Kalantzis, M., & Cope, B. (Eds.). (2001). *Transformations in language and learning: Perspectives on multiliteracies*. Common Ground.

Kalantzis, M., & Cope, B. (2005). *Learning by design*. Common Ground.

Kalantzis, M., & Cope, B. (2008). Language education and multiliteracies. In S. May & H. Hornberger (Eds.), *Encyclopedia of Language and Education* (pp. 195-211). Springer.

Kalantzis, M. and Cope, B. (2012). Multiliteracies in Education. In *the Encyclopedia of Applied Linguistics*, C.A. Chapelle (Ed.). https://doi.org/10.1002/9781405198431.wbeal0809

Kalantzis, M., Cope, B., Chan, E., & Dalley-Trim, L. (2016). *Literacies*. Cambridge University Press.

Kendrick, M., Jones, S., Mutonyi, H., & Norton, B. (2006). Multimodality and English education in Ugandan schools. *English Studies in Africa*, *49*(1), 95–114. https://doi.org/10.1080/00138390608691345

Kessler, B. (2010). Developing collaborative autonomous learning abilities in computer-mediated language learning: Attention to meaning among students in wiki space. *Computer Assisted Language Learning*, *23*(1), 41–58. https://doi.org/10.1080/09588220903467335

Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research, 86*(4), 1272-1311. https://doi.org/10.3102%2F0034654316630383

Kress, G. (2000). Multimodality: Challenges to thinking about language. *TESOL Quarterly*, *34*(2), 337-340.

Kress, G. (2004). Reading images: Multimodality, representation and new media. *Information Design Journal*, *12*(2), 110-119.

Kress, G. (2005). Gains and losses: New forms of texts, knowledge, and learning. *Computers and composition*, *22*(1), 5-22.

Kress, G., & Mavers, D. (2005). In B. Somekh & C. Lewin (Eds.), *Research methods in the social sciences* (pp. 172-179). SAGE.

Kress, G. R. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Taylor & Francis.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, *32*(3), 465-491.

Lantolf, J. (Ed.). (2000). *Socio-cultural theory and second language learning*. Oxford University Press.

Lantolf, J., Thorne, S. L., & Poehner, M. (2015). Sociocultural theory and second language development. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition: An introduction* (pp. 207-226). Routledge.

Lee, L. (2010). Fostering reflective writing and interactive exchange through blogging in an advanced language course. *ReCALL*, *22*(2), 212–227.

Leland, C. H., & Kasten, W. C. (2002). Literacy education for the 21st century: It's time to close the factory. *Reading & Writing Quarterly*, *18*(1), 5-15.

Levy, M., & Hubbard, P. (2005). Why call "CALL"?. *Computer Assisted Language Learning*, *18*(3), 143-149.

Liruso, S. & Cad, A.& Ojeda, H. (2019). A Multimodal Pedagogical Experience to Teach a Foreign

    Language to Young Learners. *Punctum: International Journal of Semiotics*, *5*(1),138-158.

Liu, T. Y., & Chu, Y. L. (2010). Using ubiquitous games in English listening and speaking course:

    Impact on learning outcomes and motivation. *Computers & Education*, *55*(2), 630-643.

López-Gopar, M. E. (2007). Beyond the alienating alphabetic literacy: Multiliteracies

    in Indigenous education in Mexico. *Diaspora, Indigenous, and Minority*

    Education, 1(3), 159-174.

Lotherington, H., & Jenson, J. (2011). Teaching multimodal and digital literacy in L2 settings: New

    literacies, new basics, new pedagogies. *Annual Review of Applied Linguistics*, *31*, 226-246.

Lotherington, H. (2013). Creating third spaces in the linguistically heterogeneous classroom for the

    advancement of plurilingualism. *TESOL Quarterly*, *47*(3), 619–625.

    https://doi.org/10.1002/tesq.117

Lotherington, H. (2017). Elementary language education in digital multimodal and multiliteracy

    contexts.In S. Thorne & S. May (Eds.), *Language in education and technology* (3rd ed., pp. 1-

    15). Springer.

Lotherington, H. (2018). Mobile Language Learning: The medium is not the message. *L2*

    Journal, *10*(2), 198-214. https://doi.org/10.5070/L210235576

Lotherington, H. (n.d.). From literacy to multiliteracies in ELT. In *International Handbook of*

    English Language Teaching (pp. 891–905). Springer US. https://doi.org/10.1007/978-0-387-

    46301-8_59

Lutkewitte, C. (2013). *Multimodal composition: A critical sourcebook*. Bedford.

Magana, A. J., Serrano, M. I., & Rebello, N. S. (2019). A sequenced multimodal learning approach to support students' development of conceptual learning. *Journal of Computer Assisted Learning*, 35(4), 516–528.

MacNevin, J. (2012). Learning the way: Teaching and learning with and for youth from refugee backgrounds on Prince Edward Island. *Canadian Journal of Education*, *35*(3), 48–63.

McGrail, E., & Behizadeh, N. (2017). K-12 multimodal assessment and interactive audiences: An exploratory analysis of existing frameworks. *Assessing Writing*, *31*, 24-38. https://doi.org/10.1016/j.asw.2016.06.005

Mills, K. (2006). "We've been wastin' a whole million watchin' her doin' her shoes" situated practice within a pedagogy of multiliteracies. *Australian Educational Researcher*, *33*(3), 13–32. https://doi.org/10.1007/BF03216840

Mills, K. (2010). A review of the "digital turn'' in the new literacy studies. *Review of educational research*, *80*(2), 246–271. https://doi.org/10.3102/0034654310364401

Montero, K., Newmaster, S., & Ledger, S. (2014). Exploring early reading instructional strategies to advance the print literacy development of adolescent SLIFE. *Journal of Adolescent & Adult Literacy*, *58*(1), 59–69. https://doi.org/10.1002/jaal.318

Morales, H., Khisty, L. L., & Chval, K. (2003). Beyond discourse: A multimodal perspective of learning mathematics in a multilingual context. *International Group for the Psychology of Mathematics Education*, *3*, 133–140.

Nagra, B., & Peng, I. (2013). Has multiculturalism failed? A Canadian Muslim perspective. *Religions*, *4*(4), 603-620.

Nah, K. (2011). Optimizing the use of wireless application protocol (WAP) sites for listening

    activities in a Korean English as a foreign language (EFL) context. *Computer Assisted*

    Language Learning, *24*(2), 103–116. https://doi.org/10.1080/09588221.2010.526946

Neville, D. O., Shelton, B. E., & McInnis, B. (2009). Cyber text redux: Using digital game-based

    learning to teach L2 vocabulary, reading, and culture. *Computer Assisted Language*

    Learning, *22*(5), 409–424. https://doi.org/10.1080/09588220903345168

New London Group. (1996). A pedagogy of multiliteracies: Designing social

    futures. *Harvard Educational Review*, *66*(1), 60–93. Retrieved from

    http://www.sfu.ca/~decaste/newlondon.htm

New London Group. (2000). A pedagogy of multiliteracies: Designing social futures. In

    B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design*

    of social futures (pp. 9–38). New York, NY: Routledge.

Noroozi, O., Pijeira-Díaz, H., Sobocinski, M., Dindar, M., Järvelä, S., & Kirschner, P. (2020).

    Multimodal data indicators for capturing cognitive, motivational, and emotional learning

    processes: A systematic literature review. *Education and Information Technologies*, 25,

    5499–5547. https://doi.org/10.1007/s10639-020-10229-w

Noytim, U. (2010). Weblogs enhancing EFL students' English language learning. *Procedia-Social*

    and Behavioral Sciences, *2*(2), 1127-1132.

Ntelioglou, B. Y., Fannin, J., Montanera, M., & Cummins, J. (2014). A multilingual and multimodal

    approach to literacy teaching and learning in urban education: A collaborative inquiry project

    in an inner- city elementary school. *Frontiers in psychology*, *5*(533), 1-10.

Ontario Ministry of Education (2001). *English As a Second Language and English Literacy Development A Resource Guide*, ON: Queen's Printer. Retrieved from: http://www.edu.gov.on.ca/eng/document/curricul/esl18.pdf

Ontario Ministry of Education (2006). *The Ontario Curriculum, Grades 1-8: Language.* ON: Queen's Printer. Retrieved from: http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf

Ontario Ministry of Education. (2007). *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12*.

Ontario Ministry of Education (2008). *Supporting English language learners: a practical guide for Ontario educators, grades 1-8.* ON: Queen's printer. Retrieved from: http://www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf

Ontario Ministry of Education. (2013, November). Culturally responsive pedagogy towards equity and inclusivity in Ontario schools. *Capacity Building Series*, *35*, 1-8. http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ResponsivePedagogy.pdf

Osman, H. Y. (2020). Exploring the Academic and Social Challenges of Students with Limited and Interrupted Formal Education (SLIFE) in Ontario. Major Papers. 129. https://scholar.uwindsor.ca/major-papers/129

Pantaleo, S. (2016). Primary students' understanding and appreciation of the artwork in picture books. *Journal of Early Childhood Literacy*, *16*(2), 228–255. https://doi.org/10.1177/1468798415569816

Papadopoulou, M. & Avgerinou, M. (2019). Introduction-Multimodality in Education. *Punctum: International Journal of Semiotics*, *5*(1), 5-9.

Paradis, C. (2020). The language, literacy, and social integration of refugee children and youth. *Applied Psycholinguistics*, *41*(6), 1251–1254. https://doi.org/10.1017/S0142716420000788

Piccardo, E. (2013). Plurilingualism and curriculum design: Toward a synergic vision. *TESOL Quarterly*, *47*(3), 600-614.

Piccardo, E. (2017). Plurilingualism as a catalyst for creativity in superdiverse societies: A systemic analysis. *Frontiers in Psychology*, *8*, 2169–2169. https://doi.org/10.3389/fpsyg.2017.02169

Piccardo, E. (2018). Plurilingualism: Vision, conceptualization, and practices. *Handbook of research and practice in heritage language education*, 207-226.

Plump, C. M., & LaRosa, J. (2017). Using Kahoot! in the classroom to create engagement and active learning: A game-based technology solution for eLearning novices. *Management Teaching Review*, *2*(2), 151-158.

Plurilingualism. (2021, March 2). In *Wikipedia.* https://en.wikipedia.org/wiki/Plurilingualism#:~:text=Plurilingualism%20is%20the%20ability%20of,necessary%20without%20too%20much%20difficulty

Prasad, G. L. (2014). Portraits of plurilingualism in a French international school in Toronto: Exploring the role of visual methods to access students' representations of their linguistically diverse identities. *Canadian Journal of Applied Linguistics*, *17*(1), 51-77.

Reyes-Torres, A., & Raga, M. P. (2020). A multimodal approach to foster the multiliteracies pedagogy in the teaching of EFL through picture books: The snow lion. *Atlantis: Journal of the Spanish Association for Anglo-American Studies*, *42*(1), 94-119.

Richter, M. V. (2011). *Creating the national mosaic: Multiculturalism in Canadian children's literature from 1950 to 1994*. Rodopi.

Rowley, J., & Slack, F. (2004). Conducting a literature review. *Management Research News*, *27*(6), 31–39. https://doi.org/10.1108/01409170410784185

Rowsell, J., Kosnik, C., & Beck, C. (2008). Fostering multiliteracies pedagogy through preservice teacher education. *Teaching Education*, *19*(2), 109-122.

Schmerbeck, N., & Lucht, F. (2017). Creating meaning through multimodality: Multiliteracies assessment and photo projects for online portfolios. *Die Unterrichtspraxis/Teaching German*, *50*(1), 32-44. https://doi.org/10.1111/tger.12020

Sharples, M., Corlett, D., & Westmancott, O. (2002). The design and implementation of a mobile learning resource. *Personal and Ubiquitous computing*, *6*(3), 220-234.

Statistics Canada. (2019, April 3). *Linguistic diversity and multilingualism in Canadian homes.* Retrieved from https://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016010/98-200-x2016010-eng.cfm

Statistics Canada. (2018a, January 17). *Ethnic diversity and immigration.* Retrieved from https://www150.statcan.gc.ca/n1/pub/11-402-x/2011000/chap/imm/imm-eng.htm

Statistics Canada. (2018b, July 23). *Linguistic characteristics of Canadians*. Retrieved from

https://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011001-

eng.cfm

Taylor, L., Bernhard, J., Garg, S., & Cummins, J. (2008). Affirming plural belonging: Building on

students' family-based cultural and linguistic capital through multiliteracies pedagogy. *Journal

of Early Childhood Literacy*, *8*(3), 269–294. https://doi.org/10.1177/1468798408096481

Taylor, S. (2011). Identity texts as decolonized writing: Beyond the cowboys and

Indians' meta-narrative. *Writ. Pedagogy*, *3*, 289–304. doi:10.1558/wap.v3i2.289

Van den Hoonaard, D. K. (2019). *Qualitative research in action: A Canadian primer*. Don Mills,

ON: Oxford University Press.

Van Viegen, S. (2020). Remaking the ground on which they stand: Plurilingual approaches across

the curriculum. In S. M. C. Lau & S. Van Viegen (Eds.), *Plurilingual Pedagogies* (pp. 161-

183). Springer.

Villamizar, A. G., & Mejía, G. (2019). Fostering learner autonomy and critical reflection through

digital video-journals in a university foreign language course. *Reflective Practice*, *20*(2), 187-

200.

Villegas, C. (1998). Increasing teacher diversity by tapping the paraprofessional pool. *Theory into

Practice*, *37*(2), 121–130. https://doi.org/10.1080/00405849809543795

Vygotsky, LS (1978). *Mind in society*. Harvard University Press.

Warren, A., & Ward, N. (2019). Equitable education for English learners through a pedagogy of

multiliteracies. *Kappa Delta Pi Record*, *55*(2), 89–94.

https://doi.org/10.1080/00228958.2019.1580989

Ware, P. (2008). Language learners and multimedia: Literacy in and after school. *Pedagogies: An International Journal*, *3*, 37–51. doi:10.1080/15544800701771598

Zine, J. (2012). Stolen youth: Lost boys and imperial wars. In J. Williamson (Ed.), *Omar Khadr Oh Canada* (pp. 390-449). McGill-Queen's University Press

Zheng, D., Young, M. F., Wagner, M. M., & Brewer, R. A. (2009). Negotiation for action: English language learning in game-based virtual worlds. *The Modern Language Journal*, *93*(4), 489-511.

VITA AUCTORIS

NAME:	Nurun Nahar Laboni
PLACE OF BIRTH:	Bangladesh
YEAR OF BIRTH:	1979
EDUCATION:	Holy Cross College, Dhaka, Bangladesh, 1995-1997
	National University, BA(Hons.) in English Literature, Gazipur, Bangladesh, 2000.
	National University, MA in English Literature, Gazipur, Bangladesh, 2003.
	North South University, MA in TESOL, Dhaka, Bangladesh, 2016.
	University of Windsor, M. ED. Windsor, ON, 2019-2021