

MULTILITERACIES COMMUNITY OF LEARNING – SHIFTING
FROM PRODUCT TO PROCESS

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Introduction to Kazakhstan Context



Marginalized post-colonial (Soviet) language learning context

Less than half fluently spoke Kazakh

Revitalization of Kazakh language (1991)

Trilingual education (Kazakh, Russian, and English) 2007

Choose Urban Russianized city – Asked for volunteers from the University community (those living on and off campus)

Research Area



- Dearth of engaging multiliteracy materials
- Literacy as a product not socio-cultural process
- Lack of parental involvement

□ Aim:

Create active learning & community participation in engaging social literacy events based on Kazakh traditional ethnic stories.

Literature Review

- *Family role in social literacy practices*
 - Multiliteracies & multimodality- rather than literacy as just reading & writing
 - Community of learning process not just parental but all members
 - Active vs Passive technology (tablets as babysitters not learning opportunities)

Research Question

- 1) *Can raising awareness regarding socio-cultural practices and multiliteracies increase community participation?*
 - 2) *What factors influence the creation of communities of learning?*
- Criteria – not from Astana, one parent must be ethnically Kazakh (not Kazakhstani), no colonial participants (meaning would not accept Russian ethnic participants).

Methods and design

Research Team - Each researcher had a case study family – 5 MA students, 5 Kazakh Language & Culture instructors and 1 Uyghur Applied Linguist

➤ Design

- Population – 5 CSF
- research site – community space in campus days off

➤ Data Collection Tools

- Pre-, Post- Session questionnaires, observation, one-one qualitative interviews, video tape (smart phones, tablets)
- Interviews hours totaled 20 hours (4 sessions of 5 hours including lunch)

➤ Data Analysis

- Norming with team

Raising Awareness of Socio-cultural and Multiliteracies

□ *Perception of Literacy Practices*

Session 1 Theme – Social Literacy Events

Used Enormous Turnip- co-constructed multilingual story, interactively

Game – using the community (hairdresser, receptionist, security guard, shopkeeper, coffee shop waiter)

Created puppets with story characters

All videotaped on tablets, phones by research team then parents joined in.

PRE-TEST

- Majority didn't think games or songs constituted learning
- All unaware of what constituted multiliteracies

POST-TEST

- All interact more with their children's literacy practices using websites, games and art activities

□ *Perception of technology and learning*

Session 2 Theme – Videos, movies, songs, and arts and crafts

Using the Gruffalo to highlight multimodality

Singing songs with action, making masks from the Gruffalo story after watching the video

PRE-TEST

- Only CSF 4 had satellite – CSF 1-4, 5 had Russian language or local TV
- All CSF use devices (tablets, mobiles) daily

POST-TEST

- Money was a factor in utilizing mobile devices
- Gap between understanding of utilizing technology for learning

Participants' role in children's learning

Session 3 Theme- Historical narratives – story creation on laptops and cell phones.

PRE-TEST

Only 1 CSF # 4 actively participated in their children's learning

- ***POST-TEST – Qualitative observations***
- ***-Began to send the video from the mobile phones to the other parents helping to create an community of learning***

□ ***Perceptions of active learning***

Session 4 Theme – Traditional folklore– redesigning using manga

Used Aldar Kose & Sholpak (breadman) to recreate the original to a more modern version

PRE-TEST

- 93% of participants were unaware of active and passive use of technology.
- 87 % placed their children in front of a video, movie, television show.
- (CSF 4) interacted with their children using technology

POST-TEST

- 100 percent stated that “they were unaware how to actively engage their children's learning” but all wanted to be more active

Discussion

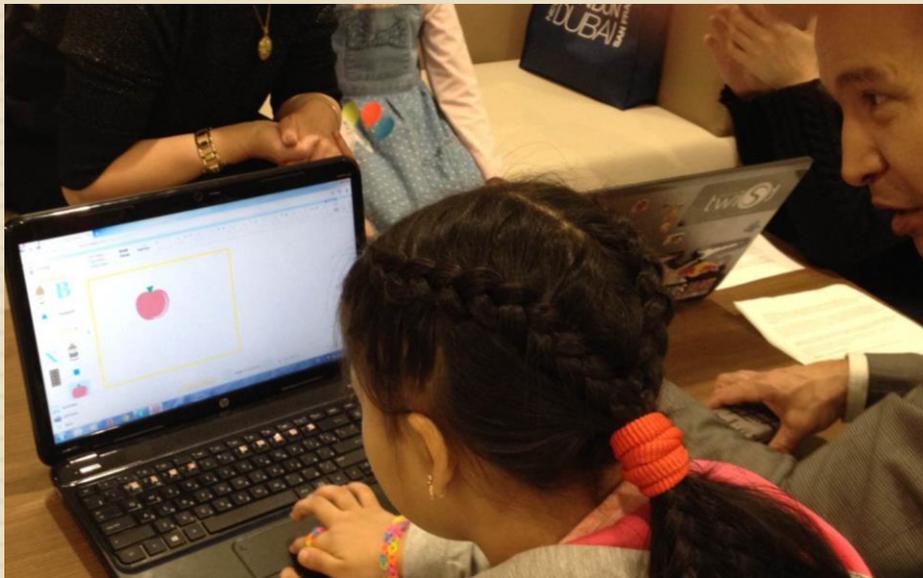
Role in Community of Learning

- a shift from hands off literacy learning to parental/caregiver involvement
- Initially parents/caregivers reluctant to participate in the process



Discussion

- stated did not realize how important their participation was in early literacy learning.
- awareness was raised- began creating resources through the use of mobile phones and tablets



Conclusion

Factors influence the creation of communities of learning

- active use of technology in the process of multilingual learning
- Involvement of parents that allows for communities of learning to be formed

- 6 months after these social literacy events the children still tried to communicate with us.
- We had several community events such as Halloween
- At these events the Kazakh children showed up and tried to communicate and actively participate

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