



BUILDING AND ENHANCING NEW LITERACIES ACROSS THE CURRICULUM





NEW LITERACIES, FUNCTIONAL LITERACIES & MULTILITERACY



Learning Outcomes

- ❑ Discuss new literacies and their impact on the teaching-learning process
- ❑ Describe a multiliterate teacher
- ❑ Define functional literacy
- ❑ Cite how functional literacy and new literacies can be integrated in the curriculum and practiced in the classroom



New Literacies, Functional Literacies and Multiliteracy

Learning Outcomes

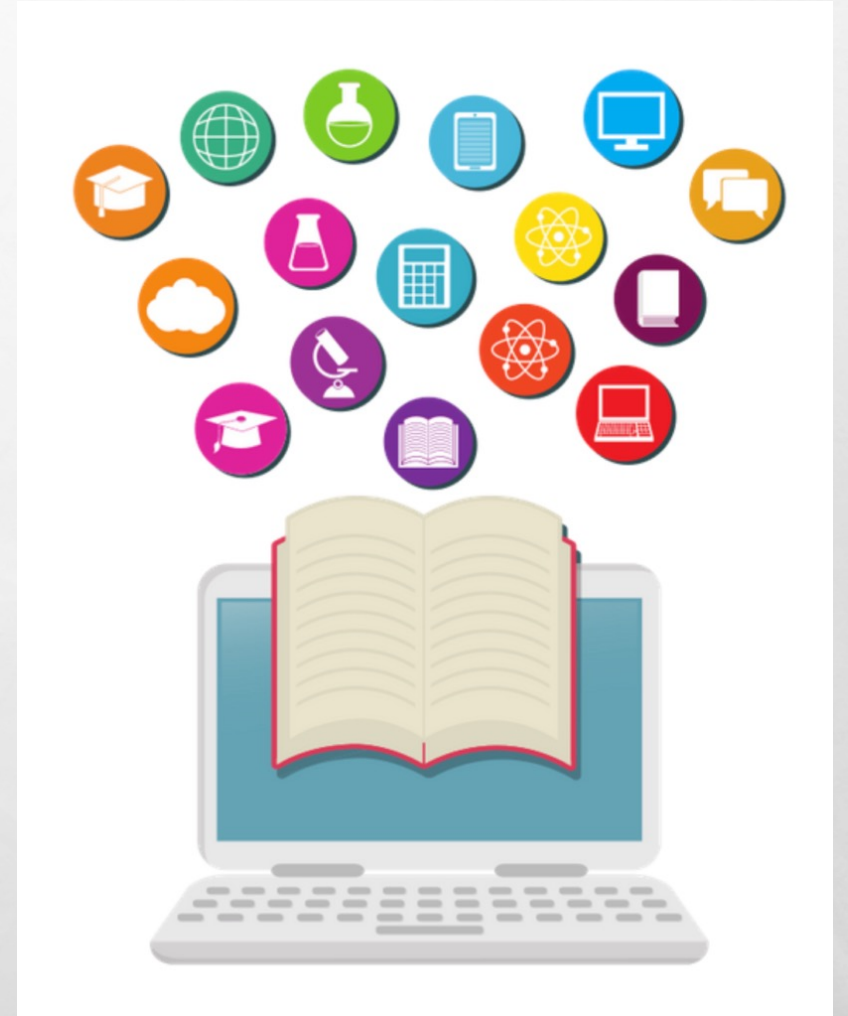
- ❑ Draw relevant life lessons and significant values from personal application of functional literacy
- ❑ Analyze a research abstract on new literacies and their implications on teaching and learning
- ❑ Make a project plan or action plan that presents functional literacy in action



New Literacies, Functional Literacies and Multiliteracy

New Literacies

Between 1950 and 1970, the development of literacy, both **operational and functional**, was established. During this period, literacy was defined as **reading and writing skills** necessitated for activities in modern society (Güneş, 2000).



New Literacies, Functional Literacies and Multiliteracy

Beyond the 1990s, literacy had started to diversify in the light of technological developments, change of living conditions in cities, and the new necessities, Hereafter, literacy then became **multi-faceted**. At first, literacy was used in various types, such as computer literacy, technology literacy, Internet literacy, and media literacy, respectively (Altun, 2005).



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Later on, it became a lifestyle along with person's entire life in a society that encompasses **information literacy, cultural literacy and universal literacy**. Truly, literacy has changed and developed.



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However, along this line, literacy is not confined only to knowing how to read and write rather, it is a matter of applying knowledge for specific purposes in particular contexts.



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It includes a socially-driven and evolved a pattern of activities, such as writing correspondence, records keeping and inventories, posting announcements, reporting etc. As such, Lankshear & Knobel (2006) averred that literacies intend to generate and communicate meanings through the medium of encoded texts within contexts in various discourses.



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Kress (2003) posited that literacy can only happen when having a kind of potential content through interaction with the text. Likewise, a particular text may be understood for being connected or related. Although in a way, such meaning can be more relational than literal or expressing solidarity or affinity with particular people, like understanding the Internet, online practices and online content.



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EXPLORING THE NEW LITERACIES



Exploring the New Literacies

There are seven new literacies that are stressed in the 21st century curriculum.



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Multicultural Literacy is about understanding ethnic groups that comprise the population and focuses on complex issues of identity, diversity and citizenship.



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Social Literacy is the development of social skills, knowledge and positive values in human beings to act positively and responsibly in sophisticated complex social settings.



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Media Literacy is the ability to access, analyze, evaluate, and create media.



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Financial Literacy is the ability to make informed judgments and make effective decisions regarding the use and management of money.



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Digital Literacy is the ability to effectively use digital devices for purposes of communication, expression, collaboration and advocacy in a knowledge-based society.



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Ecological Literacy is
understanding the principles of
ecosystems toward
sustainability.



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Creative Literacy is the ability to make original ideas that have value, and the ability to see the world in new ways.



New Literacies, Functional Literacies and Multiliteracy

**THE TRUTH ON 21ST
CENTURY LITERACIES
ACCORDING TO RESEARCH**



The National Council of Teachers of English (2013) came up with a success research that reveals the following:



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1. As new technologies shape literacies, they bring opportunities for teachers to foster reading and writing in more diverse and participatory contexts.



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2. Sites, like literature's Voice of the Shuttle, online fanfiction, and the Internet Public Library, expand both the range of available texts and the social dimension of literacy.



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4. Research also shows that digital technology enhances writing and interaction in several ways.



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5. K-12 students, who write with computers, produce compositions of greater length and higher quality are more engaged with and motivated toward writing than those who do not write with computers.



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6. College students, who keep e-portfolios, have a higher rate of academic achievement and overall retention rate than those who do not keep e-portfolios. They also demonstrate a greater capacity for metacognition, reflection and audience awareness



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7. Both typical and atypical students, who receive an online response to writing, revise their works better than the participating in traditional method.



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FUNCTIONAL LITERACY



Referring to functional literacy, UNESCO states the following:

1. Literacy Programs should be integrated to and correlated with economic and social development plans.



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2. The eradication of illiteracy should begin with population sectors, which are highly motivated and need literacy for their own and their country's benefit.



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3. Literacy programs should be linked with economic priorities and carried out in areas undergoing rapid economic expansion.



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4. Literacy programs must impart not only reading and writing but also professional and technical knowledge leading to greater participation of adults in economic and civic life.



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5. Literacy must be an integral part of the over-all educational system and plan of each country.

6. The financial need for functional literacy should be met with various resources, as well as be provided for economic investments.



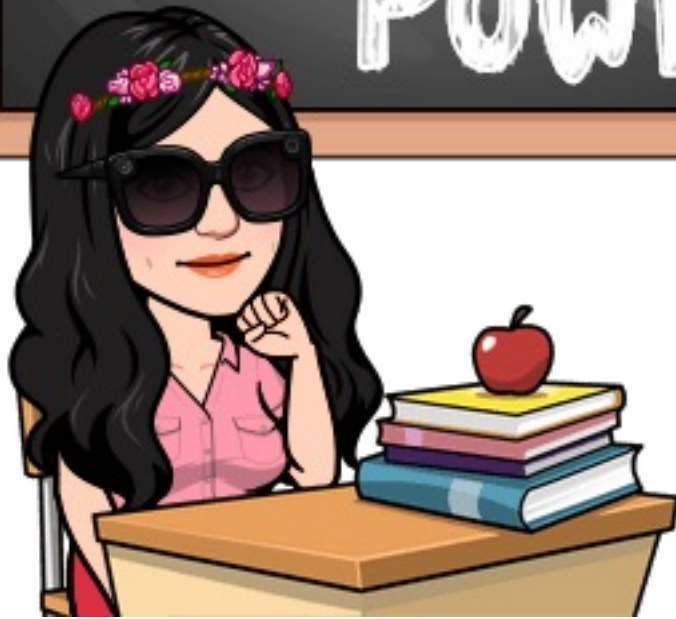
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7. The literacy programs should aid in achieving main economic objectives (i.e. increase in labor productivity, food production, industrialization, social and professional mobility, creation of new manpower and diversification of the economy).



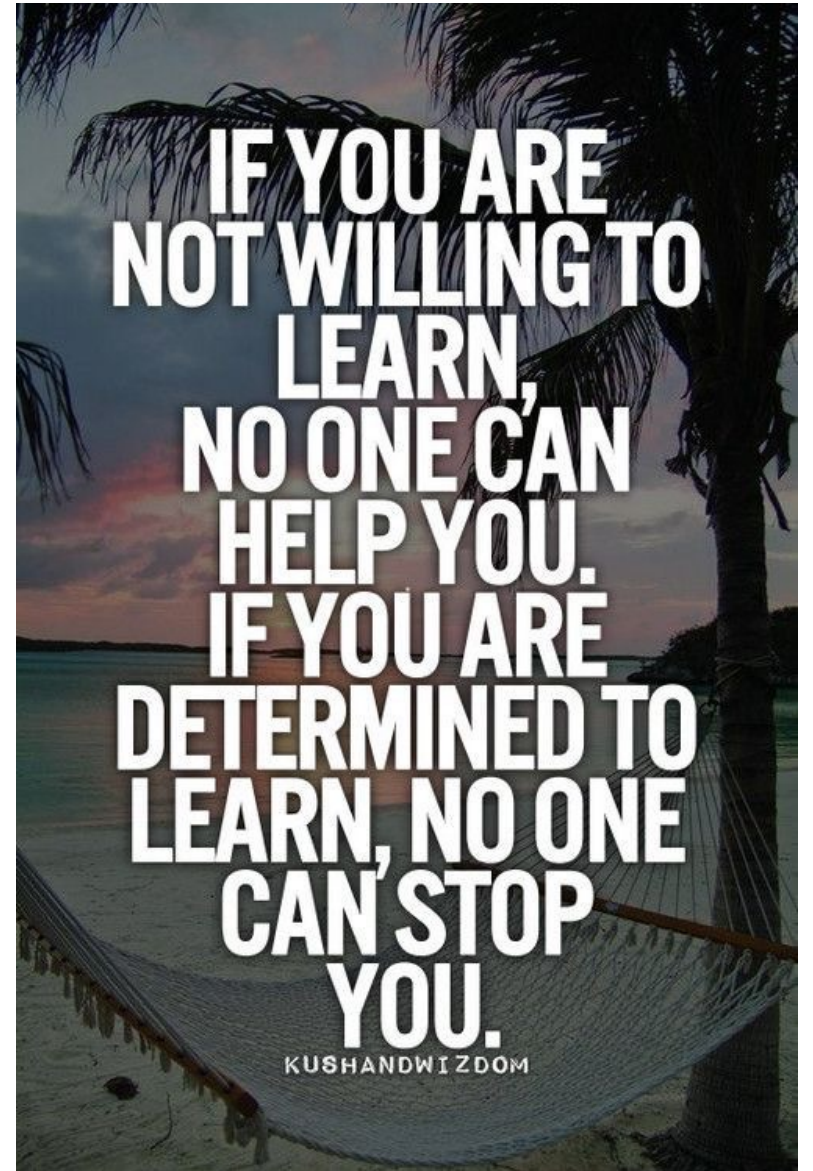
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Knowledge is
POWER



IF YOU ARE
NOT WILLING TO
LEARN,
NO ONE CAN
HELP YOU.
IF YOU ARE
DETERMINED TO
LEARN, NO ONE
CAN STOP
YOU.

KUSHANDWIZDOM



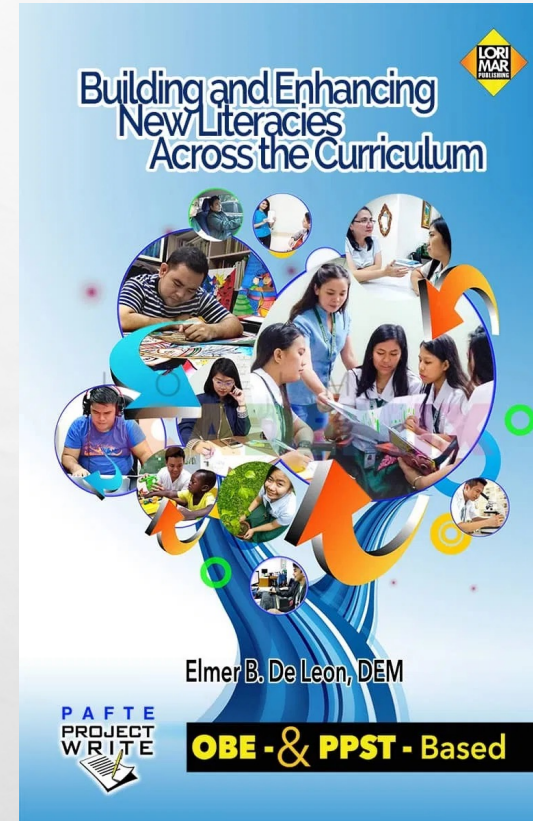
Any Questions??



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Reference:



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