



HELLENIC REPUBLIC  
National and Kapodistrian  
University of Athens

# English and Digital Literacies

Unit 1: English and Digital Literacies - Why together?

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# Understanding of the Basic Concepts

## 1. The notions of:

- Literacy and Literacies,
- English Literacy,
- Digital Literacy.



## 2. The Greek context.

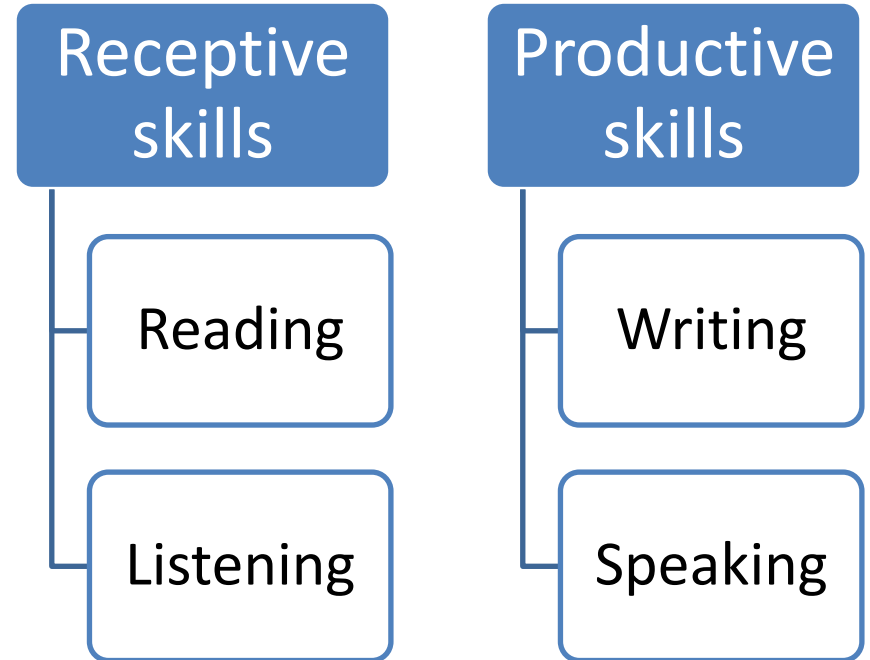
[1]



# The Notion of Literacy

The traditional view of literacy focuses on the **four language skills**:

- Reading,
- Writing,
- Speaking,
- Listening.



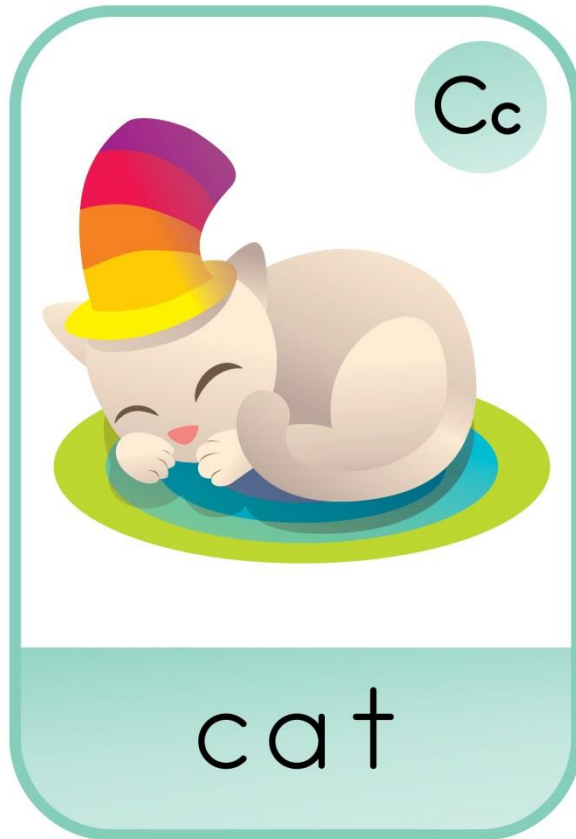
# From mono-modal to multi-modal texts

- With the use of new technologies texts stopped being mono-modal and became multimodal.
- **Multimodal text:** combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)
- This powerpoint presentation is an example of a multimodal text.

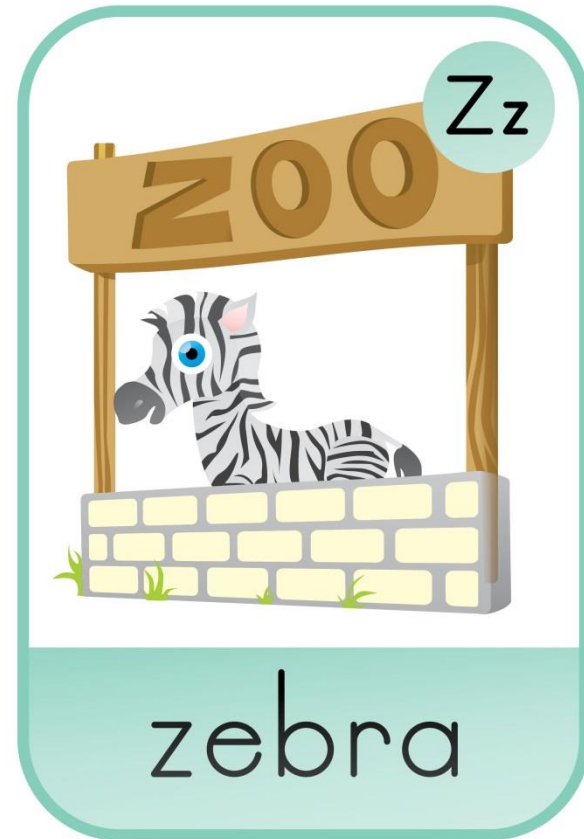


Examples of visual texts

# Flashcards



[2]



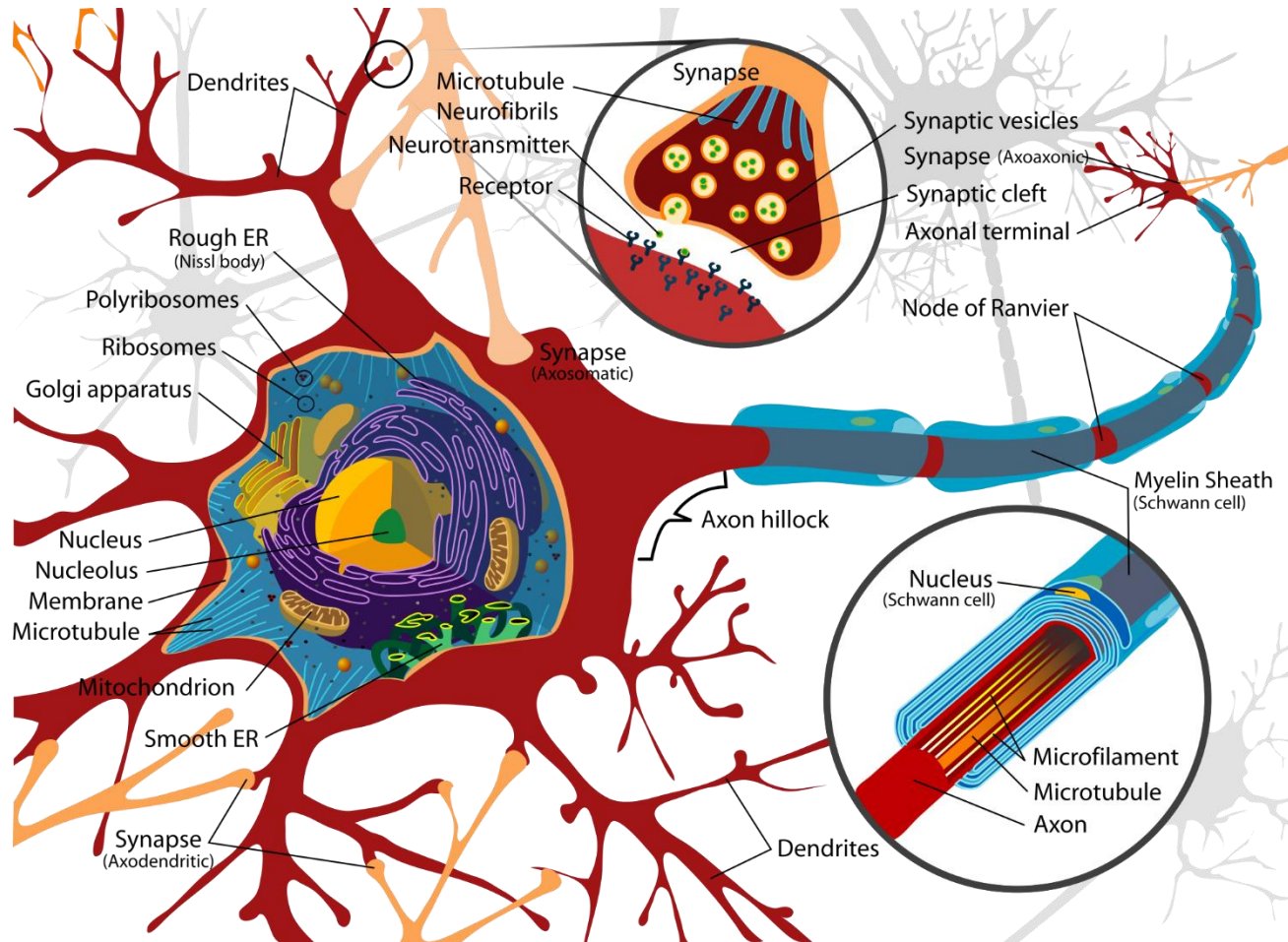
# Posters

Meaning is given through the visual mode



[3]

# Visual texts in a textbook



[4]

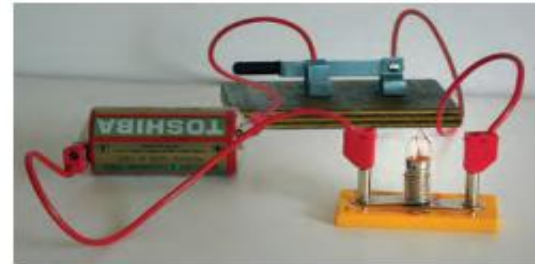


# A shift in science textbooks

**Switch from visuals that support text explanations to text that supports visual explanations.**

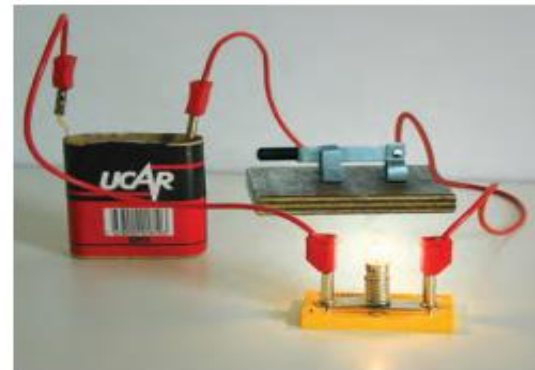
“Graphics hold more meaning and are central to the meaning of modern texts.”

(Kress, et al., 1998)



*Εικόνα 2.18*

*Όταν συνδέσουμε τα άκρα μιας μπαταρίας με έναν λαμπτήρα, ο λαμπτήρας φωτοβολεί.*



*Εικόνα 2.19*

*Όταν ο λαμπτήρας συνδέεται με μπαταρία μεγαλύτερης τάσης, φωτοβολεί εντονότερα.*

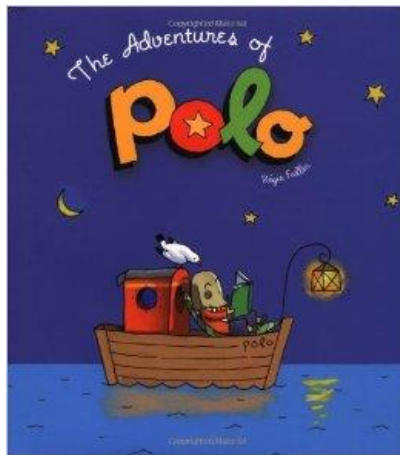
**[5]**



# Examples of multimodal texts

# Picture books (1/2)

A picture book that relies on visual images only.

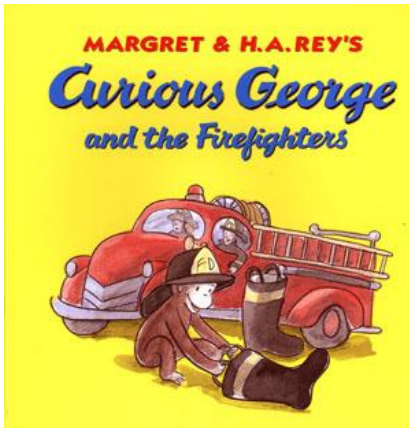


[6]



# Picture books (2/2)

A picture book that includes both textual and visual elements.

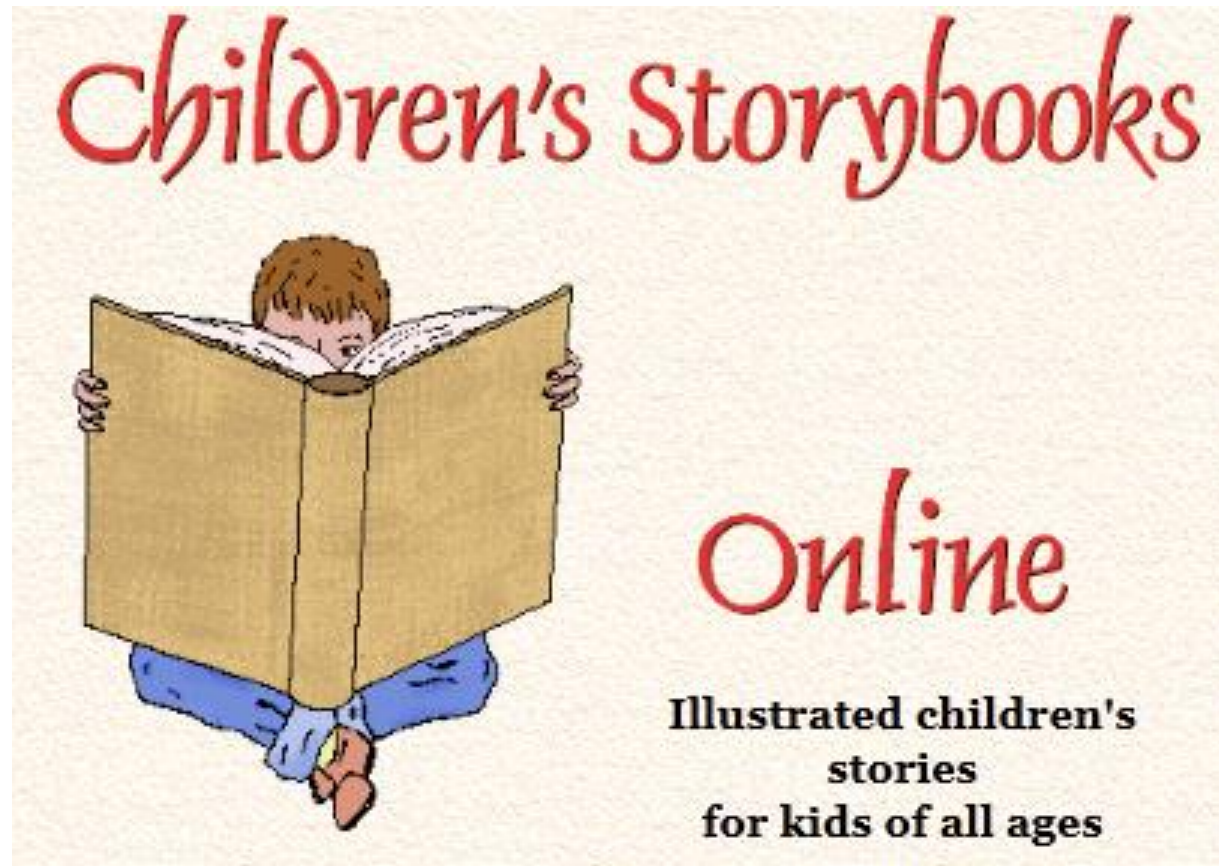


The fire chief was waiting for them right next to a big red fire truck. "Welcome!" he said, and he led everyone upstairs to begin the tour.

[7]



# Online interactive children's book (1/2)



[8]





# Online interactive children's book (2/2)

Interactive books combine:

- still or moving pictures (visual),
- video (visual),
- narration (audio),
- sound effects (audio),
- music (audio),
- written text.



[9]



# Comic Strips

Unit 8: Daedalus and Icarus

Wow, it looks so great! Nice work, Daedalus. Thank you!

You're welcome, my king.

Yes, he is. He's got a bull's head and a man's body.

The Minotaur can do no harm now. That monster is so dangerous!

That's right. But now he can't escape.

Of course not! No one can escape from that huge maze.

The people of Crete are safe now. You don't need me anymore. I can go back home with my son, Icarus.

Back home? I can't let you leave! Guards! Put them in prison right away!

98

[10]

Unit 10: The magic island

Lesson 2: Love for people

Listen and read.

Oh, what a beautiful garden! Everybody looks so happy there! I want to be happy too!

Hello, little girl. May I come in?

WHAT WORDS DO I NEED TO FIND THE MAGIC WORD AND COME IN?

Tell me first: What makes you happy?

Guards, take me to that beautiful garden.

That's very easy. Money can make me happy.

Oh, I know. What about gold?

That's not the magic word. No, you can't come in.

Gold is not the right answer: Money and gold are just things.

Oh, I remember! Love for things is wrong.

Always smile and remember: Money and gold can bring no magic! Love for people can make you happy! Love is the magic word!

Love your family and you'll never be alone. Friends don't fight, we know this is right.

Welcome to the magic garden!

121

[11]



# Webpages

ANAZHTHSH

Πρόγραμμα σπουδών Γενικές διδακτικές οδηγίες Εκπαιδευτικό υλικό Επιμόρφωση Η γωνιά του εκπαιδευτικού

Ηλεκτρονικό περιοδικό Η γωνιά του γονιού Γκαλερί Αξιολόγηση Εκδηλώσεις Νέα-Ανακοινώσεις Επιστολές

**Καλώς ήλθατε στην Εκπαιδευτική Πύλη του ΠΕΑΠ**

Η Εκπαιδευτική Πύλη ΠΕΑΠ (Ε-ΠΕΑΠ) σχεδιάστηκε με σκοπό την υποστήριξη των εκπαιδευτικών που διδάσκουν Αγγλικά στις πρώτες τάξεις του Δημοτικού. Η επιστημονική ομάδα Έργου ελπίζουμε πως η Ε-ΠΕΑΠ θα αποτελέσει πολύτιμη πηγή με πληροφορίες, υλικό και εργαλεία για:

- την εκπαιδευτική πράξη στην Α', Β' και Γ' Δημοτικού
- την επιμόρφωση επιμορφωτών και εκπαιδευτικών Αγγλικής που διδάσκουν στις τάξεις αυτές
- την ενημέρωση κάθε ενδιαφερόμενου σχετικά με το Έργο για το ΠΕΑΠ και τις ποικίλες δραστηριότητές του
- τη δημοσιοποίηση ερευνών παρακολούθησης, αποτίμησης της εφαρμογής του ΠΕΑΠ και της αξιολόγησής του - εσωτερικής και εξωτερικής
- τη δημοσίευση πρωτότυπων μελετών για την εκμάθηση της ξένης γλώσσας σε νεαρή ηλικία

Εκπαιδευτικό υλικό για την Α' ΔΗΜΟΤΙΚΟΥ

ΠΕ@Π  
Η διδασκαλία της Αγγλικής γλώσσας σε μικρά παιδιά  
ηλεκτρονικό περιοδικό

Gallery

Διακρίσεις

Επιμόρφωση εκπαιδευτικών

η ΓΩΝΙΑ του ΕΚΠΑΙΔΕΥΤΙΚΟΥ

η ΓΩΝΙΑ του ΓΟΝΙΟΥ

[12]

In a webpage elements such as sound effects, oral language, written language, music and still or moving images are combined.



# Live Performances

In a live ballet performance gesture, music, and space are the main elements.

**Multimodal texts can be delivered via different media or technologies. They may be live, paper, or digital electronic.**



[13]



# Move from Literacy to Literacies

So, literacy is not a single thing, but a multiple and complex phenomenon. Consequently, there is not one literacy but different types of literacies.



# Literacies

## Literacies

**Traditional Literacy:** reading, writing, listening, speaking

**Visual Literacy:** the ability to understand & produce visual images

**Digital Literacy:** the ability to use digital technology and tools to locate and use information

**Information Literacy:** the ability to find, evaluate and synthesize information

**Media Literacy:** the ability to question, analyse, evaluate & create media messages

**Critical Literacy:** the ability to question, challenge and evaluate the meanings of texts



# New literacies (1/2)

New technologies require new literacies to effectively exploit their potentials. These include technologies such as:

- gaming software,
- video technologies,
- technologies that establish communities on the Internet,
- search engines,
- webpages, etc.



# New literacies (2/2)

We redefine literacy when we communicate on a chatboard, talk to one another using a video cam, or participate in virtual reality role-playing games.



# The educators' role (1/2)

- Literacy is changing in a new media world (Kress, 2003).
- By educating students to understand and communicate through multimodal texts, teachers empower their students with the necessary tools to function effectively in increasingly media-varied environments.



# The educators' role (2/2)

- We need to develop new educational practices that relate to children and young people's out-of-school practices if the literacy curriculum is to be relevant and meaningful (Marsh and Millard, 2013).



# New Ways of Reading



# Reading print-based vs multimodal texts (1/2)

## Print-based texts

Principle mode: the words that 'tell' including discourse, register, vocabulary, linguistic patterns, grammar.  
Arrangement and layouts of chapters, paragraphs and sentence structure, typography.

## Multimodal texts

Principle mode: visual images that 'show' including layout, size, shape, colour, line, angle, position, perspective, screen, frames, icons, links, hyperlinks.  
Movement, sound, animation with graphics, video clips, voice over, write over.

(Walsh, 2006: 35)



# Reading print-based vs multimodal texts (2/2)

	Print-based texts	Multimodal texts
Visual Imagery	Verbal imagery: including description, images, symbolism, metaphor, simile, alliteration, poetic devices with words, sound patterns.	Visual imagery and sound effects: use of colour, motifs, icons, repetition, with specific voice, music and sound effects.
Reading Pathway	Mostly linear and sequential. Reader mostly follows.	Non-sequential, non-linear. Reader has more choice and opportunities to interact.

(Walsh 2006: 35)



# The Greek context

In Greece, an important shift in language and literacy practices of adolescents that we can understand only if we take into account the global and local dimensions (Mitsikopoulou, 2007).



# English and Digital literacies in Greece common ground (1/2)

- English and ICT literacies are interwoven in the everyday practices of Greek adolescents.
- Both employ a common rhetoric concerning their usefulness in the future lives of the young people.
- Both count as ‘powerful’ resources or cultural capital, and are thus prioritised by Greek families.



# English and Digital literacies in Greece common ground (2/2)

- Both are viewed as resources which all literate people of the 21st century should develop.
- Both have an 'outside' dimension: they come from elsewhere, are imported and not self-invented or indigenous.



# What Greek parents say

Quite often in the study, **Greek parents** refer to English and digital literacies together:

**“What our children need today is English and computers”.**

Embedded in this rhetoric is a naturalised assumption which acknowledges the development of English language resources as a precondition to develop ICT literacies (since ‘even the simplest words are in English’).



# What Greek adolescents say

the children reported that outside the classroom, they mainly use English on the Internet. They frequently acknowledge the benefits of English language skills for systematic use of ICT, as 14-year-old Chara said:

**“How can you learn how to use a computer if you don’t know English? They are woven together, interrelated.”**

“Learners do not only use the Internet to learn English but they also learn English to use the Internet”  
(Warschauer and Whittaker, 1997: 1)



# Testimonials (1/2)

“In the past when my English was not good enough I had difficulty using the computer. There are some signs which cannot be translated into Greek . . . for some instructions when I was trying to load a game, there were some buttons which I should . . . or some codes which I should type in English and when the program would tell me, ‘go there’, and it was in English, I would say, Upps! Where is this?” (Mary, 15 years old)





## Testimonials (2/2)

“When I first started playing a strategy game and I came across a word I didn’t know in English, I saved the game and continued playing. As I played I could later understand what the game had asked me to do. If I did something I shouldn’t have done because I couldn’t understand what the program had asked me to do in English, I used to go back to the point I had saved my work and change what I had done, so that I didn’t have to start the game from the beginning. Other times, I could guess what I needed to do from the games’ short videos.” (Angel, 14 years old)



# The 'power of literacy' discourse in Greece (1/2)

**In the past (1950-mid 1990s)**, this discourse emphasized the importance of:

- developing good literacy skills in the Greek language,
- getting a university degree (as a means of social recognition).

**Recent changes** due to globalization and developments in Europe have created **new literacies of power** in Greece.



# The 'power of literacy' discourse in Greece (2/2)

**Today**, this discourse emphasizes the importance of:

- developing advanced knowledge of English,
- developing ICT skills.

**Effects on education policies and out-of-school literacy practices.**



# Changes in education policies (1/2)

## Mid 1990s:

- the introduction of English language from the third grade,
- the changing of curricula, including the incorporation of new teaching methodologies (Cross-Thematic Curriculum for Compulsory Education).



# Changes in education policies (2/2)

## 2000s:

- the introduction of the State Certificate of Language Proficiency,
- the development of new textbooks to be used in state schools,
- the introduction of a second foreign language later in the primary school.



# Recent changes in FL education policies

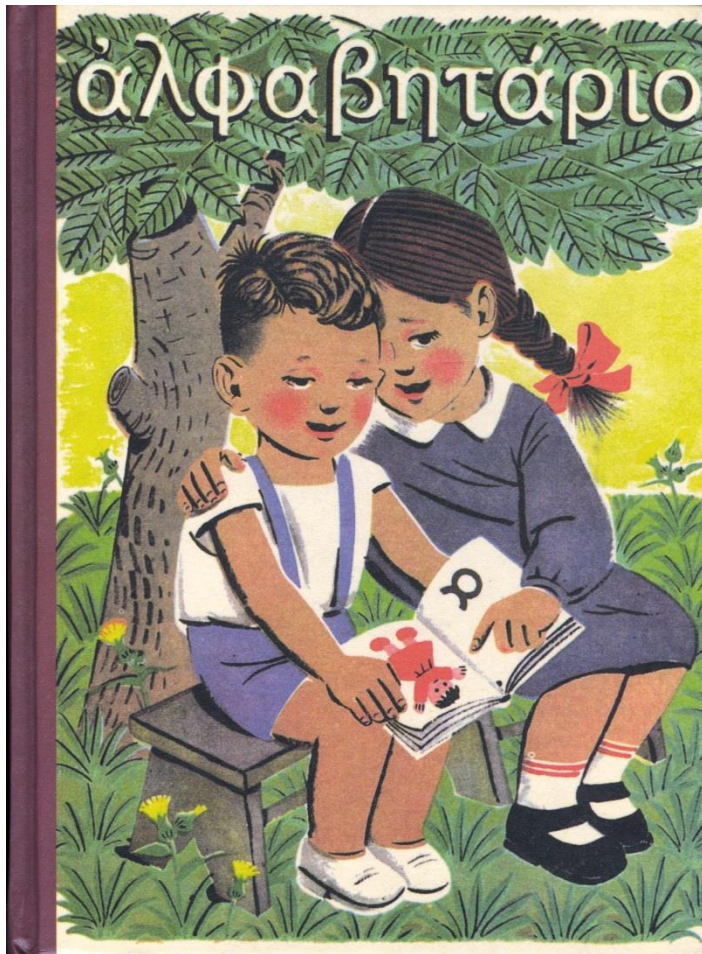
## 2010s:

- new common curriculum for all languages taught at schools,
- the introduction of the English language from the first grade of primary education (the PEAP project),
- the Digital School project (to enhance textbooks with digital content),
- the preparation of the e-test of the State Certificate of Language Proficiency.



Towards a new era with new  
educational materials and resources

# Από τον «αλφαβητισμό»



[14]



Ἡ Ἄννα τραγουδεῖ:  
«Νεραντζούλα φουντωμένη,  
μὲ νεράντζια φορτωμένη».

[15]



# στην «εγγραματοσύνη»



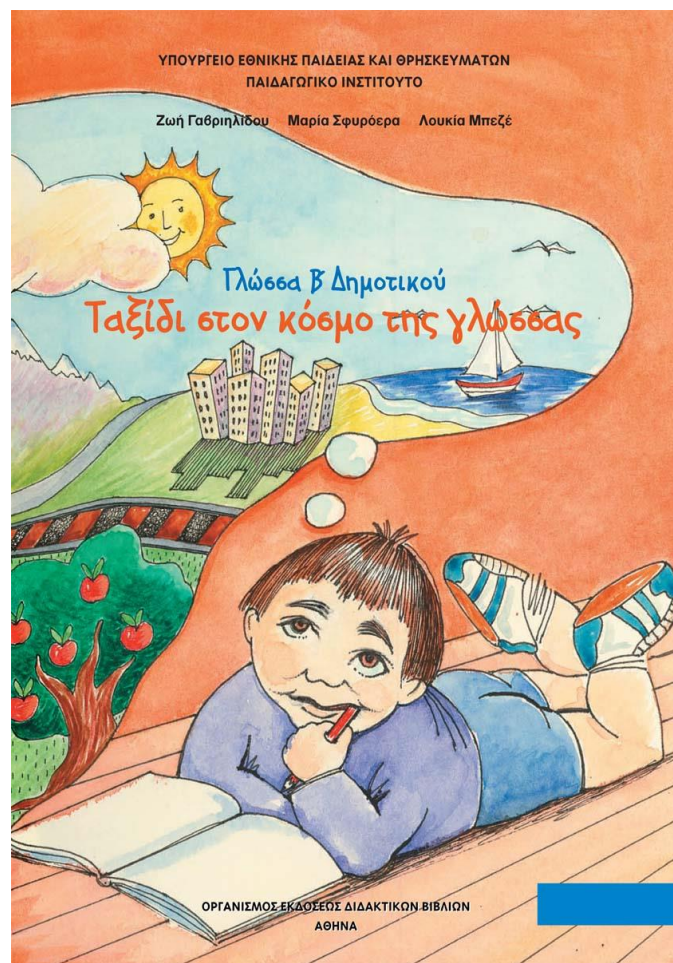
[16]



# και στον «γραμματισμό»



[17]



[18]

# και στον «ψηφιακό γραμματισμό»



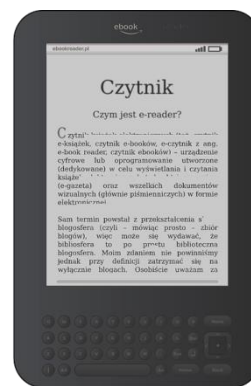
[19]



[20]



[21]



[22]



[23]



New schools

# From traditional schools



[24]





# To the school of the future



[25]



# The school of the future (1/6)



[26]

This is a school today in Sweden: it replaces the traditional classroom with an environment that enhances students' creativity.

# The school of the future (2/6)

The design of the school has open spaces so that children can work independently in open places so that they can relax or go to the “village” in order to work in groups for projects.

[27]





# The school of the future (3/6)



[28]

This school abandons completely the logic of a single classroom with four walls and desks in rows.



# The school of the future (4/6)



[29]

The furniture is minimal and looks like lines on a piece of paper, in order to trigger student creativity when they work in groups.



# The school of the future (5/6)



[30]

There are no grades and students learn in groups, with other children who are not necessarily of the same age.



# The school of the future (6/6)



Watch the [video](#).



Developing Digital Literacies

“The Hole in the Wall Project”

# A brief summary of the project (1/2)

In 1999 Dr. Sugata Mitra cut a “hole in the wall” of the New Delhi office of NIIT, an international IT training company where he headed research and development.



[32]





## A brief summary of the project (2/2)

In the opening, he put a **high speed computer with Internet access** in an Indian slum for children to use and he monitored the activities through a camera.

No adult instruction was provided. The results were astonishing.



# Sugata Mitra & The Hole In the Wall



[33]

Watch the [video](#).





# Results (1/2)

- **After 7-8 hours** the children were teaching each other to browse.
- **After a few days or weeks** they were operating everything in Windows.
- **Between 3-6 months** the children were capable of using a computer to the standard of the average user in the West. School results jumped spectacularly when the children discovered Google.



## Results (2/2)

The most advanced computer users taught their friends what they knew, and they taught more children.

The kids taught themselves how to:

- paint pictures,
- access the Internet,
- create documents,
- play games,
- learn English words and listen to stories.



# Dr Sugata Mitra Quotes (1/2)

“Education assumes that kids are empty vessels who need to be sat down in a room and filled with curricular content. This experiment has proved them wrong.”

“If you provide children with an opportunity to learn something, something powerful and relevant and then leave them alone, they learn it.”



## Dr Sugata Mitra Quotes (2/2)

“Children create their own metaphors. Once when a journalist came up to one of these kids and asked him, ‘How do you know so much about the computers?’ The kid replied, ‘What’s a Computer’. They call the cursor ‘sui’, the Hindi equivalent for needle. The fact that the Internet is mostly in English does not stop them from accessing it.”



# Collaborative learning

The learning station fosters collaborative learning among groups of children instead of following the usual school model of rote based learning (unidirectional). This allows children to explore, learn, share and learn even more as a result of this exchange of knowledge.



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# Financing

- The present educational material has been developed as part of the educational work of the instructor.
- The project “Open Academic Courses of the University of Athens” has only financed the reform of the educational material.
- The project is implemented under the operational program “Education and Lifelong Learning” and funded by the European Union (European Social Fund) and National Resources.



Notes



# Note on History of Published Version

The present work is the edition 1.0.



# Reference Note

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