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Multiple Literacies, Multiple Intelligences: Expanding strategies for reading comprehension

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3,500 BC – 7thC AD

Texts then...

- Limited production - very expensive
- Confined to words on a page
- Continuous stream of print
- Read aloud
- Content and context local and familiar
- Often in close proximity to source
- Used primarily by privileged – Church, State, Commerce

21st Century

Texts now...

- Almost limitless supply
- Much more than words – many elements
- Silent reading more common
- Content and contexts vary from familiar to unfamiliar
- Often far from source (time and space)
- Used by everyone

Texts in the 21st Century

Texts today are created using multiple technologies.

The many, many kinds of texts have different formats and components. These can help the reader to navigate through a text, e.g. titles, headings, chapters, credits, table of contents, footnotes, glossaries, bibliographies, inserts, indices, tables, graphs etc.

Texts today use much more than words to encode messages. They use design elements e.g. font, colour, size, shape, layout, order, location, direction, graphics, images, symbols, audio/visual links, inter-textual links, etc.

Reading Texts in the 21st Century

- Reading today requires multiple strategies to decode and interpret texts.
- Texts that are easiest to read are the ones we read most often and feel most confident about.
- We build and expand reading strategies through being ‘socialised’ into how to read a certain type of text for a particular purpose.
- Socialisation occurs through interactions with texts in home, school, community, workplace, business, wider society.
- Socialisation into literacy practices is varied and unequal and deeply embedded in power structures.

A strategy is a plan of action to pursue a goal.

Competent readers have strategies for:

Identifying and choosing texts – what text and why

Establishing a relationship with the text – needs, wants, expectations

Navigating the text – movement, direction, pace

Breaking text down – decoding, classifying, categorising

Putting text together – collating, finding patterns, relationships, assimilating

Making decisions – responding, applying, adapting

Example: Reading Recipes

Strategies for reading recipes move from simple to complex, reflecting levels of distance (time and space) between text and source (writer, context, purpose)

- Handwritten family recipe
- Printed recipe shared by friend or colleague
- Recipe from a 'family' cookbook, e.g. used by mother
- Recipe in a new cookbook – new design, context, purpose (amazon.com over 100,000 results)
- Recipe in other media – Website, Wiki, Youtube, Text, Email, TV (google beef stew recipe – 7.5million results)

http://www.jamieoliver.com/recipes/beef-recipes/beef-and-ale-stew

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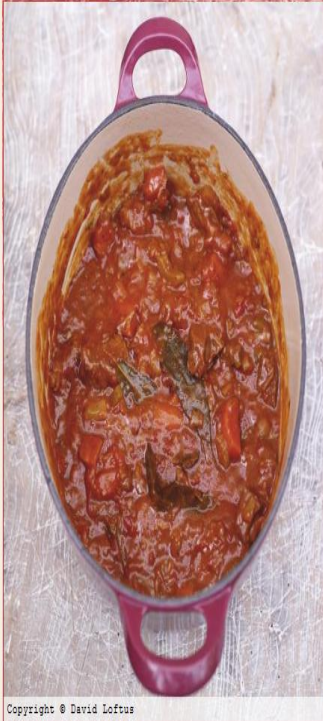
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Beef & ale stew

You are going to love this slow-cooked stew recipe, because it's so simple and gives consistently good results. The meat should be cut into approximately 2cm cubes. Packs from most supermarkets are normally about that size. In stew recipes, you're often told to brown off the meat first. But I've done loads of tests and found the meat is just as delicious and tender without browning it first, so I've removed this stage from the recipe.

Serves
4-6

Nutritional Information - Amount per serving:

Calories	Carbs	Sugar	Fat	Saturated	Protein
429kcal	17.7g	11.9g	17.7g	5.4g	40.1g



This recipe is from:
Jamie's Ministry of Food

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http://www.jamieoliver.com/recipes/beef-recipes/beef-and-ale-stew

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Ingredients

- 3 fresh or dried bay leaves
- 500 g quality diced stewing beef
- 500 ml ale, Guinness or stout
- 1 sticks celery
- 1 medium onions
- 2 carrots
- olive oil
- 1 heaped tablespoon plain flour
- 400 g tinned chopped tomatoes
- sea salt
- freshly ground black pepper

Method

If using the oven to cook your stew, preheat it to 180°C/350°F/gas 4. Trim the ends off your celery and roughly chop the sticks. Peel and roughly chop the onions. Peel the carrots, slice lengthways and roughly chop.

Put a casserole pan on a medium heat. Put all the vegetables and the bay leaves into the pan with 2 lugs of olive oil and fry for 10 minutes. Add your meat and flour. Pour in the booze and tinned tomatoes. Give it a good stir, then season with a teaspoon of sea salt (less if using table salt) and a few grinds of pepper.

Bring to the boil, put the lid on and either simmer slowly on your hob or cook in an oven for 3 hours. Remove the lid for the final half hour of simmering or cooking. When done, your meat should be tender and delicious. Remember to remove the bay leaves before serving, and taste it to see if it needs a bit more salt and pepper. You can eat your stew as it is, or you can add some lovely dumplings to it.

Other recipes with: [beef](#) [stew](#) [beef stew](#)

Download now and get your **FREE** taster pack

Additional packs only £1.79

Similar recipes

- Beef kofta curry with fluffy rice, beans &...
- Jool's favourite beef stew
- Aegean kalavris (Beautiful fish stew)
- Pork Japanese*

One-pan recipes

How To - cook Rib of Beef

Choosing and reading a recipe for beef stew

- Identify reason and criteria for choosing the recipe.
- Locate/source texts from multiple media options.
- Recognise form and structure, identify text features and use appropriate navigation strategies.
- Decode and interpret verbal and non-verbal content.
- Analyse and/or synthesize content details, determine what's essential, discard irrelevant material.
- Read between the lines, consider implicit as well as explicit meanings.
- Carry out multiple tasks in response the text, as required before, after or during reading.

Reading in today's Literacy Environment involves using Multiple Intelligences

“An intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings.” (*Howard Gardner, 1983*)

Gardner identifies 8 human intelligences and there may be more. All of us possess the full spectrum of intelligences. No two people possess exactly the same profile of intellectual strengths and weaknesses.

Multiple Intelligences

www.literacyworks.org/mi/intro/index.html

- Verbal-linguistic
- Logical-mathematical
- Spatial
- Bodily-kinaesthetic
- Interpersonal
- Intrapersonal
- Musical
- Naturalist

Howard Gardner distinguishes Intelligences from Learning Styles

Learning styles, i.e. Visual, Auditory, Kinaesthetic refer to how we 'take information in'.

Multiple intelligences refer to what we do with that information once it has entered our consciousness.

Multiple intelligences are the cognitive tools we use to process information and experience.

Multiple Intelligences are Developed through Opportunity and Experience

“People are not born with a given amount of intelligence, which serves as some kind of limit. We each have potentials across the intellectual spectrum. The extent to which potential is realised depends on motivation, skill of teaching, resources available and so forth...

Intellectual strengths change over time through experience, practice or in other ways.” *Howard Gardner*

In other words intellectual strengths are the result of:

NATURE + NURTURE

Multiple Intelligences are combined and applied in different ways

“Skill in a domain can be realised using different combinations of intelligences.” *(Howard Gardner)*

A domain refers to any field of human endeavour that is valued in a society and features levels of expertise, e.g. profession, discipline, sport, hobby etc.

Studies have revealed no single pattern of intelligences for reading ability.

Linking Multiple Intelligences to Reading

One key criteria for an intelligence is that the intelligence must be 'susceptible' to encoding in a 'symbol system'.

A 'symbol system' is a set of symbolic expressions by which information is communicated about a field of reference.

Spoken language, body language, numbers, musical notation are examples of symbol systems.

Learners may be very skilled in 'reading' a variety of symbol systems

- Reading the game
- Seeing poetry in motion
- Reading a photograph/ a picture is worth a thousand words
- Reading between the lines
- Reading a person's face/body language
- Reading people's motives
- Reading the weather/reading nature's signs
- Reading music

This 'reading' skill always involves:

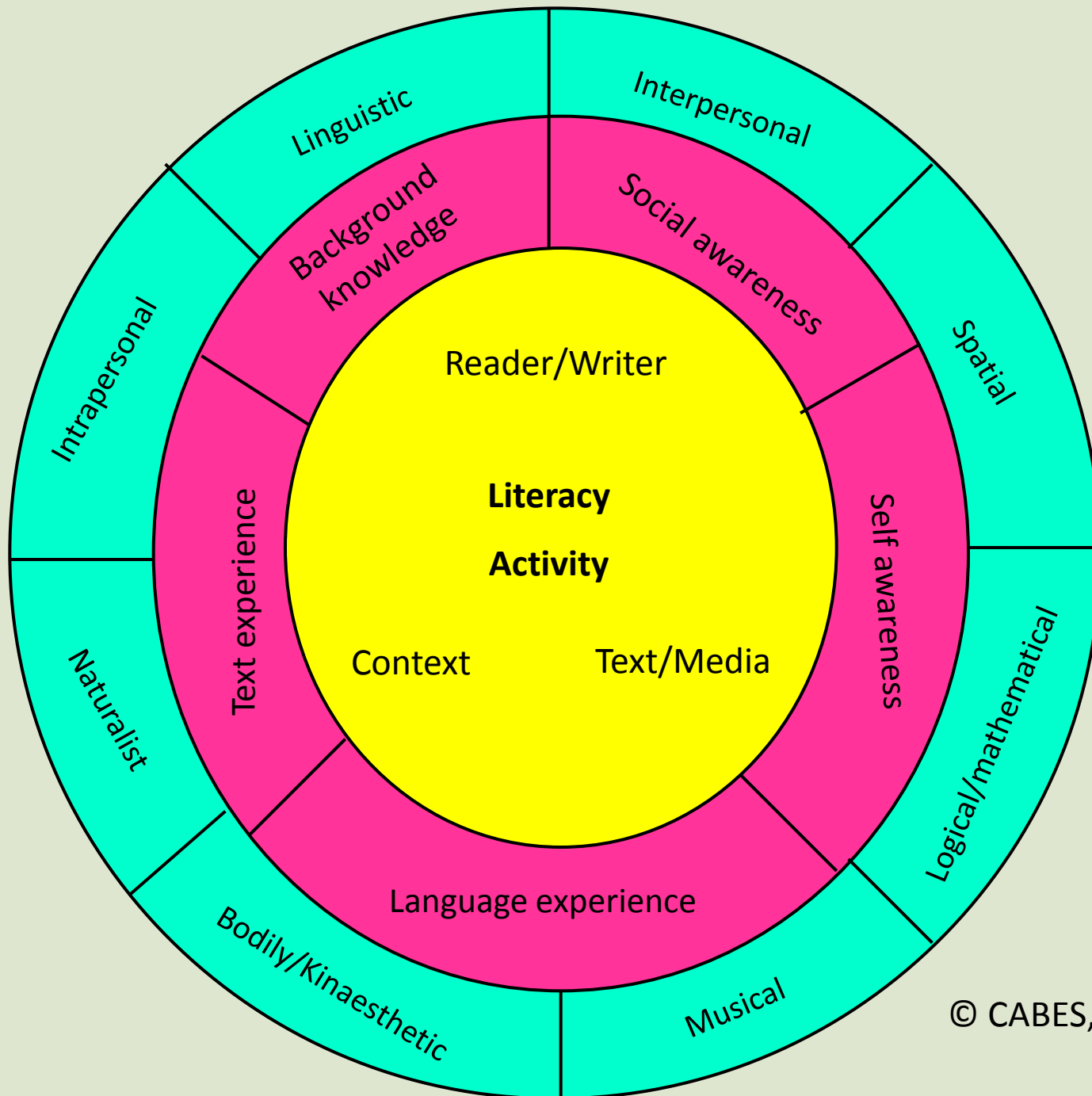
- Attention – identifying and focusing on details
- Discrimination – distinguishing component parts, separating relevant/irrelevant
- Making connections – identifying patterns, recognising significant relationships
- Interpreting- finding relevance to a problem, discovering usefulness, understanding meaning
- Making decisions – determining appropriate response

Learners need to capitalise on all their 'reading' skills

- Many learners have limited experience with texts.
- They apply limited strategies and repeat these regardless of whether they are doing any good.
- Learners may not recognise or have regard for ways they already 'read' signs, symbols, situations etc.
- Learners need to learn to apply strategies they already have, e.g. reading people's faces, motives, movements, distinguishing visual and auditory changes to reading tasks. www.literacyworks.org/mi/intro/index.html
- Learners will develop new strategies as they have greater opportunities to explore texts develop their potential.

Using MI to support Literacy Development

- Build confidence by finding out what your learner already 'reads well.'
- Help the learner to use MI strengths to extend reading strategies.
- Interlink practical activity with reading activity.
- Utilise learner MI strengths as entry points. Pay particular attention to utilising Spatial and Bodily-Kinaesthetic Intelligence in weak readers.
- Think of combinations of intelligences rather than individual silos.
- Look for untapped potential.



Example 1: Start with finished dish



Example 2: Start with ingredients



“Skill in [*the ‘domain’ of literacy*] can be realised using different combinations of intelligences.”
Howard Gardner, 1983

Successful teaching involves:

“The complex art of understanding and supporting the always varied investigative and reflective talents of their [*learners*].”

John Dewey, 1916