

## Identity Texts in the Language Classroom

- Visual, spoken, musical, dramatic or multimodal expressions
- Allow students to make positive statements about themselves, to tell their personal stories, and to employ various languages they know or are learning
- Affirm multilingual and multicultural identities and promote cross-linguistic transfer, literacy development, and intercultural citizenship



### Main characteristics of identity texts:

- Texts are written (or said, sang, performed) in different languages children know – they are bilingual or multilingual, with English being one of the languages.
- Students use their cultural and linguistic resources - they employ the knowledge they already have. Home languages and cultures are used as a scaffold to develop skills in another language(s) (e.g., English, Norwegian, Spanish).
- Students' home language and literacy becomes relevant to development of literacy in additional languages and academic success.
- All languages and cultures present in the classroom become visible and valued – students develop their intercultural competence, i.e., an interest in and understanding of one's own and other students' culture.
- Students form positive views of themselves and each other.

### Examples of identity texts:

- An identity poster about yourself, your family, or a friend
- A picture book about learning and play both at school and at home
- A video-diary of a series of school days
- An identity book or a picture book about the journey to the new country
- A drama performance about life in the new country
- A bilingual poem or song

Examples of student-created identity texts are available here:

<http://schools.peelschools.org/1363/DualLanguage/Documents/index.htm>