The Final Oral Examination
for the Degree of
DOCTOR OF PHILOSOPHY
Curriculum and Instruction

Alexandra Bomphray
2000 University of Michigan M.A.
2002 University of Michigan B.A.

“Considering Primary-Aged English Language Learners’ Peripherality and Legitimacy in Multimodal Literacy Lessons”

April 4, 2012
10:00am-12:00pm
Social Sciences and Mathematics building, room A136

Supervisory Committee:
Dr. Ruthanne Tobin, Curriculum and Instruction, University of Victoria (Supervisor)
Dr. Alison Preece, Curriculum and Instruction, University of Victoria (Co-Supervisor)
Dr. Robert Dalton, Curriculum and Instruction, University of Victoria (Member)
Dr. Carolyn Crippen, Educational Psychology and Leadership Studies, University of Victoria (Outside Member)

External Examiner:
Dr. Jennifer Roswell, Faculty of Education, Brock University

Chair of Oral Examination:
Dr. Beatriz de Alba-Koch, Department of Hispanic and Italian Studies, University of Victoria
Abstract

This dissertation presents findings from a six-month qualitative case study that carefully examined the use of a multimodal literacy approach (anchored in graphic novels) in a 3rd grade classroom made up of Spanish-speaking English language learners (ELLs). The multimodal teaching approach (anchored in graphic novels) served as a focusing lens in which to investigate the larger complexities of ELLs’ classroom membership and participation. The focus of the study was examining whether a multimodal literacy approach (anchored in graphic novels) can be used as an instructional tool to enhance ELLs’ perceptions of belonging and acceptance through enhanced participation. Multiple, multimodal opportunities were provided to ELLs to express their sense of belonging, sense of agency, and overall perceptions of acceptance. The findings indicate that multimodal literacy practices can increase ELLs’ peripherality in cognitively and socially complex tasks and that this enhanced peripherality can lead to successful participation and engagement in cognitively demanding and socially complex tasks. Additionally, findings suggest that ELLs’ successful participation and engagement in cognitively and socially demanding tasks, as a result of the use of multimodal literacy practices, leads to increased legitimacy and peripherality for these ELLs. The findings also provide insight into the best practices for implementing a multimodal literacy approach (anchored in graphic novels) into multilingual classrooms.

Awards, Scholarships, Fellowships

2011  Nominated for a Teaching Excellence Award by undergraduate students (UVic)
2010  $2,000 Curriculum and Instruction Graduate Research Award (UVic)
2008  $2,375 The Doug and Anne McLaughlin Scholarship (UVic)
2008 $15,000 University of Victoria Fellowship
2007 $15,000 University of Victoria Fellowship
2006 $2,500 Jacob B. Janz Award for academic excellence and potential contribution to the field of literacy (University of Michigan)
2005 $5,000 University of Michigan Master’s Fellowship

Presentations


2012 Bomphray, A. (May). 'I was proud of myself because I did not think I could do it': The lived experiences of two English language learners’ participation and engagement within multimodal literacy lessons. Paper presented at the annual Language and Literacy Researchers of Canada Pre-CSSE Conference, Waterloo, ON.


2009 Bomphray, A. (May). *Facilitating English Language Learners’ Robust Involvement in Classroom*
Literacy Communities: A Primary Teacher’s Lived Experiences. Paper Presented at the annual conference of the Canadian Society for the Study of Education, Ottawa, ON.

2009 Bomphray, A. (May). *Scaffolding English Language Learners’ Participation and Membership in the Primary Classroom: Using Graphic Novels in Multilingual Classrooms*. Roundtable presentation at the annual conference of the Canadian Society for the Study of Education (Canadian Committee of Graduate Students in Education), Ottawa, ON.


2008 Bomphray, A. (March). *Acting our way to Understanding: Implementing Reader’s Theater into the Primary Classroom*. Paper presented at the University of Victoria’s Language and Literacy Graduate Student Conference, Victoria, BC.

**Publications**
