Identity, literacy, and English-language teaching

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ABSTRACT In the field of English-language teaching, there has been increasing interest in how literacy development is influenced by institutional and community practice and how power is implicated in language-learners' engagement with text. In this article, I trace the trajectory of my research on identity, literacy, and English-language teaching informed by theories of investment and imagined communities. Data from English-language classrooms in Canada, Pakistan, and Uganda suggest that if learners have a sense of ownership over meaning-making, they will have enhanced identities as learners and participate more actively in literacy practices. The research challenges English teachers to consider which pedagogical practices are both appropriate and desirable in the teaching of literacy and which will help students develop the capacity for imagining a wider range of identities across time and space. Such practices, the research suggests, will necessitate changes in both teachers' and students' identity.
Perspectives Identity, Literacy, and English-Language Teaching

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In the field of English-language teaching, there has been increasing interest in how literacy development is influenced by institutional and community practice and how power is implicated in language-learners' engagement with text. In this article, I trace the trajectory of my research on identity, literacy, and English-language teaching informed by theories of investment and imagined communities. Data from English-language classrooms in Canada, Pakistan, and Uganda suggest that if learners have a sense of ownership, identity, literacy, and English-language teaching.


Hare, J., Darvin, R., Doherty, L., Early, M., Filipenko, M., Norton, B., Soni, D., and Stranger-Johannessen, E. (2017) “Digital storytelling and reconciliation” (pp. 200-205). Teaching Literacy. COURSE GUIDE. Associate Degree in Education/B.Ed. Children start to accumulate the skills needed for reading early in life—building a Preschool Language and Literacy Foundation—which includes opportunities for children to develop oral language skills, including phonological awareness, motivation to read, appreciation for literate forms, print awareness, and letter knowledge. Highlight the preschool language and literacy foundation skills, particularly with regard to oral language and motivation. Discussion (5 minutes) After reviewing slide 4, conduct a brief conversation regarding how they think young children can be motivated to read. With t