New families, new texts: An exploration of viewing, text, and schooling from the perspective of being an other kind of family

New Families, New Texts: An Exploration of Viewing, Text, and Schooling from the Perspective of Being an “Other Kind of Family”

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Abstract
Canadian families are growing increasingly diverse, but the texts that children encounter in their worlds of home and school do not always reflect such changes. Using Carrington's (2002) descriptions of new families, juxtaposed with autobiographical reflection and qualitative data from a survey of international adoptive families, I examine how texts of popular culture and school can include and exclude children of counternormative families, addressing how new literacies of the Internet have emerged to provide alternate locations for support, information, and representation for such families and children. This article concludes by exploring some ideas for providing more inclusive possibilities in schools.

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Why is it important for families to share the same stories? Good books are read many times and become iconic in families. Play, intonation, rhythm, repetition, movement, and affection expressed through contact, are just some of the elements that may amplify the enjoyment of each story. In schools, bilingual books also have multiple uses. While vocabulary building, language teaching and reinforcement are the most obvious, confirming the value of languages and creating an environment of positive acceptance by teachers and peers may be just as important. Bilingualism is a start, and bilingual books are a valuable tool to succeed in this journey. How about you? Do you make use of bilingual books in your family or school? How? Want to write a guest post for Bilingual Monkeys?