

LLED 360307 Fall 2017

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Reading Analysis Reflection Template for Presenter

Date: Sept 14

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Text Chapters: Coelho, E. (2012). Chapter 2: First days and beyond.

Name of Outside source:

Example of standardized ministry resource:

BC Ministry of Ed ELL Planning Tool

http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/ell_planning_tool.pdf

Example of best practice resource:

Gunderson, L., D'Silva, R. and Odo, D. (2014). ESL (ELL) Literacy Instruction, 3rd Edition. New York: Routledge. <http://lib.myilibrary.com.ezproxy.library.ubc.ca/Open.aspx?id=170707>

New Vocabulary: L1, L2

Main Themes: how to welcome, assess, support, and develop relationships with newcomers

Question for group: For each of these categories, what was one technique that stood out for you?

welcome: "home-made" posters using languages that are in that community (parents create) (p. 21)

assess: centralized assessments to ensure consistency and allow for data collection that can be used to ensure schools are a good fit for students (p. 26)

support: multi-lingual/dual-language resources in library, including books made by secondary students/parents that contain cultural knowledge and personal immigration experiences (p. 49) - inspire, include and motivate younger; give older chance to reflect and share

develop relationships: keep initial assessments in portfolio that is added to throughout the year, so student can see and demonstrate progress (p. 33)

What are some other activities/projects, which can involve parents and older students who have fully integrated into the mainstream school system, that you have uncovered in your own experience?

My Critical Argument or Thesis

Best practices exist for how to assess and support newcomers. Thus, the provincial government should develop a standardized framework to be used across BC, to promote consistent and equal access to quality resources. There is no value in allowing for variability across districts or schools.

Educational Implications:

Insights and connections on practical teaching strategies

- ELL Planning Tool, importance of consistency in assessment; what does everyone think of this resource? I think assessment tools should also be provided, but leads to next point:
- Gunderson book: shows difficulty of selecting “one best method”; use the strategies/tools that fit your pedagogy and engage the students in your classroom

Insights and connections to educational themes and theories or more global issues

- “structured freedom”; need an open framework: structure should reflect what we are trying to teach our students
- qualification, socialization, multiculturalism

Questions

Preface: I tried to ask “emotionally loaded” questions, in order to spur responses. I hope that you had a strong reaction, because that means these are important issues. Goal is to develop well-thought out, defensible positions as we may encounter others who hold these views and need to engage in dialogue with them.

The chapter mentions that teachers should visit after school L1 language classes, keep abreast of world events, contact NGOs ... is this feasible? Should this be expected of teachers? How much can or should the school be responsible for?

- group: training, resources, PD day before school starts; not a requirement, but showing it as an option (gentle reminder); allow teachers to buy-in

As the textbook says, centralized district assessments can help ensure students are sent to schools and programs that are a good fit. Should school districts be allowed to dictate which schools newcomers attend? What problems or benefits can you see if a school has a large proportion of ELLs? What about a large proportion of ELLs with the same L1?

Group:

- schools need to have teachers who can do it;
- make recommendations, but can't dictate - can't force someone to travel for education; but also have to balance the needs/rights of the school community

- flexibility needed: sometimes large classroom of same L1 is beneficial to the students, sometimes segregation is bad
- students don't want to be singled out; the "Best" methods won't work if the students don't feel safe

An argument could be made that it is cheaper and easier to accept newcomers who are already proficient in English. What is the value of these programs for Canadian society?

Group:

- multiculturalism is Canada's selling point: depends on the person making the argument: economic, emotional
- Government sees it as humanitarian; it's not even a question of language: it's an investment in Canada's values

Comments on discussion:

We would like to know what the current "official" policy is in BC: Is the process for assessing and supporting newcomers standardized at the ministry, district or school level? What is the extent of the support provided by the ministry?

