**LLED 360­307 Fall 2017 Dr. Lorna Ramsay**

**Reading Analysis Reflection Date:** September 21 2017

**Facilitator name:** Michael Pereira

**Text Chapters**:​ Coelho, E. (2012). Chapter 3: Linguistic and academic support for newcomers and language learners. *Language and learning in*​ *multilingual classrooms. A practical approach.* Toronto: Multilingual Matters, p. 57­82.

**Name of Outside source:** Pach, K. (2017). Do immigrant children learn the same way as other kids they’re in school with? Immigrant Connect. Retrieved from http://immigrantconnect.medill.northwestern.edu/blog/2017/03/15/do-immigrant-children-learn-in-the-same-ways-as-other-kids-theyre-in-school-with/

**Main Themes**:​

* Pach Article
* Immigrant children with English as a second language learn differently from native English speaking children.
* Immigrant children’s language barriers should be approached by a case by case basis as many arrive with different levels of understanding.
* Children from immigrant families have the understanding of academic content but cannot express it due to a lack of English proficiency.
* Children from immigrant families should maintain and practice their native language and culture in order to develop a sense of community.
* The academic system needs to teach children who are learning English in a different style than those who are native English speakers.
* Coelho text:
* Children from immigrant families, despite having developed everyday language proficiency, struggle with academic language proficiency.
* Immigrant children should not have to stop their education in order to learn the academic proficiency of the respected language, despite the process taking five years or more.
* Immigrant children who have continued to develop their native language have a stronger academic language proficiency compared to those who have abandoned their native language
* There are various strategies that classrooms use to incorporate academic language proficiency in children.
* Many strategies such as Second Language Instruction, Intensive Self Contained Language Classes, Part-Time Language Classes, and Tutorial Support all aim to develop stronger academic language proficiency, while keeping them in the standard curriculum. Each strategy has their own strengths and weaknesses.

**My Critical Argument or Thesis**

*The development of an immigrant’s student’s first language and his/her own culture is essential and are the most important factors to strengthen a child’s academic language proficiency. Being able to understand academic language in one’s own first language helps translate to understanding academic language in English. As well, close connections to one’s culture and peoples’ history not only develops skills impacting academic language proficiency, but also offers a strong network of support and learning. By having a supportive community created through shared culture ties, it is more likely that a child will develop academic language proficiency. Lastly, the continued use of one’s first language and support of one’s cultural community presents a more welcome and open classroom which may facilitate learning academic language in English.*

**New Vocabulary**:​

* Academic Language Proficiency: Abstract language that involves complex, sophisticated and low-frequency content. As well, they are often words that can change meaning in regard to context.
* Second Language Instruction: Various programs and methods that teachers use to introduce English as an academic language with students who are yet to be proficient.
* Intensive Self Contained Language Class: Full day programs taught by specialists in order to introduce English academic language proficiency.
* Withdrawal Model: Second language instruction method in which students with weaker English academic language proficiency will be pulled out of the regular classroom from various subjects in order to work on their academic language proficiency.

**Educational Implications:**

* Many teachers or instructors who are not trained in language development may try to accommodate academic language proficiencies in the same manner that English speakers in Canada are taught French in immersion schools. This manner of education may prove ineffective as English speakers in French immersion systems have already developed strong academic language proficiency in English.
* With immigrant children maintaining their own culture, stronger development of English academic language proficiency should occur in multicultural societies, such as the Canadian education system.
* Immigrant students with basic language and oral proficiencies are often neglected in schools as many teachers believe that these skills translate directly into academic language proficiency and success in the classroom.

**Questions**

* With many different educational methods available to strengthen one’s academic language proficiency, should school districts pick one and mandate it as the official method throughout their schools, or should individual schools decide themselves based upon their student population?
* Many immigrant students are discouraged when using their native language in a school environment with their friends. Should students be allowed to continue the use of their first language when speaking to their friends at school? Explain your position.
* The Pach article argues that immigrant children need to be taught differently than those who are proficient in English in order to fit their diverse needs. Coelho seems to suggest that separation from the standard curriculum may cause immigrant children to fall behind. Which view do you agree with and why? Explain your position.

**Comments on discussion:**

* The group was very focused on explaining the difference between academic language proficiency and everyday language proficiency
* The group had a very lengthy discussion on what method of facilitating academic language proficiency was ideal in a classroom setting
* I tried to mediate the conversation on the strengths and weaknesses of different methods to incorporate academic language proficiency.

**Critical considerations of the reading analysis presentation:**

* While the objectives were all met, some aspects of the chapter were focused on more than the other. For example, the group spent more time talking about the withdrawal model than the immersion system

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