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

**Reading Analysis Reflection Template for Presenter**

**Date: 5 October 2017**

 **Facilitator name: Joyce Mark**

**Text Chapters**:​ Coelho, Dr. Elizabeth, Chapter 5: Planning Ahead

**Main Themes**:​

* ELL's who received cognitive and academic support (basic academic knowledge and skills) in their own language (L1) in the early years were more likely to succeed in L2 and may even outperform
* "one size doesn't fit all" – need to know about L1 development, prior academic experiences and proficiency in language of instruction (eg) students in rural China
* Skilled teachers with cultural competencies are the most important factor in student achievement

**My Critical Argument or Thesis**

Schools with skilled teachers need to learn how to teach L2Ls which include linguistic, academic, cognitive, emotional, social, and physical aspects and give the same opportunities to L2Ls as their age peers.

**New Vocabulary**:​.

First Generation Immigrants: students and parents born outside of Canada

Second Generation Immigrants: students born in the Canada and parent are immigrants

Non-Immigrant Students: students with at least one parent born in Canada

Achievement Gap – the disproportionate failure of some groups of L2Ls and immigrant/minority students

**Educational Implications:**

- 5 Key Factors for program design:

 1. Program Design: based on effective models

 2. Program Implementation: full implementation with support from admin, skilled teachers and evaluation.

 3. Instructional Focus: include linguistic, cognitive, and academic development in L1/L2

 4. Language-learning Environment: Learn L2 without losing L1

 5. Quality of Available Instructional Time: ELL interact with all students and driven by students' cognitive, academic and linguistic developmental needs

 **-**  Toronto has an Africentric Alternative school to teach African and black culture/history because there was a 40% dropout rate of black students in Toronto. Is this good to segregate?

**-** ELLs need to feel their own linguistic and cultural backgrounds are valued at school and part of the enrichment of the school environment

**-** L2Ls need ongoing support for several more years even if they have been fully integrated into mainstream classrooms otherwise there will be increased performance gaps

- Younger children need more support because they do not have as much to draw on from L1 literacy development

- Older students need more intensive support because they have to learn academically and the language around it

- Second generation L2Ls take as long or longer than newcomer L2Ls to acquire academic proficiency (not viewed by educators as L2Ls, forget own language)

- Ten Point Action Plan developed for school and school districts