

LLED 360-307 Fall 2017

Reading Analysis Facilitation

Dr. Lorna Ramsay

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Text Chapter: Elizabeth Coelho, Language and Learning in Multilingual Classrooms Chapter 5

Name of Outside source: Haim, Orly. "Factors Predicting Academic Success in Second and Third Language among Russian-Speaking Immigrant Students Studying in Israeli Schools."

International Journal of Multilingualism, vol. 11, no. 1, 28 Aug. 2013, pp. 41–61.,

doi:10.1080/14790718.2013.829069.

Main Themes:

- It is the responsibility of schools and teachers to help to successfully integrate students of all backgrounds to the benefit of individuals, family, and society.
- First and Second-generation immigrant students often have more positive attitudes toward learning and more motivation.
- In Canada, first and second-generation immigrant students tend to out-perform Canada-born English-speaking students after 5+ years of Canadian schooling, however this average can be misleading, 'masking' the low performance/graduation rate of certain groups (for example Spanish and Vietnamese L1 students) with the high performance/graduation rates of others (Chinese L1 students).
- Reduction or termination of ESL support coincides with a decline in achievement, even at a high school level. Full support-less-immersion in English can actually be detrimental and lead to a higher drop out rate. The strongest predictor of L2Ls' achievement is 4-5 years of formal schooling, or strong cognitive and academic support, in their own language as well as English.
- Five Key Factors for an L2L Programme- Thomas and Collier
 - Programme Design: programmes should have relevant research to defend efficacy
 - Programme Implementation: programmes should have complete admin support, teacher skills, and training access, as well as efficacy evaluations
 - Breadth of Instructional Focus: programmes should focus on linguistic, cognitive, and academic development in both English and a student's native language.
 - Language-Learning Environment: programme environment should support and encourage L1 development.

- Quality of Available Instructional Time: programmes should incorporate L2Ls with as much comprehensible, full-class instruction as possible.
- Ten-Point Action Plan for Schools and School Districts:
 - Gather useful data: Identify underperforming groups and plan support around them using large-scale assessments, graduation rates, levels of study, post-secondary destinations, etc. Also, find out as much as possible about past schooling, family immigration history, time in the country, etc.
 - Use data responsibly: Ensure that data is not used to enforce stereotypes, but to better inform schools of support needs. “Under-served” vs “underperforming” shifts the ‘blame’ from the student/group to the institution.
 - Set specific goals: Set specific, attainable, yet challenging goals for L2Ls
 - Provide an initial assessment for every student: Teachers should utilize initial student assessments to tailor instruction.
 - Provide high-quality long-term language support: Specialist language teachers should be available to all L2Ls and for a longer time period than currently offered. Second-language programmes should be focused on age-appropriate academic content.
 - Monitor progress over a multi-year period: Classroom teacher and specialist language teacher should work together to monitor L2Ls performance and adapt the programme accordingly.
 - Make room for students’ languages: Teachers should encourage L1 use at home, with personal reading, community activities, etc., if dual-language education is not feasible. Special L1 language classes or programmes should be offered if possible, as well as L1 integration in classroom work.
 - Prepare all teachers for linguistic and cultural diversity in the classroom: New teachers should receive such diversity training, and workshops and programmes should be made available to current teachers.
 - Provide an inclusive learning environment: Learning materials, perspectives and examples discussed, books, student work on display, classroom pedagogy, ethnocultural composition of staff, guest speakers and performers, and parent communication should draw on and validate linguistic and ethnocultural diversity.

- Find new ways to involve parents: Schools should work to overcome barriers for immigrant-parent involvement, such as long work hours, poor English language skills, lack of understanding of education system, etc., by providing translators, settlement workers, community events, etc.

Main Themes: Additional Resource

- Gender, arrival age, current language use, perceived parental aspirations, L3 writing ability and L1 school study predicted AP acquisition in L2.
- Age at onset, current language use, and L2 writing ability predicted AP acquisition in L3.

My Critical Argument or Thesis

- Continued support for L2Ls and immigrant students is needed until graduation. Support must be tailored for different groups, as a ‘one-size-fits-all’ support system has been shown to disproportionally aide certain language or ethnic groups and leave others behind. Programmes must be designed with consideration of the ‘Five Key Factors’ as outlined by Thomas and Collier and the Ten-Point Action Plan as laid out by Coelho.

New Vocabulary:

- First-generation immigrants: students whose family and they themselves were born in another country
- Second-generation immigrants: students whose parents were born in another country, but were themselves born and schooled in the new country

Educational Implications:

- Insights and connections to educational themes and theories or more global issues
 - Immigration policy and integration programmes can greatly affect national assessment levels of immigrant students in various countries.
 - Even taking into account the general original socio-economic standing of immigrants to various countries, immigrants to certain countries (Australia, Canada, New Zealand, Macao-China) tend to reach higher levels of performance quicker than other countries (Germany, United States).
 - It’s interesting how large an effect federal policies have in day-to-day classroom activities.
- Insights and connections on practical teaching strategies

- The data that shows L2L-outperformance again supports the benefits of bilingualism and the corresponding bilingual-school models.
- Current support models' efficacy greatly depends on a student's ethnic or language group. Support must be varied and tailored to an individual student's needs.

Discussion Questions

- “Immigrants bring a wealth of human capital which, if nurtured carefully, can positively contribute to the economic wellbeing and cultural diversity of the host country.” (Coelho, pg 123) Does this statement assign too much responsibility and credit to host country workers for the success of immigrants or the impact of immigrants on a larger society? Does this perspective of “us-first” work to the benefit or detriment of immigrant students?
 - No, instead it focuses on what host-country workers can do, and the responsibility they have to work for immigrants' success.
 - Maybe this can relate to outside of school support for specific immigrant groups, identifying specific needs for specific groups. If a certain economic doesn't need as much support, resources should be re-allocated
- Given the evidence that bilingual education in English and a student's native language is ‘the only programme’ that successfully produces long-term achievement on par with native speakers, do governments have the responsibility to provide such schools or programmes for immigrants?
 - Maybe it falls on the teachers and parents to provide this support.
 - Does this create segregation issues, or students who benefit from better programmes depending on their location?
 - Does focusing resources to create specializing centres benefit communities, or does it segregate communities?
 - In an ideal world, this social responsibility benefits the community the best.
 - It is ideal, but simply not feasible in reality.
 - If it gets mandated, school districts must comply, thus more political action, even if not completely mandating such schools, would be beneficial to ensure opportunities are not location-specific but are available to lots of people.

- This is only furthered by parents switching to English at home. Students begin to lose their communication abilities in L1 and thus lose the benefits on bilingualism.
- Race might affect this as well, considering Creole-English speaking Caribbean have such large drop-out rates. This might be influenced by social ideas of success and race. Creole-English is commonly associated with low-education levels.
- Inter-generational trauma may affect students learning.
- Given that new teachers have stated in surveys that they felt ‘unprepared’ for teaching ELLs, do you think more ELL-related courses or practicums should be mandatory in teacher education? How should these be implemented?
 - No more education, but teachers will still feel unprepared
 - Practical experience and resources are the best method, as every student’s needs are slightly different and the situation is so unpredictable
 - Teachers shouldn’t approach classes with the mindset that one curriculum/approach will work for the entire class. Teachers need to be open to “trial-and-error” and varied educational approaches.
- “[S]killed teachers produce better student results. Many researchers and analysts argue that the fact that poor and minority students are the least likely to have qualified teachers is itself a major contributor to the achievement gap. It follows that assigning experienced, qualified teachers to low-performing schools and students is likely to pay off in better performance and narrowing gaps.” (Coelho, pg 141). Should governments dictate where teachers teach? What are the pros and cons of a system like this?
 - No, governments should not dictate this.
 - Governments should instead invest more in developing more skilled teachers for all districts.
 - Korean system: Teachers aren’t allowed to stay in the same district for more than 5 years.
 - By moving around, this avoids creating entrenched cultures in schools
 - Identifies a societal problem of authoritarian government, however other jobs, like police or military, are told where to serve.

- This idea assumes that teachers will have the same success everywhere in all situations. Completely ignores “good fits”.
- What to do instead: funnel more money into education by taxing the wealthy, enacting CEO salary caps- fix the inequality gap in incomes. Create social housing in rich neighbourhoods to avoid segregation
- Provide financial incentives for teachers to teach in poorer or remote areas, however this would be a financial burden that is not feasible for long-term application.
- Do you agree with Haim’s study’s implication that exposure to a language in day-to-day life greatly outweighs other factors in language acquisition?
 - Yes, day-to-day exposure greatly affects comprehension
 - Poppy: She only had academic exposure to Hebrew, and thus can read, but has no understanding. Her sister was exposed to day-to-day Hebrew and can thus speak rudimentary Hebrew, but has no reading or writing skills

Comments on discussion:

Critique: Lack of mention of L2 Aboriginal students in any of the research.

Questions: How long has classes like this one been mandatory for teacher education?

Present Group Members:

- Poppy Sanhedrai
- Matt LeBourdais
- Bob Beveridge
- Cassie Tagseth
- Shane Fifield
- Danielle Andriulaitis

All group members were engaged and participated to discussion topics and questions.