

**Text Chapter:** Coelho, Elizabeth. *Language and Learning in Multilingual Classrooms: Chapter 5, "Planning Ahead"*. Pp. 123-152.

**Main Themes/Points:**

- All students, regardless of background, can achieve similar levels of academic performance if they are given the right help from teachers.
- Immigrant students or ELLs:
  - Eager to learn but progress is slower than non-immigrant students
  - Performance can vary depending on the kinds of support and programs offered in a country
  - Takes 5+ years to collectively achieve the provincial standard
  - Higher first language skills help with quicker acquisition of second language (Thomas and Collier)
  - Given the right help, they can surpass the performance of non-immigrant, English-speaking peers
  - Second generation L2Ls also need support as they are not often viewed as L2Ls
- Supporting immigrant students and ELLs:
  - Helping educational administrators and planners implement and evaluate programmes that are in place or may be needed to ensure that immigrant children get the most out of their educational opportunities.
  - Decline in achievement coinciding with reduction or termination of ESL support
  - ESL programmes less effective than dual language instruction
  - Initial assessment to identify each student's development in L1 to find right program for the student and yearly assessment afterwards so adjustments can be made depending on progress and needs
  - Immigrant students need programs to help in accelerated rate of acquiring language of instruction
- Performance and graduation rates in schools varies across different ethnographic backgrounds
- Thomas and Collier, 5 key factors for academic success in L2Ls
  - Programme design
  - Programme implementation
  - Breadth of instructional focus
  - Language learning environment
  - Quality of available instructional time
- Five Standards for Effective Pedagogy (for all students)
  - Joint productive activity, language development, contextualization, challenging activities, instructional conversation
- Teachers

- More skilled teachers result in higher performing students
- Poor/minority students less likely to get skilled teachers
- Teachers not prepared to teach ELLs, Faculties of Education should train teachers to be prepared to support L2Ls
- 10 Point Action Plan
  - Gather useful data (objective/subjective)
  - Use data responsibly (to improve, not as stereotypes)
  - Set specific goals
  - Provide initial assessment
  - High quality long term language support (specialist teachers)
  - Monitor progress
  - Make room for student languages
  - Prepare teachers
  - Inclusive environments
  - Involve parents

### **My Critical Theses/Argument:**

The article suggests that all students, given the right support and programs from teachers, can achieve the similar levels of academic performance. For teachers to adequately support the diverse needs of not only ELLs but all students, they need to be taught these support strategies and skills through teacher education programs.

### **Education Implications:**

- Insights and connections to educational themes and theories or more global issues
  - Why do you think Chinese immigrants have some of the highest graduation rates among other immigrant groups? How do we help increase the graduation rates of other immigrant groups?
  - If poorer/immigrant communities are less likely to have skilled teachers, would what motivate them to go to these communities to help raise the support standards for ELLs?
- Insights and connections on practical teaching strategies
  - If dual language instruction has shown to be more effective than ESL programmes, why do we see so few of these options being offered to students?
- Questions
  - The chapter advocates for the implementation of programmes that educate teachers on how to support ELLs. Do you think programs like LLED 360 are providing an adequate framework to increasing your ability to teach ELLs?
  - How can we better prepare ourselves to teach ELLs without formalized courses? Should this be our personal responsibility?

### **New Vocabulary**

- Instructional Conversation: Teaching through conversation
- Joint Productive Activity: Teacher and student producing together

### **Outside Sources:**

- **English Language Learners: A Guide for Classroom Teachers**  
<http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/classroom.pdf>
- **English Language Learning (ELL) Teaching Resources**  
<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/english-language-learning>
- **2017 Teaching English Language Learners**  
<http://educ.ubc.ca/2017-teaching-english-language-learners/>
- **ELL Professional Development for In-service Teachers & Assistants**  
<https://www.mtroyal.ca/ProgramsCourses/ContinuingEducation/CentreforExtensionCredit/ExtensionPrograms/ELLProfessionalDevelopmentforIn-serviceTeachersAssistants/index.htm>

### **Comments on Discussion:**

- Did a group member give new information or critique the facilitator at any point?
  - They were intrigued to finding out more based on what was raised in the
- What was my contribution to engagement?
  - I talked about the findings that most intrigued me after explaining main points of the article. These points were also found interesting to my group members and they were eager to discuss them.
- Was the group engaged?
  - Yes, they were willing to contribute personal experiences.
- Did the facilitator use strategies to include group members?
  - Asked discussion questions, refocused the group when discussion started to stray.
- Is there more research to be done on topics of discussion? If so, specifically state.

### **Critical Considerations of the Reading Analysis Presentation:**

- Were all the objectives met with rigour?
  - Yes, the discussion connected ideas presented in the text to our personal experiences, and possible future issues we might encounter as teachers.
- What suggestions do I have as self-evaluation for growth in presentation content or presentation organization and delivery?
  - I could have organized my main points in a better flow when debriefing about the article.

### **Further Considerations?**