



## Viewing and Discussion Guide: Teaching and Learning in Multilingual Ontario

This program with Professor Jim Cummins and Elizabeth Coelho may encourage you to think in new ways about English language learners in your school or classroom: who they are, what they bring with them to the classroom, and how we can draw on their linguistic and cultural knowledge as an asset. You will learn about planned changes in immigration targets that will have an impact on classrooms across the province. You will also learn about the benefits of incorporating students' languages into the learning environment. You will then see some examples of dual language books created by students in an Ontario elementary school, and hear from some of the students and their teacher about the value of this project.

These support materials on the website expand on information introduced in the webcast:

- “Affirming Identity in Multilingual Classrooms” is a link to an article by Jim Cummins and others that appeared in *Educational Leadership* in September 2005. This article explains the value of incorporating students' home languages and cultures into the classroom program, and describes some projects that use linguistic and cultural diversity as an asset. A longer version of this article, with more examples from Ontario classrooms, is also available on this site.
- “Sharing Space with English and French: How to Create a Multilingual School Environment” is an online presentation by Elizabeth Coelho. This presentation is best viewed as a follow-up to the webcast. It provides additional information about English language learners. You will also see many more examples of projects and activities where teachers in elementary and secondary schools drew on students' language backgrounds to support their learning and to enrich the cultural knowledge of all students and teachers.
- “Sharing Space Resources” is an annotated list of print resources and websites that offer additional information for teachers who want to learn more about incorporating students' languages into the school and classroom program environment.
- The links to “The Multiliteracy Project” and “The Dual Language Showcase” will take you to sites where you can see many exemplars of students' dual language projects.
- “Using L1 to Support L2 Learning: Best Practices the OCDSB Way” is a link to an article about an innovative program in Ottawa, where tutors who spoke community languages supported teachers and students in the classroom.

To facilitate your viewing of and professional learning from this program, a four-stage process is recommended:

1. **Before viewing:** checking your prior knowledge and beliefs
2. **While viewing:** recording key ideas and details from the program
3. **After viewing:** comparing new information with prior knowledge or beliefs
4. **Application and evaluation:** reflecting on and discussing the implications of the information and ideas in this program for your own school or classroom

On the following two pages you will find some discussion prompts and graphic organizers to guide your thinking and discussion through this four-stage process.

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1. **Before viewing**, read the statements below and circle “Agree,” “Disagree,” or “Not sure” beside each one. If you are viewing with a group you could discuss each statement before recording your own response.
2. **While viewing**, record any information relevant to the statements in the spaces below.
3. **After viewing**, consider the statements below again, based on any new information you may have gathered. Indicate whether your prior knowledge or beliefs have been confirmed, expanded, or challenged by the information in this program. (Note: Some of the information may be directly stated, while other information may be inferred.)

Before Viewing	Statements	After Viewing
Agree Disagree Not sure	English language learners (often referred to as “ESL students”) will probably constitute a larger proportion of the student population in our school district in the next decade.	Confirmed Expanded Challenged
Agree Disagree Not sure	English language learners experience disproportionate school failure and are at greater risk of dropping out.	Confirmed Expanded Challenged
Agree Disagree Not sure	Teachers in English-language schools in Ontario are generally well prepared to teach students whose home language is other than English.	Confirmed Expanded Challenged
Agree Disagree Not sure	It’s important to encourage students who are learning English to immerse themselves in English as much as possible, at school and at home.	Confirmed Expanded Challenged
Agree Disagree Not sure	Multilingual schools in Ontario are not realizing their linguistic and cultural potential.	Confirmed Expanded Challenged

**4. Application and Evaluation:** Think or talk about some of the implications of this program for your own school or classroom, using the prompts below to get you started:

<p>Which languages are represented among students in your school?</p> <p>Which languages are represented on staff?</p>	
<p>List the places where you would see evidence of these languages around the school or in classrooms.</p>	
<p>Which information or ideas did you find the most interesting, surprising, useful, or challenging?</p>	
<p>How could you begin to draw on students' languages as an asset in your own school or classroom?</p>	
<p>Which aspects or implications of this webcast merit further discussion at a staff or team meeting?</p>	
<p>Would it be a good idea to consider proficiency in a community language an important asset in hiring and promotion? Why or why not?</p>	

**To continue your learning on this topic, check the website for additional support material and links to other sources of information: [www.curriculum.org](http://www.curriculum.org)**