



ESL in K-12 Schools in Ontario

There has been a significant decrease in the amount of support provided to ESL students by specialist teachers in the past few years. Cutbacks have also affected other important services for ESL students and their parents. The Ontario Ministry of Education policy is that every teacher needs to take the responsibility to meet the needs of the ESL learners in their classroom. Although education funding has increased somewhat over the past two years, there are still serious shortcomings in the delivery of ESL programs in Ontario as highlighted in the following recently published reports.

1) Elementary Teachers of Toronto Website

<http://www.ett.ca/showarticle.asp?article=947>

To find the 2005 Survey of Elementary Teachers of Toronto about English-as-a-Second Language (ESL) issues, go to the *Resources* section of this website.

2) People for Education Website

<http://www.peopleforeducation.com/>

To find the *English as a Second Language Programs – Immigration in Urban Areas (2005) report*, go to:

<http://www.peopleforeducation.com/reports/programs/ESL2005.pdf>

3) Atkinson Foundation Website

<http://atkinsonfdn.on.ca/>

Why Canada's schools are failing newcomers?

This report describes several aspects of issues of ESL education.

<http://www.atkinsonfoundation.ca/files/Duffyrev.pdf/view>

4) Auditor General of Ontario Website

<http://www.auditor.on.ca/>

English as a Second Language and English Literacy Development Report of Office of the Auditor General of Ontario website:

http://www.auditor.on.ca/en/reports_en/en05/307en05.pdf

The ESL Infusion Initiative

In an attempt to respond to the challenges described in these reports, an initiative at OISE/UT was approved in the summer of 2001 to infuse

issues related to ESL into the pre-service programs including the B.Ed., the Master of Teaching and the Institute for Child Study MA. This has been a multi-year initiative with short and long term goals. To prepare every Ontario teacher to meet the needs of ESL learners in K-12 classrooms, we have infused ESL issues and teaching strategies across the teacher education curriculum in as many ways as possible. This includes:

A) Workshops

Workshops on a range of ESL and diversity-related topics are available to pre-service candidates through the ESL Infusion office and Student Services. These include workshops on *Inclusive Teaching Strategies*, *Critical Issues in ESL*, and *Language Learning*.

B) The ESL Infusion Website

Over the past five years, the ESL Infusion team has been developing a website for practicing teachers, teacher candidates and teacher educators. This site includes a wide range of resources to support ESL learners as well as numerous opportunities to interact with other educators concerned about better serving linguistically diverse students in Canadian schools. This site is organized into three categories: planning and teaching ESL, sharing ESL/TESL experiences, and understanding ESL/TESL. The website also allows teacher candidates to complete assignments and take part in a number of learning activities online. You can find the site at:

<http://eslinfusion.oise.utoronto.ca>

Some highlights of this site include: subject-specific lesson ideas, inclusive classroom strategies, extensive resources, videos, internet sites, critical incidents, a forum to pose questions and get support from ESL experts and colleagues, and the stories of other ESL teachers and language learners. Also, in the near future, a teacher network section will be created on the website where teachers can connect with other subject teachers who are ESL friendly to share experiences. This feature will be created under the *Planning and Teaching ESL* section of the ESL Infusion website. Consider inviting your colleagues to join the network.

C) Print and Video Resources

Both practical and more theoretically oriented print and video resources to support instructors in their efforts to infuse ESL-related issues into their courses are available at the OISE/UT library and posted on the *ESL Infusion Website*. Two such resources include the *ESL Infusion Video Series* on the needs of ESL learners and teachers in diverse Toronto schools, and the *Closing the Gap Video Series* on issues related to the communication between teachers and immigrant parents.

Useful Websites

Center for Applied Linguistics (CAL)

<http://www.cal.org/>

National K-12 Foreign Language Resource Centre

This site focuses on the professional development of K-12 foreign language teachers.

<http://www.cal.org/k12nflrc/>

Curriculum Services Canada

<http://www.curriculum.org/>

Curriculum Services Canada (CSC) provides services related to the evaluation, development, implementation and accreditation of learning resources and the delivery of related educational opportunities. The three following pages are also a part of the curriculum services Canada website:

Teaching and Learning in Multilingual Ontario

<http://www.curriculum.org/secretariat/december7.html>

Literacy and Numeracy Secretariat — Think Literacy Document

<http://www.curriculum.org/thinkliteracy/>

Think Literacy: Cross-Curricular Approaches, Grade 7-12

Tips for ESL learners - Math Grades 7, 8, 9

<http://www.curriculum.org/lms/library.html>

Tips for English Language Learners in Mathematics – Grade 9 Applied
Developing Mathematical Literacy for All – A Focus on English Language Learners

ERGO ESL/ELD Resource Group Ontario Site

<http://www.ergo-on.ca/?lang=en-CA>

This site contains resources on assessment and evaluation of ESL learners, the elementary ESL guidelines the secondary ESL curriculum, etc. It also includes curriculum support documents such as English for school and work, study skills in English, and an annotated bibliography of ESL/ELD resources.

Inspire: The Journal of Literacy and Numeracy for Ontario

<http://www.inspirelearning.ca/>

Settlement.Org

This site contains information and resources pertaining to settlement in Ontario, such as ESL programs, description of the K-12 school system, country profiles, etc.

<http://settlement.org>

How to Create a Multilingual School Environment

http://www.inspirelearning.ca/english/equity/sharingSpace_Jan01.htm

More websites relevant to ESL issues can be found at:

<http://eslinfusion.oise.utoronto.ca/teachingresourcesi.asp>

We want your input

We would like to invite you to complete one of the 3 three surveys that we have prepared. Your answers will help us to understand how we might enhance the ESL Infusion Initiative to better prepare teacher candidates to meet the needs of ESL learners. It will take no more than 10 to 15 minutes to complete one of these surveys.

Survey 1: ESL Infusion Survey for Preservice Instructors

<http://www.oise.utoronto.ca/surveys/surveyviewer2/index.php?surveyID=S2KY1>

Survey 2: ESL Infusion Survey for Teacher Candidates

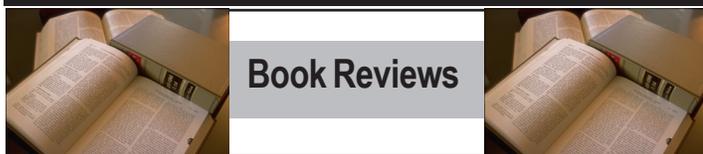
<http://www.oise.utoronto.ca/surveys/surveyviewer2/index.php?surveyID=MKHVY>

Survey 3: ESL Infusion Survey for Associate Teachers

<http://www.oise.utoronto.ca/surveys/surveyviewer2/signup.php?surveyID=9LCNG>

Equity, Diversity, Social Justice and ESL PD for Initial Teacher Education Instructors

A summary of your responses will be shared during a **two-day PD session for all ITE instructors** to be held on May 12 and 25, 2006. The first day, May 11, will focus on 'equity induction', that is, what every ITE instructor needs to know to teach in an ITE program that has equity, diversity, and social justice as core principals. Day two, May 25, will focus attention on concrete strategies for infusing ESL issues across the ITE program and effective strategies for supporting internationally educated teacher candidates.



Gonzalez, V., Yawkey, T., & Minaya-Rowe, L. (2006). *English-as-a-second-language (ESL) teaching and learning: Pre-K-12 classroom applications for students' academic achievement and development*. Boston: Allyn & Bacon.
376 pages \$73.95 ISBN: 0-205-39251-2

What conditions are needed for ESL students to succeed in schools? In *English-As-A-Second-Language (ESL) Teaching and Learning*, Virginia Gonzalez, Thomas Yawkey and Liliana Minaya-Rowe effectively answer this question by providing teachers, especially those in ESL sites, with theoretical and practical knowledge of ESL instruction to improve classroom performance. A significant feature of this book is its ability to develop multiple teaching and assessment strategies that positively enhance the academic achievement of at-risk English language learners. By introducing social, affective and moral components in teacher preparation, this text broadens a sense of advocacy, commitment and empathy in teachers as they work with their ESL students.

This book provides two original contributions to the field. First, it encourages teachers to connect to the socio-historical presence of ESL immigrant students in their schools. Second, it guides teachers to become committed advocates to serve ESL students. The authors implement their thesis successfully by having readers reflect on their own personal family history and professional experience through concrete examples that show the significant ways in which ESL immigrant students and their families have contributed to the social history of the United States. This application uses a cognitive, humanistic, constructivist model of learning theory to help readers make a conceptual connection to the socio-historical, political, economic, cultural and linguistic issues related to the standard of educational programs offered to ESL students. Innovative features of this book include chapters on US immigration history for ESL populations, policy and professional organization standards, connections in assessment and instruction, educational applications of technology, and professional development issues. Numerous case studies, critical thinking questions, activities, and instructional goals are woven throughout the chapters.

Perhaps the authors could have invited other voices to join into their dialogue across book themes. Expanding the conversation to include a diversity of perspectives would have deepened the reader's understanding of issues. For example, in a discussion that affirms the need to nurture the "whole" learner, the authors could have invited an author such as Wigg (1993), who examines the social and cultural backgrounds of people with language and learning disabilities, to enrich their discussion.

On the whole, *English-As-A-Second-Language (ESL) Teaching and Learning*, is an excellent book for teachers and administrators that seek innovative approaches to teach ESL students. Gonzalez, Yawkey, and Minaya-Rowe successfully impart best practices for teachers to apply in

a variety of different learning environments enabling them to implement educational programs that positively impact the academic achievement of ESL students.

References:

Wigg, E. H. (1993). Strategy training for people with language-learning disabilities. In L.J. Meltzer (Ed.), *Strategy assessment and instruction for students with learning disabilities: From theory to practice* (pp. 167-194). Austin: Texas, Pro-Ed.

Reviewed by Sandria P. Officer

Socorro G. Herrera and Kevin G. Murry. (2005). *Mastering ESL and Bilingual Methods: Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students*. Boston: Allyn & Bacon.
432 pages \$47.80 ISBN: 0-205-41060-X

Socorro Herrera and Kevin Murry's first edition of *Mastering ESL and Bilingual Methods: Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students* is a modern text on theory and research-based methods specifically designed to promote the academic achievement of culturally and linguistically diverse students. Significant features of the book include: standards of best practice in each chapter; theoretical and practical pedagogical plans throughout the text; a case study on individual instruction for a CLD student; fallacies and fact vignettes on instructional issues; self-assessment rubrics; and assessment tips and strategies.

The major strength of this text is the range of mutually accommodating instructional methods used to improve the professional preparation of teachers in accommodating CLD students within various classroom settings. This application promotes the use of socio-cultural, cognitive, academic, and linguistic aspects of the CLD student biography and school experience. Three methodologies are examined for application in professional practice: the integrated content-based method, the sheltered instruction method, and the cognitive academic language learning approach (CALLA) method.

A minor weakness of this text was found in the lack of case studies on the individual instructional needs of CLD students. The one and only case study in this book appears in Chapter two and effectively illustrates the unique cognitive challenges and processes facing a CLD student. Additional case studies woven throughout the book would have provided the reader with a deeper understanding of the implications involved in classroom and school practice.

Overall, *Mastering ESL and Bilingual Methods*, is an excellent book that provides teachers and administrators with essential methods of instruction for CLD students. The final chapter provides best practices for the instruction of CLD students and explores: critical elements to aid self-assessment comparisons of practice with national standards, critical reflection on practice, and suggestions for the improvement of professional practice with CLD students.

Reviewed by Sandria P. Officer

Celebrating Linguistic Diversity: Annual Conference (2006)

Celebrating Linguistic Diversity is an annual two-day conference organized by the Toronto District School Board (TDSB) and co-sponsored by the Modern Language Centre (MLC) of OISE/UT. The conference boasts a wide range of practical workshops designed specifically for ELD/ESL teachers, classroom teachers, guidance staff, and teacher educators. The conference will take place on **Thursday, April 27, 2006, and Friday, April 28, 2006** from 8:00 a.m. to 4:00 p.m. It will be held at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) – 252 Bloor Street West, Toronto. For more information, you can find the program brochure and registration form at: <http://www.oise.utoronto.ca/MLC/LinguisticDiversity2006.pdf>

Conference Highlights:

Keynote Speaker: David and Yvonne Freeman
Topic: Closing the Achievement Gap for English Language Learners

Keynote Speaker: Deborah Ellis
Topic: War, Children and Literature

Keynote Speaker: Kathy Escamilla
Topic: Second Language Acquisition: Beyond Linguistics and Cognition

Keynote Speaker: Katherine Barber
Topic: Why Dictionaries Are Not Like Pantyhose

Dinner Symposium with David and Yvonne Freeman
Topic: Developing Reading Proficiency for Academic Success

Stay Tuned!

Be sure to visit the ESL Infusion website regularly. In the near future, we will be posting new resources including *The Crossing Cultures Series* with 4 handbooks related to issues faced by internationally educated teachers.

And remember, the ESL Infusion Initiative is all about making Ontario schools more inclusive environments for all children including newcomers, like 6 year old Russian speaking Leonid, who is learning English for the first time in his Grade 1 classroom.

Here is a story and plasticine picture of his experience:

*We go to the Canada
and in Canada it's night
We go in a taxi. We go to the friend house
We with happy to see friend and friend happy*

By: Leonid



Acknowledgement

We thank OISE/UT Student Services for its support in making this newsletter available to teacher candidates, practicing teachers and teacher educators.

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