How Do We Teach Academic English?

Jim Cummins
The University of Toronto

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Overview

- We need to understand the nature of English proficiency;
- We need to understand how scaffolding works;
- Literacy engagement is key to literacy achievement;
- Identity affirmation is key to literacy engagement;
- Teaching for transfer across languages is key to literacy engagement;
Taking Stock in the Wake of NCLB

- Positive: Bilingual/EL students are now on the accountability map;
- Negative: Standardized tests dominate curriculum and instruction;
- Negative: L1 literacy promotion discouraged and/or undervalued;
- Negative: Focus primarily on early reading (decoding) and neglect of reading comprehension in the junior and intermediate grades (Grade 4 slump phenomenon);
- Negative: Neglect of the affective sphere in reading engagement, particularly the importance of identity investment;
- Negative: For low-income and bilingual/ELL students, transmission approaches to pedagogy dominate to the exclusion of inquiry-based approaches.
Is there a pedagogical divide?

Sidwell Friends School in Washington DC
The Middle School educational philosophy is expressed as follows:

- The rigorous curriculum focuses on basic skills, a disciplined manner of inquiry, individual creativity, and good study habits. Students are encouraged to cooperate rather than to compete and to share their special gifts and talents. ([http://www.sidwell.edu/lower_school/academics.asp](http://www.sidwell.edu/lower_school/academics.asp))

- The School also emphasizes the “frequent discussions of issues of equality, peace, and social justice in our classrooms.” ([http://www.sidwell.edu/middle_school/lifeinms.asp](http://www.sidwell.edu/middle_school/lifeinms.asp))

- This emphasis on inquiry, creativity, cooperation, and identification of student talents, together with a focus on equality, peace and social justice are totally absent from the No Child Left Behind pedagogical prescriptions.
What is “Inspirational Pedagogy”

- At its most intuitive level, it is the kind of instruction that you would like your own children to receive K-12.

- More specifically, inspirational pedagogy is characterized by:
  - Classroom interactions that generate high levels of academic engagement;
  - Cognitive challenge supplemented by appropriate support to enable students to succeed;
  - Identity affirmation;
  - Instruction that goes beyond just transmission of curriculum;
  - Using language to (a) generate knowledge, (b) create literature and art, and (c) act on social realities.
Three Research-based Frameworks to Guide the Teaching of ELL Students

- **Framework 1**: The Conditions for Promoting Literacy Engagement
- **Framework 2**: The Academic Expertise Framework
- **Framework 3**: The Pearson ELL Instructional Framework
Conditions for Promoting Literacy Engagement among ELL Students

Literacy Attainment

Literacy Engagement

Scaffold Meaning
(input and output)

↔

Activate prior knowledge/Build background knowledge

↔

Affirm identity

↔

Extend language
THE DEVELOPMENT OF ACADEMIC EXPERTISE

Teacher – Student Interactions

Maximum Cognitive Engagement

Maximum Identity Investment

Focus on Language

- Awareness of language forms and uses
- Critical analysis of language forms and uses

Focus on Meaning

- Making input comprehensible
- Developing critical literacy

Focus on Use

Using language to:

- Generate new knowledge
- Create literature and art
- Act on social realities
1. Identify and Communicate Content and Language Objectives
2. Frontload the Lesson
3. Provide Comprehensible Input
4. Enable Language Production
5. Assess for Content and Language Understanding
What Is English Language Proficiency?

Conversational Fluency

- The ability to carry on a conversation in familiar face-to-face situations;
- Developed by the vast majority of native speakers by the time they enter school at age 5;
- Involves use of high frequency words and simple grammatical constructions;
- ELL students typically require 1-2 years to attain peer-appropriate levels.
What Is English Language Proficiency?
Discrete Language Skills

- Refers to the rule-governed aspects of language (phonological awareness, phonics, spelling, grammar, punctuation, etc.);

- Can be developed in two independent ways:
  (a) by explicit instruction, and
  (b) through immersion in a literacy-rich home or school environment where meanings are elaborated through language and attention is drawn to literate forms of language (e.g. letters on the pages of books);

- ELL students can learn these specific language skills concurrently with their development of basic vocabulary and conversational fluency. However, there is little direct transference to other aspects of language proficiency (e.g. vocabulary).
What Is English Language Proficiency?

Academic Language Proficiency

- Includes knowledge of the less frequent vocabulary of English as well as the ability to interpret and produce increasingly complex written language;

- ELL students typically require at least 5 years to attain grade expectations in language and literacy skills;

- In order to catch up to grade norms within 6 years, ELL students must make 15 months gain in every 10-month school year;

- Because academic language is found primarily in books, extensive reading is crucial in enabling students to catch up;

- Frequent writing, across genres, is also crucial in developing academic writing skills.
From Edgar Allan Poe: The Pit and the Pendulum

My outstretched hands at length encountered some solid obstruction. It was a wall, seemingly of stone masonry – very smooth, slimy, and cold. I followed it up; stepping with all the careful distrust with which certain antique narratives had inspired me.
### Social Studies Vocabulary (grade 5)

<table>
<thead>
<tr>
<th>Amend</th>
<th>Boundary</th>
<th>Compromise</th>
<th>Consultation</th>
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<tr>
<td>Annexation</td>
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<td>Cavalry</td>
<td>Constitution</td>
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<td>Independence</td>
<td>Perpetual</td>
<td>Ratify</td>
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<td>Dissolved</td>
<td>Induced</td>
<td>Petition</td>
<td>Rebellion</td>
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<td>Dynasty</td>
<td>Inference</td>
<td>Preamble</td>
<td>Representatives</td>
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<td>Resolution</td>
<td>Sentiments</td>
<td>Statement</td>
<td>Traditions</td>
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<tr>
<td>Revolt</td>
<td>Siege</td>
<td>Surveyor</td>
<td>Treaty</td>
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<tr>
<td>Revolution</td>
<td>Skirmish</td>
<td>Sustain</td>
<td>Tyrants</td>
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<tr>
<td>accelerate</td>
<td>contribute</td>
<td>fluctuate</td>
<td>notion</td>
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<td>achieve</td>
<td>convert</td>
<td>focus</td>
<td>obtain</td>
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<td>create</td>
<td>formulate</td>
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<th>function</th>
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<td>series</td>
<td>alternative</td>
<td>crucial</td>
<td>generate</td>
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<tr>
<td><em>shift</em></td>
<td>analyze</td>
<td>data</td>
<td>guarantee</td>
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</table>

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<thead>
<tr>
<th>occur</th>
<th>signify</th>
<th>approach</th>
<th>define</th>
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</thead>
<tbody>
<tr>
<td>passive</td>
<td>similar</td>
<td>approximate</td>
<td>definite</td>
</tr>
<tr>
<td>period</td>
<td>simultaneous</td>
<td>arbitrary</td>
<td>demonstrate</td>
</tr>
</tbody>
</table>

*Note: The table above represents a sample of the most frequent 150 academic words.*
<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>English</th>
</tr>
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<tbody>
<tr>
<td>speed</td>
<td>velocidad</td>
<td>velocity</td>
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<tr>
<td>sick</td>
<td>enfermo</td>
<td>infirm</td>
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<tr>
<td>meet</td>
<td>encontrar</td>
<td>encounter</td>
</tr>
</tbody>
</table>
What Does $6 Billion Buy?

The Failure of Reading First to Demonstrate Impact on Reading Comprehension

Reading First Impact Study: Final Report (November 2008)

- “Reading First did not produce a statistically significant impact on student reading comprehension test scores in grades one, two or three.” (2008, p. xv)

- “Reading First produced a positive and statistically significant impact on decoding among first grade students tested in one school year (spring 2007).” (2008, p. xvi)

- “Reading First had no statistically significant impacts on student engagement with print.” (p. xxii)
Impressive Evidence for the Effects of Extensive Reading in L2 Acquisition


“Elley (1991) also showed that free reading had a profound effect on second language acquirers in Singapore. In three studies involving a total of approximately 3,000 children, ages six through nine, and lasting from one to three years, children who followed the ‘Reading and English Acquisition Program,’ a combination of shared book experience, language experience, and free reading (‘book flood’), outperformed traditionally taught students on tests of reading comprehension, vocabulary, oral language, grammar, listening comprehension, and writing.”
The Centrality of Literacy Engagement

- Amount and range of reading and writing;
- Use of effective strategies for deep understanding of text;
- Positive affect and identity investment in reading and writing;

Guthrie notes that in all spheres of life (e.g. driving a car, doing surgery, playing golf, gourmet cooking, etc.) participation is key to the development of proficiency. He notes that “certainly some initial lessons are valuable for driving a car or typing on a keyboard, but expertise spirals upward mainly with engaged participation” (2004, p. 8).
PISA: Reading Engagement

For example, data on the reading attainment of 15-year-olds in almost 30 countries showed that “the level of a student’s reading engagement is a better predictor of literacy performance than his or her socioeconomic background, indicating that cultivating a student’s interest in reading can help overcome home disadvantages” (OECD, 2004, p. 8)
Empirical Support for the Role of Engaged Reading

Drawing on both the 1998 NAEP data from the United States and the results of the PISA study of reading achievement in international contexts, Guthrie (2004, p. 5) notes that students “...whose family background was characterized by low income and low education, but who were highly engaged readers, substantially outscored students who came from backgrounds with higher education and higher income, but who themselves were less engaged readers. Based on a massive sample, this finding suggests the stunning conclusion that engaged reading can overcome traditional barriers to reading achievement, including gender, parental education, and income.”
Inquiry as a Way to Get Students into Engaged Literacy

The Big Question

What can you do to keep safe during thunder and lightning storms?
Inquiry as a Way to Get Students into Engaged Literacy

UNIT 1 Contents

Communities

The Big Question

What are some ways that communities are alike and different? . . . 3

Words to Know: Communities

Mini-Autobiographies: Your Stories about Communities
The Power of Writing

- **Poetry**
  
  I am....
  
  Where I'm from...
  
  Acrostic poems etc.

- **Multimedia iMovies**

- **Monolingual or bilingual books**

- **PowerPoint projects or cartoon strips**

Writing helps solve problems, affirms students' identities, and generates linguistic feedback from teachers that can increase language awareness and academic language proficiency.

**Great source of ideas:**

Scaffold Language

- Graphic organizers
- Visuals in texts
- Demonstrations
- Hands-on experiences
- Collaborative group work
- Encouraging L1 use (e.g. writing) as a means of transferring knowledge and skills from L1 to L2
- Learning strategies (planning tasks, visualisation, grouping/classifying, note-taking/summarising, questioning for clarification, making use of multiple resources for task completion)
- Language clarification (explanation, dictionary use, etc.)
**Cause and Effect**

Finding cause and effect relationships can help you to understand what you read.

- The **cause** is why something happens.
- The **effect** is the thing that happens.
  It is the result of the cause.

To find an effect in a story, ask yourself: “What happened?” To find the cause, ask yourself: “Why did this thing happen?”

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**Connected learning**

reinforces the strategy introduced before, during, and after the reading.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communities are trying to preserve their old buildings.</td>
<td>A jail now holds art instead of prisoners.</td>
</tr>
<tr>
<td>Many old buildings were made with stone and brick. They are often strong and beautiful.</td>
<td></td>
</tr>
</tbody>
</table>
**After reading** assess how well you used the strategy.

**Reading Strategy**

**Identify Cause and Effect**

As you read this selection, you looked for causes and effects.

- What examples of causes and effects did you identify?
- Did looking for causes and effects help you to understand the selection? How?

... and how well you understood the selection.

**Think It Over**

1. What is this selection about?
2. How can an old building be a link to the past?
3. Name two good reasons to save old buildings.
Engaging prior understandings
“new understandings are constructed on a foundation of existing understandings and experiences” (Donovan & Bransford, 2005, p. 4).

Integrating factual knowledge with conceptual frameworks
“deep understanding of subject matter transforms factual information into usable knowledge” (Bransford et al. p. 16).

Using metacognitive strategies to take active control over the learning process
“a ‘metacognitive’ or self-monitoring approach can help students develop the ability to take control of their own learning, consciously define learning goals, and monitor their progress in achieving them” (Donovan & Bransford, 2005, p. 10)
“Nowhere is the role of prior knowledge more important than in second language educational contexts. Students who can access their prior knowledge through the language and culture most familiar to them can call on a rich array of schemata, whereas students who believe they can only use that knowledge they have explicitly learned in the second language are limited in their access” (Chamot, 1998, p. 197).
Building Vocabulary
Presentation
Practice
Vocabulary in Context
Short autobiographies
Cross-curricular
What About You
Critical thinking and personalization

I live near Japan’s highest mountain. Mount Fuji is more than 12,300 feet high. It is a dormant volcano. That means the volcano is not active. Artists paint beautiful pictures of Mount Fuji. But I can look at a real sleeping volcano every day.

We have many floods in Bangladesh. In the spring, the snow on the mountains melts. We also have lots of rainstorms in my country. This means our rivers often fill with too much water. The floods destroy towns and crops.

What about you?
1. What kind of weather do you have where you live?
2. How are these students’ stories similar to yours?
3. Do you have other stories about forces of nature? Tell your story!
Newcomer students are often in a vulnerable position - they are unable to show their intelligence, personality, sense of humour, etc. to teachers and peers.

They may have gone from a school situation where they were very competent academically to one where they now feel incompetent.

Whey newcomer students feel welcomed in the school and classroom by teachers and peers, they will engage academically much more actively and effectively.
Sociological Factors

- Power relations in the broader society play a crucial role in students’ achievement in school.

Students who experience academic failure predominantly come from social groups whose identities (culture, language, religion, etc.) have been devalued in the wider society, sometimes over many generations (see John Ogbu’s work—example of Burakumin in Japan);

- Effective education challenges coercive power relations in the broader society by affirming students’ identities at school.
What Do We Mean by “Empowerment?”

- **Coercive Relations of Power**
  - exercise of power by a dominant individual, group, or country to the detriment of a subordinated individual, group, or country (*power over*);

- **Collaborative Relations of Power**
  - collaborative relations of power operate on the assumption that power is not a fixed pre-determined quantity but rather can be generated in interpersonal and intergroup relations. Participants in the relationship are empowered through their collaboration such that each is more affirmed in her or his identity and has a greater sense of efficacy to create change in his or her life or social situation (*power with*);

- **Empowerment**
  - the collaborative creation of power
Identity Negotiation in the Classroom

Lisa Leoni

- The way I see it everything has to relate to the identity of the students; children have to see themselves in every aspect of their work at school.

- My overarching goal as a teacher is to uncover all that is unknown to me about my students—linguistically and culturally, and especially to understand the community they are part of (their parents, their friends, their faith) and the list goes on. So when a student enters my class, I want to discover all that I can about that student as a learner and as a person.

- For example, when Tomer entered my class last year, a lot of the work he produced was in Hebrew. Why? Because that is where his knowledge was encoded and I wanted to make sure that Tomer was an active member and participant in my class. It was also a way for me to gain insight into his level of literacy and oral language development.
I think using your first language is so helpful because when you don't understand something after you've just come here it is like beginning as a baby. You don't know English and you need to learn it all from the beginning; but if you already have it in another language then it is easier, you can translate it, and you can do it in your language too, then it is easier to understand the second language.

The first time I couldn't understand what she [Lisa] was saying except the word Hebrew, but I think it's very smart that she said for us to do it in our language because we can't just sit on our hands doing nothing.
About The Authors
We are three best friends. Our names are Madiha Bajwa, Kanta Khalid, and Sulmana Hanif. We are in grade 7 at Michael Cranny E.S. in Maple, Ontario. This story we wrote mostly describes how hard it was to leave our country and come to a new country.

Translation:
نا سک نیا سک
Hello!!

We are three best friends. Our names are Madiha Bajwa, Kanta Khalid, and Sulmana Hanif. We are in grade 7 at Michael Cranny E.S. in Maple, Ontario. This story we wrote mostly describes how hard it was to leave our country and come to a new country.
Sonia’s dad for the first time had his own car. He drove the family to their new apartment. The apartment had an elevator and Sonia actually thought the elevator was her home. She also thought that when she would press each button, things would pop out. Then when the elevator opened, Sonia saw a lot of doors in front of her. She thought they were all rooms in her new apartment.
Kanta’s Perspective

- And how it helped me was when I came here in grade 4 the teachers didn’t know what I was capable of.

- I was given a pack of crayons and a coloring book and told to get on coloring with it. And after I felt so bad about that—I’m capable of doing much more than just that. I have my own inner skills to show the world than just coloring and I felt that those skills of mine are important also. So when we started writing the book *[The New Country]*, I could actually show the world that I am something instead of just coloring.

- And that’s how it helped me and it made me so proud of myself that I am actually capable of doing something, and here today [at the Ontario TESL conference] I am actually doing something. I’m not just a coloring person—I can show you that I am something.
Identity Texts: a tool for cognitive engagement and identity investment

- **Identity texts** refer to artifacts that students produce. Students take ownership of these artifacts as a result of having invested their identities in them.

- Once produced, these texts (written, spoken, visual, musical, or combinations in multimodal form) hold a mirror up to the student in which his or her identity is reflected back in a positive light.

- Students invest their identities in these texts which then become ambassadors of students' identities. When students share identity texts with multiple audiences (peers, teachers, parents, grandparents, sister classes, the media, etc.) they are likely to receive positive feedback and affirmation of self in interaction with these audiences.
Diversity as Problem

In recent years, increasing numbers of ESL students have come into my [science] classes. This year, one of my classes contains almost as many non-English speaking students as there are English speaking ones. Most of the ESL students have very limited English skills, and as a result are not involved in class discussions and cannot complete assignments or pass tests.
Diversity as Problem (cont.)

I respect these students as I recognize that often they have a superior prior education in their own language. They are well-mannered, hard-working and respectful of others. I enjoy having a multiracial society in my classroom, because I like these students for themselves and their high motivational level. However, I am troubled by my incompetence in adequately helping many individual students of that society. Because of language difficulties, they often cannot understand me, nor can they read the text or board notes. Each of these students needs my personal attention, and I do not have that extra time to give.
As well, I have to evaluate their ability to understand science. They cannot show me their comprehension. I have to give them a failing mark! I question the educational decisions made to assimilate ESL students into academic subject classes before they have minimal skills in English (extracted from "A teacher's daily struggle in multi-racial classroom", Letter of the Week, *Toronto Star*, 1994, April 2, p. B3).
What’s Wrong with this Scenario?

- Isolation - no evidence of any communication with ESL teachers or other content teachers;

- Leadership vacuum - why is this issue not being discussed at school level?

- No awareness of relevant research - at least 5 years is typically required for ELL students to catch up academically - can’t be “fixed” in 1-2 years of ESL;

- No awareness of scaffolding strategies to make content comprehensible for ELL students;

- No conception of possible alternative assessment strategies.
Collecting Specimens

Big Words for BIG MINDS

Word (English)
Word (Home language)

Definition
Picture

Synonym
Sentence
### Systematic Exploration of Vocabulary

#### revolution

1. A major change in government or in a way of thinking about an issue or event;
2. Orbit of a planet around the sun;

The French revolution changed the course of history.

<table>
<thead>
<tr>
<th>Revolution</th>
<th>Orbit of a planet around the sun;</th>
<th>Revolt</th>
<th>Orbit or turn around</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>revolution</strong></td>
<td></td>
<td><strong>Revolt</strong></td>
<td><strong>Orbit or turn around</strong></td>
</tr>
</tbody>
</table>

**The French revolution** changed the course of history.
Welcome to Wordsmyth!
Please help us grow and develop our educational resources. We are working on new tools and new resources, and your input is important. Try out our study tools - the Glossary Maker and the Vocabulary Quiz Maker - and share your views in the Talk section.

News
What new features would you like to see at Wordsmyth? More vocabulary resources? A CD-ROM version of the Wordsmyth Dictionary-Thesaurus? Word Games? In order to communicate with our users, we are planning a Newsletter. Watch this space for announcements.

Wordsmyth NOW
* Look up any word on any web page!
* Use the Wordsmyth toolbar button for Internet Explorer 5 and Netscape 4+ browsers

This new electronic dictionary features over 30,000 entries and an array of multimedia, including spoken pronunciations, animations, and colorful illustrations. The unique Word Explorer allows browsing by topic, and hyperlinked synonyms help students find exactly the right word. See more.
The **Wordsmyth Vocabulary QuizMaker** lets you quickly create a random-order list of vocabulary words and definitions, suitable for printing and distributing as classroom materials or study aids.

1. In the space below simply list all of the vocabulary words you'd like to include in your quiz. **Separate words with commas.**

   ```plaintext
   optional, fragmented, critical, liberty,
   ```

2. Quiz label (optional) -- e.g. "Physics Chapter 5 Quiz". You can also type or paste any HTML formatting code into this space. This label will appear as the "title" of your quiz.

   ```plaintext
   Wordsmyth sample quiz
   ```

3. Now click **Create Quiz** to generate your Vocabulary Quiz.

   A preview of the final quiz will appear, from where you can select which definitions to use, manually edit the definitions, or proceed to a print-ready view of the final quiz.

   Please note: it may take some time to generate your quiz, especially if you've submitted many words. Please be patient while the quiz loads.
Wordsmyth sample quiz

Student Name: ______________

Match the vocabulary words on the left with the definitions on the right.

1. optional  
   2. fragmented  
   3. liberty  
   4. critical  

   - tending to find fault.  
   - not required; freedom.  
   - broken up into pieces.
Paste your text into the box. Press 'Sift' to visualize.

learning. In every area we stress independent thinking and judgments balanced by receptivity to the ideas of others. The rigorous curriculum focuses on basic skills, a disciplined manner of inquiry, individual creativity, and good study habits. Students are encouraged to cooperate rather than to compete and to share their special gifts and talents. Frequent discussions of issues of equality, peace, and social justice in our classrooms

Use Firefox or IE 7.0 for WordSift.
Examples from Source

'Skill'

We believe that to be effective, education must be founded on secure mastery of basic skills, taught not only in isolation but also in integration with one another.

We place strong emphasis on reading, personal expression of ideas through speaking and writing, and the mastery of computational and problem solving skills.

The rigorous curriculum focuses on basic skills, a disciplined manner of inquiry, individual creativity, and good study habits.
National Literacy Panel for Language Minority Children and Youth (August & Shanahan, Erlbaum, 2006)
In summary, there is no indication that bilingual instruction impedes academic achievement in either the native language or English, whether for language-minority students, students receiving heritage language instruction, or those enrolled in French immersion programs. Where differences were observed, on average they favored the students in a bilingual program. The meta-analytic results clearly suggest a positive effect for bilingual instruction that is moderate in size.

(Francis, Lesaux, and August 2006, p. 397)
# A School-Based Choice Template for Planning Literacy Instruction

<table>
<thead>
<tr>
<th>Instructional Options</th>
<th>Current Realities Where Are We?</th>
<th>Vision for the Future Where Do We Want To Be?</th>
<th>Getting it Done How Do We Get There?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>How do we adapt curriculum materials to link with students’ prior knowledge and cultural background (e.g. purchase dual language books) and also to promote critical thinking about texts and issues (e.g. whose perspectives are represented in a text)?</td>
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<tr>
<td><strong>Cognition</strong></td>
<td>How can we modify instruction to evoke higher levels of literacy engagement and critical thinking?</td>
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</tr>
<tr>
<td><strong>Tools</strong></td>
<td>How can we use tools such as computers, digital cameras, camcorders, web pages, etc?</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>How can we complement mandated standardized assessments in order to present to students, parents, and administrators a more valid account of student progress? (e.g. a role for portfolio assessment?)</td>
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</tr>
<tr>
<td><strong>Language/Culture</strong></td>
<td>What messages are we giving students and parents about home language and culture? How can we enable students to use their L1 as a powerful tool for learning? Can we increase students’ identity investment by means of bilingual instructional strategies (teaching for transfer)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parental Involvement</strong></td>
<td>How can we engage parents as co-educators in such a way that their linguistic and cultural expertise is harnessed as fuel for their children’s academic progress?</td>
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</tr>
</tbody>
</table>
Resources

- [www.multiliteracies.ca](http://www.multiliteracies.ca) (Multiliteracies project)
- [http://thornwood.peelschools.org/Dual](http://thornwood.peelschools.org/Dual) (Dual Language Showcase)
- [www.curriculum.org/secretariat/archive.html](http://www.curriculum.org/secretariat/archive.html) (webcast on *Teaching and Learning in Multilingual Ontario*)
- [www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatWorks.html](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatWorks.html) (short pdf files on “what works” including *Literacy Development in Multilingual Schools* by Jim Cummins)
- [www.settlement.org](http://www.settlement.org) (lots of useful video and print resources for use with immigrant parents)
- [www.eslinfusion.oise.utoronto.ca](http://www.eslinfusion.oise.utoronto.ca) (resources for teacher education and for use with newcomer families)