the languages we speak....
our Multilingual Identity
WELKOM

VÄLKOMMEN

欢迎

ברוכים הבאים

LASKABO

ПРОСИМО

स्वागतम्

CHÀO MUNG

SOO-DHAWAADA
About My Language Catalogue

languages at home
languages at school
languages at work
languages in society
Key Beliefs on Language Learning:

1. All languages are important.
2. All language teachers need to form alliances and partnerships with each other and with others.
3. All teachers are language teachers.
4. Intercultural training and language awareness is key to learning in all classrooms.
5. Professional development must be ongoing, diverse, local and global.
Ottawa

- Canada’s capital city
- Population of 1.1 million people within the region
- 2 hours to Montreal, 4 hours to Toronto, 5 hours to Quebec City, and 6 hours to Niagara Falls
- 4th largest city in Canada
- Borders Ontario and Quebec
- National Capital Region includes Ontario and Quebec - bilingual
- Within and close to nature
Fall
Winter
Bilingual – English & French
About the OCDSB

- 25 Secondary Schools (grades 9-12)
- 120 Elementary Schools
- 7,000 employees
- 75,000 students
- Full day Kindergarten program with pre and post care
- Much focus in the areas of assessment and evaluation, inclusive practices, language teaching and learning, special education, instructional coaching, lifelong learning, outdoor education
- International Projects via the Ottawa-Carleton Education Network’s OIPE (Ottawa International Projects and Exchanges)
Languages in Canada – Programs in Ontario

- English and French
- In Ontario all students take Core French or French Immersion
- International Languages are mandated
- ELL support programs integrated in schools
  - *All teachers are language teachers*
- Sheltered courses
- ESL and ELD; FSL; Literacy Instructional Coaches
In 2005 – 262,236 newcomers to Canada
By 2017 – newcomers will represent 22% of the total Canadian population
By 2017 – 40% of all newcomers will be living in Ontario
Enrolment will continue to decline, but the number of ELLs will be a larger percentage of total school-age population
25% of Ontario’s population are newcomers to Canada.

18% of Ontarians have a first language that is neither French nor English.

95% of students are enrolled in English language schools- 9% of these students attend French Immersion programs.
As reported by all schools in the OCDSB, 7252 students were identified as English language learners (ELLs).

**Top Ten First Languages:**

Arabic, Korean, Mandarin, Spanish, Dari, French, Farsi, Japanese, Russian and Swahili

*Every teacher is a language teacher!*
Inclusive Alliances in a School System – Ottawa Sample

- **M.L.O. (Multicultural Liaison Officers)**
  - Sponsored by OCISO (Ottawa-Carleton Immigrant Services Organization)
  - Provide support to families at school for linguistic and cultural interpretation needs

- **Family Reception Centre**
  - Welcome, assessment and orientation of newcomer families
  - Assessing L1, English and math

- **ESL/ELD Instructional Coaches**
  - Assist in identifying, tracking ELLs
  - Facilitate curriculum planning through ongoing dialogue and presentation
  - Work cooperatively with other teachers, schools, departments for district-wide inservicing
Multicultural or Anti-racist Education: What's the difference?

Multicultural Education

Heroes and Holidays

Multiculturalism as Subject

Multiple Perspectives

Social Action

Antiracist (now Inclusive) Education
From Multicultural to Antiracist Education

<table>
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<tr>
<th>Surface</th>
<th>vs.</th>
<th>Deeper Understanding</th>
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| • Generalizations of culture  
  • Stereotypical assumptions  
  • Foods and festivals  
  • Performing arts  
  • Information and “facts” |  |
|  | **My Life as Greek-Canadian** | **Critical reflection**  
  • Plates  
  • Zorba  
  • National dress  
  • Restaurants  
  • Foods  
  • Islands | **Cross-cultural learning and participation**  
  • Presentations on local regions/aspects  
  • Intercultural communication  
  • Literature |
French as a Second Language

There are three FSL programs in Ontario:

- **Core French** – students are taught French as a subject. The program helps students develop a basic usable command of the language.

- **Extended French** – students are taught French as a subject and French serves as the language of instruction in at least one other subject. At the elementary level, at least 25 per cent of all instruction is provided in French. At the secondary level, students accumulate seven credits in French: four are FSL language courses and three are other subjects in which French is the language of instruction.
French Immersion – students are taught French as a subject and French serves as the language of instruction in two or more other subjects. At the elementary level, at least 50 per cent of all instruction is provided in French. At the secondary level, students accumulate ten credits in French: four are FSL language courses and six are other subjects in which French is the language of instruction.
Core French in the OCDSB

- 100 minutes per week of French instruction - JK, SK
- 200 minutes per week of French instruction - grades 1-8

Note: Instruction in Core French serves as an important base for students entering one of the OCDSB’s French Immersion programs (EFI or MFI).
Early French Immersion in the OCDSB

• 20 minutes daily French instruction - JK
• 150 minutes French instruction - SK (100%)
• 300 minutes French instruction - grade 1 (100%)
• 240 minutes French instruction - grades 2-3 (80%/20% F/E)
• 180 minutes French instruction - grades 4-6 (60%/40% F/E)
• 150 minutes French instruction - grades 7 and 8 (50%/50%)

Note: Mathematics instruction in English begins in grade 4
Middle French Immersion in the OCDSB

• 20 minutes daily French instruction - JK, SK
• 40 minutes daily French instruction - grades 1-3
• 200 minutes French instruction - grades 4-6 (66%/34% F/E)
• 150 minutes French instruction - grades 7 and 8 (50%/50%)

Note: Mathematics instruction in English begins in grade 4
The Canadian Multiculturalism Act - 1988

"Multiculturalism is a fundamental characteristic of the Canadian heritage and identity and provides an invaluable resource in the shaping of Canada's future."
Ontario Policy on Multiculturalism

"The ability of many different cultures and races to thrive together strengthens our society and provides a richness of heritage and understanding that can benefit us all."
International Languages in Ontario

Program History

- Heritage Languages Program, introduced in July, 1977, enabled school boards to offer non-official languages as part of their Continuing Education Departments.

- July 1989, legislation governing the offering of heritage languages programs in elementary schools was enacted.

- First Ministry of Education Resource Guide on Heritage Languages was developed in 1991.

- October, 1993 'Heritage Language' became 'International Languages'.
Outside the Regular School Day, there are...

approximately 70 languages offered
to over 165,000 elementary students and
50,000 secondary students in over
50 school boards in Ontario (does not include
extended day/integrated or day programs)
Community Involvement

School boards are expected to involve community representatives in the delivery of IL programs. Includes: assessment, interviewing, program evaluation, materials development.
Cummins’ BICS and CALP - all language programs are attentive to this

- **BICS (Basic Interpersonal Communication Skills)**
  - daily chats
  - surface talk
  - social conventions
  - functional language

- **CALP (Cognitive Academic Language Proficiency)**
  - deeper language knowledge
  - content area vocab
  - academic and specific
School Initiatives

- Recognition and value of language and culture
- Curriculum is checked for bias and learners became critically aware of bias
- Student ambassadors
- Modifications of curriculum for English language learners
- School staff sensitized to the experiences of newcomers and do not “exoticize” cultures
- Promote all languages and cultures – see and hear them (examples courtesy of Dr. Jim Cummins)
Hawthorne Writes
A Multilingual Literacy Initiative
Hawthorne Public School is an elementary school located in Ottawa, Canada; nearly 500 students representing over 50 countries of origin.
Children for JK - Gd. 8 wrote a non-fiction story about their family.

Stories were translated by family members, MLO’s, International Languages Program, and volunteers.

70 stories representing linguistic and cultural diversity are selected.
Accommodation and Modification

• L1 (for newcomers)
• Vocab banks such as anchor charts
• Summarizing and retelling
• Content overviews
• Connections to life
• Graphic organizers
• Visual support
• Cooperative groups and peer reviews
• Differentiation
• Assessment focused
• Oral talk on content
• Handling texts, developing academic language (BICS & CALP)
CEFR Initiatives

• FSL being influenced by the CEFR (not a replacement to curriculum but rather a guide for teachers)
• Students are also having the opportunity to take the DELF

http://www.ocdsb.ca/mediapub/Publications%20Updated/EffectiveAssessmentPracticesinFSL.pdf
International Education Certificate

• Students are being encouraged to bring global thinking into their learning by taking certain courses, intercultural workshops, summatives with a global focus on more languages

http://www.ocdsb.ca/programs/int/Pages/ICP.aspx
Themes for Language Educators

- Language awareness
- Principles of language learning
- Basic interpersonal vs. cognitive and academic language
- Reflective teaching
- Developing classroom interactions
- Cooperative learning

- Content-based teaching
- Interactive classrooms
- Themes and tasks in classrooms
- Technology-enhanced teaching
- Assessment and evaluation
- High-yield strategies
- Backward designing
The 3 Cs! Classroom Ideas

Content-based

Cooperative

Communicative

Also: Culture, Critical Thinking (Cognition)
Content-based...

The House

- Laundry
- Bedroom
- Bathroom
- Living Room
- Kitchen
Content-based...

- a couch
- a dryer
- a mirror
- a dresser
- a sink
- a stove
- a desk
- an armchair
- a television
- a refrigerator
- an iron
- a bed
- a dishwasher
- a washing machine
Cooperative

Expert Groups

Share Groups

Postcard Jigsaw Activity

A. Each group receives a portfolio of postcards related to the same place. The group reads the texts and discusses them so that the information is understood.

B. Notes are taken.

C. Each member of each original group goes to newly-formed groups to share the information.
A Weekend in Niagara Falls

- You are packing your bags for a trip to Niagara Falls (or other).
- You will be staying with other classmates and a chaperone teacher at a fairly good hotel.
- You are taking the following:

1. a pair of shorts
2. your diary
3. a camera
4. a pair of pants
5. a video camera
6. a guide book
7. brochures about entertainment in Niagara Falls
8. a novel
9. an umbrella
10. a pair of running shoes
11. a blow dryer
12. a toothbrush, toothpaste & dental floss.

Step 1: There is no room! Pair up with a friend and decide which items to take out. (5 minutes)
Step 2: Done! Now, you and your friend must take out five more things! (5 minutes)
Step 3: The suitcase is still tight! Take out 3 more things and then complete the visual below. You should have a total of 12 items.
Step 4: Compare all the suitcases in the class.
Performance-based tasks

- present engaging “real world”, meaningful, substantive issues or problems
- are directly related to curriculum expectations
- focus on what students can do - how they apply and extend their knowledge
- emphasize the processes students use, rather than only focus on the “right” answer
- present students with complex, loosely structured problems that allow for a wide range of products
- involve the use of complex thinking skills and the extension of knowledge, skills and abilities
- help students make connections and generalizations that increase their understanding of important concepts and processes
- often encourage a team effort, collaboration, group discussions and brainstorming
- make assessment criteria (rubrics) and models of high level products available to students
Language Performance (A1)

Theme: Neighbourhood

Task:

Individually/in pairs/as a group, listen to a pre-recorded narrative explaining the location of numerous individuals according to a provided map of a neighbourhood. Understanding the spoken language and the oral directions provided, determine the final destination of each of the characters by marking it on the map.

Pick five destinations from a hat and orally and/or in written form, give directions to the teacher as to how to get to do that destination from the current location. Example: I’m at the ____ and need to get to the____.
Prior to Task:

- Activities that introduce and practise use of key vocabulary related to places in the community (bank, school, library, post office etc.) along with simple actions associated with the places and key directional vocabulary and command forms.
- Pair activities with maps, direction comprehension questions/matchings, whole class practice with map
- Oral and written practice with picture files.
Have a look at the “I can.....” statements from the CEFR.

These statements demonstrate outcomes.

Outcomes are task objectives.

Work towards those outcomes.

CEFR can do statements
Language Awareness Student Activity

Students can read and comment on the following to look at assumptions.

- Some people just can’t learn another language
- Repetition is important
- It is easier to pick up a language from the same linguistic family

Spanish

French

Italian

Portuguese

Romanian

Romance
Objective

- Develop an awareness of how we learn language

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<tr>
<th>Differences</th>
<th>Similarities</th>
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<td>L1 – L2 (TL)</td>
<td>L1 – L2 (TL)</td>
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ILEA’s 4 Pillars Of Benefits

www.ilea.ca

ESL Support Identity Personal Career Growth Enhancement
ESL Support

- Development of first language literacy aids for second language acquisition
- Recognition and appreciation of cultural background
- Effective communication with family
- Emotional and psychological development and stability
- Validation of student's heritage
- Expansion of views, openness to other cultures, and bridging of communities
- Development of social and communication skills that students can use across all disciplines and in daily life

Personal Growth
• Preparation for employment in the age of globalization

• Ability to communicate in various languages is a valuable asset to most workplaces, and is essential to businesses involved in trade and tourism.
Questions?

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Thanks to other “Language Alliance” members for their contributions: Donna Bass, Denis Cousineau, Pino Buffone, Kathy Scheepers, Geoff Best, Debasree Banerji