

Theoretical and Practical Issues in Linguistically Diverse Schools: A Case of Toronto, Canada

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** This slide does not cover the full content of the presentation. Please contact me for a full paper.

1. OVERVIEW OF CANADIAN EDUCATIONAL SYSTEM

Multiculturalism in Canada: Background

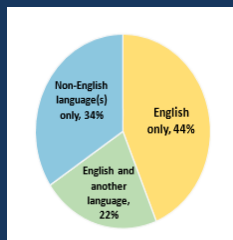
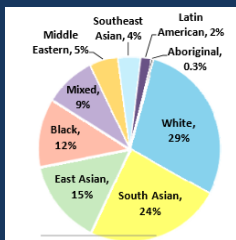
- 1982 Canadian Charter of Rights and Freedoms → **Right to receive education in a minority official language (English or French)**
- 1988年 Canadian Multiculturalism Act → **Heritage language education, Human rights in education**
- After 1990, Canadian government has been accepting 225,000 new immigrants → **ESL program and ELD program for immigrant children and adults**

Canadian Education System

- Provincial government determines provincial education law and curriculum
 - Educational goals and curriculum vary across different provinces
 - Local education boards: Educational activities and programs in local contexts
- ⇒ Educational localization is supported through the educational system

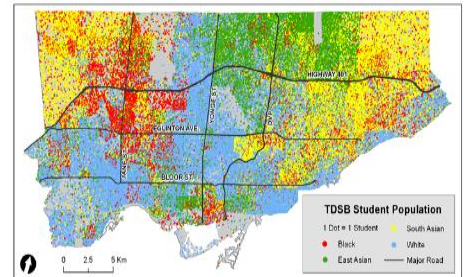
Linguistic Diversity in Toronto

Student Ethnic Backgrounds Student Home Languages



Toronto District School Board

Geographic Distribution of the Four Largest Ethno-racial Groups (JK-Grade 12)



Toronto District School Board

Table 2: Student Language By Confirmed Post-secondary

Student Language	Confirmed Post-secondary 2007				Total
	Confirmed University	Confirmed College	Apply Post-secondary But Not Confirmed	Did Not Apply 2007	
Albanian	35%	7%	11%	47%	133
Arabic	30%	12%	8%	50%	214
Bengali	57%	3%	13%	27%	267
Chinese	49%	3%	9%	39%	2849
Dari	15%	7%	5%	73%	131
English	29%	8%	11%	52%	8760
French	35%	6%	10%	49%	119
Greek	26%	10%	9%	55%	174
Gujarati	47%	11%	10%	33%	304
Hindi	52%	5%	12%	31%	169
Korean	44%	3%	12%	41%	423
Persian (Farsi)	33%	7%	9%	51%	431
Portuguese	22%	12%	5%	62%	135
Punjabi	37%	15%	13%	36%	266
Romanian	60%	5%	8%	27%	125
Russian	40%	8%	10%	42%	437
Serbian	50%	9%	12%	29%	102
Somali	21%	6%	15%	59%	294
Spanish	11%	6%	9%	75%	349
Tagalog (Pilipino)	17%	9%	9%	65%	141
Tamil	52%	5%	15%	28%	808
Urdu	39%	9%	8%	43%	589
Vietnamese	39%	9%	10%	42%	272
TOTAL S	35%	7%	11%	47%	17492

Toronto District School Board

2. THEORETICAL PERSPECTIVES TO LINGUISTIC DIVERSITY AND LEARNING

Theoretical Underpinnings: From Fixed Categories to Positioning

Risk of measuring students' academic achievement by using a fixed category as a variable

1. Emphasizing cross-categorical differences than within-categorical difference (Gutierrez, 2008)
2. Perpetuating stereotypes of non-dominant students being academically inferior
3. Can lose a holistic picture of learning

Theoretical Underpinnings: From Fixed Categories to Positioning

Positioning (Davies & Harre, 1990)

- The classical dramaturgical model has focussed on 'role' as the determining basis of action. (...) They learned how to take up a particular role through observation of others in that role the role models.
- 'Positioning' and 'subject position', in contrast, permit us to think of ourselves as a choosing subject, locating ourselves in conversations according to those narrative forms with which we are familiar and bringing to those narratives our own subjective lived histories through which we have learnt metaphors, characters and plot

Theoretical Underpinnings: From Fixed Categories to Positioning

Positioning of multilinguals and opportunities to learn (Moschovich, 2007)

- 1) Lack of "vocabulary"
- 2) Lack of "academic register"
 - Can emphasize the deficiency of multilinguals
 - Deemphasize their resources and capabilities
- 3) Focus on participation – participating in a school academic learning practices and multiple linguistic communities

Language Instruction in Subject-area Classrooms

Language instruction in subject-area classrooms

- Limited language instruction in mainstream content classrooms (Pica, 2002)
- 20% of the teacher utterances focused on linguistic forms; 95% of the these utterances relate to pronunciation and vocabulary construction (Short, 2002)

In the classroom I studied:

- 5.6 % of the whole class discussion episodes in mathematics classrooms
 - Confirming the meaning of mathematical terms and non-mathematical terms
 - Checking the spelling of the term

Theoretical Underpinnings Perspectives to Learning

Learning: Participation in a community of practice and change in the ways of participation (Lave & Wenger, 1990)

- Learning involves change in identities as a whole person
- Implication for school learning: Knowing and learning is part of social practices and require multi-layered analyses

Theoretical Underpinnings Zone of Proximal Development

Participation: Creating the ZPD (Vygotsky, 1934)

- Original: the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers
- Language acquisition: Linguistic knowledge + Cultural knowledge + Prospective positive values towards the language (Ishiguro, 2000) ⇒ Creating the context where learners can foresee the positive values

⇔ "Zo-Ped" (discussed in Vasquez lecture)

3. RESEARCH IN A LINGUISTICALLY DIVERSE SCHOOL IN TORONTO

Methodology

- School I have conducted research:
- Approximately 450 students (23%: born outside Canada, for more than 50% English is not L1)
- Urban school – active in reform and teacher professional development
- A year-long ethnographic study with video in Grade 4 mainstream mathematics classrooms in a Canadian multilingual, urban school

ESL Students' Positioning I

(Photos of students' positioning are removed from the original presentation)

ESL Students' Positioning I

Teacher perspective:

- "so that I can simplify the questions instead of repeating it three times to them. So that I can repeat the question with them and I can visually help them and talk about break down the question and point you know, use other pictures or diagrams." (Interview with Ms. Sally Wilson)

Addressing ESL students' specific needs



Positioning ESL students as being special

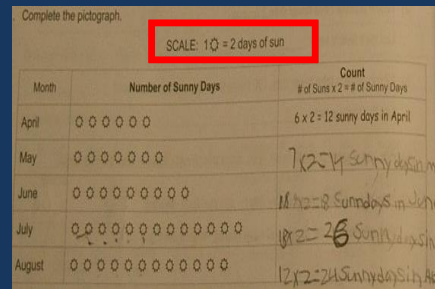
Teacher Approach for ESL Students I

- “so that I can simplify the questions instead of repeating it three times to them. So that I can repeat the question with them and I can visually help them and talk about break down the question and point you know, use other pictures or diagrams.” (Interview with Ms. Sally Wilson)

Focal Participant: Daniel

- Daniel
 - Came from Mexico, L1 is Spanish
 - Learned French
 - Teacher assessment: Knowing “very minimal English”

3.1. DANIEL'S POSITIONING I



Direct Vocabulary Instruction

- 1 T Could everybody point to the scale?
- 2 T The scale. [Teacher moves next to Ajmal (a newly-arrived ELL) and points to Ajmal's book]

(Photos of students' positioning are removed from the original presentation)

- 3 T The scale, k? [Teacher moves next to Daniel and points to Daniel's book]
- 4 T Do you see the scale? [Teacher moves next to Sabina (a newly-arrived ELL) and points to Sabina's book] The scale, okay.

(Photos of students' positioning are removed from the original presentation)

5 T What is the scale? What does it tell you? What's its job?
 6 T Hatim?
 7 Hatim One sun...one sun equals two days.
 8 T Right, so one sun [writes on blackboard]

(Photos of students' positioning are removed from the original presentation)

8 T one picture of the sun, equals, two days. Okay? That are sunny [sic.]. Daniel?
 9 T One sun means two days, that are sunny [sic.]. If you see this on the pictograph [writing on the board], how many days?
 [Students raise hands -except for Daniel]

(Photos of students' positioning are removed from the original presentation)

3.2. DANIEL'S POSITIONING II

- Positioning Daniel as a Multilingual Speaker

(Photos of students' positioning are removed from the original presentation)

Daniel 

Spanish Speaker

(Photos of students' positioning are removed from the original presentation)

Spanish Speaker

French Speaker



Daniel

Positioning Daniel as a Multilingual Speaker

Teacher's Approach: Maximizing the Resource

"I happened to have someone in the classroom as the TC (Note: Teacher Candidate) who spoke Spanish. So, of course, you make great use of that and run with it. I obviously tried to pick up on as well – to make Daniel feel welcome and to make him comfortable."

⇒ From "a student who cannot use English" to "a student who can use multiple languages"

⇒ Focus on creating Daniel's place of belonging in the classroom

Focal Participant: Karim

- Karim
 - Came from Afghanistan, L1 is Farsi
 - Limited prior schooling experiences
 - Teacher assessment: Making slow progress in math

3.3. KARIM'S POSITIONING I

(Photos of students' positioning are removed from the original presentation)

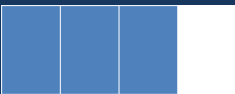


3.3. KARIM'S POSITIONING II

Maximizing Karim's Contributions

- 1 T *[drawing on hanging paper]* How about this one? Not very even. Pretend the line is here. Not there. 'kay? *[drawing a square divided into four pieces and coloring three of the pieces]*
- 2 T What would you say about this one?

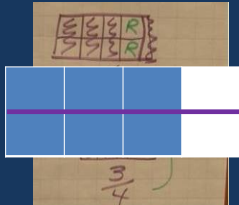
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- 4 Karim Two out of eight.
- 5 T Two out of eight?
- 6 Karim Hey, no...six out of eight.
- 7 T Six out of eight, show us, show us.
- 8 Karim *[going up to front of the class]*
- 9 Charli *[whispers to a student next to him]* It's four.

(Photos of students' positioning are removed from the original presentation)

- 11 T Point to the eight. Point to the eight and show us.
 12 [Karim - finger gesture - pointing to eight equal parts]
 13 [T counts while Karim is pointing] two, three, four, five, six, seven, eight.
 14 T You are very clever.

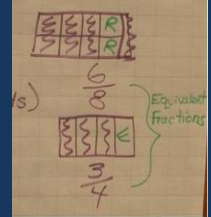


(Photos of students' positioning are removed from the original presentation)

Maximizing Karim's Contributions

- The use of multimodal resources was significant to enhance ESL students' participation
- Problematizing the separation of *content* and *language* (Barwell, 2005)

Simultaneous language and concept learning



Summary

Change in ESL students' positioning

- View towards ESL students from the imagined mainstream and imagined developmental goals – focus on deficiencies
- Emphasizing the lack of linguistic skills
 - ↓
 - ESL Students' Resistance
- Open up the space for ESL students' participation
- Focus on ESL students' resources and their developing capabilities
- Educational use of diverse resources and encourage various ways of participation

Implications for Japanese contexts

From the perspective focusing on participation

Tools for participation is not limited to a dominant language or "language" in a narrow sense

→ From Literacy to Multiliteracies (Cummins, 2009; New London Group, 1996)

– Literacy as semiotic meaning making process mediated by multimodal resources

Implications for Japanese contexts

Implications:

Macro level

- Educational system supporting educational localization
- Providing multiple options

Micro level

- Emphasize participation and multiple tools for participation
- Flexibility in teaching – utilizing students' existing and potential resources for learning

Common Issues:

- Diversifying linguistic instruction in subject-area classrooms
- Securing time and space for teachers to learn more about students
- Bridging communities and schools