

Module 2, Preparing for ELLs

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Select two or three learning artifacts found in Module 2 and prepare a paragraph for each artifact that

- describes the artifact
- indicates why you selected that artifact
- summarizes why it is important in the context of working with ELLs

A. Multilingual navigation signs/vocabulary charts

Image to right: An English literacy sign created by the literacy committee of the school, TDSB

KEY WORD	SYMBOL	MEANING	TRANSLATION
LIST (Énumérer)	Numbered list icon	Use point form or a numbered list.	注意用點點式或編號的列表方式寫列表
COMPARE (Compare)	Venn diagram icon	Include similarities and differences. Use examples.	比較相似及不同之處，并舉例說明
DESCRIBE (Décrire)	Senses icon (Sight, Hearing, Taste, Touch, Smell)	Use your five senses: Sight, Hearing, Taste, Touch, Smell.	運用五感(看、听、尝、摸、闻)描述事物
PREDICT (Faire des prédictions)	Forecast icon	What will happen next?	預言一未來会发生的事件
DEFINE (Préciser)	Book icon	What is the meaning of the word or the phrase?	解釋一個字或詞語的意思
EXPLAIN (Expliquer)	Diagram icon	Why do you think that? Give specific details or a mathematical equation.	請用理由或數據解釋了某以理或數學問題(或一個數學概念或現象)
IDENTIFY (Identifier)	Magnifying glass icon	Answer: What? When? Where? How?	用適當的詞語：何人？何事？何時？何地？如何？
SHOW YOUR WORK (Montrer votre travail)	Handwriting icon	Write down your thinking in numbers, pictures or words.	以數字、圖畫或文字將你的思考寫下
DETERMINE (Déterminer)	Problem-solving icon	Solve the problem using logical reasoning or mathematics. What? When? Where? How? and Why?	以合乎邏輯的方法或數學方法解決問題；即：何人？何事？何時？何地？如何？
JUSTIFY (Justifier)	Question mark icon	Give reasons, evidence and calculations to show why and how your answer is correct.	以理由、證據、數據或計算證明你的答案是正確的，並寫出方法
SUMMARIZE (Faire un résumé)	Document icon	Write the main points in your own words and make it shorter than the original text.	將原文的主要點以你自己的話寫出來，讓它比原文更短

This artifact is special because it is compassionate towards the learner to have comparative text that is listed next to images and a student's native language. This artifact is a living example at a school I frequent, and copies are posted to classrooms around the school. I chose this artifact because it is a tool that can last, is simple to make if we can find interpreters or parents to help make them.

This is important because it reaffirms that the native language is purposeful (Cummins, 2014) and their prior knowledge in their first language is valued in the school. Welcome signs are nice to have depending on the school demographic, but for the ELL student, it does not serve much purpose after the initial welcome. These information signs or community poster allows students to continually have opportunities to interact with the school. For example, Cummins notes that the Toronto District School Board has put up signs in the students' native languages to indicate the way to the main office. In the view of the teacher, new vocabulary can also be learned in the student's first language.

B. Culturally Inclusive Schools Quote

“I loved that there is a book of ESL student success stories on the school’s website highlighting the achievement of former ESL students. These stories were written by current students. I noticed that they were also posted in the ESL hallway. I find this very encouraging to show new students that they can be doctors, business owners and successful members of Canadian society.” Deanna Kerr in Culturally Inclusive Schools

This quote was unique to me because I have not seen this done before, and Cummins and many videos from the Ministry suggests doing a similar activity.

By having students building their own story, they are able to develop good work habits that will permeate into other subjects: organization, initiative, and self-regulation. ELL students are able to bring their stories to the school, and they are valued by being posted on a display board in the school. Because the stories are genuine and about themselves, this is a rich task, which is important in constructivist learning. Other elements of the ELL curriculum such as civics and mathematics can follow after the student feels appreciated in the classroom and with his peers.

References

Cummins, Jim. 2014. Multilingual Education for Social Justice -- Part 3 - Pedagogy for Empowerment
<https://www.youtube.com/watch?v=GJajcotf5M>