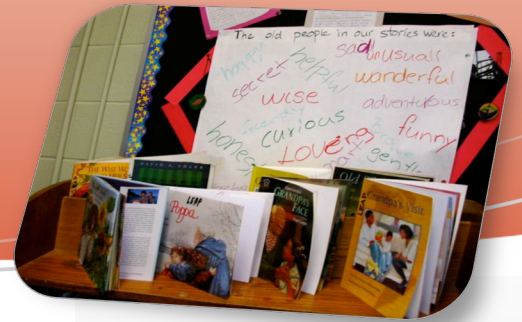


Guiding the Conversation

This learning guide is designed for use by professional learning communities, learning coaches, teacher-leaders or as a self-paced study to facilitate critical reflection about teacher behaviors and classroom practices that support both social inclusion and language development of newcomer students.

This conversation guide is intended to be used after viewing the video clip “Intercultural and Multilingual Projects.” The video presentation is supported by power point slides “intercultural/multilingual projects.”



Questions for Discussion

In your experience, have you seen other examples of activities, tasks or projects that engage students in using their own or other students’ knowledge of diverse first languages and cultures?

What are the advantages and disadvantages of grouping students who speak different first languages? What are the advantages and disadvantages of grouping students with the same first language? For what kinds of class activities are mixed language groups preferable, and for what kinds of activities are same language groups preferred?

The participants were asked to “write one specific strategy, activity or project that you would recommend to your colleagues or principal in order to promote positive attitudes among students and staff towards linguistic and cultural diversity and ensure that students and parents feel valued and included in the school community. Give reasons for your choice.”

How would you respond?

Video Guide

Synopsis:

Coehlo explains the importance of students’ first languages

Coehlo presents the rationale for developing class projects that make use of the cultural and linguistic diversity of the students

Coehlo provides examples of intercultural/multilingual projects. These include:

- What’s in a name
- Heritage box
- Multicultural literature circles
- Language graphs and charts
- Language profiles
- Language of the week
- Posters/brochures/webpages
- Poetry café
- Dual language book projects

