

Immersion teacher educators' readiness to foster a content and language integrated approach to teaching

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○ Teacher educator, Where Art Thought?

- ❖ **The findings from a recent review of literature (Cavanagh & Cammarata, 2015) revealed:**
 - a scarcity of research exploring the effectiveness of in-service programs for preparing future immersion teachers;
 - a complete lack of research exploring TEs' experience and capacity (or lack thereof) to prepare future generations of teachers to respond to the challenges identified earlier

TE: a key variable to consider

- ❖ **TEs are central to the improvement of the effectiveness of immersion programs because**
 - **teaching in immersion contexts is distinct from others:**
 - Requires greater content knowledge & teaching skills;
 - Calls for greater curriculum planning skills.
 - **Thus pre-service teachers require well-adapted programs/formation**

YET YET YET...

- ❖ **Yet we know next to nothing about their experience**
- ❖ **We lack an understanding of:**
 - the nature of their knowledge and expertise;
 - their perceptions of the primary challenges they face as they attempt to prepare future teachers;
 - the role they perceive language and literacy play within their respective disciplines.

The study

Aim of this qualitative study

❖ TO...

- respond directly to our lack of knowledge when it comes to teacher educators' experience, knowledge, and perceptions;
- refocus the research lens on immersion TEs and their programs

❖ SO THAT...

- TEs' personal vision, expertise, experience, common struggles, and needs can be better understood;
- we may better support their work and increase their ability to prepare future generations of immersion teachers.

Primary goal & associated questions

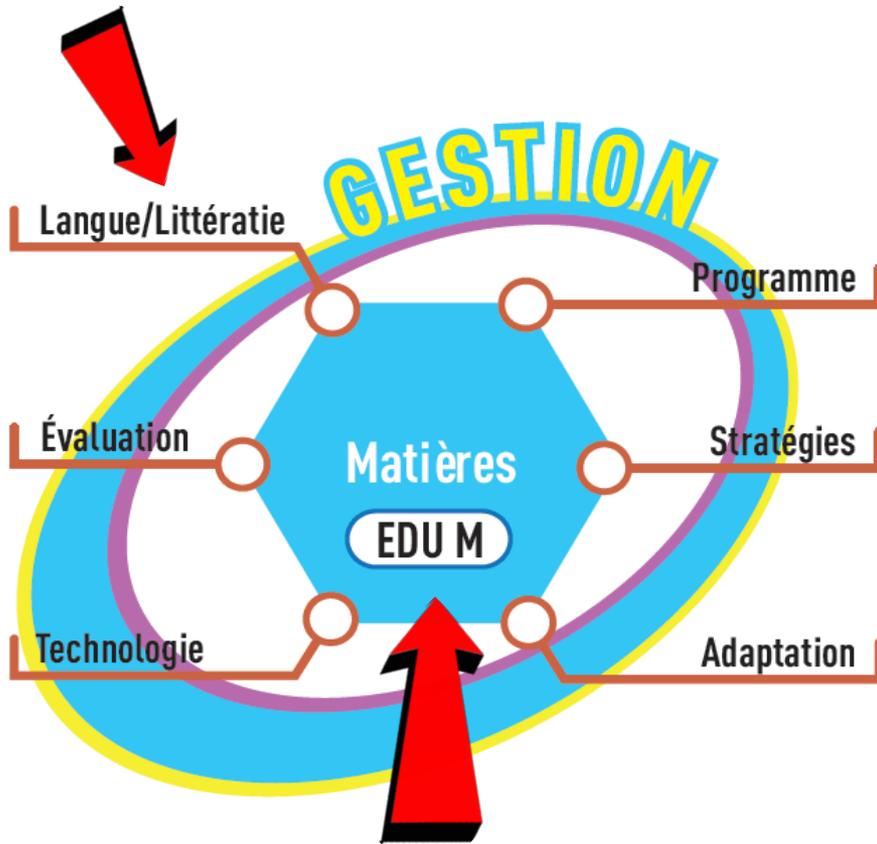
❖ This study's primary goal was twofold:

- to investigate TEs' understandings of key concepts (i.e., language & literacy);
- to clarify their degree of awareness of how these concepts interact within their discipline of expertise.

❖ The study focused on the following two questions:

- What are TEs' conception of language and literacy and their awareness of how these dimensions connect with their discipline?
- Can the use of a framework such as the one we adapted from Shulman help programs find more effective ways to support the whole movement towards better integration?

Context



- ❖ Our study took place within the context of a teacher education program in North America for immersion teachers.
- ❖ This program recently underwent an important reform.
- ❖ One key element of this reform was to place more emphasis on the importance of language and literacy in the disciplines.

Participants

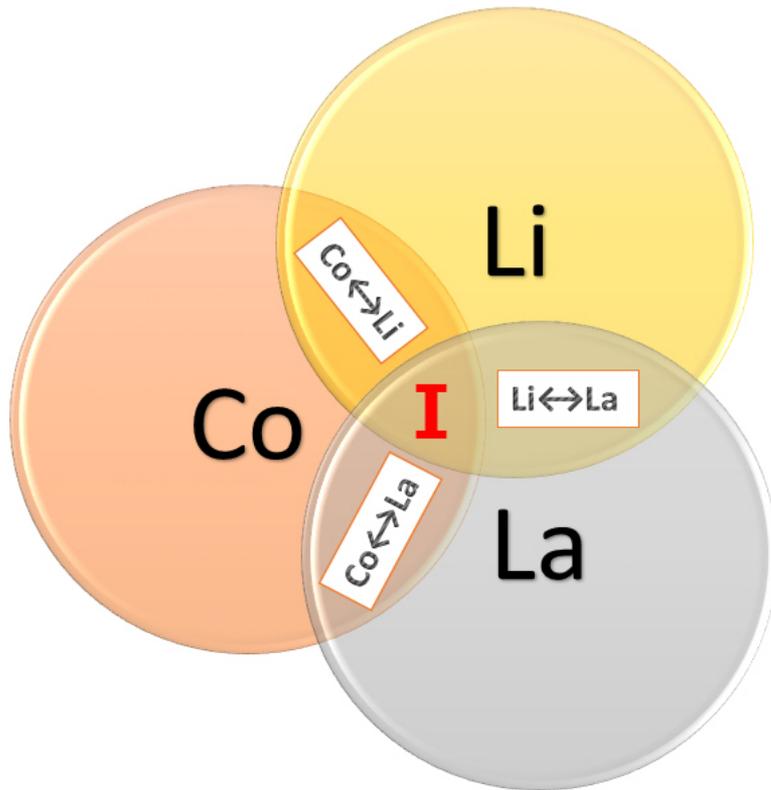
Name of Participants	Years of Experience		Course(s) Taught (at university)	Level	
	As a Teacher Educator	As a Teacher		Elem.	Sec.
A	5	15	Curr. & Method. Physical Education	x	x
B	1	12	Curr. & Method. Maths		x
C	5	20	Curr. & Method. Maths & Maths		x
D	4	18	Curr. & Method. Sciences	x	
E	5	20	Curr. & Method. French Language Arts & Literature		x
F	8	25	Curr. & Method. Maths & Classroom management	x	x
G	2	17	Curr. & Method. Sciences		x
H	20	23	Curr. & Method. Religion	x	x
I	10	1	Special Education	x	x

Data collection

- ❖ **Validated questionnaire on TEs' background**
 - perceptions of the main challenges they face;
 - perceptions of the role and importance of language and literacy in the targeted discipline.
- ❖ **Two 1-hour semi-structured follow-up interviews:**
 - one to ask TEs to elaborate on their questionnaire responses;
 - the other mainly on language and literacy and their relationships to the TE's discipline.
- ❖ **Syllabi and examples of activities**

Theoretical Lens & Analytical Instrument

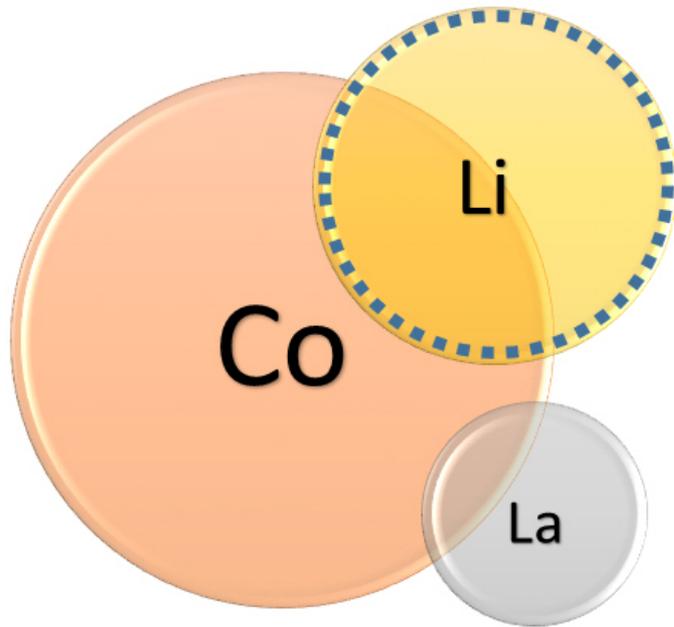
(Adapted from Shulman's knowledge base framework)



- ❖ Content (Co) = TE's conceptual knowledge and expertise in the targeted discipline
- ❖ Language (La) and Literacy (Li) = TE's knowledge/understanding of the two concepts
- ❖ $Co \Leftrightarrow La$ & $Co \Leftrightarrow Li$ = TE's awareness of the connections between content knowledge and the language used to process it as well as the connections between a given discipline and literacy (disciplinary literacy)
- ❖ $Li \Leftrightarrow La$ = connections between literacy and linguistic demands

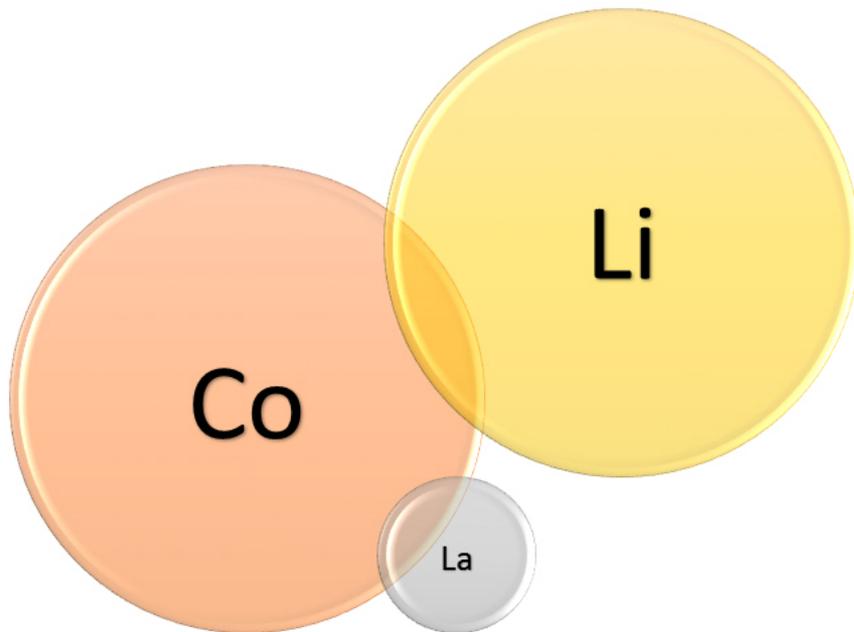
Preliminary Findings

Case #1 (Joël)



- ❖ **La**
 - ❖ Language = vocabulary
- ❖ **Co \Leftrightarrow La**
 - ❖ Importance of the use of precise vocabulary in learning math and science.
 - ❖ Potential negative impact of erroneous use or limited glossary on the learning of key concepts
- ❖ **Li**
 - ❖ Literacy = reading and writing
 - ❖ Understanding of the concept is limited; it includes strategies, but limited word comprehension
- ❖ **Co \Leftrightarrow Li**
 - ❖ Somewhat developed awareness that language and texts vary depending on disciplines, but
 - ❖ Awareness diminished by limited conception of language & literacy
- ❖ **Li \Leftrightarrow La**
 - ❖ No evidence

Case #2 (Marie)

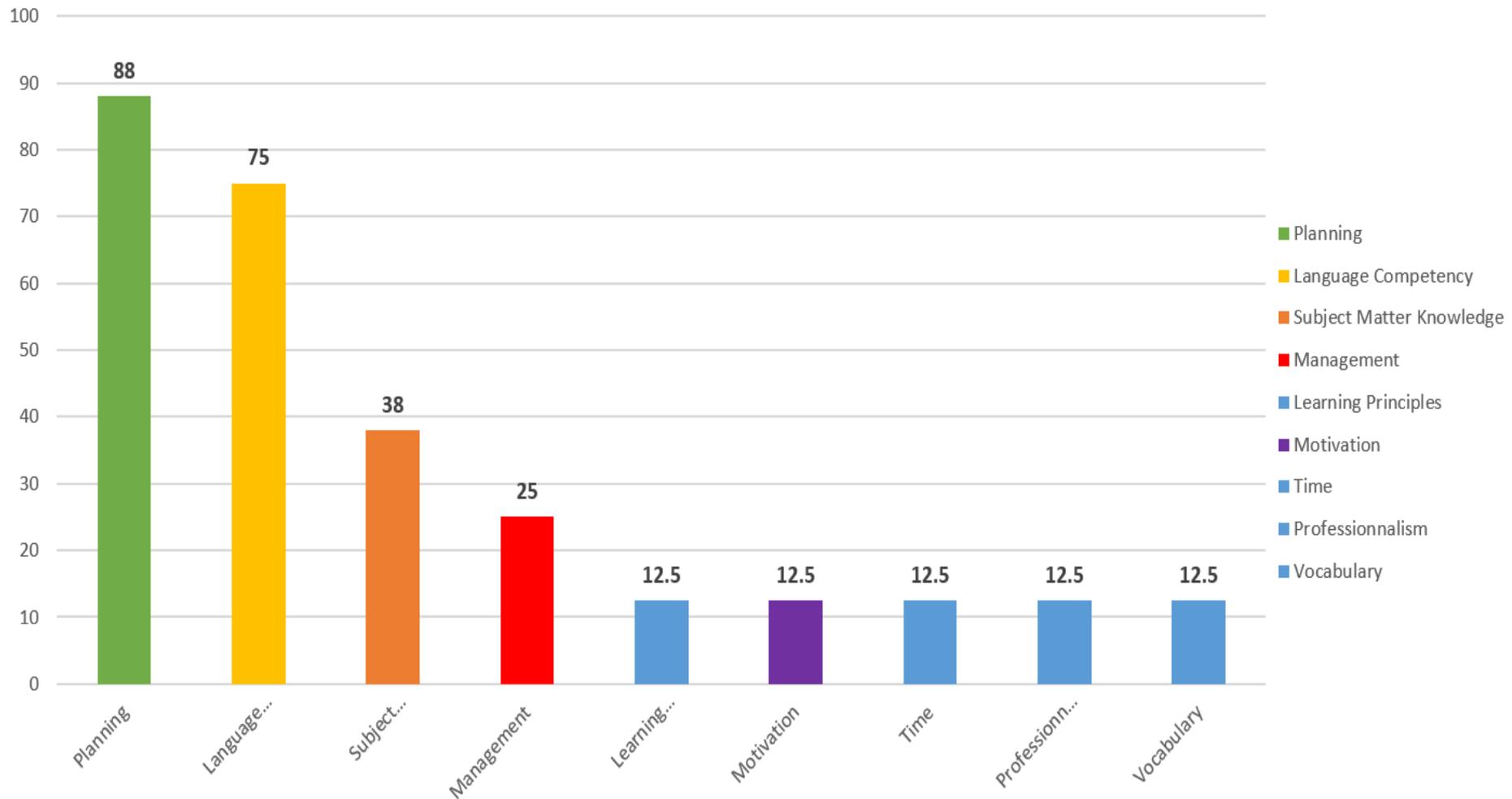


- ❖ **La**
 - ❖ Language = vocabulary
- ❖ **Co \Leftrightarrow La**
 - ❖ Importance of the use of precise vocabulary in learning the discipline.
- ❖ **Li**
 - ❖ Literacy = writing, reading, speaking
 - ❖ Aware that reading in the discipline involves the use of strategies
- ❖ **Co \Leftrightarrow Li**
 - ❖ Aware that texts vary with disciplines
- ❖ **Li \Leftrightarrow La**
 - ❖ No evidence of awareness of the connection between the two

Discussion & implications

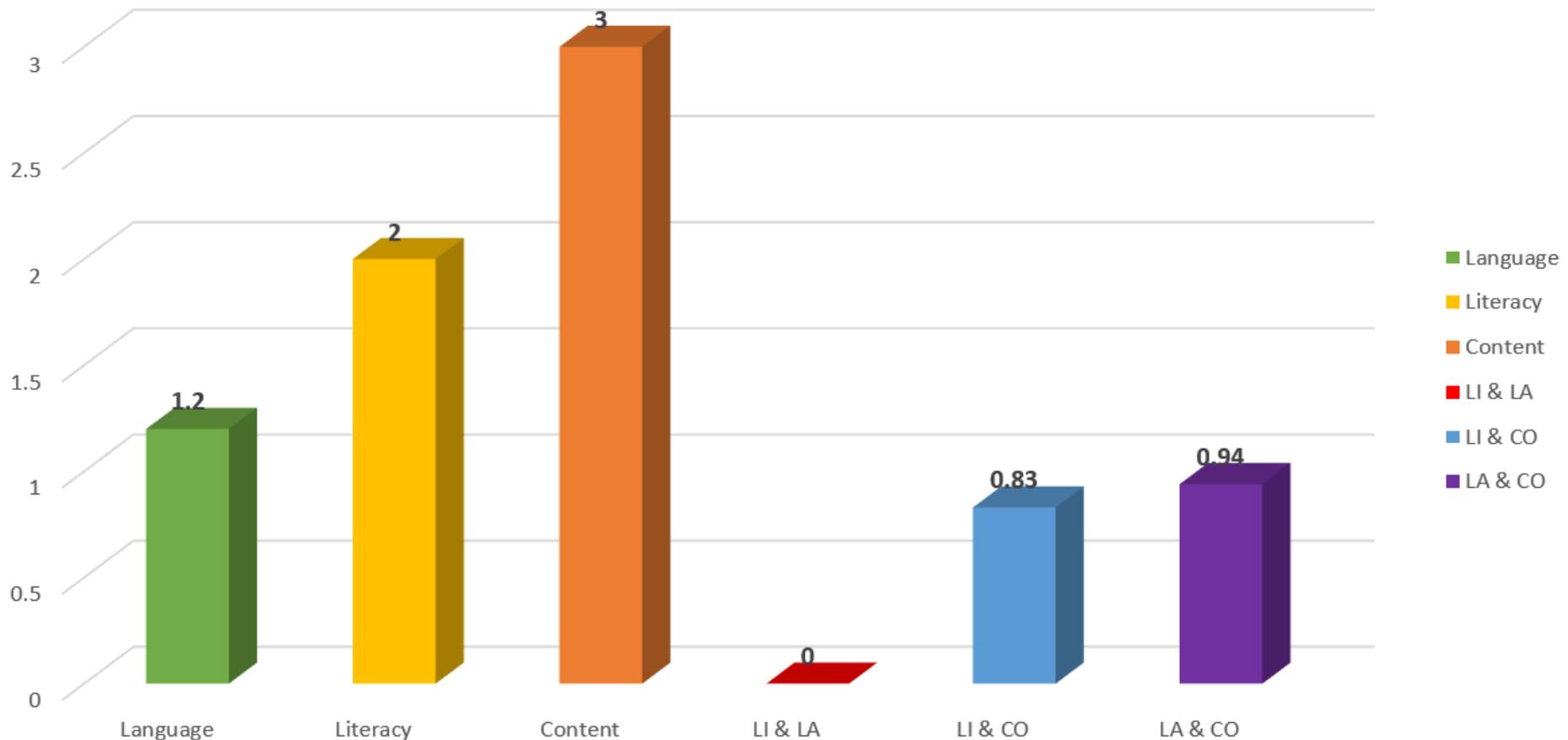
Unsolicited Responses Regarding the Nature and Role of Language and Literacy

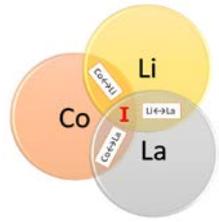
Main Challenges Mentioned by Teacher Educators in the Questionnaire and during the First Interview



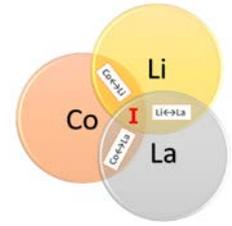
Major Trends

Immersion Teachers' Understanding of the Concepts of Language and Literacy and How they Relate to the Discipline and Each Other





Implications and Conclusion



- ❖ **The reported findings revealed that TE preparation needs to be strengthened in two main areas if the goal is to integrate content, language, and literacy into immersion practice:**
 - ❖ **At the theoretical level, TE preparation should include**
 - clarifying and enriching the concepts of language and literacy (ex. through task analysis to identify lexical, grammatical and syntactic demands).
 - ❖ **At the practical level, TE preparation should include**
 - exposure to concrete curricular planning models designed specifically to optimize integration (Cammarata, 2016).

Thank you for joining us today!

Send your questions and/or comments to:

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