

2023 EMU Connect Conference
Presentation Notes
02-10-23

Title: What are the Best Practices for Creating Immersive Learning Experiences that Lead to Effective Bilingual Education?

Sources Consulted:

- Poissant, Helene. (2005). Bilingualism, Bilingual Education, and Sociocultural Identity: The Experience of Quebec. *Journal of Cognitive Education and Psychology*, 316-328.
- Certificate for Proficiency in Bilingual Professional Communication - McGill University in Montreal:
<https://www.mcgill.ca/study/2022-2023/faculties/continuing/undergraduate/programs/certificate-cert-proficiency-bilingual-professional-communication>

1) The current problem:

- I want to know what are the best pedagogical approaches or practices in place to create immersive learning experiences for students studying a second language so that they have an effective bilingual education (i.e., an education where content is learned in the second language and not just the second language being taught in a language class)
- I want to be able to collect evidence of how these approaches or practices are carried out and then replicate those techniques in my classes here for the benefit of my students

2) Why I view this as a problem:

- Immersion programs (where students learn academic content like math, science, social studies, etc. in a second language) are still developing in the USA and oftentimes teachers aren't trained in bilingual education or how to teach academic content in the second language
- Teachers need to learn pedagogical approaches and methods for teaching academic content in the second language
- Most foreign language teacher education programs train teachers how to teach the language as a foreign language

3) How I might go about addressing it in the classroom:

- According to Poissant (2005), there are several types of successful bilingual education programs in place in Canada where students learn academic content in the second language (French) as well as use their first language (English) at school. This type of deep or complete immersion has led to successful outcomes in language proficiency for students who complete the programs
- I would replicate pedagogical approaches from an immersion workshop in French focusing on professional development for French teachers hosted at the University of Quebec-Chicoutimi

- I will attend the workshop in July 2023 and collect data through interviews and observation on approaches and methods and then replicate these best practices with my own students in my methods course, teaching practicum, and student teaching capstone course
- I would explain the models of immersion programs based on some Canadian models to my students and how they can work in schools like that around the state (depending on the district)
- I could even possibly propose new courses for the K-12 curriculum based on sample courses from McGill University's program in bilingual communication (e.g., Functional French Grammar/Writing, French Oral Communication in Context, French Vocabulary in Context, Persuasive French Communication) to help teachers teach context-specific language for various academic subjects

4) Some challenges I am facing in the project, or things that I just need to think about more:

- What kinds of evidence should I collect from the French teachers immersion workshop to show effective educational methods and approaches?
- I am thinking about interviewing the instructors at the workshop for their input on the pedagogical approaches that lead to effective teaching of content in the target language
- I am also thinking about recording some of the workshop classes or activities to have concrete examples of these teaching methods/approaches
- I will get IRB approval for my project and then ask for volunteers to be interviewed and to consent to having their classes or activities recorded during the workshop
- How do I effectively replicate these findings in my own methods classes at EMU?
- How do I assess my own students' success on these new approaches or methods?
 - Do I have them complete a reflection paper or create a portfolio that is then assessed with a rubric? Do I watch them teach in a practicum and get peer feedback from their classmates?
- How will I know my assessments are working?

5) Invite people to weigh in with ideas:

- I'd really like to hear more from the group about how to collect the data while at the workshop in Canada and then how to best replicate those methods here and then how to assess the successful replication (implementation) of them here at EMU in my own classes.
- Does anyone have an idea they can share?

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Feedback from conference (02-10-23)

What do you replicate? How do you like it?

What are you replicating?

What brought me to that particular workshop? → pursue that in questioning

Narrow down to replicating a thing / chunk from the program

What are you analyzing? → Flipgrid to keep video / interaction aspect

What do you want from the workshop before you go? Reframe it that way

Look at certain artifacts

Pre and post survey → did this lead to learning

Ask Quebec faculty what did not go well ? Then they can talk obstacles how to make it better

Tie in the bilingual aspect of ESL-language to make it more credible