Articles

Teachers' Takes on Supporting Multilingual Learners in K–12 Classrooms in Ontario

Julie Kerekes, Shakina Rajendram,
Mama Adjetey-Nii Owoo, & Yiran Zhang

Supporting Ontario's diverse multilingual learners (MLs) requires more than "just good teaching" (de Jong & Harper, 2005, p. 102). MLs' success is tied to specific teacher knowledge, attitudes, and pedagogical moves based on linguistically responsive teaching (Lucas & Villegas, 2013). This study investigated the perspectives of teachers, curriculum leaders, and consultants regarding how MLs can best be supported, their challenges and successes in working with MLs, and what needs to change in teacher education to achieve the goal of supporting MLs across their curricula. Semi-structured interviews were conducted with 11 teachers currently working with MLs in Ontario, organized around their personal and professional backgrounds and experiences, issues faced in supporting MLs, perspectives on how Ontario's policies impact their work, and opinions about how to enable future teachers to develop necessary skills to support MLs. Findings from an inductive thematic analysis of the interviews suggest the need for teachers to connect with MLs through shared language learning experiences, use asset-based, linguistically responsive and translanguaging approaches, and involve parents and communities. The findings also highlight issues around policy accessibility, the lack of specialized training, and inadequate resources. Finally, the study makes recommendations for preparing future teachers with practical strategies to support MLs in K–12 classrooms.

Le soutien des divers apprenants multilingues de l'Ontario exige plus que « just good teaching » (de Jong et Harper, 2005, p. 102). La réussite des multilingues est liée à la connaissance spécifique des enseignants, aux attitudes et aux mouvements pédagogiques fondés sur un enseignement répondant aux besoins linguistiques (Lucas et Villegas, 2013). Cette étude examine les perspectives des enseignants, des responsables de programmes et des consultants sur la façon dont on peut optimiser le soutien aux multilingues, les défis et les réussites rencontrés en travaillant avec les multilingues et ce qui a besoin de changer dans la formation des enseignants pour qu'ils parviennent à apporter du soutien aux multilingues dans tous leurs programmes. On a effectué des entrevues semi-structurées auprès de 11 enseignants travaillant avec des multilingues en Ontario. Ces entrevues étaient organisées autour de leurs antécédents et expériences personnels et

professionnels, des problèmes auxquels ils avaient fait face dans le soutien des multilingues, de leurs perspectives sur la manière dont les politiques ontariennes influencent leur travail et de leur opinion sur la façon de permettre aux futurs enseignants d'acquérir les habiletés nécessaires pour soutenir les multilingues. Les résultats tirés d'une analyse thématique inductive des entrevues suggèrent que les enseignants doivent établir des liens avec les multilingues en partageant leurs expériences d'apprentissage linguistique, en utilisant des approches fondées sur les atouts, adaptées sur le plan linguistique et du translanguaging, et en faisant participer les parents et les communautés. Les résultats soulignent également les problèmes concernant les politiques d'accessibilité, le manque de formation et les ressources inadéquates. Pour finir, l'étude propose des recommandations pour préparer les futurs enseignants à l'aide de stratégies pratiques afin de soutenir les multilingues dans les salles de classe de la maternelle à la 12e année.

Teacher education is central to fulfilling Ontario's policy that all teacher candidates receive training to meet the needs of multilingual learners (MLs). For teachers already employed in Canada's public schools, however, the onus for learning how to meet their MLs' needs is on them. Unless they are specifically ESL teachers, they have not necessarily received training to support the increasing numbers of MLs in their mainstream classrooms (People for Education, 2017). All teachers are expected to understand what it means to be an ML and how to facilitate their academic progress. However, previous findings on teachers' experiences reveal concerns over mentorship of teachers, the undervaluing of professional development around MLs, and teachers' lack of preparedness towards accommodating MLs in mainstream classes (Greenfield, 2013; McKinney, 2008; Reeves, 2006).

In this paper, after reviewing contextual literature, our study investigates the perspectives of teachers in the classroom and in leadership positions regarding how MLs can best be supported, and what needs to change in teacher education to achieve that goal. Ontario has the largest proportion of immigrants and MLs in all of Canada. Several other provinces, however, also attract high numbers of newcomers every year; as such, they, too, exhibit increasing needs for training in supporting their MLs. The issues and findings discussed here have broad implications for Canada as a whole and for other countries experiencing an influx of immigrants.

A Word on Terminology

The terms English as a second language (ESL), English literacy development (ELD), and English language learner (ELL) are used for designated

purposes by Ontario's Ministry of Education and the province's educational institutions. According to the Ontario Ministry of Education's *Supporting English Language Learners* guide (2008), ESL refers to the programming or subject matter for students whose "first language is other than English or is a variety of English significantly different from that used for instruction in Ontario schools" (p. 38). ELD programs are for students who are "most often from countries in which their access to education has been limited, and they have had limited opportunities to develop language and literacy skills in any language" (p. 38). Officially, ELL refers to the students themselves, while ESL refers to the programming or subject matter for the students. The terms may reflect a deficit perspective, namely, English learners lack a certain necessary proficiency that must be compensated for through additional instruction. Such perceived deficiency characterizes a full 25% of Ontario's 2 million K–12 students, who are formally identified by their schools as ELLs (Ontario Ministry of Education, 2016). These students can be found in ESL and ELD classes attended only by English learners, and also in mainstream classes with their English-dominant classmates.

In contrast to the widely held deficit perspective on English learners' abilities (Belz, 2003; Caloia, 2016; Hertzog, 2011; Khan, 2020; Mann, 2016; Marshall, 2009; Wai, 2012), we (the authors of this paper and the members of this research team) see the multilingual learners in Ontario's public schools as possessors of skills and assets which enhance everyone's sociocultural learning. Rather than deficits, these students' multilingualism and multiculturalism are assets; they are acquiring additional assets through their learning of everyday and academic English (Ontario Ministry of Education, 2008). As an indicator of this perspective, we choose to refer to Ontario's English learners (or ELLs) in this paper as MLs—multilingual learners.

Challenges of Supporting Multilingual Learners in K–12 Classrooms

Limited existing literature offers varying perspectives on how teachers conceptualize support for MLs in Ontario. MLs' low performance on the Ontario Secondary School Literacy Test (OSSLT) indicates a need for specialized instruction to raise ML achievement (Cheng et al., 2007). Improvement strategies to support MLs in elementary schools include differentiating specific programs for MLs; identifying effective methods to design these programs; defining timelines for the successful acquisition of academic English; presenting teachers with clear criteria and classifications for MLs; and reconfiguring educators' misconceptions around MLs (Hubbard, 2018). Reducing challenges faced by teachers who support MLs in Ontario and raising ML achievement largely depend on more pre-service teacher preparation and in-service professional development opportunities,

supporting MLs holistically, and developing critical language teacher education.

Provincial policy and funding for ESL and ELD programming, which takes place often before MLs join mainstream classes, are insufficient (Markus, n.d.). School administrators and teachers have identified gaps between what was stipulated in the Ontario Ministry of Education's policy on funding for MLs and how funding for MLs was being allocated in schools (Elementary Teachers' Federation of Ontario, 2017). Furthermore, they claim that the funding allocated for MLs is used for the recruitment of and programming for international students instead (Council of Ontario Directors of Education, 2020).

Apart from specialist ESL teachers, many of Ontario's mainstream teachers lack the language teaching expertise necessary to support their MLs (Faez, 2012; Ontario Ministry of Education, 2008). Research shows that teachers who are not explicitly trained to meet the specific language needs of MLs tend to associate language skills erroneously with academic skills (de Jong, 2014; Lucas et al., 2008). Tandon et al.'s (2017) survey of teacher candidates suggests that they did not develop the necessary sociolinguistic awareness to support learners' academic language needs; their understanding of second language learning processes and the language demands of classrooms remained at a superficial level. Teachers in Ontario and beyond (e.g., Faez, 2012; Stille et al., 2015; Stille et al., 2016; Webster & Valeo, 2011) have reported feeling unprepared to work with MLs in mainstream classrooms, unable to support MLs' language proficiency across content areas such as math and science, and unqualified to carry out classroom-based language assessments.

The Effect of Current Policy

Following a 2015 provincial policy requiring training of all teacher candidates (TCs) in teaching linguistically diverse students, teacher education programs across Ontario have made relevant changes to their curriculum. Few large-scale studies have examined how and whether the policy has changed TC training in supporting MLs. In Bale et al.'s (2019) research, which was part of a case study of a graduate teacher education course on supporting MLs which involved over 400 TCs and 10 teacher educators (TEs), many TEs reported that their TCs demonstrated a lack of knowledge of the provincial guidelines around supporting MLs, and a lack of awareness of and interest in learning about ways to support these learners. Bale et al.'s (2019) study also pointed out the tension between the TCs, who were driven by practical classroom strategies, and the TEs, who wished to emphasize more critical discussions on language awareness. These findings highlight the need for teacher education to develop TCs' pedagogical content and language knowledge, and to create a critical awareness of the importance of supporting MLs, whether in mainstream or ESL classes.

The Ontario Ministry of Education's Policies and Procedures for Ontario Elementary and Secondary Schools (2007) tasks school boards with ensuring that teachers are provided sufficient "opportunities for professional development in meeting the needs of English Language Learners" (p. 31). Studies suggest, however, that the type of professional development teachers receive depends on the context and school board in which they work (Stille et al., 2016). While some school boards provide substantial resources, workshops, networking events, and professional training for teachers of MLs, teachers in other school boards are left to seek out their own avenues for professional learning (Mayda, 2015). Since the new provincial policy pertains only to teachers-in-training, teachers who have been employed before the policy was enacted may not have any training in supporting MLs. Stille et al.'s (2016) review of professional learning and ESL support in Ontario found that, in general, teachers have received little in-service professional development to support them in teaching multilingual and multicultural learners.

Supporting Multilingual Learners' Socioemotional Needs

Preparing teachers to teach in linguistically diverse classrooms is not only about supporting MLs' language needs, but also supporting their social and emotional needs. Stille and Prasad (2015) recommend that instruction recognizes and makes visible the emotional aspect of language learning; as such, instruction helps affirm the learners' identities as multilingual individuals with their own voice and agency. If learners do not see their academic, linguistic, and cultural identities affirmed and reflected in the classroom, they may struggle to engage with their learning (Cummins et al., 2005; Cummins et al., 2012).

Critical Language Teacher Education (CLTE)

As the need to support MLs becomes increasingly prominent in Ontario's K–12 classrooms, all teachers are ultimately language teachers. As mentioned, MLs are often viewed through a deficit lens and denied equitable access to full participation in the classroom. In order for TCs to recognize this problem and become equipped to support MLs, a critical language teacher education is necessary. Hawkins and Norton (2009) outline the three central heuristics and five principles of critical language teacher education (CLTE), which form the conceptual framework for our study. The authors emphasize the role of language in combating educational inequality, and they argue that language teachers not only teach the language but also help construct language learners' worldviews and their understanding of new sociocultural and belief systems and practices; they can both empower and marginalize learners. Although Hawkins and Norton (2009) focus their discussion on pre-service teacher education, we believe their study also presents important considerations for in-service teacher practices.

The *three central heuristics* of critical language teacher education in Hawkins and Norton (2009) are as follows:

1. *Critical awareness*, which is TCs' awareness of the structure and the impact of power relations, and how educational inequity relates to historical, social, and political practices.

2. *Critical self-reflection* involves TCs' critical reflections of their social identities and positionings. Such self-reflections foreground the restrictions and possibilities for social change.

3. *Critical pedagogical relations* refer to "structured and equitable" relations between TEs and TCs. Having such relations means TEs both exemplify critical teaching practices and encourage TCs to think of ways to support language learners in the classroom.

Hawkins and Norton (2009) stress that the above three conceptual aspects are not clearly separated; they identify *five principles* that run across the studies they have reviewed:

1. The pedagogy and the content of critical language teacher education are specific to the sociocultural, political, and historical contexts of the education programs.

2. Critical language teacher education is responsive to TCs' knowledge and backgrounds.

3. Critical language teacher education engages TCs in collaborative dialogue that promotes self-reflections and connects social justice to teaching practices.

4. Critical language TEs reflect on their practices, analyze and learn from experiences, and make changes accordingly.

5. Critical language teacher education values *praxis* (Freire, 1970), which combines theory, dialogue, reflection, and actions to lead educational and social change.

Situating the Study

In 2015, as part of an overhaul of the education system, the Ontario government amended Ontario Regulation 347/02. In response to this, the Ontario College of Teachers (2017) released its revised guidelines for all faculties of education in the province, Accreditation of Teacher Education Programs. The revised guidelines require all professional education programs to provide TCs with the knowledge of how to teach students whose first languages are not standard English or French, and include core content on supporting MLs (Ontario College of Teachers, 2017).

The present study is part of a multi-year (2016–2020) Social Sciences and Humanities Research Council (SSHRC)-funded project with several strands: (1) a case study of one Ontario teacher education program, (2) a comparative survey of how Ontario's 15 other teacher education programs have responded to Ontario Regulation 347/02, (3) interviews with teachers currently working with MLs, and (4) linguistic portraits of K–12 MLs. This paper reports the results of one strand of this project, focusing on the perspectives and experiences of practising teachers supporting MLs in K–12 classrooms. The majority of these teachers currently hold positions as ESL/ELD specialists, while some are supporting MLs in their mainstream classes. The purpose of seeking input from practising teachers through this study is to inform the content and delivery of courses on supporting MLs, which are being implemented in teacher education programs across Ontario in response to Regulation 347/02.

Research Questions

This study aims to answer the following questions:

1. From the perspectives of teachers with substantial experience teaching MLs, how can MLs be best supported?

2. What challenges do teachers face in supporting MLs?

3. What needs to change in teacher education to best support MLs?

Method

Participants

In 2018, at the Ontario Institute for Studies in Education's (OISE) Celebrating Linguistic Diversity (CLD) conference, over 50 teachers participated in a workshop presented by Bale et al. (2018) on the topic, *What do all teachers really need to know about supporting MLs?* This workshop was based on findings from a sub-strand of the study which investigated TEs' perspectives on how TCs should be prepared to support MLs (Bale et al., 2019). The CLD workshop participants, who attended the conference voluntarily as part of their professional development, represented elementary and secondary school boards from Ontario and other parts of Canada. Subsequently, we invited the workshop participants to be interviewed for this project.

Eleven participants volunteered to be interviewed, all of whom identified as women. Ten were working in Ontario, while one had vast experience teaching in Ontario and was currently employed in Alberta. Six of the 11 had taught and/or lived in non-English dominant countries before landing in their current positions, and their educational backgrounds ranged from BAs with

teaching certification to master's and PhD degrees. As the 11 participants had extensive experience supporting MLs through a range of leadership roles (see Table 1 below), we believed that they could share valuable perspectives which would contribute to the development of better teacher education programs to support Ontario's MLs. As self-selected participants, these educators' shared perspectives were not necessarily representative of all teachers' perspectives but, rather, of those most keenly interested in meeting the needs of MLs and improving their support systems.

Table 1

Participants in the Study

Participant (Pseudonym)	Current/Recent positions	Years of Professional Experience (approximate)	International Experience
Ally	ESL/ELD system lead for school board and international TE	40	Pacific, Middle East, Nigeria, Zambia
Fatima	ESL teacher, Grades 6–8	15	N/A
Izabela	Elementary ESL withdrawal support teacher, Grades 1–5	20	Eastern Europe
Jenny	Casual support officer and central ESL resource teacher	20	Japan
Kelly	ESL/ ELD itinerant/resource teacher	12	Egypt, Japan
Leslie	High school English, drama, media arts, special education, literacy development teacher	20	USA
Marina	ESL support teacher at the elementary school level with experience in the high school setting	N/A	Came to Canada as a refugee from Russia at the age of 10
Polly	Welcome centre assessment teacher & TE in Alberta, former high school teacher in Ontario, working in the Second Language Learning department	25	N/A
Sabrina	ELD itinerant teacher across a school district	13	N/A
Sheila	Assistant curriculum leader, literacy and ELL programming	10	Taiwan
Sylvia	ESL/ELD consultant for a school board, TE at a university & ESL project lead	20	Vietnam, Taiwan, Colombia, Ireland

Data Collection and Analysis

Data were collected through semi-structured interviews which addressed the participants' backgrounds, including their educational and professional experiences; their issues, concerns, and successes in supporting MLs and their colleagues with less experience supporting MLs; their perspectives regarding the implementation of their province's requirements for teacher education in relation to supporting MLs; and their opinions about how best to enable future teachers to develop the necessary skills for supporting MLs. The interview questions are included in the Appendix. We conducted and audio-recorded the interviews in person and via Skype, ranging from 60 to 90 minutes in length. A rough transcription of each interview was produced (i.e., verbatim, without paralinguistic features). The analysis of the transcriptions was carried out through an inductive thematic analysis (Nowell et al., 2017), as described below.

Thematic Analysis Procedures

The first three authors read the transcripts from beginning to end and independently identified salient themes in the data, relevant to the research questions and conceptual framework. Authors 2 and 3 individually selected excerpts from the transcripts to exemplify each of the preliminary themes. Meanwhile, Author 1 compiled a comprehensive list of sub-themes within each broader theme that arose in the 11 transcripts, identifying each occurrence. Authors 2 and 3 reviewed the transcripts two more times to check that every instance of every sub-theme was accurately associated with its respective participant on the comprehensive list, and to identify any gaps in the presentation of themes and corresponding excerpts. The authors merged their respective themes into 15 main themes, which were then cross-checked. The themes were distributed among the authors, each of whom wrote a preliminary draft analysis of these themes, exemplifying them with excerpts. The authors shared and responded to each other's drafts. Through the process of writing, overlaps in themes were identified, and themes were consolidated, resulting in seven main themes. Figure 1 below shows the 15 themes initially derived from the analysis, and how they were merged into the seven themes presented in this paper. These themes are discussed below, in conjunction with the central heuristics and key principles of critical language teacher education (Hawkins & Norton, 2009).

Figure 1

15 Initial Themes Derived From the Analysis and 7 Final Themes Selected for the Paper

Professional experiences in ML teaching/support roles Teachers as MLs/language learners or needing language learning experiences	1. Connecting with MLs through shared language learning experiences
Supporting emotional, psychosocial and sociocultural needs of MLs; social integration Knowing the ML demographic and the diversity of MLs Individualized support and differentiated instruction; ESL and homeroom teachers collaborating	2. Supporting emotional, social and cultural needs of MLs
Translanguaging practices; drawing on MLs' home languages, experiences, identities, assets Pedagogical strategies for supporting MLs	3. Using an asset-based approach and drawing on MLs' home languages
Parental and community involvement	4. Encouraging parental and community involvement
The need for more trained ESL professionals, more ESL training and PD for current teachers Professional networks; relying on internal/external teacher support systems	5. Providing ESL training and professional development opportunities
Training around how to use STEP continua and modify curriculum; using STEP descriptors for ML assessment; facilitating STEP use provincially ML programming - need more resources, funding, access to databases Need and awareness of a policy on supporting MLs across boards & teacher education program	6. Improving policy accessibility, funding and resources
Teacher education - bridging gap between theory and practice; knowing the current practices and policies in supporting MLs Teacher education - practicum placement	7. Bridging the gap between theory and practice in teacher education

Findings and Discussion

Connecting with Multilingual Learners Through Shared Language Learning Experiences

When asked to explain what personal and professional experiences motivated them to take up their present positions, this study's participants mentioned their experiences as immigrants or children of immigrants, as MLs themselves,

and as students or teachers in a foreign country. Sheila shared, for example, that her upbringing motivated her career choice as an ESL support teacher:

> I come from a home where neither one of my parents spoke English as a first language … So, that's something that was integrated into my understanding and in my experiences, observing my family navigate in a world where their culture was different, and their languages were different. When I graduated from university in 2007, I got my ESL qualifications right away.

Additionally, having shared language learning experiences with MLs heightened Sheila's and the other teachers' awareness of elements that could potentially complicate the MLs' adaptation to academic and social life in Canada. This example supports the idea that newcomers who are transitioning into Canadian schooling might benefit from their teacher's knowledge and experience with different educational systems, the reality of language barriers, classroom power relations, family and cultural expectations, and religious differences (Deckers & Zinga 2012):

> From teaching abroad, I had some perspective of some of the challenges that newcomers would face when they arrived in a country … I understood the challenges: I'm not speaking the language of the country. You know navigating systems, or you know, government sources that you need to live in the country. And so, when I returned to Canada, I think maybe I was much more aware of some of the challenges that MLs are facing in the school that I was working at. I saw things happening that were not in the best interests of students and families. [Kelly]

Marina, who moved to Canada as a refugee when she was 10, considered shared language learning experiences her highest qualification as a teacher as it enabled her to support the MLs who feel vulnerable, given the dire circumstances surrounding their immigration experience.

Several teachers viewed exposure to additional languages, as children or as adults living abroad, as favourable for increasing their empathy and ability to support MLs. Kelly, who had taught for 10 years in Asian and Arab contexts, suggested that her exposure to two linguistically different languages influenced how she taught MLs from these language backgrounds:

> I tried to learn both languages [Japanese and Arabic] while I lived in those countries. To have that experience and to bring that back to this role now … I think, has been really helpful, but also strong in changing my understanding of what newcomers will go through … I think that's an understanding that's maybe missing among people living in Ontario that haven't gone abroad.

Teachers with prior second language learning experience combined their personal understanding with evidence-based pedagogy, such as through the use of arts-based methods to mediate linguistic equity for newcomer MLs, and accommodative strategies such as adopting a multicultural teaching approach, introducing home-school connections, fostering peer-to-peer interaction, and giving learners opportunities to personalize and create a sense of belonging in the new classroom (Igoa, 1995; Watts-Taffe & Truscott, 2000). Fatima shared how she accommodates her learners by drawing on her own experiences as an ML:

> I was an ELL, and in the past, I've always had ELLs in my class … These students are very visual learners, and they don't have those same experiences that a Canadian curriculum is usually teaching them … So, using those students' prior experiences, I put [them] into that context. For example, they were doing this assignment on comparing developing countries. So, I had them choose their own country to write about what they've noticed. What are the changes? So relating to some of their own prior experiences was the main strategy that I used, rather than teaching them something that doesn't make sense or they can't make a connection to it.

The participants recommended that pre-service teachers be required or encouraged to engage in second language learning themselves in order to support MLs from a unique place of critical self-reflection (Hawkins & Norton, 2009), and to bring a nuanced understanding to support the MLs' socioemotional, cultural, and academic struggles.

Supporting Emotional, Social and Cultural Needs of Multilingual Learners

Teachers viewed their roles as extending beyond purely academic support, and expressed a need to address the emotional, social, and cultural needs of their students. Sheila noted that the "emotional, social integration, the legal challenges and struggles of a lot of our students" were an important component of ML support. Teachers recognized, however, that schools often lacked comprehensive information about the MLs' sociolinguistic backgrounds, making it difficult to identify each linguistic group's main challenges in adjusting to schooling in English. For example, Ally explained how the ML population in rural areas is often underestimated: "People really were surprised and are surprised to hear that we, in fact, have English Language Learners in this rural area of the province. Our numbers are sitting around 750." Identifying a large Mennonite ML population in Ally's school board pushed her to network with teachers in other boards who also worked with Mennonite MLs to find the appropriate support for this group's physical, sociocultural, emotional and language learning needs. Similarly, Leslie noted that the needs of Indigenous MLs are unique and vary from area to area:

many Indigenous students have some knowledge in English but lack training in formal English; a lot of them also live in remote Northern communities with restricted access to essential resources like water.

Teachers frequently noted the importance of considering their students' needs holistically. For example, Leslie shared that some MLs had arrived in Ontario after experiencing conflict and the trauma of losing friends and loved ones from immigration, which "can make students unavailable for learning." It is thus crucial to support MLs as they process and heal from past experiences. These examples underscore the importance of instruction that is responsive to learners' knowledge and backgrounds (Hawkins & Norton, 2009), which can lead to better fulfillment of MLs' diverse needs.

The teachers acknowledged the diverse abilities of their students and the accompanying need for differential instruction and curricular modifications. Many of them identified a gap in terms of what individual teachers can offer due to a lack of adequate training, and what the schools can offer due to a lack of adequate resources. The enormity of meeting the needs of such a diverse student population was acknowledged by Leslie: "I think every student [has] entirely different needs … it's shocking how different those needs are." Ally felt inadequate to support those diverse needs: "I have seriously been doing a disservice to my students along the way, although with the best intentions."

Nevertheless, every participant provided striking examples of ML support, testifying to how teachers contribute positively to their social, cultural, and emotional needs. Leslie passionately described the empowering impact that newcomer MLs had on their peers when they taught them about Syria: it enabled the MLs to share the experiences, challenges, and opportunities that accompanied their transition to schooling in another sociocultural context while fostering an openness for cross-cultural dialogue. For Marina, having grown up as an ML herself, she believed it was important to use anti-racist pedagogies and listen to MLs in order to identify their concerns and expectations. The positive examples of teacher support show that many participants held a nuanced understanding of how instrumental a teacher's role was in providing MLs with the necessary socioemotional support. Notably, these teachers demonstrated critical awareness of educational inequity as it related to the MLs' historical, social, and political experiences (Hawkins & Norton, 2009). These examples highlight the need for teacher education to refocus TC learning around pedagogies that build on learners' intellectual as well as linguistic, cultural, social, and emotional needs and strengths (Feiman-Nemsar, 2018).

Using an Asset-Based Approach and Drawing on Multilingual Learners' Home Languages

Participants emphasized the importance of building on the strengths and identities of learners through asset-based approaches. Many teachers posited

that low systemic expectations of MLs held them back from realizing their full potential. Sylvia pointed out frustratingly that the indicators of many MLs' capabilities were reduced to their English proficiency. Polly noted that the teacher's task is to encourage MLs to harness their multiple assets and funds of knowledge for their peers' and their own benefit. She iterated that learners

> [a]rrive in [the teacher's] room with many, many, many, maybe not so obvious assets. [The teachers] need to find out who they [MLs] are as people, and find out what they can do, instead of seeing what they can't do.

Leslie described how using an asset-based approach with three Syrian newcomer siblings helped them to thrive in their new environment:

> One student who had less success with reading and writing had tremendous success in physical education and in getting a job as a camp counsellor, because his social skills and his personality all shine through. His strengths were all related to being a helper, so you have to build on their strengths. The older boy, he's so great. He likes to be the center of attention, and he likes to teach. Even when he had few words of English, he could command the attention of the whole room and make a joke. And so to give him those opportunities [was] really important, and he just thrived. The youngest girl, her strength was poetry, and we needed to find that for her to find her voice. So, it's assets based.

The belief that "identity is the bedrock" [Marina] was central to the participants' asset-based approaches to supporting MLs. Kelly recommended that teachers look for and use resources that reflected and affirmed their MLs' identities. The schools with which she worked did this by posting welcoming images and posters that represented the identities of diverse learners, and by purchasing multicultural and multilingual materials that reflected the learners' cultures and religions, such as their dual language library book collection:

> So, during Ramadan, if you have Muslim students, they get to read books about Ramadan and take them home to read them and share them with their family, and they're so happy to read them and to see themselves reflected in the school library.

Teachers suggested that using authentic materials from outside the classroom could also help learners feel that their experiences were valued. Leslie's MLs related easily to the poetry of Najwa Zebian, a Lebanese-Canadian poet and teacher in Ontario, because, as Leslie explained, "she has a better understanding of the experience that these students have been through than I do and so I think that voice as well was helpful for them." Letting students choose their own materials for use in class increased their

motivation and engagement in learning. By allowing her learners to select books and graphic novels, Sheila was able to cultivate their love for reading: "I've had kids in my class read four, five, six books and they have said to me: I've never read [so] much … because they're reading books of their choice."

Several teachers in the study demonstrated *critical awareness* (Hawkins & Norton, 2009) by recommending the use of translanguaging to counter the educational inequities that MLs experience because of the marginalization of their home languages. Translanguaging is "an approach to language pedagogy that affirms and leverages students' diverse and dynamic language practices in teaching and learning" (Vogel & García, 2017, p. 1). Teachers' translanguaging practices were demonstrated through their inclusion of MLs' home languages in classroom activities and assignments. Bringing together translanguaging and the "practice of embracing multilingualism as an asset," Sabrina carried out a class dual language narrative project in which MLs wrote multilingually about their families' journeys to Canada.

The teachers also drew on MLs' home languages using other creative approaches such as music, art, drama, and storytelling; tactile-kinesthetic approaches such as cooking, playing sports and building three-dimensional representations of learners' homes; web- and technology-based approaches such as creating dual language flashcards on Quizlet and multilingual narratives on Google Slides; collaborative learning approaches to allow learners with the same home language to work together; and experiential and inquiry-based learning approaches that infused learners' experiences and understanding of the world into the curriculum.

Encouraging Parental and Community Involvement

According to the study's participants, parental and community involvement contribute to MLs' academic integration, development, and overall achievement. Marina suggested that teachers could establish deeper connections with their students by forging relationships with parents to understand them better. "Phone that parent. Have them come in, talk with them." Izabela said that family involvement positively impacts student learning:

> We've been working with a family who had a lot of traumatic experiences in their lives, have arrived in Canada with two young boys. The parents themselves do not speak English, but are very involved in the education of their kids and are trying their best to find ways to support the kids … so here is an example where the family attitudes have played a huge role in how the kids are learning. So I can say those kids are learning at their best ability.

According to Izabela, family support was as vital as teachers' work:

> Unfortunately, I'm yet to see kids that have great results without the support of their families. In my experience, this is huge, support

of the family in some way, either reinforcing the attitude and the understanding that school is important, getting their kids to do their homework if you want, and sort of encouraging them to do well in school and even more so, when the parents can actually help their kids at home.

Some schools have implemented successful programs, such as Parents Involved as Educators (PIE) and Growing New Roots: The Voices of Immigrant Families and Teachers of their Children (Diversity in Teaching, 2012), which include parents in the support and success of their children, thereby facilitating parental cooperation with schools and teachers. Understandably, the existence of such initiatives has created avenues for properly identifying and responding to MLs' needs.

Providing ESL Training and Professional Development Opportunities

Teachers frequently noted a scarcity of teachers with ESL specialization across schools and school boards. Some schools with enough ESL-trained teachers might develop and implement robust and comprehensive programs for MLs. However, other schools with comparably larger populations of newcomer MLs struggled because of fewer trained teachers. Changing demographics and school boards' inability to react quickly fostered these discrepancies. As the only ESL teacher in her school, Jenny attributed the high turnover of ESL teachers in her district to the "too demanding" nature of their responsibilities, as against teaching in "a regular classroom." Given the shortage of ESL teachers, learners had to cope with amateur ESL or ELD teachers. Fatima was also her school's sole ESL teacher. She could barely give one-on-one attention to MLs and struggled to accommodate her students' varied English proficiency levels. Some teachers recommended Additional Qualification (AQ) courses to help new ESL teachers develop effective strategies to support their MLs. AQ courses are professional development courses for teachers who have been certified by the Ontario College of Teachers. The Teaching English Language Learners AQ is typically taken by teachers who are interested in teaching in the ESL and ELD programs. Other teachers, including Izabela, argued that the AQ courses alone did not adequately prepare new teachers. Rather, new teachers need additional, individualized support: "New teachers … have had extremely small doses of support from coordinators. It is sort of something that is left to the teacher to figure out on their own." Instead of AQ courses, Izabela suggested a mandatory course for new teachers on supporting MLs "because everyone ends up working with ELLs." This comment speaks to the limitations of the policy that requires new TCs to be educated in supporting MLs, while already-practising teachers are not required to receive such training.

Other participants talked about the importance of mentoring new teachers, and several indicated that the New Teacher Induction Program (NTIP) provided useful training and mentoring to new teachers in their first few years. Jenny and Sylvia described mentoring programs in their school boards, in which new ESL teachers were paired with a mentor and were sometimes involved in co-teaching and co-planning. Other teachers reported few in-service professional development opportunities to support MLs, while Sheila remarked on the irony: "Our ELLs are the kids who are least likely to advocate for themselves," yet PD programs to support MLs "have been least plentiful," which is why "You need people who have the opportunity to learn all that information so that we are better equipped to advocate for them."

In contrast, other teachers described plentiful Professional Development (PD) opportunities for teachers of MLs: an online PD training system, an annual two-day ESL-focused conference, yearlong PD sessions on various topics such as welcoming newcomers, and ESL Networks that convened teachers across boards. "You don't have to wait for a PD opportunity to show up," Sabrina said, stressing that teachers also needed to create opportunities for professional learning. The participants organized a variety of whole-day learning sessions, guest speakers, recommending readings, exchanging ideas on social media groups, "walk and talks" during which teachers shared their highlights and challenges in supporting learners, and other PD events.

Improving Policy Accessibility, Funding, and Resources

Several of the participants appreciated the value of documents such as Supporting English Language Learners with Limited Prior Schooling (Ontario Ministry of Education, 2008) and Many Roots, Many Voices: Supporting English Language Learners in Every Classroom (Ontario Ministry of Education, 2005). They pointed out a lack of communication between system-level actors and teachers, however, remarking that

> If superintendents, even the director of the board, are not aware of the ESL/ELD policy and all the pieces in it, why they're there, why they came about, there is no change being made in any school level right down to the educators. [Kelly]

At the same time, teachers wished for more training in using the Steps to English Proficiency (STEP) policy framework for assessing MLs' language acquisition and literacy development (Ontario Ministry of Education, 2015), as they faced difficulties in utilizing STEP due to an unconsolidated data system across schools:

> [D]on't even get me started on the student data system. Every board has a different data system, so when you get to things like STEP where you're trying to roll a tool out provincially … you sort of lose the whole purpose of having it. [Sylvia]

Teachers also lamented the reduced budgetary allocation to programming for MLs, but were committed to supporting MLs. Where certain needs could not be met by board and ministry-level actors, teachers have rallied to provide the money to support specific culturally oriented and relevant ESL programming, as exemplified by Leslie's comment:

> Our teachers' union made the $600 donation that covered the trip [to the Aga Khan museum], like the entrance fees for the trip and then we [organized] trips with our own families and we invited them along, stuff like that because we realize that learning is so important. You know, book learning doesn't seem to stick in the same way that real-life learning experience does. So, yeah, financing would be nice.

Drawing on their experiences, challenges, and successes with supporting MLs in their various contexts, the teachers provided the following recommendations.

Bridging the Gap Between Theory and Practice in Teacher Education

Sheila lamented that the substantial amount of her time and energy she had spent reading theoretical articles in her training hardly informed her actual practice after she graduated and became a classroom teacher. She would have preferred a "toolbox" of hands-on, practical strategies that she could use to support MLs, explaining that TCs needed the opportunity to see concrete examples of the theories in practice. Sheila's best learning opportunities as an ESL teacher-in-training took place in demonstration classrooms in which she observed her instructional leaders teaching MLs. Seeing how effective ESL teaching actually happens would be the best way for TCs to learn about bridging the gap between theory and practice:

> Teachers need to see how those theories and ideas look within the practices of a classroom. And you almost want to go backwards; this is what an amazing, dynamic, supportive classroom environment looks like. This is what this teacher was doing. Now, what's the theory behind this? … I feel like that is what is going to help teachers understand how to best support their students. [Sheila]

The theories gained relevance for Sheila when she became a specialist teacher in a classroom customized to demonstrate what ESL support looks like.

Other teachers recommended that TCs shadow ESL teachers in their practicum placements. Kelly suggested that TCs could be matched with itinerant ESL teachers (i.e., travelling teachers, who are assigned to many schools at a time). TCs would be able to travel to different schools and see the various strategies and programs for supporting MLs across schools or school boards. This would enable them to see different models of ESL teaching in

action, such as one-on-one instruction, the withdrawal or pull-out model, and team-teaching.

While the current structure of the practicum component of some teacher education programs does not allow TCs to be placed in ESL classes, the teachers suggested that providing practicum assignments for TCs in schools with a high density of MLs would enable them not only to see theory applied but also to gain an appreciation for the MLs' experiences and an opportunity to connect with them. Leslie noted that it was only by working with MLs that TCs would be able to develop a better understanding of the "incredible wealth of knowledge and resilience and life experience" and the "entirely different needs" that each ML brings to their learning. Sheila recommended that TCs also watch videotaped lessons with ESL teachers and MLs, and discuss their observations about the strategies used by the teachers in those videos. Sylvia's teacher education classes required the TCs to carry out case studies of MLs to give them a sense of who their MLs might be and where they come from:

> [The case study] allows them to connect with the student in a really powerful way … when they do it, they all see the value in it and say it's one of the most impactful experiences they've had. [Sylvia]

The teachers' views corroborate the ideas of Hawkins and Norton (2009), who suggest that critical language teacher education upholds praxis in a union of theory, dialogue, reflection, and actions for impactful change. Sheila had noted a disparity between the theoretical instruction she received during her education and the expectations of her in her teaching practice. This supported Farrell's (2019) view that teacher education programs fail to train novice teachers of ESL to become adaptive practitioners. In fact, Sheila's experience teaches us that simply reading articles as a TC was insufficient for making connections between second language acquisition (SLA) theory and practice. However, being placed within a setting where the theories were demonstrable, alongside instruction and learning, allowed for spontaneous yet deep reflection on the theories underlying and informing the practice decisions of ESL support instructors.

To mitigate the shocks that novice teachers often experience in their real classrooms, Farrell (2019) suggests that TEs nurture "learner teachers to become reflective teachers" (p.38). Farrell's (2019) recommendations further support the notions of critical self-reflection, critical awareness, and critical pedagogical relations, all principles of CLTE that emphasize the need for teacher education programs to help TCs make critical connections, using knowledge from their backgrounds to transform their practice (Hawkins & Norton, 2009). Instructors in teacher education programs can facilitate TCs' reflective practice by encouraging them to take advantage of the affordances of "technology, critical friendships, team teaching, peer coaching, dialoguing,

service learning, writing, action research and analysis of critical incidents" (Farrell, 2019, p. 38) in their bid to support MLs.

Conclusions and Recommendations

While research on teacher education has addressed the major components of a knowledge base for TCs (de Oliveira & Burke, 2015), further insight on how TCs can be adequately prepared to support MLs in practice is needed. Findings from this study have revealed many of the day-to-day challenges that Ontario's teachers of MLs face, such as inadequate specialized training in supporting MLs, inadequate programming, and limited access to resources for MLs. The policy changes in 2015 have begun to address these gaps in current teacher education programs, but teachers who were educated before 2015 also need support in learning to better meet the needs of the MLs in their classrooms. Our study highlights the following areas for improvement to support MLs in Canada's linguistically diverse provinces, and, specifically, in Ontario's continuing professional development and teacher education programs:

1. Practitioners combine theory, dialogue, reflection, and action in teacher education programs (Hawkins & Norton, 2009) and emphasize the need for current and future teachers to acquire practical strategies to support MLs, such as through translanguaging and other culturally and linguistically responsive teaching practices (Lucas & Villegas, 2013). The planned multilingual and pedagogical stances instructors adopt in interacting with students "to deepen explanations to the class of complex parts of the topic being taught or to have profound discussions of language or social issues" are examples of *official translanguaging* (García & Li, 2014, p.91).

2. Evidence indicates that teacher training programs that emphasize culturally relevant pedagogies ameliorate MLs' academic outcomes by improving teacher attitudes towards MLs (Mellom et al., 2018; Portes et al., 2015; Samson & Collins, 2012). Practical exposure to demonstration classrooms and placement in schools with a high ML population can provide TCs with concrete skills for supporting MLs. Teachers also recommended that TCs be given access to educator networks.

3. Prior studies have noted the importance of creating intentional contexts for learning and sharing knowledge, research, and expertise on critical language pedagogies, such as workshops and conferences for teacher development (Clarke, 2019; Patterson & Tolnay, 2015). Teachers in this study indicated a clear interest

and commitment to informal PD opportunities, implying that other teachers may be motivated to participate in research-based learning labs that are focused on ML support models. Learning labs are teacher group efforts at PD in which participants initiate an "inquiry circle" to explore shared concerns about advancing student achievement. Teachers read educational research and professional texts and attempt to apply innovative practices using microteaching. They solicit feedback from the peer learning lab and implement these practices in their classes, after which they return with insights for their colleagues continuing the inquiry process (Clarke, 2019; Patterson & Tolnay, 2015, p. 9). With formal support from university partners, the scarcity of teachers with ESL training could be mitigated through learning lab PD experiences.

4. Inadequate funding and resources remain setbacks for quality ESL programming. More funds and resources should be allocated for ESL and ELD programming across Canada, and the additional costs associated with programming in areas with higher densities of ESL/ELD needs must be accounted for (ETFO, 2017). In addition, provisions must be made to ensure that funding and resources are distributed in equitable ways that do not put certain subgroups of MLs at a disadvantage.

5. Apart from enhancing the accessibility of existing tools and databases for assessing MLs' language backgrounds and development, teacher education should expose and train teachers to access and use tools such as, in Ontario, STEP.

6. Given that teachers act as critical agents in implementing provincial educational policies in their classroom practices (Menken & García, 2014), they would benefit from a network of support that includes school- and board-level actors, superintendents, curricular leads, classroom teachers, ESL support staff, and ELD support officers, who take joint responsibility in enacting the policies for supporting MLs.

7. Given the interconnectedness of teachers' personal experiences with their support for MLs, we suggest that teacher education include more emphasis on personal language learning and intercultural experiences as valuable and desirable training for working with MLs (Lucas & Villegas, 2010). This would encourage *critical self-reflection* among the TCs (Hawkins & Norton, 2009) and provide them with unique and richer perspectives to reflect on their own language learning, empathize with MLs' struggles, and seek readily recognizable

opportunities to accommodate MLs' academic learning. Encouraging pre-service teachers to draw on their own and their peers' intercultural language learning connections could also inspire teacher reflexivity regarding their use and eventual development of curricula and teaching strategies. It is also important to examine TCs' beliefs, which have proved influential in forming their attitudes about supporting MLs. TCs could use weekly journals, for example, to consider their beliefs about interculturalism, the language teaching concepts they learn in class, and their experiences working with MLs (Pappamihiel, 2007).

8. Schools should make use of ESL specialists to provide training for mainstream teachers in order to build their long-term teaching capacity to support MLs. Collaboration among teachers and across schools, as a key principle of critical language teacher education (Hawkins & Norton, 2009), will alleviate the frequent problem of isolation of teachers who are addressing the needs of MLs. Further support for teachers new to working with MLs can be provided through mentorships with experienced teachers as well as practicum placements in high-density ML schools.

9. Finally, continued research of and about teacher education and teachers' approaches to supporting MLs should be used to inform educational institutions in their future program and curricular decisions.

The Authors

Julie Kerekes is an associate professor in language and literacies education at Ontario Institute for Studies in Education, University of Toronto. Her research and teaching focus on language and power in intercultural institutional settings, the teaching and learning of English for academic purposes, and the professional development of language educators.
Shakina Rajendram is an assistant professor, teaching stream, and the coordinator of the language teaching field at the Ontario Institute for Studies in Education (OISE), University of Toronto, Canada. Her research and teaching focus on second language learning, teacher education, and supporting multilingual learners through translanguaging and multiliteracies pedagogies.

Mama Adobea Adjetey Nii Owoo is a PhD candidate in language and literacies education at OISE/University of Toronto. Her dissertation research which uses filmmaking juxtaposes policy text and the civil conceptualization of languages in schooling in post-colonial Ghana. Her current research interests lie in language planning and policy, teacher education and Southern theory.

Yiran Zhang is a PhD candidate in language and literacies education at the Ontario Institute for Studies in Education (OISE), University of Toronto, Canada. Her research focuses on adult newcomer English language teaching and learning, autobiographical writing for adult immigrants, and English learning for employment purposes.

References

Bale, J., Gagné, A., Kerekes, J., Brubacher, K., Nii Owoo, M. A., Rajendram, S., & Wong, W. (2018, April). What do all teachers really need to know about supporting ELLs? Workshop presented at the Toronto District School Board Celebrating Linguistic Diversity Annual Conference at the Ontario Institute for Studies in Education, University of Toronto, Toronto, ON.

Bale, J., Gagné, A., & Kerekes, J. (2019). Teacher educators' perspectives on preparing mainstream teacher candidates for linguistically diverse classrooms. In J. Mueller & J. Nickel (Eds.), *Globalization and diversity in education: What does it mean for Canadian teacher education?* (pp. 238–267). Canadian Association for Teacher Education.

Belz, J. A. (2003). Identity, deficiency, and first language use in foreign language education. In C. Blyth (Ed.), *The sociolinguistics of foreign-language classrooms: Contributions of the native, the near-native, and the non-native speaker* (pp. 209–247). Thomson Heinle.

Caloia, R. A. (2016). *Learning to read in a classroom defined by RTI: 4 case studies* (Order No. 10118973) [Doctoral dissertation, University of Wisconsin-Madison]. ProQuest Dissertations & Theses Global.

Cheng, L., Klinger, D. A., & Zheng, Y. (2007). The challenges of the Ontario Secondary School Literacy Test for second language students. *Language Testing, 24*(2), 185–208.

Clarke, M. A. (2019). Creating contexts for teacher development. In S. Walsh & S. Mann (Eds.), *The Routledge handbook of English language teacher education*. Routledge.

Council of Ontario Directors of Education. (2020). *What are we learning about supporting English language learners in Ontario? A 2020 research report examining the implementation of ELL Policies and Procedures (2007) in Ontario publicly funded English-speaking school boards*. https://www.ontariodirectors.ca/downloads/ELL_Research_Report_2020_Final.pdf

Cummins, J., Bismilla, V., Chow, P., Cohen, S., Giampapa, F., Leoni, L., Sandhu, P., & Sastri, P. (2005). Affirming identity in multilingual classrooms. *Educational Leadership, 63*(1), 38–43. http://www.ascd.org/publications/educational-leadership/sept05/vol63/num01/Affirming-Identity-in-Multilingual-Classrooms.aspx

Cummins, J., Mirza, R., & Stille, S. (2012). English language learners in Canadian schools: Emerging directions from school-based policies. *TESL Canada Journal, 29*(6), 25–48. https://doi.org/10.18806/tesl.v29i0.1121

de Jong, E. (2014). Preparing mainstream teachers for multilingual classrooms. *Association of Mexican American Educators Journal, 7*(2), 40–49. https://amaejournal.utsa.edu/index.php/AMAE/article/view/134/125

de Jong, E. J., & Harper, C. A. (2005). Preparing mainstream teachers for English-language learners: Is being a good teacher good enough? *Teacher Education Quarterly, 32*(2), 101–124. https://www.jstor.org/stable/23478724

de Oliveira, L. C., & Burke, A. M. (2015). Mainstream elementary teachers' perspectives about teaching English language learners. In de Oliveira & Yough (Eds.), *Preparing teachers to work with English language learners in mainstream classrooms* (pp. 3–15).

Deckers, C. M., & Zinga, D. (2012). Locating home: Newcomer youths' school and community engagement. *Canadian Journal of Education, 35*(3), 30–47. https://journals.sfu.ca/cje/index.php/cje-rce/article/view/996

Diversity in Teaching. (2012). *Growing new roots: Voices of immigrant families and the teachers of their children*. https://wordpress.oise.utoronto.ca/diversityinteaching/projects/project-1/family-voices/

Elementary Teachers' Federation of Ontario. (2017). *Shortchanging Ontario students: An overview and assessment of education funding in Ontario*. http://www.etfo.ca/AboutETFO/Publications/PositionPapers/PositionPapersDocuments/Shortchanging%20Ontario%20Students%20-%20An%20overview%20and%20assessment%20of%20education%20funding%20in%20Ontario.pdf

Faez, F. (2012). Diverse teachers for diverse students: Internationally educated and Canadian-born teachers' preparedness to teach English language learners. *Canadian Journal of Education, 35*(3), 64–84. https://journals.sfu.ca/cje/index.php/cje-rce/article/view/967

Farrell, T. S. C. (2019). Reflective practice in L2 teacher education. In S. Walsh & S. Mann (Eds.), *The Routledge handbook of English language teacher education* (pp. 38–51). Routledge.

Feiman-Nemser, S. (2018). What does research tell us about educating mainstream teachers to work with ELLs? *The Educational Forum, 82*(2), 227–234. https://doi.org/10.1080/00131725.2018.1420872

Freire, P. (1970). *Pedagogy of the oppressed*. Bloomsbury.

García O., & Li W. (2014). Translanguaging to teach. In O. García & W. Li (Eds.), *Translanguaging: Language, bilingualism and education.* (pp. 99–118). Palgrave Pivot. https://doi.org/10.1057/9781137385765_7

Greenfield, R. (2013). Perceptions of elementary teachers who educate linguistically diverse students. *The Qualitative Report, 18*(47), 1–26. https://nsuworks.nova.edu/tqr/vol18/iss47/2/

Hawkins, M., & Norton, B. (2009). Critical language teacher education. In A. Burns & J. Richards (Eds.), *Cambridge guide to second language teacher education.* (pp. 30–39). Cambridge.

Hertzog, L. (2011). Can a successful ESL teacher hold deficit beliefs of her students' home languages and cultures? *Multicultural Perspectives, 13*(4), 197–204. https://doi.org/10.1080/15210960.2011.616829

Hubbard, A. (2018). *Different approaches to teaching English language learners in Ontario private elementary schools* [Unpublished Master's thesis]. Lakehead University. https://knowledgecommons.lakeheadu.ca/bitstream/handle/2453/4268/HubbardA2018mp-1a.pdf?sequence=1&isAllowed=y

Igoa, C. (1995). *The inner world of the immigrant child*. Routledge.

Khan, S. S. (2020). A narrative literature review of the identity negotiation of bilingual students who are labelled ESL. *Interchange: A Quarterly Review of Education*. *51*(4). 361–383. https://doi.org/10.1007/s10780-019-09381-1

Lucas, T., & Villegas, A. M. (2010). The missing piece in teacher education: The preparation of linguistically responsive teachers. *National Society for the Study of Education, 109*(2), 297–318. https://eric.ed.gov/?id=EJ903556

Lucas, T., & Villegas, A. M. (2013). Preparing linguistically responsive teachers: Laying the foundation in preservice teacher education. *Theory Into Practice, 52*(2), 98–109. https://doi.org/10.1080/00405841.2013.770327

Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education, 59*(4), 361–373. https://doi.org/10.1177/0022487108322110

Mann, D. A. (2016). *Preparing pre-service teachers to educate emerging bilingual students: A textual analysis of teacher education curriculum in elementary-level language arts methods textbooks* (Order No. 10583061) [Doctoral dissertation, Florida Atlantic University]. ProQuest Dissertations & Theses Global. http://myaccess.library.utoronto.ca/login?qurl=https%3A%2F%2Fwww.proquest.com%2Fdissertations-theses%2Fpreparing-pre-service-teachers-educate-emerging%2Fdocview%2F1879733119%2Fse-2%3Faccountid%3D14771

Markus, P. (n.d.). *English language learners: Policy and school support in Ontario, Canada.* https://www.colorincolorado.org/article/english-language-learners-policy-and-school-support-ontario-canada

Marshall, S. (2009). Re-becoming ESL: Multilingual university students and a deficit identity. *Language and Education, 24*(1), 41–56. https://doi.org/10.1080/09500780903194044

Mayda, A. (2015). *Effective instructional strategies for English language learners* [Unpublished Master's thesis]. University of Toronto. https://tspace.library.utoronto.ca/bitstream/1807/68786/1/Mayda_Asiye_201506_MT_MTRP.pdf

McKinney, R. W. (2008). *Teacher attitudes toward English language learners* [Unpublished Doctoral dissertation]. University of Tennessee. https://trace.tennessee.edu/utk_graddiss/572

Mellom, P. J., Straubhaar, R., Balderas, C., Ariail, M., & Portes, P. R. (2018). "They come with nothing:" How professional development in a culturally responsive pedagogy shapes teacher attitudes towards Latino/a English language learners. *Teaching and Teacher Education, 71*, 98–107. https://doi.org/10.1016/j.tate.2017.12.013

Menken, K., & García, O. (Eds.). (2014). *Negotiating language policies in schools: Educators as policymakers.* Routledge.

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods, 16*, 1–13. https://doi.org/10.1177/1609406917733847

Ontario College of Teachers. (2017). *Accreditation resource guide.* https://www.oct.ca/-/media/PDF/Accreditation%20Resource%20Guide/Accreditation_Resource_Guide_EN_WEB.pdf

Ontario Ministry of Education. (2005). *Many roots, many voices: Supporting English language learners in every classroom.* Queen's Printer for Ontario. http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf

Ontario Ministry of Education. (2007). *English language learners: ESL and ELD programs and services: Policies and procedures for Ontario elementary and secondary schools, kindergarten to Grade 12.* Queen's Printer for Ontario. http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf

Ontario Ministry of Education. (2008). *Supporting English language learners with limited prior schooling: A practical guide for Ontario educators.* Queen's Printer for Ontario. http://www.edu.gov.on.ca/eng/document/manyroots/ell_lps.pdf

Ontario Ministry of Education. (2015). *Steps to English proficiency: A guide for users.* http://www.edugains.ca/resourcesELL/Assessment/STEP/STEPUserGuide_November2015.pdf

Ontario Ministry of Education. (2016). *Welcoming English language learners into French as a second language programs.* https://transformingfsl.ca/wp-content/uploads/2017/03/Welcoming-English-Language-Learners-into-French-as-a-Second-Language-Programs-Presentation-1.pdf

Pappamihiel, E. (2007). Helping preservice content-area teachers relate to English language learners: An investigation of attitudes and beliefs. *TESL Canada Journal, 24*(2), 42–60.

Patterson, A., & Tolnay, T. (2015). *Bringing teacher learning to life: Courageous teaching using peer learning labs to elevate efficacy.* https://www.pebc.org/wp-content/uploads/2016/07/PeerLearningLabs_web.pdf

People for Education. (2017). *2017 Annual report on schools: Competing priorities.* https://peopleforeducation.ca/report/annual-report-2017/#chapter10

Portes, P., Straubhaar, R., & Mellom, P. (2015). An R&D approach to the educational challenges of the growing Latino population in the United States' "New South". *GATESOL in Action, 1*, 1–18. http://georgiatesoljournal.org/ojs/index.php/GATESOL/article/view/38/31

Reeves, J. R. (2006). Secondary teacher attitudes toward including English-language Learners in mainstream classrooms. *The Journal of Educational Research, 99*, 131–143. https://doi.org/10.3200/JOER.99.3.131-143

Samson, J. F., & Collins, B. A. (2012). *Preparing all teachers to meet the needs of English language learners: Applying research to policy and practice for teacher effectiveness.* Center for American Progress. https://files.eric.ed.gov/fulltext/ED535608.pdf

Stille, S. V. V., Bethke, R., Bradley-Brown, J., Giberson, J., & Hall, G. (2016). Broadening educational practice to include translanguaging: An outcome of educator inquiry into

multilingual students' learning needs. *The Canadian Modern Language Review, 72*(4), 480–503. https://doi.org/10.3138/cmlr.3432

Stille, S., & Prasad, G. (2015). "Imaginings": Reflecting on plurilingual students' creative multimodal works. *TESOL Quarterly, 49*(3), 608–621.

Tandon, M., Mitchell Viesca, K., Hueston, C., & Milbourn, T. (2017). Perceptions of linguistically responsive teaching in teacher candidates/novice teachers. *Bilingual Research Journal, 40*(2), 154–168. https://doi.org/10.1080/15235882.2017.1304464

Vogel, S., & García, O. (2017). Translanguaging. In G. Noblit & L. Moll (Eds.), *Oxford Research Encyclopedia of Education.* Oxford University Press. https://doi.org/10.1093/acrefore/9780190264093.013.181

Wai, J. W. (2012). *School science or disciplinary science? Discourse encountered and practiced by English language learners in an international high school science classroom* (Order No. 3545657) [Doctoral dissertation, Teachers College, Columbia University]. ProQuest Dissertations & Theses Global.

Watts-Taffe, S., & Truscott, D. M. (2000). Using what we know about language and literacy development for ESL students in the mainstream classroom. *Language Arts*, *77*(3), 258–265. http://faculty.washington.edu/smithant/Watts-Taffe%20and%20Truscott.pdf

Webster, N., & Valeo, A. (2011). Teacher preparedness for a changing demographic of language learners. *TESL Canada Journal*, *28*(2), 105–128. https://doi.org/10.18806/tesl.v28i2.1075

Appendix: Interview Guide

1. Personal information, educational, and professional experiences

Could you please introduce yourself and share the following information?

- What is your current position? Tell us about what you do.

- What professional experiences brought you here?

- What is your previous or current teaching experience with supporting English Language Learners (ELLs)?

- How did you arrive at being a teacher of ELLs?

2. Issues, concerns, and techniques/successes in supporting ELLs in their context

- What are some of the issues you face in working with ELLs in your context?

- Do you feel that the ELLs in your context are well supported? Why/How?

- What are some of the successes you have experienced or observed in working with ELLs? If so, could you please describe these?

3. Issues and concerns in supporting colleagues, teachers in their context

- What about your colleagues? Do you have colleagues with whom you share concerns about supporting ELLs? Are there any particular ways you support each other? Is there a particular activity you (or your colleagues) lead that stands out as helpful in developing or refining the skills and/or strategies required to support ELLs?

- What have you observed through your colleagues about any issues related to ELLs in your/their institution — challenges the ELLs or your colleagues face?

- What supports are available for teachers of ELLs in your context? Based on your experience, what supports should be made available?

- What PD opportunities are there for current teachers of ELLs in your school/school district with regard to supporting ELLs?

4. Point of view on teacher education and training on supporting ELLs

- Are you familiar with your province's requirements for teacher education as they relate to supporting ELLs? If so, how does your province's teacher education programming address ELLs in general? How should it?

- What do you think are the most important ideas or practices to be included in a course or across the teacher education curriculum to support ELLs in the mainstream classroom as well as in the school more broadly? Why?

- If you are familiar with the district or provincial policies guiding your work with ELLs, can you comment on which, if any, of the concepts or practices you have suggested for inclusion in teacher education programming are mentioned directly or indirectly?

- Do you think that the type of practicum placements afforded to teacher candidates in your region helps them to develop the skills and strategies for supporting ELLs? In your opinion, what are the characteristics of a practicum placement that would allow teacher candidates to develop the skills and strategies to support ELLs as they move forward in their teaching careers?

- What, in your opinion, really matters in preparing teachers to support English language learners?