

The background of the slide is a photograph of a modern university building with a distinctive architectural style featuring vertical concrete columns and a blue-tinted sky. In the foreground, there is a paved walkway leading to a set of stairs. In the distance, a range of mountains with snow-capped peaks is visible under a clear blue sky. Two small figures of people are standing on the stairs in the distance.

Practical strategies for integrating multilingual students in university classes

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2. Teaching and learning context: Internationalization in higher education
3. Our students
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Guiding questions

1. How might we rethink curriculum and instruction given the reality of internationalized 'English Medium of Instruction' institutions and the multilingual context?
2. What are the most effective strategies that might assist faculty/instructors to integrate multilingual learners in their classes?



Defining terms

- EAL
- EMI
- Multilingual/plurilingual
- Content and Language Integrated Learning; Content-Based Instruction; Disciplinary language and literacy



Teaching and learning context



Faculty/Instructor Perceptions

- Instructors express concerns that **inadequate language skills** are impacting **the academic success** of some multilingual/EAL students.
- **Instructors are frustrated** with the challenges of teaching multilingual students
- Multilingual students do not necessarily need to speak English to function effectively in Vancouver...**lack of practice** in English impacts the further development of proficiency



From periphery to curricular core

- Need for a fundamental and significant shift regarding English language services and support, moving **from a deficit remediation perspective to an approach of developmental support**
- EAL supports must move **from the periphery to the curricular core/mainstream**



Myths of ‘mainstreamed’ multilingual students

- They will slow the class down (make time for questions)
- Group work becomes challenging
- Multilingual students work demands too much time to read and mark
- They don't participate in class
- They don't know about Canada and topics covered in class – but they can contribute what they do know about their own culture and offer unique perspectives
- They need to try harder – can be true for both; they are no less capable
- Domestic students hold resentment against multilingual students; inclusive dialogue



Myths

- Myth of Transience (Rose ,1985) – “students need a course or two to remediate or ‘fix’ a perceived deficiency in writing. Assumption that if one can write well in one course, one can write well in all courses and all disciplines”



The plurilingual context in multicultural Canada

- “Plurilingualism does not describe separate competences in fixed and labelled languages, but views languages as “mobile resources” within an integrated repertoire” (Moore, 2010)



Our Students

- “They are here” (Shaunessy, 1998)
- China, India, South Korea, Taiwan, France, Germany, Saudi Arabia, etc.
- International students
- ‘Parachute’ kids
- Generation 1.5



Student Success

- Since 'they are here' – how can we help them succeed once they are here?
- Standardized tests/GPA from high school – poor indicators of academic success
- What is our role in supporting all students' academic success?



Learning Styles and Cultural Issues

- ‘Eye’ vs. ‘Ear’ learners
- Teacher-centred classroom – not accustomed to dialogue, discussion, asking questions, and peer review
- Role of individual choice
- Tolerance of ambiguity
- Private ownership of intellectual property (academic integrity)

Source: Hafernik & Wyatt (2016). *Integrating Multilingual Students into College Classrooms: Practical Advice for Faculty*



Inclusive classrooms: Some strategies

- Adopt an attitude of ‘difference-as-resource’, rather than ‘difference-as-deficit’
- Help students become members of the academy and engage in academic culture
- Help students become insiders in their discipline (each discipline has its own specific discourse)



Inclusive Classrooms

- “Help students imagine for themselves the privilege of being ‘insiders’, and imagine that they have a right to speak and be heard. The students in effect have to assume privilege without having any” (Bartholomae, 2003)



Types of Knowledge students need for academic success

- Linguistic – i.e. vocabulary and grammar
- Pragmatic – communicative tasks
- Schematic – background knowledge (content; concepts)



Critical Incident #1

- Instructor breaks students up in small teams; some students in the team speak to each other in their home language; other students feel excluded; instructor feels disrespected

How can I view my learners' bilingualism as an asset to the learning environment, yet still ensure everyone feels included, as well as encourage EAL learners to communicate in English?



Critical Incident #2

I have noticed that my students have bought a translated book of the textbook I'm using. They have understood the concepts and quantitative skills expected in the course, but can't articulate them in long answer questions in English on the exam.

How can I assess them so that their learning of the concepts/skills is recognized, even though their English language use does not accurately represent what they know?



Critical Incident #3

I have noticed that my students' in-class writing is quite different in terms of language use for take-home assignments.

How can I assess students' own work and design assignments that prevent plagiarism?



Academic Speaking Tasks

- Speeches
- Debates
- Leading discussions
- Presentations
- Small group discussions
- Interactions with faculty and peers (in person/on the phone)
- Peer instruction



Academic Speaking

- Be aware of anxiety and create 'low-stakes' tasks and lots of small group discussion time
- Give clear guidelines and clarify roles in team presentations
- Make assessment criteria explicit (i.e. rubrics)
- Use speeches and presentations given by professionals as models (include those with an accent)



Academic Speaking

- Encourage students to look up pronunciation (intelligibility, not a native-speaker)
- Encourage practice (recordings)
- Encourage students to draw upon their individual knowledge (cultural, non-English word to explain concept).
- Consider 'plurilingual pedagogies' where students can use their first/home language to translate or understand a concept as a means of developing disciplinary language in English.



Academic Listening Tasks (or 'Comprehensive Input')

- Lectures
- Panels (group presentations)
- Presentations (student/instructor/guest speaker)
- Videos/multimedia presentations
- Podcasts
- Directions/instructions for classroom activities, assignments, exams



Active Listening Strategies (Promoting Comprehension)

- Knowledge of vocabulary and expressions paramount; need to teach **explicitly**
- Encourage students to do readings before class
- Use and emphasize cues and markers of important info
- Encourage active listening through note taking
- Ask students to write down what they have learned or questions they have (anonymously)
- Have peers evaluate class presentations
- Ask students to include questions or comments on student presentations on on-line discussion forum in LMS



Academic Listening Strategies

- Consider using a microphone
- Exposure to accents beneficial
- Avoid speaking with your back to the class when writing on the board (students need visual cues)
- Repeat questions or comments from students
- Use a variety of delivery methods
- Use LMS to upload lecture podcasts, Power Point slides, assignments, and other class information.



Speaking & Listening: Small Group Activities

- Focus on communicative interaction
- Create a space for everyone to speak
- Encourage handouts and self-reflective activities for active listening
- **Assign groups** to maximize inclusiveness:
 - Randomly (students draw numbers)
 - Students' content interest/assignment preference
 - 3 to 5 students/group
 - Rotate groups for each assignment



Academic Reading

- Reading academic texts – a ***cognitively demanding*** task
- Additional ***persistence*** required of multilingual learners to engage with academic texts
- Multilingual students should ***not*** be looking up every unfamiliar word; students should keep reading and ***guess meaning from context***
- Consider providing some class time for certain readings (jigsaw activity)
- Important for students to annotate (key words and phrases), summarize, and ask questions



Academic Reading

- Students should note not only lists of vocabulary words, but word phrases (collocation in corpus linguistics: www.linguee.com)
- Consider additional resources or 'modified' material
- Encourage peer review (or reading other students' writing)
- Always provide and review comprehension questions with students, highlighting key concepts, disciplinary vocabulary and phrases



Second language writers: What differences do we see?

- Writers?
- Texts?
- Writing process?
- ...other stuff?



Academic Writing

- Canagarajah (2006: 603): view 'diverse literacy traditions' as a 'resource, not a problem'



some things to consider about L2 writers

- Second language acquisition takes **time**
- Learners must be developmentally ready to acquire what is being presented to them; teaching is no guarantee of learning.
- “Rule” knowledge,, does not guarantee *practical* knowledge (i.e., accurate spontaneous language use).
- Not all L2 writers of different or even the same language backgrounds are the same; not all language errors have the same cause.

See: Williams, J. (2002). Undergraduate second language writers in the writing center. *Journal of Basic Writing*, 21, 73–91.



Uniqueness of L2 writers' processes and texts (Silva, 1993)

- TEXT

- L2 writers' texts generally seem to be shorter
- L2 writers tend to make more errors overall
- L2 writers' texts tend to receive lower overall "quality" ratings from readers
- L2 writers' textual structures may more often deviate from expected Western/North American discourse patterns

- PROCESS

- L2 writers tend to do less planning in general, and spend more time 'getting started' (understanding the topic, coming up with ideas, generating material for the assignment)
- L2 writers tend to have a slower writing process, pausing more often
- L2 writers tend to spend less time reviewing, rereading, revising



However...

- Generalizations based on “L2 writer” or L1 identity are not (always) helpful: generation 1.5, transnational migration, “Book” user of English vs “ear” user, etc.



STEPS FORWARD

- More explicit teaching of:
 - Expectations in general (length, structure, process, etc.)
 - Writing strategies
 - Revising (workshops, in class, etc.)
- Activities to consider:
 - Brainstorming/freewriting w/oral component
 - Peer feedback
 - Both written and oral instructor feedback
 - Low-stakes/writing-to-learn activities



L2 writers and academic integrity

- **L2 writers may be more likely to:**
- Rely more heavily on language from source texts when writing summaries (Shi, 2004)
- Have trouble distinguishing between “properly” paraphrased texts and those with inappropriate textual borrowing (Chandrasegaran, 2000)
- “Plagiarize” unintentionally (e.g., engage in patchwriting, misunderstand citation practices, not acknowledge difference between secondary and primary sources) (Pecorari, 2003)
- See strategies such as memorizing, copying, and imitating as useful or positive tools for learning to write (Bloch, 2012)
- Lack confidence or feel unable to “use their own words” (Fazel & Kowkabi, 2013)
- Have different understandings of the meaning and use of “common knowledge” (Chandrasoma, Thompson, & Pennycook, 2004)



STEPS FORWARD

- Shift focus from “prototypical plagiarism” to, e.g., patchwriting and inappropriate textual borrowing
- Prevention vs. detection (“know-what” and “know-how”)
- “Designing out” plagiarism (e.g., changing tasks and assessments year-by-year)
- Breaking down assignments (Fazel & Kowkabi, 2014)
- Explicit teaching of conventions – linguistic, cultural, and disciplinary
- Responding pedagogically not punitively



Treatable & untreatable errors

- A treatable error is "related to a linguistic structure that occurs in a rule-governed way. It is treatable because the student writer can be pointed to a grammar book or set of rules to resolve the problem" (23).
- An untreatable error is "idiosyncratic, and the student will need to utilize acquired knowledge of the language to self-correct it" (23). That is, some error is treatable only through years of experience reading, writing, and speaking English.

Ferris, D. (2002). *Treatment of Error in Second Language Student Writing*. Ann Arbor, MI: University of Michigan Press. (http://www.csus.edu/wac/wac/teachers/esl_error.html)

Academic Writing

- Students struggle with the transition from workplace, social, informal, or high-school writing to academic writing
- One-shot writing assignments are more likely to test a student's ability than it is to encourage its growth
- Feedback given at the end of the semester has nowhere to go
- The more meaningful and developmental an assignment is, the more engaged the learner will be with both the content and the form.
- Pardue & Haas, 2003; Koffolt & Holt, 1997; Angelova & Riazantseva, 1999; Holt, 1997; Wang & Bakken, 2003



Academic Writing

- Encourage students to focus on Higher, Lower, and Middle Order Concerns (and provide feedback accordingly)
- Provide rubrics or guidelines
- Provide models or sample essays for assignments



Academic Writing

- Build in opportunities for peer feedback
- Take the traditional paper or project and break it down into its elements, and spread it out over time: **chunk it up** and spread it out over the semester.
- Provide **focused feedback on the chunks**; the last chunk should require little feedback as each chunk should be building on the previous one; feedback should have been implemented on each successive chunk.



Feedback & Assessment

Planned, Applicable, Early, Ongoing

- Feedback should be in line with the learning outcomes of an assignment.
- Feedback can differ for each assignment – the instructor does not need to pay attention to all aspects of the writing for each written assignment,
- If grammar and language use are an issue, address it by focusing comments on 1 or 2 paragraphs. Students can then be responsible for finding and fixing other occurrences in their text.
- *Applicable*: Think of feedback in terms of how students can apply it to the next assignment or to their writing generally.
- Focus on two or three concepts per assignment. This is the amount students can absorb.



Feedback

- *Early on:* Giving feedback early on allows students who have serious issues in their writing or learning to seek help through the duration of the semester. Many students are unaware of how serious their writing problems are.
- *Ongoing:* Providing shorter, more focused feedback more often allows feedback to become a conversation. It's not just about this one assignment; it's about this student's learning of the content and his/her development of writing skills.

Holt, 1997; Straub, 2000; Wang & Bakken, 2003; Koffolt & Holt, 1997; Zamel, 1985; Robb et al, 1982; Wang & Bakken, 2003



Assessment

- Should multilingual students be given extra time on exams? (not unless all students are given extra time)
- Should multilingual students be allowed to use dictionaries? (not unless all students are allowed)



Assessment

- Focus on Assignment design to prevent academic integrity issues
- Consider in-class writing assignments
- Think about to what extent language issues/grammar/sentence structure will impact students' mark



Other Strategies/Frameworks

- CBI/CLIL
- Disciplinary Literacy
- Meta-cognitive/Reflective strategies



Content based instruction (CBI)/Content and language integrated learning (CLIL)

Teaching content in L2 with focus on form and function (Cenoz, Genessee & Gorter, 2014; Lindholm-Leary, 2013; Lyster, 2007)



Towards a disciplinary model of support

- Support students to develop skills and strategies to *think, express and reflect* like a member of the discipline (a scientist, engineer, historian etc...)
- Require students to '*do*' the discipline not just show what they know in the discipline
- Model *disciplinary inquiry* processes
- Demonstrate deeper meaning analysis through *think alouds*
- *Model* decision-making processes to show what counts as evidence in the discipline

Jang & Stille, 2015



Towards a disciplinary model of support

- Identify and encourage use of *vocabulary* required to understand disciplinary concepts; *build conceptual knowledge*
- Teach *language functions*, the purposes of language use in specific academic tasks (ie. asking questions, testing hypotheses, making predictions based on empirical evidence in science courses)
- Highlight text *form* and *features* – how content is written, presented
- *Scaffold* reading, assignments
- Provide *success criteria and rubrics* for assignments



Concluding Thoughts

- Think about and be explicit about language-related goals and how they connect with content-related goals and academic and assessment tasks
- Encourage inclusiveness
- Help students become members and engage in the discourse of their discipline
- Recognize and support diversity and student success

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Your thoughts? Discussion...

What are your challenges in teaching and supporting student within this multilingual context?



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