Responding to linguistic diversity:

Helping international and resident students navigate your courses

Scott Roy Douglas, PhD

Internationalization Boot Camp

Selkirk College, Tenth Street Campus, Nelson

Selkirk College, Castlegar Campus

September 3, 2015

UBC

a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education, Okanagan Campus

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Demographics

Internationalization

BICS CALP

Common Underlying Proficiency

Focus on Form

Noticing Hypothesis

Learning Strategies

EAL

Comprehensible Input

Affective Filter

Comprehensible Output

Interaction Hypothesis

Motivation

Identity

Context

CLIL

Instructional Strategies

Preview of Today's Topics

1. Canada's Evolving Linguistic Landscape
2. Challenges of Post-Secondary English
3. Defining Academic English Language Proficiency
4. How Additional Languages are Learned: Theory
5. Language Support across the Curriculum
6. 40+ Instructional Strategies for Content Instructors

Today's Essential Question

What instructional strategies support international students without jeopardizing the learning outcomes for all students?

Current Practice

Make a list of instructional strategies you currently employ or would like to employ to support international students in your classes

- Provide a list of key words and phrases for the day
-
-
-
-

Current Questions

Note cards: Write down a question that brought you here

- How can I help international students keep up with the reading demands of my course?

Question Swap

- Stand up with your question card in your hand

- Ask someone your question

- When you receive and give an answer, exchange cards

- Ask someone else your new question

- When you have an answer, exchange cards

- Repeat until the time is up

- What were the best questions you encountered?

Questions that brought you here today

What were the best questions you heard during this activity?

- How can I help international students keep up with the reading demands of my course?

-

-

-

Canada's Evolving Linguistic Landscape

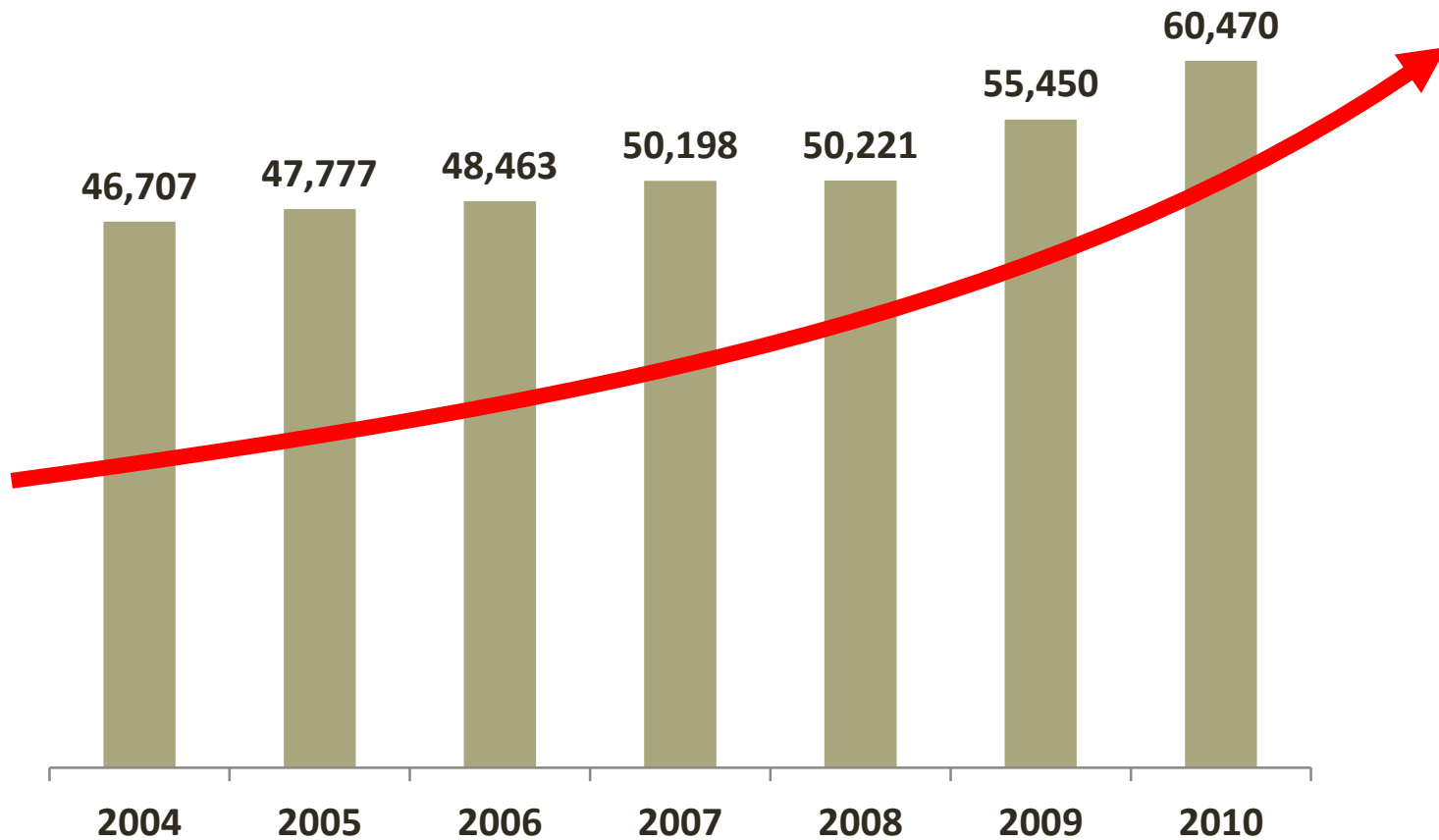# Canada's Evolving Linguistic Landscape

Domestic Population

- 2003 – 2012: 2.5 million newcomers to Canada (CIC, 2013)

- 31% of households in Vancouver and 32.2% of households in Toronto speak a language other than English (Stats Can, 2012)

- 11% of Nelson, BC's population is from a language background other than English or French (Stats Can, 2011)

Canada's Evolving Linguistic Landscape

International Students:

- Goal to double Canada's int'l student population to 450,000 students by 2022
  (Foreign Affairs, Trade and Development Canada, 2014)

- BC has the goal of increasing the number of international students by 50% over four years (+47,000 students)
  (BC Advanced Education, 2012)

- Numbers generally increasing at Selkirk College from 145 (4% on Nov. 1, 2011) to 310 (8% on Nov. 1, 2014)
  (BC Advanced Education, 2015)

International Students in BC

A bar chart titled "International Students in BC" showing values by year:

- 2004: 46,707
- 2005: 47,777
- 2006: 48,463
- 2007: 50,198
- 2008: 50,221
- 2009: 55,450
- 2010: 60,470

(Foreign Affairs, Trade and Development Canada, 2013a)

Massive Economic Impact

Added $6.1 billion to the Canadian Economy in 2008

> Lumber exports

> Coal exports

Generated $291 million in gov't revenue in 2008

Employed around 83,000 Canadians in 2008

(Roslyn Kunin & Associates, Inc. 2009)

Economic Impact in BC

In 2010:

- International students brought almost $1.9 billion to the BC economy
- Contributed to the creation of over 21,000 jobs
- Provided almost $67 million in government revenue

(Foreign Affairs, Trade and Development Canada, 2013b)

Canada's Evolving Linguistic Landscape

The Demographics of Higher Education

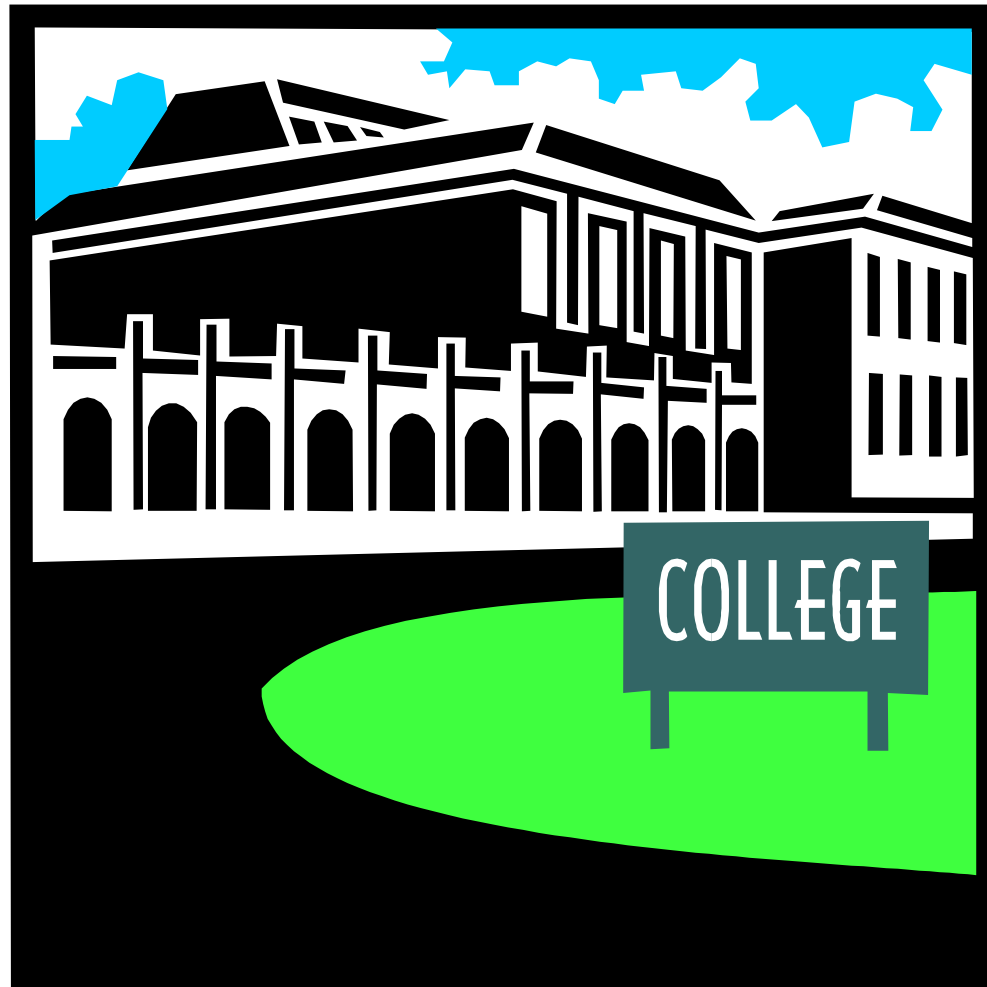Domestic Students from non-English speaking backgrounds (K-12 arrivals + adult newcomers)

+

International Students from non-English speaking backgrounds

=

Record numbers of post-secondary learners from non-English speaking backgrounds

Challenge of Post-Secondary Level English

Perceptions in the Popular Press

NEWS   OPINION   NATIONAL AFFAIRS   BUSINESS   TECHNOLOGY   HIGHER ED   MEDIA   SPORT   ARTS   EXECUTIVE LIVING   TRAVEL   VIDEO

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HIGHER EDUCATION

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FRANCESCA BEDDIE
'Case studies around the globe show how the digital world is upsetting notions of production and consumption'

Poor grasp of the medium

UNIVERSITIES SHOULD INSTITUTE ENGLISH-LANGUAGE TESTS FOR ALL INTERNATIONAL STUDENTS, WRITES CHRISTOPHER ZIGURAS The Australian February 14, 2007 12:00AM

ENGLISH language proficiency of international students has long been a contentious issue, and at last there is solid evidence to support what academics have been saying for many years.

Research by Monash University's Bob Birrell has found that one-third of the international students who received permanent residency in 2005-06 after graduating from an Australian university degree did not have the English standard required for university admission.

Universities and the federal Government can no longer avoid this issue; and if universities cannot act, then the Government should. To ensure that all international university students have adequate English, the (newly renamed) Department of Immigration and Citizenship should require all prospective students applying for a higher education visa to submit independent English test results showing their level of proficiency.
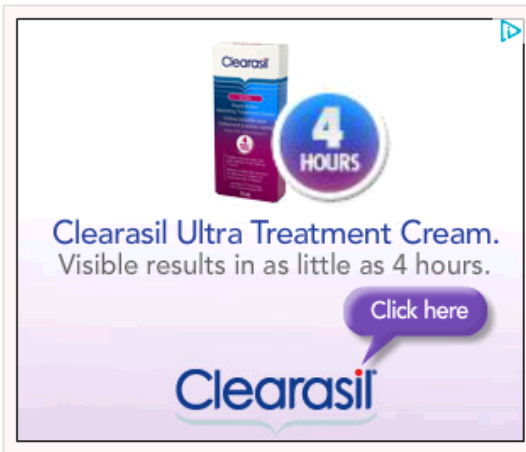
At present test results are required for students applying for higher education student visas from overseas, but students already in Australia are able to enter university programs and obtain higher education student visas without independent testing, and this is where much of the problem lies.

As far back as 2002 a survey conducted by the Victorian Auditor-General found that only 30 per cent of academics felt that international students in their classes had adequate English language proficiency

(Ziguras, 2007)

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The Daily News
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No Stats

TRU teachers worry about ESL students

'They see international students as cash cows. They don't see a human face'

License   Comments

OCTOBER 25, 2012

BY SYLVIE PAILLARD
DAILY NEWS STAFF REPORTER

Thompson Rivers University teachers fear some of their international students are getting a raw deal.

During a discussion on academic freedom led last week by James L. Turk, executive director of the Canadian Association of University Teachers, teachers expressed frustration and even heartbreak for students who gain entry to the university despite inadequate English skills.

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"The students' parents are spending these tens of thousands of dollars... making huge sacrifices in their home countries to be able to have the shot through this child of getting a future and we're the ones responsible," said Jason Bermiller, journalism, communication and new media teacher.

"And when I hand out a C or a B-, this kid literally collapses with the whole history of the family on the back of this child."

Bermiller said teachers should have access to more resources, like teacher assistants, to meet students' needs.

TRU spokesperson Christopher Seguin said faculty members should "definitely" bring such

(Paillard, 2012)

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U of R international students hurt by lack of English skills, prof says

University insists the supports are there

CBC News Posted: May 27, 2013 2:19 PM CST | Last Updated: May 27, 2013 5:11 PM CST 💬 36

English profs worried about international students 1:37

Some Saskatchewan university professors say international students being admitted to study in the province don't have the necessary English skills to be successful.

At a recent university council meeting, University of Regina professor Cameron Louis brought up his concerns, tabling a motion stating international students were being accepted into programs they did not have sufficient English skills to complete.

But the problem may be more visible as the enrolment of international students keeps increasing. At the U of R, the number of international students has nearly doubled from 730 in 2009 to 1,448 in 2013.

The number has been going up at the University of Saskatchewan as well, from 1,714 in 2009-10 to 2,264 in 2012-13.

English professor Susan Johnston said she has been experiencing the same issue in some of her first-year classes, with international students not having the required language

(Cassidy, 2013)

MACLEAN'S

The flap over the fluency gap

As schools turn to international students to fill chairs and coffers, concerns grow about English proficiency

by Ken MacQueen on Friday, November 1, 2013 9:40am -

Tim Krochak

At 23, Dalhousie University student Ishika Sharma speaks with such self-assurance and optimism, it's hard to imagine how lost she felt in September 2012, when she arrived in Halifax from New Delhi. She recalls those early weeks in the YMCA's international-student residence as a bleak period of culture shock and loneliness. "Oh my god, the international student housing was a weepfest for the first two months," she says. Gradually, the closed doors of her neighbours would open, if only to share late-night hot chocolate and a

(MacQueen, 2013)

UA Home > Columns & Opinions > Internationalizing the Canadian campus

August 7, 2013

Internationalizing the Canadian campus

ESL students and the erosion of higher education.

Norm Friesen and Patrick Keeney

Tweet   g+1   +

One of the most profound recent changes to Canadian higher education seems to have gone little noticed: namely, the increasing numbers of students on campus whose native tongue is not English. Some of these students may be first-generation Canadian or landed immigrants, while many come from other countries. Most universities now have departments dedicated to the recruitment and retention of international students and are busily criss-crossing the globe in search of new customers.

(Friesen & Keeney, 2013)

Don't worry …

- The popular press generally thinks it's all going to hell in a hand basket

- Laminations about the poor writing skills of **ALL** students (Gilmour 2010; Kelly 2010)

- Vocabularies of **ALL** undergraduates is particularly "meagre" (Wilce 2006)

It's not a new phenomenon …

- General worry about poor mechanics and lack of correctness in writing skills of university students in the 1870s (Connors, 1991 as cited in Bazerman, et al., 2005)

- In Harvard University's writing college entrance exam in 1874, half of the students did not pass (Bazerman, et al., 2005)

- Students "could not write correctly" (Bazerman, et al., 2005, p. 15)

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Language is still developing ... for everyone

- Students from English speaking backgrounds have not yet "mastered" academic language

- Four more years of development lie ahead

- Still refining reading, writing, discussion, presentation, social and critical thinking skills as well as honing vocabulary knowledge

- This holds true for multilingual learners

Brain Break

- What are the implications of Canada's evolving linguistic landscape and the developing nature of all students' academic language on entry to post-secondary studies?

  - Think-Pair-Share

Defining Academic English Language Proficiency
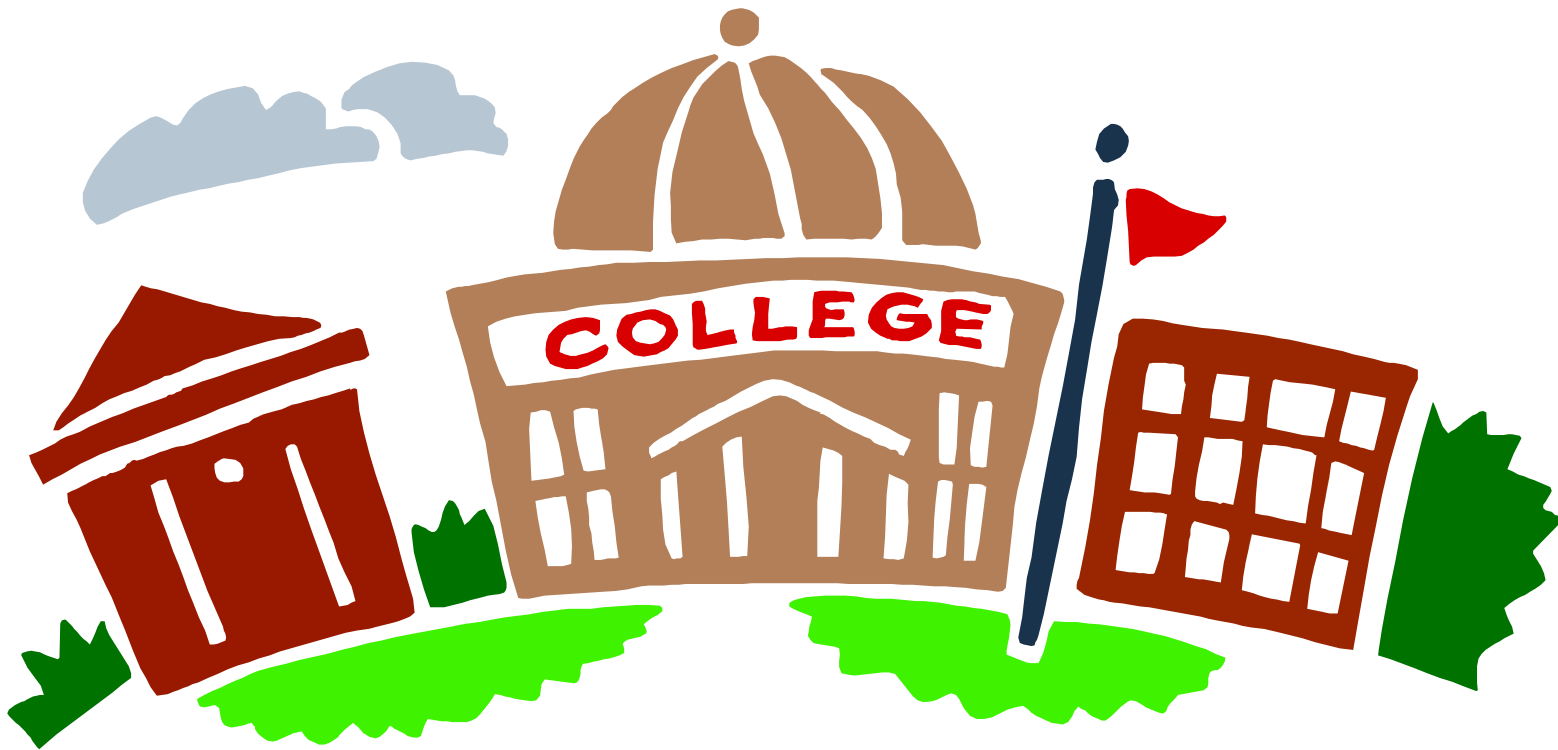
Put in order of linguistic challenge

(a) **2** Write a report outlining how water travels through the water cycle based on this diagram.
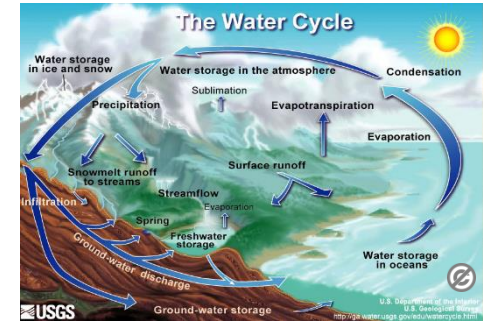
(b) **3** Write a 2,500 word composition on what you did over the summer holidays.

(c) **1** Write a 500 word essay on the topic of whether the government should promote increased tourism in national parks.

(d) **4** Write a descriptive paragraph describing this room.

Stages of Language Acquisition

Our Job
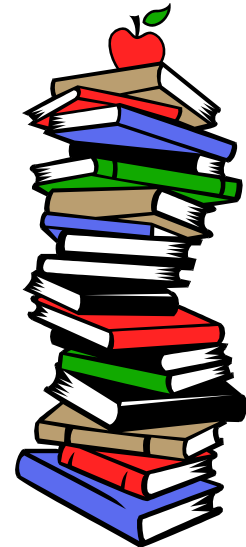
Academic English Language Proficiency

- Students need a wide range of language skills in order to actively engage with course content and take part in the academic community
- "Native"-like proficiency is not the goal
- Appropriate content and clarity in their work is the goal
  (Shapiro, Farrelly, & Tomas, 2014)

Cognitively Undemanding

Basic Interpersonal Communication Skills

1. Here and Now
2,000 Words

2. Lived Experience
3,000 Words

Context Embedded ←

→ **Context Reduced**

LEXICAL BAR
(Corson, 1985; 1997)

3. Scaffolded Thinking
8,000 Words

4. Educated In...
20,000 Wor...
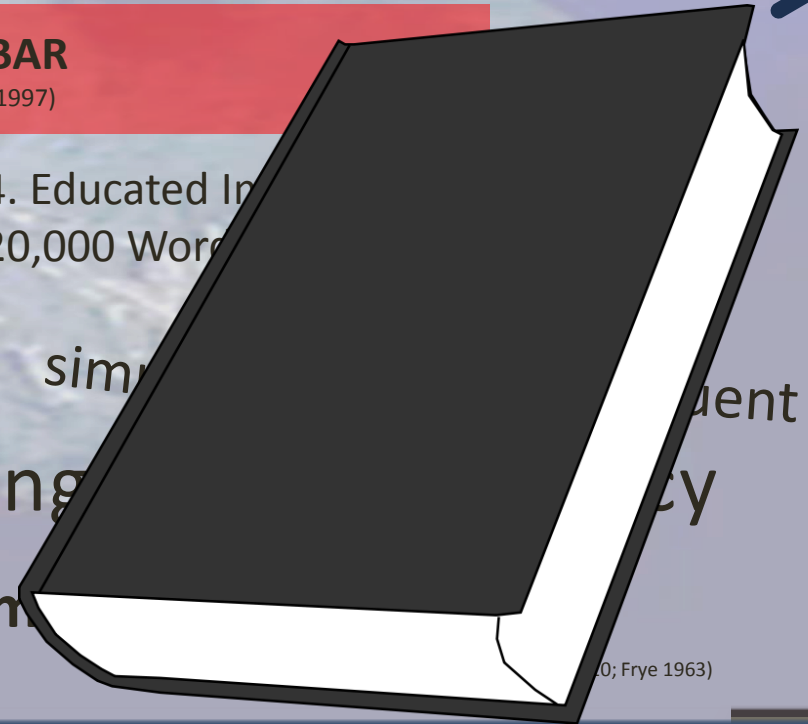
sim...

...uent

Cognitive Academic Lang...

...cy

Cognitively Dem...

...0; Frye 1963)

It takes time:

How long do you think it takes to gain conversational language proficiency?

- About two years (Cummins, 1981)

How long do you think it takes to gain academic language proficiency?

- About five (Cummins, 1981) to seven (Hakuta, Goto Butler, & Witt, 2000) to eight or ten years (Collier, 1987; Thomas & Collier, 1997)

Common Underlying Proficiency

Basic **I**nterpersonal **C**ommunication **S**kills

Surface Features
Of L1

Surface Features
Of L2

Common Underlying
Proficiency

Cognitive **A**cademic **L**anguage **P**roficiency

Common Underlying Proficiency Model of Bilingual Proficiency (Cummins, 1981, p. 24)
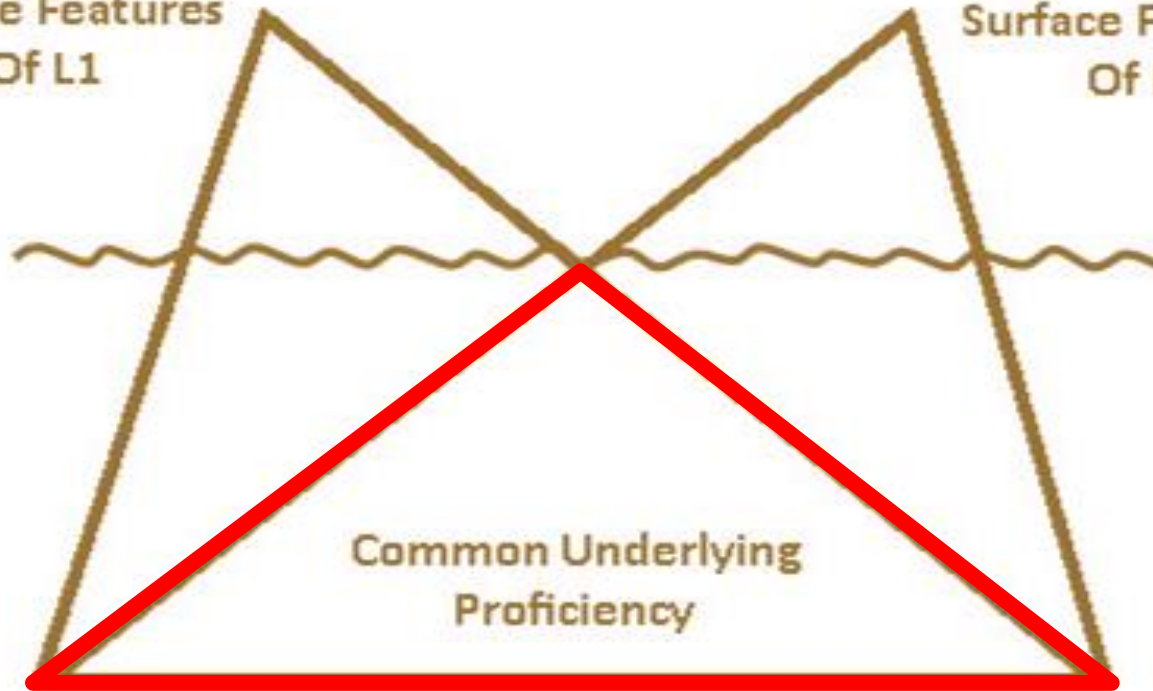
CALP Reading
Threshold: 8-9K

(Laufer & Ravenhorst-Kalovski,
2010; Nation, 2006, Schmitt, Jiang,
& Grabe, 2011)

CALP Writing
Threshold: 5-6K

(Douglas, 2013)

Brain Break

Fill out your diagram with the help of a partner.

How does the proposed model of academic language proficiency connect with your own experiences with students from non-English speaking backgrounds?

Where do you think your international learners are on this diagram?

What are the implications for your instructional practice?

How additional languages learned: Theory

$$\left(\left[fs + \left(\frac{i + 1^a}{2}\right)\right]m^I\right)^{T+C} = A$$

How are additional languages learned?

$$\left(\left[\,f\,\left(\qquad\right)\right]\,\right) = A$$

Focus on Form

- Raises learners' awareness about language which helps language acquisition with practice. (Sharwood Smith, 1981)
- Knowledge is eventually used automatically. (Lightbown & Spada, 2013)
- Capacity is freed for processing new information. (Gass, 2013)
- When something in the language input is noticed, it can start to be learned. (Schmidt, 1990; 2010)

How are additional languages learned?

$$\left(\left[f\,\textcolor{red}{s} \left(\qquad \right) \right] \right) = A$$

Learning Strategies

- Help students learn and improve their additional language (Cohen, 1998; Oxford, 1999)
- Link new information, organize knowledge, aid evaluation of learning, uncover emotional and collaborative supports, speed up language learning (Oxford, 1990)
- Metacognitive, cognitive, and socio-affective strategies (O'Malley, Chamot, Stewner-Manzanares, Russo, & Kupper, 1985)

How are additional languages learned?

$$\left(\left[fs + \left(\frac{\textcolor{red}{i+1}}{} \right) \right] \right) = A$$

Comprehensible Input
- Additional language acquisition is subconscious and takes place in the Language Acquisition Device
- Additional languages are acquired through comprehensible input (i+1) and output is the result of acquisition (Krashen, 1982)
- Frequency of encounter is important; language input is experienced and collected in a gradual process that takes thousands of hours (Ellis, 2002)

How are additional languages learned?

$$\left(\left[fs + \left(\frac{i + 1^{\textcolor{red}{a}}}{} \right) \right] \right) = A$$

Affective Filter

- Comprehensible input can be blocked by affective factors such as anxiety
- Input can only pass through if the affective filter is down
  (Krashen, 1982)

How are additional languages learned?

$$\left(\left[fs + \left(\frac{i + 1^a}{\textcolor{red}{2}} \right) \right] \ \right) \quad = A$$

Interaction

- Negotiating meaning supports language learning (Long, 1996)
- Output is needed, with learners working at being understood (Swain, 1985)
- Learning takes place between what learners can do on their own and in collaboration with their peers (Vygotsky, 1978)
- Interactive, meaningful, and focused practice helps to automatize language (Ortega, 2007)

How are additional languages learned?

$$\left(\left[fs + \left(\frac{i + 1^a}{2}\right)\right]\textcolor{red}{m}\right) = A$$

Motivation

- Instrumental (immediate practical goals) and integrative (personal growth and enrichment) motivation (Gardner & Wallace, 1972)
- Choice Motivation; Executive Motivation; Motivation Retrospection (Dörnyei, 2001)
- ARCS Model: Attention; Relevance; Confidence; Satisfaction (Keller, 2013)

How are additional languages learned?

$$\left(\left[fs + \left(\frac{i + 1^a}{2} \right) \right] m^{I} \right) = A$$

Identity
- Power relations affect chances for meaningful language use
- Affects how learners are able to participate in social life
- Individual and group identities can facilitate or hinder access
- Access essential for opportunities for language practice
- May be changed to help facilitate access to opportunities
- Imagined community and self play a role (Norton & Toohey, 2011)

How are additional languages learned?

$$\left(\left[fs + \left(\frac{i + 1^a}{2}\right)\right]m^I\right)^{\textcolor{red}{T}} = A$$

Teacher Effects

- Create trust and support language learners (Roessingh, 2006)
- Develop interesting age and level appropriate content, clear learning goals, and a supportive environment (Lightbown & Spada, 2013)
- Foster social interaction by being aware of learners identities and creating learning activities in which learners can invest (Norton & Toohey, 2011)

How are additional languages learned?

$$\left(\left[fs + \left(\frac{i + 1^a}{2} \right) \right] m^I \right)^{T + \textcolor{red}{C}} = A$$

Context
- Quadrant 3 of the BICS-CALP framework is vital
- It takes time (Collier, 1987; Cummins, 1981; Hakuta, Goto Butler, & Witt, 2000; Thomas & Collier, 1997)
- Content can be a vehicle for language acquisition
- Disciplinary content is mastered through language (Snow, 1997)
- Using language to learn (Larsen-Freeman & Anderson, 2011)
- Scaffolding supports students in reaching high levels of achievement (Shapiro, Farrelly, & Tomas, 2014)

Brain Break

$$\left(\left[fs + \left(\frac{i + 1^a}{2}\right)\right]m^I\right)^{T+C} = A$$

3 Minute Writing Storm …

- How might additional language acquisition theory inform your educational practice?

Language support across the curriculum

Language support across the curriculum

- Not about the "dumbing down" of a course: lower levels, less reading, or using less challenging vocabulary (Srole, 1997)

- Do not and should not have to lower expectations or decrease academic rigour (Snow, 1997)

- About broadening language skills and learning disciplinary content (Srole, 1997)

- Language is a means for the mastery of disciplinary content (Snow, 1997)

- Not about changing a course; it is about expanding instructional repertoires (Snow, 1997)

Language learning across the curriculum

- Using language to learn rather than learning language

- Language is the medium for learning content

- Have content and language learning objectives

- Goal is for a two-for-one gain

- Top-down approach

(Larsen-Freeman & Anderson, 2011)

Spiking language proficiency through content
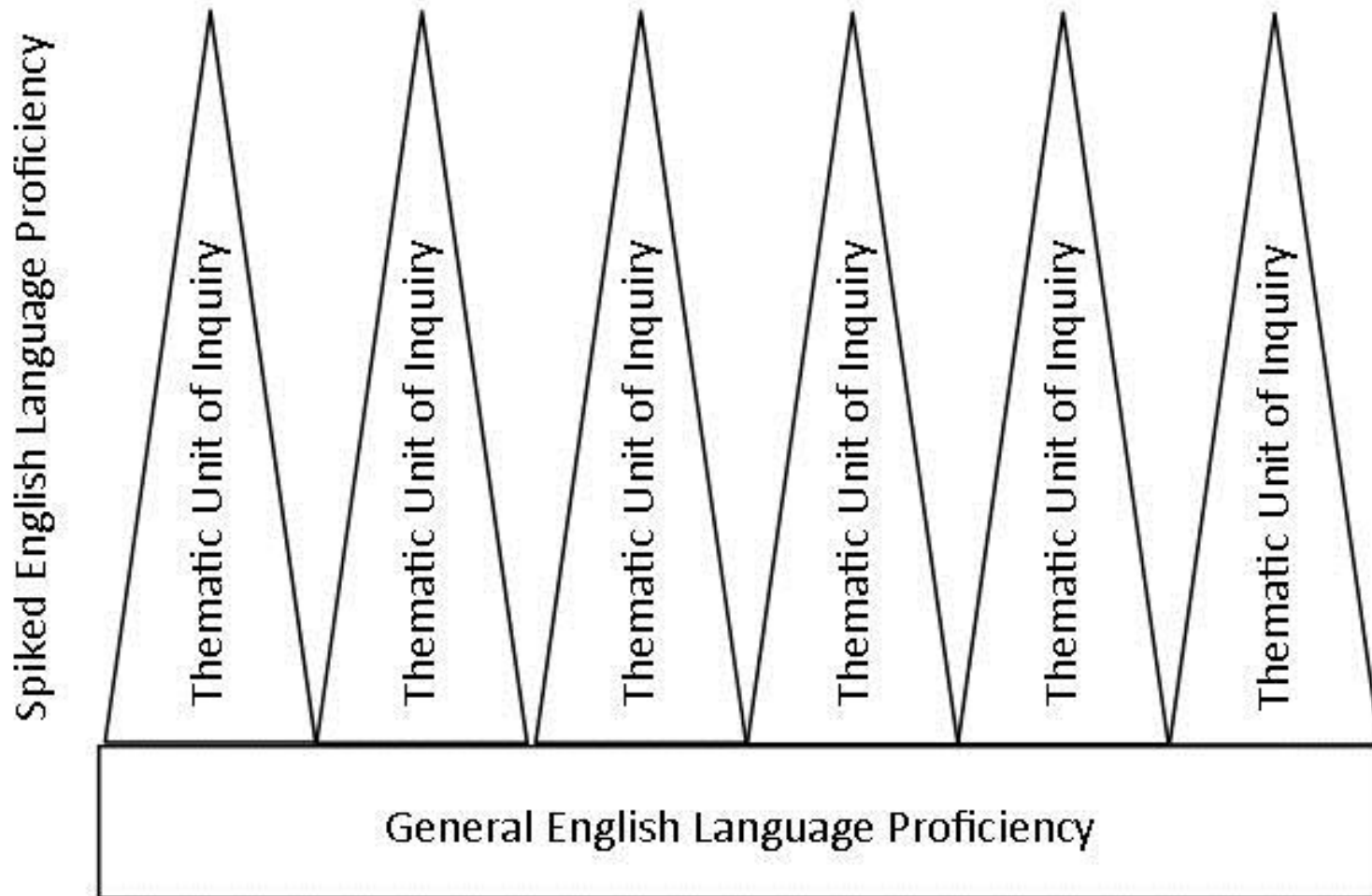
(Douglas, 2012)

Brain Break

- What instructional strategies could you use in your classroom context to support international students without jeopardizing your content learning outcomes?

40+ Instructional Strategies for Content Instructors
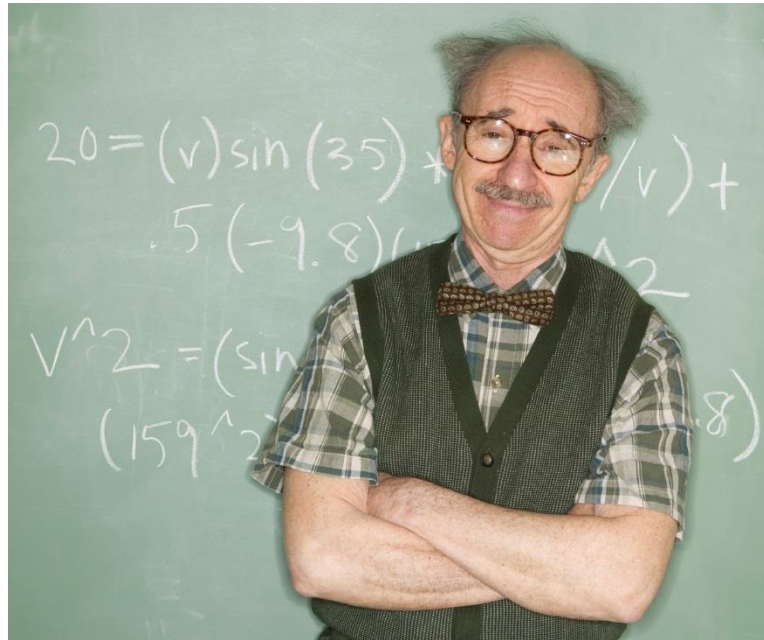
Check with your neighbours

- Everyone should have a handout

- Each handout contains one instructional strategy for teaching in a multilingual classroom

- This is by no means an exhaustive (or perfect) collection of instructional strategies.

- Share the instructional strategy on your sheet, and find four more from the people around you

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Which instructional strategies might you incorporate into your educational practice?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Review of Today's Topics

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Today's Essential Question

What instructional strategies support international students without jeopardizing the learning outcomes for all students?

Take away

- Pop-corn: What did you get out of today? What did you see today that has the potential to be incorporated or impact your teaching practice?

Thank you! Questions? Comments?

Scott Roy Douglas, PhD

Assistant Professor, Faculty of Education

The University of British Columbia, Okanagan Campus

3151 EME Building

3333 University Way, Kelowna, BC Canada V1V 1V7

Phone (250) 807-9277 Fax (250) 807-8084

scott.douglas@ubc.ca

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a place of mind
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