Agenda

• Introductions
• Review
  • Definitions, principles, international learner profile
• Strategies
• Questions/Ideas
Introductions

• Intensive English Program
• Participants
Definitions

• Culturally Relevant Pedagogy
  • Ladson-Billings, Gloria (1992, 1995)
  • "It is an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes."

• Culturally Responsive Pedagogy
  • “This approach aims to meet the needs of students by building on background, experiences and prior knowledge and welcoming this into the classroom and curriculum.”
Effective instructors of emergent multilinguals need knowledge and positive orientations about:

(1) educational cultures and languages of their students,

2. research-informed pedagogical techniques for supporting learning of both disciplinary content and advanced academic language, and

3. policies, programs, and resources in their teaching context.

(adapted from de Jong, Harper & Coady, 2013; Lucas & Villegas, 2013)
Understanding the International Learner

• Different “discourse systems” (Scollon, Scollon, Jones, 2012).
• Discourse systems contain: “ideas and beliefs about the world, conventional ways of teaching other people, ways of communicating using various kinds of texts, media, and ‘languages’, and methods of learning how to use these other tools” (p. 8).
Understanding the International Learner in U.S. Higher Education Classrooms

• Discourse System in U.S. Institutions of Higher Education
  1. Progress, egalitarianism, individualism, freedom of expression, competition and rationalism (Scollon & Scollon, 2001)
  2. Clarity, brevity and sincerity (C-B-S) style of speaking and writing (Lanham, 1983, in Scollon & Scollon).
  3. Class participation
  4. Expression of own opinions and ideas
  5. Challenge ideas from “experts” (instructor, professor) and other students
  6. Student-centered classroom

http://www.inquiriesjournal.com/articles/661/2/cultural-issues-in-the-higher-education-classroom
Second Language Acquisition

Stephen Krashen

1. Acquisition-Learning Hypothesis
   - Acquisition: subconscious process
   - Learning: formal instruction

2. Monitor Hypothesis
   - Acquistion: utterance
   - Learning: monitor/editor

3. Natural Order Hypothesis
   - Acquisition of grammatical structures follows a ‘natural order’ which is predictable

4. Input Hypothesis
   - Only acquisition
   - Comprehensible input: i+1

5. Affective Filter Hypothesis
   - Facilitative but non-causal role:
     - Motivation, self-confidence and anxiety

https://www.slideshare.net/deisereegarcia/stephen-krashens-theory-of-second-language-acquisition
Stages of Second Language Acquisition

(Krashen & Terrell, 1983)
Principles of Second Language Learning

Table 1

<table>
<thead>
<tr>
<th>Essential Understandings of Second Language Learning for Linguistically Responsive Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conversational language proficiency is fundamentally different from academic language proficiency (Cummins, 1981, 2000), and it can take many more years for an ELL to become fluent in the latter than in the former (Cummins, 2008).</td>
</tr>
<tr>
<td>2. Second language learners must have access to comprehensible input that is just beyond their current level of competence (Krashen, 1982, 2003), and they must have opportunities to produce output for meaningful purposes (Swain, 1995).</td>
</tr>
<tr>
<td>3. Social interaction in which ELLs actively participate fosters the development of conversational and academic English (Gass, 1997; Vygotsky, 1978; Wong-Fillmore &amp; Snow, 2005).</td>
</tr>
<tr>
<td>4. ELLs with strong native language skills are more likely to achieve parity with native-English-speaking peers than are those with weak native-language skills (Cummins, 2000; Thomas &amp; Collier, 2002).</td>
</tr>
<tr>
<td>5. A safe, welcoming classroom environment with minimal anxiety about performing in a second language is essential for ELLs to learn (Krashen, 2003; Pappamihiel, 2002; Verplaetse &amp; Migliacci, 2008).</td>
</tr>
<tr>
<td>6. Explicit attention to linguistic form and function is essential to second language learning (Gass, 1997; Schleppegrell, 2004; Swain, 1995).</td>
</tr>
</tbody>
</table>

Note: ELL = English language learner.


Strategies

Issue #1: Gap in knowledge about U.S. classroom practices

• Incorporate checks for comprehension into the classroom presentation style. Checks that can identify gaps in preparation for all students include
  • Asking students to paraphrase or apply ideas, and check for comprehension
  • Checking in regularly to ask “what questions do you have?” (not just “do you have questions?”)
  • Asking students to write down the names, events, or other references you make that they are not familiar with, to clarify later
Strategies

Issue #1: Gap in knowledge about U.S. classroom practices

• Provide clear guidelines for participation and allow time for a participation learning curve (for example, a trial period before participation points can be accrued);

• Provide specific and clear instructions about policies, grading, and all assignments both orally and in writing;

• When speaking, be attentive to pace of speech, use of idioms and cultural references;

• Do a little research to learn more about the educational backgrounds your students are coming from.

http://www.crlt.umich.edu/internationalstudents
Issue #2: Gap on note-taking and listening comprehension skills

• If using PowerPoint, consider making them available to students as a handout or online;

• When lecturing from PowerPoint, information can go much more quickly than in chalk-n-talk mode, and students may have a difficult time processing information and getting it down in notes;

• When possible, give students study guides and/or vocabulary lists to guide them when they do class reading;

• When possible, make information visual.
Issue #3: Lack of confidence in English communication skills

• Allow for longer wait time to formulate ideas and lower the stakes of speaking up by utilizing peer to peer brainstorming and then report out as a group versus an individual.

• Help to ensure productive group work with some guiding practices groups should follow. For example: include everyone in discussions, check for understanding within the group, elicit the opinions of those who have not spoken up, etc.

https://teaching.berkeley.edu/creating-conditions-international-student-success
Strategies

Issue #3: Lack of confidence in English communication skills

• Provide opportunities for students to engage in class participation gradually. Many international students have always been taught that it would be disrespectful to ask a question of the professor, let alone question or critique an idea. Begin by peppering in some questions that elicit short answers or facts, shortly after add follow-up questions, and finally include opinion or evaluative questions. Be sure to give students feedback that validates their contribution.

https://teaching.berkeley.edu/creating-conditions-international-student-success
Resources on Campus

- IEP/OGE
- CETL
- Writing Center/Department of Writing and Rhetoric
Questions/Ideas