



BEYOND “ESL”:
SUPPORT FOR (BOTH) MULTILINGUAL
AND INTERNATIONAL STUDENTS IN BC
HIGHER EDUCATION

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BCCAT JAM
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The punchline

embracing multilingualism

+

integrating language & literacy education

in postsecondary education

ASSUMPTIONS

- Languages share common underlying proficiencies (Cummins, 1980)
- “Remedial” and “deficit” discourses don’t help (Marshall, 2009)
- Real challenges arise relating to language and culture (Johnson Hafernik & Wiant, 2012; Arkoudis, Baik, & Richardson, 2015),
- Institutional change is often necessary but rarely easy (Murray, 2017)

ASSUMPTIONS

ALL students need help with language and literacy **throughout** their postsecondary careers.

Rethinking...

- Recognition of students and languages
- Testing
- Language and literacy in the curriculum
- Student futures

Recognition

- What happens when students are labelled “ESL” and their other languages are not acknowledged?

Recognition

“ Despite the fact that multilingual students bring a high degree of multilingual competence and literacy to the university, as well as a diverse range of multiple identities, they ...are ascribed an identity that fails to recognize their many assets:

a deficit remedial ESL identity” (Marshall, 2009,pp. 54-55)



10/17/2013 0:50

MING: Yan, what is an abstract?

YAN: It's a summary of the entire essay.

MING: How is a conclusion different from an abstract?

YAN: con
like mini



ry. An abstra
ng in there.

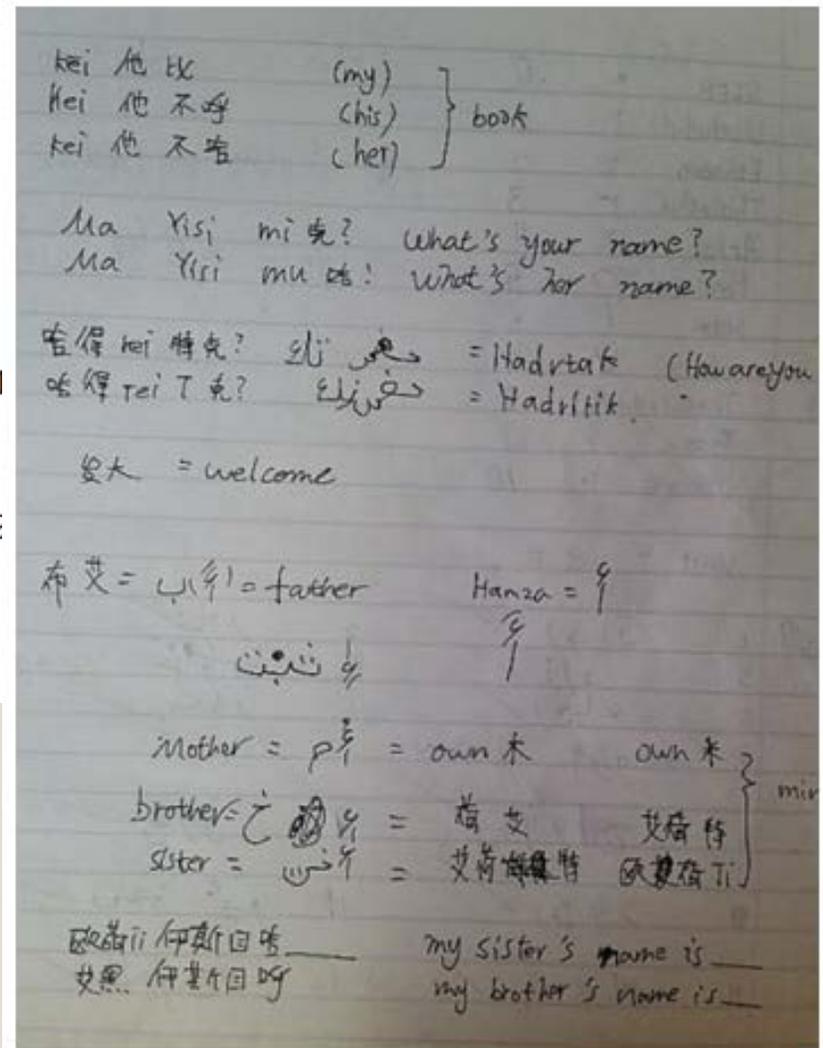
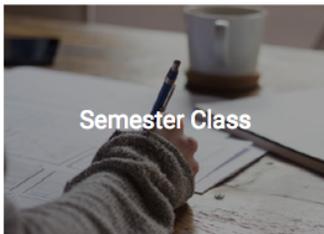


Figure 3.4. Notes for Arabic course

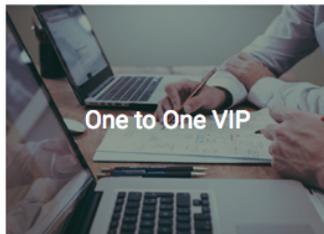


Semester Class

Semester Class

Average \$500-800 per course

Semester classes consist of a total of 12 weeks with one class every week. Each class takes 3 hours covering up-to-date in-class materials, practices, essential knowledge highlights, and Q&A.



One to One VIP

One to One VIP

\$500/10hr (Minimum 10hr)

Looking to aim for the highest grade? This is designed for those who need targeted practice and training. Personalized study plans that suit different needs.



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Exam Prep Class

Starting at \$250/6hrs

Looking to get prepared for the Midterms or the Finals? Get ready with our specialized subject tutors and improve your grades. A total of 10 hours for the review session. Hours may vary.



保A保B长期班

保A保B长期班

每学期课程分为\$500-800/门

为学期制课程，为期12周，平时每周一次3小时的课程，课程从学期初开始到学期末包括学校中教授所讲内容的深度讲解、作业讲解、往届考题练习、考前整体复习、学生问题解答、考试技巧等内容。



一对一 VIP

一对一 VIP

\$500/10小时 (10小时起订)

对于学习热情高，好奇心强的同学，若想老师专心的回答你所有专业问题，为你量身打造适合自己的学习计划，那么一对一的课程能给你带来最好的学习效果。



期中期末考前复习

期中期末考前复习

单科考前复习学费为\$250起/6小时

为阶段性课程，每门课程在每个学期期末进行时长为10小时的考前复习。前4小时为整学期学习内容串讲，后6小时为习题练习课，带领学生们练习各种重点考试题型并解答疑问。

Testing & Placement

- IELTS and TOEFL: proficiency, not “academic readiness”
- Post-Entry Language Assessments (PELAS) are **diagnostic**, **disciplinary**, and can be used to provide targeted support. (Fox, von Randow, & Volkov, 2016)



THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

DELNA

Diagnostic English Language Needs Assessment

DELNA has been developed in conjunction with the Language Testing Research Centre at the University of Melbourne

Handbook for Candidates at

The DELNA assessment

- will not exclude you from the courses you are enrolled in
- will not appear on your academic record
- will help identify your strengths and weaknesses in academic English
- will give you feedback about your academic English skills at the very beginning of your studies
- will guide you to the most appropriate English language enrichment programme, if you would benefit from it
- will show your Faculty the areas where you may need help

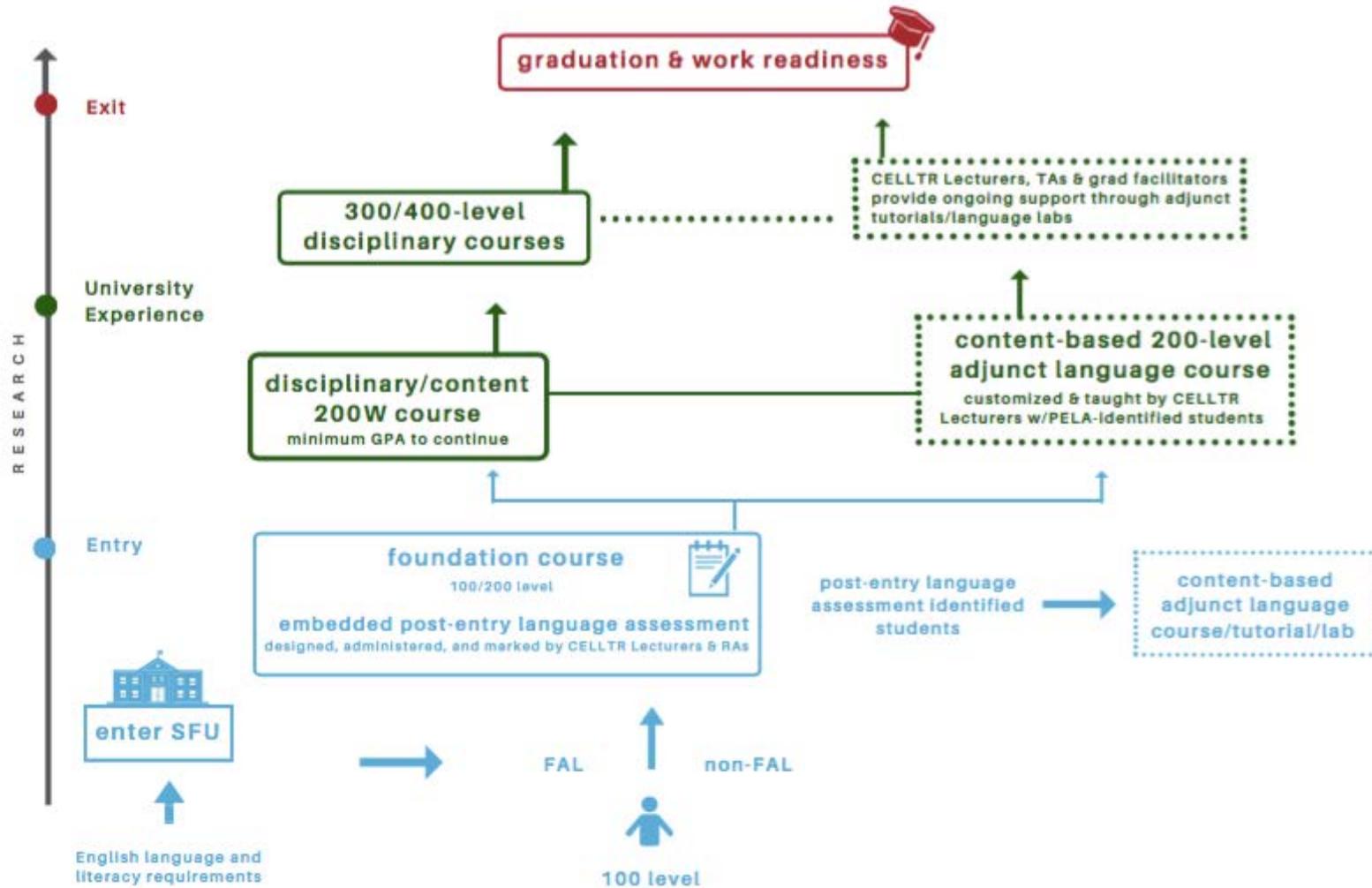
DELNA is a two-step process:

English language & literacy in the curriculum

- " ... students now focus squarely on the nature of academic language in their degree programmes from day one."
(Fenton-Smith et al, 2017)

CELLTR MODEL

A DEVELOPMENTAL MODEL OF EMBEDDED LANGUAGE & LITERACY PROVISION & RESEARCH



Trans(lingual/national/cultural) Futures



Questions to consider

- How could we change the way we describe multilingual students and recognize non-official languages?
- How could we expand our understandings of “multilingual” and “international” better prepare students for translingual, transnational, and transcultural futures?
- How could BC institutions implement diagnostic language/literacy measures to complement existing assessments?
- How could academic language and literacy be more holistically integrated into postsecondary curricula (rather than marginalized as remedial)?

References

- Please see tiny.cc/JHHrefs

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