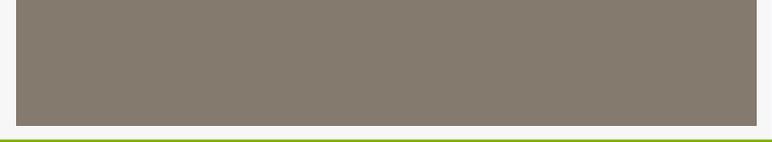


The background of the slide features a repeating pattern of light green hexagons on a darker green gradient. A white rectangular box is positioned on the right side of the slide, containing the main title. The top portion of this box is a solid dark grey color.

Supporting and Responding to Our Multilingual Students



**Share a time when you
had to communicate in
a language you
weren't completely
fluent in.**

Goals

- What are your goals for this session?
- Here are the ones we came with:
 - **Offer some factors to consider when teaching multilingual students**
 - **Reflect on best practices for responding to their writing**
 - **Look at an example writing and discuss strategies for responding**
 - **Provide an opportunity for discussion on ways to support these students in the classroom through feedback, inclusive assignments, and discussions**
 - **Share UNST initiatives to support these students**

**What do
we mean by
“multilingual student?”**

Three Groups of Multilingual Students

Adapted from Ferris, 2009

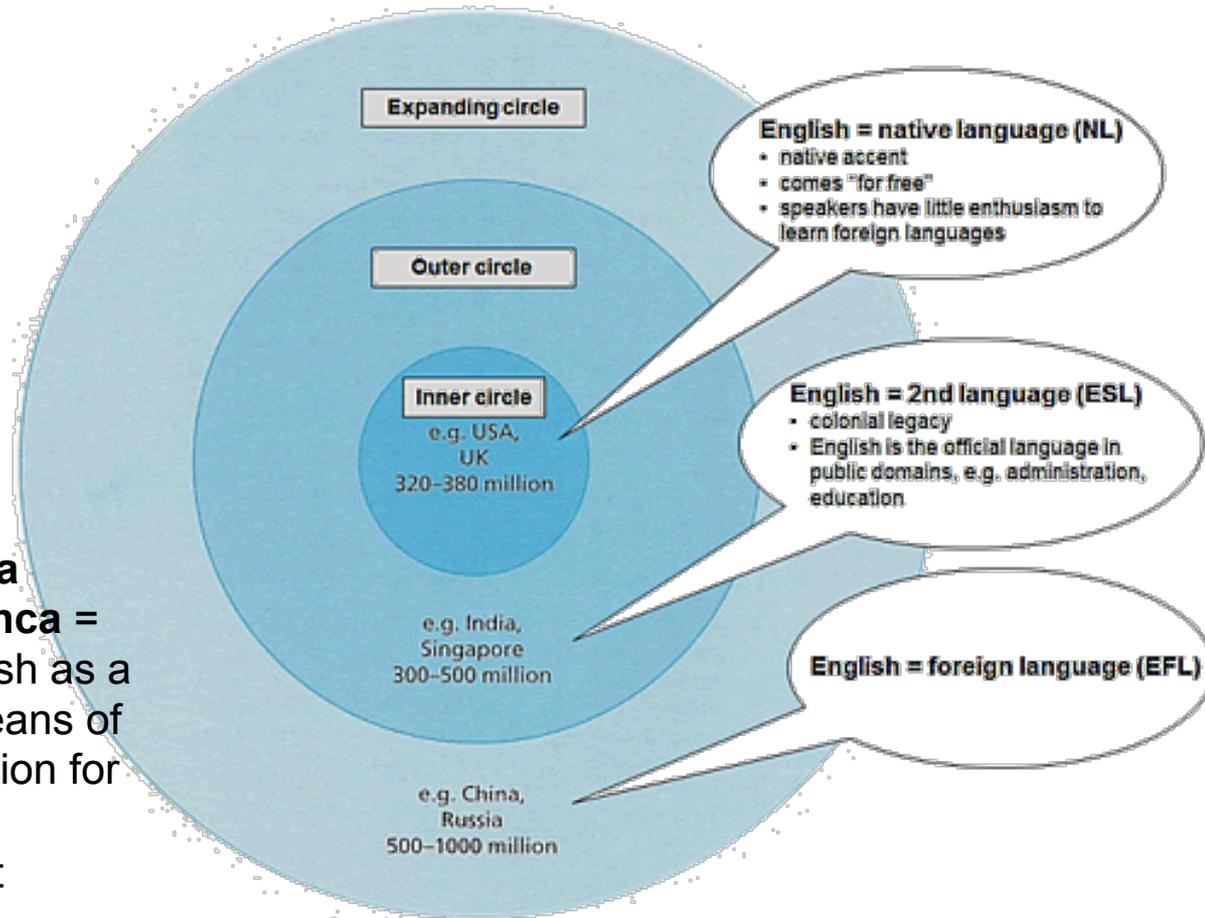
Characteristic	Early-arriving Immigrant and Generation 1.5	Late-arriving Immigrant	International Student
Literate in L1	Maybe	Maybe	Yes
Primary Linguistic - Cultural Identification	L2 (English / US)	Mostly L1	L1
Knowledge of American general culture and academic culture	Yes	Some	Very limited
English literacy experience	Varies, often primarily in school	Limited	Limited
English Language Proficiency Requirements at PSU	None	None	Get high enough score on proficiency exam or finish IELP Academic Track classes with 2.7 GPA
Motivation to learn English	Similar to monolingual English speakers	For integrative and survival purposes	For instrumental purposes



Three Important Factors to Keep in Mind

Factor #1: Student Motivation and Goals

**English as a
Lingua Franca** =
use of English as a
common means of
communication for
speakers of
different first
languages.



English as a Lingua Franca (ELF)

- “Unstable” features of English
 - Used less predictably and dependably in speech and writing, especially in ELF settings.
 - Either not rule-based or not necessary for communicating meaning in a certain context
- Examples
 - articles (*a, an, the*)
 - prepositions (*of, in, at, etc.*)
 - subject-verb agreement (*He claims that...*)
 - embedded questions (*The committee considered why the ballot measure **didn't** pass, not why didn't the ballot measure pass*).

Factor #2: Language's Dynamic Nature

“Language is not fixed, but is rather a dynamic system. Language evolves and changes... [it] grows and organizes itself from the bottom up in an organic way, as do other complex systems.”¹

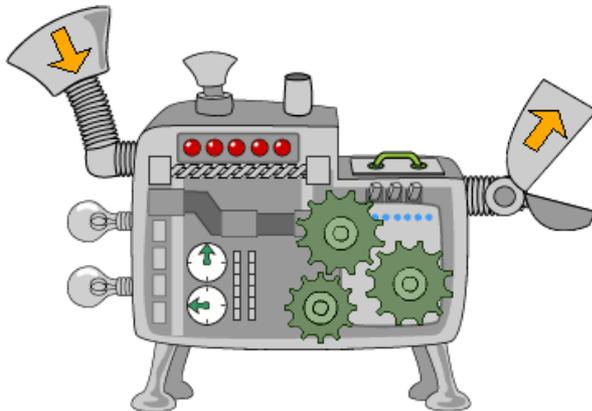
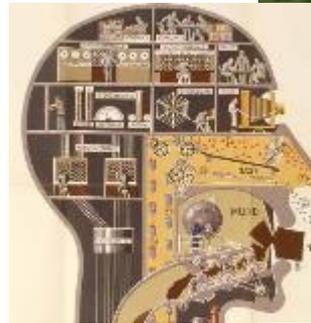
“Language is the way it is because of the way it has been used.”²

¹Larsen-Freeman (2006)

²Larsen-Freeman and Cameron (2008)

Factor #3: Second Language Development

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view-source: - Source of: http://www.offshorecompany.co.uk/companies
File Edit View Tools Help
<!DOCTYPE html PUBLIC "-//W3C//DTD XHTML 1.0 Transitional//EN" "http://www.w3
<html xmlns="http://www.w3.org/1999/xhtml" xml:lang="en"
lang="en">
<head>
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content="text/html; charset=utf-8" />
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</title>
<base href="http://www.offshorecompany.co.uk/companies/index.htm" />
<meta name="generator" content="Plone - http://plone.org" />
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name="description" />
<meta content="Establish offshore company, Offshore company, Offshore com
name="keywords" />
<meta content="global" name="distribution" />
<meta content="ALL" name="robots" />
<script type="text/javascript"
src="http://www.offshorecompany.co.uk/portal_javascripts/qplonesk
</script>
<style type="text/css"><!-- @import url(http://www.offshorecompany.co.uk/
<link rel="alternate stylesheet" type="text/css"
media="screen"
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title="Small Text" />
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title="Large Text" />
<style type="text/css" media="screen"><!-- @import url(http://www.offshor
<style type="text/css" media="screen"><!--
```



“Language development is no longer seen as a process of acquiring abstract rules [which then get applied] but as the emergence of language abilities in *real time*.”¹

“Learning is not the taking in of linguistic forms by learners, but the constant adaptation of their linguistic resources in the service of meaning making in response to the affordances that emerge in the communicative situation, which is, in turn, affected by learners’ adaptability.”²

“Language learning emerges from participation in linguistic practices, such practices always being steeped in historical, cultural and institutional meaning systems.”³

¹Evans(2007)

²Larsen-Freeman and Cameron(2008)

³Van Lier(2004)



**What are
implications for
supporting
multilingual students
and assessing their
writing?**

Birch, B. M. (2013). *English grammar pedagogy*. London: Routledge.

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Larsen-Freeman, D. (2006). The emergence of complexity, fluency, and accuracy in the oral and written production of five Chinese learners of English. *Applied Linguistics*, 27/4, 558-589.

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Van Lier, L. (2004) *The Ecology and Semiotics of Language Learning: A sociocultural perspective*. Dordrecht: Kluwer.