

# 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: conclusion is like mini essay. An abstract is like a summary in there.

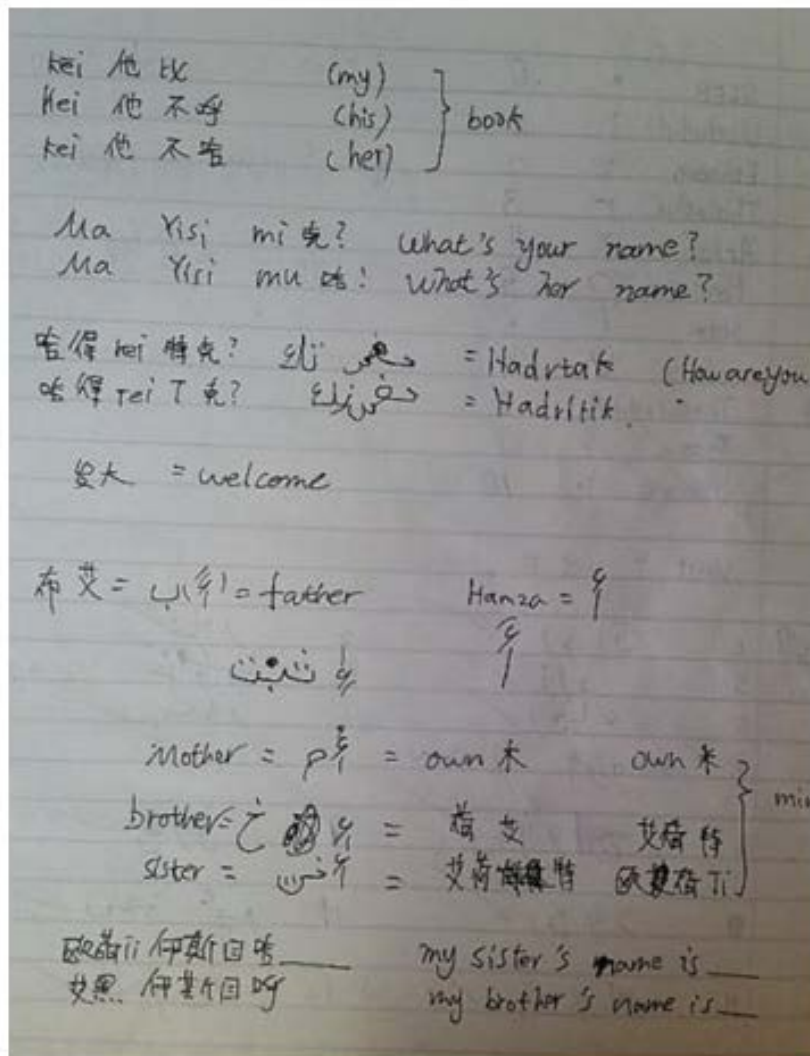
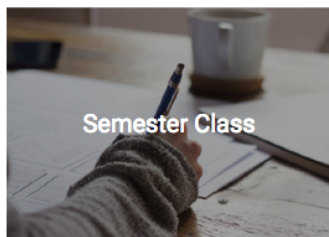


Figure 3.4. Notes for Arabic course



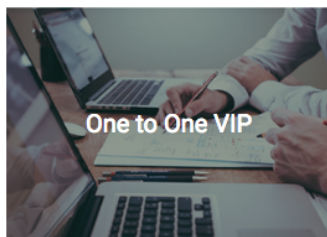


### Semester Class

#### 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.

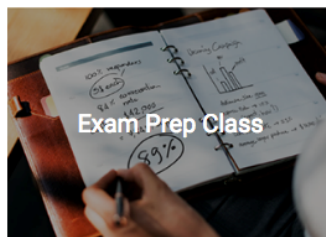


### One to One VIP

#### 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.



### Exam Prep Class

#### 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)



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**AUCKLAND**  
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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

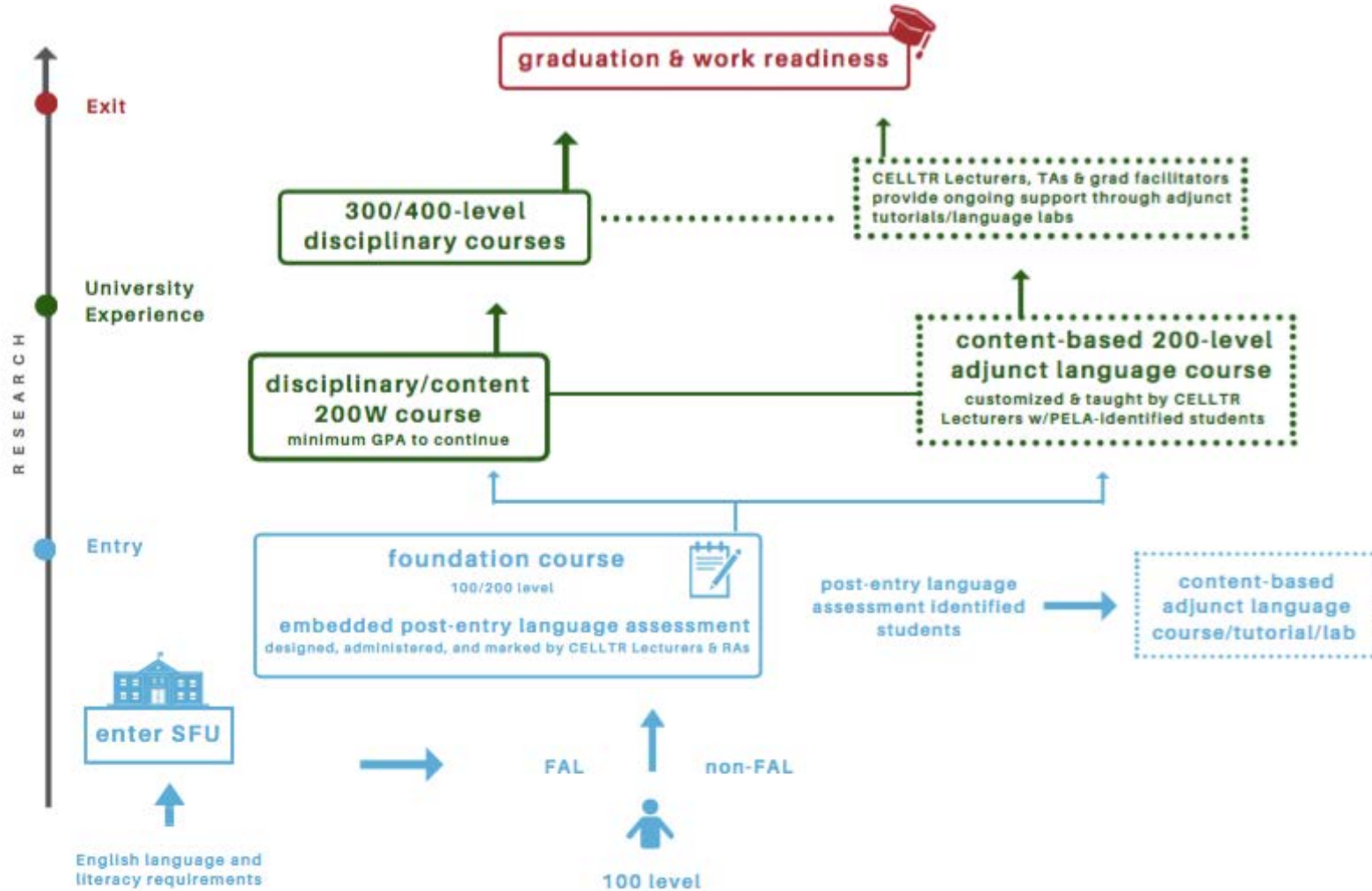
DELNA is a two-step process:

# 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](https://tiny.cc/JHHrefs)



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