

Helping English Language Learners (ELLs) overcome language barriers in the university classroom

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Taking the time to predict the content of a lecture enables students to better understand, retain and recall information



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Providing explicit structure for a lecture enables students to follow content and process information

1. Who are ELLs?
2. What challenges do they face?
3. What strategies can educators use to help them?



Students are better able to process content when they **PREVIEW** vocabulary

- English Language Learners (ELLs)
- Basic interpersonal communication skills (BICS)
- Cognitive Academic language proficiency (CALP)
- patch-writing
- vocabulary
- strategies

ELLs are a diverse population of learners

(Roessingh & Doulgas 2012)

English is a second /subsequent/additional language

- International students (different ages on arrival)
- 1st generation immigrants or
Canadian-born children of immigrants
(*Generation 1.5* (Harklau, 1993))

“...their (ELLs) progress and achievement is fraught with challenges...[which] represents a loss of educational capital for Canada...” (Roessingh & Douglas 2012)

ELLs face academic challenges in all skill areas: listening/ speaking/reading/ writing

- Lack of knowledge of academic literacy practices of the discipline
- Limited experience with text-based writing
- Inadequate reading/ writing/ listening / speaking strategies
- Lack of confidence in their academic skills
- Limited vocabulary in all skill areas

(Roessingh & Douglas , 2012; Wette, 2010; Shi, 2004)

What can educators do to help ELLs succeed?



Listening Comprehension is challenging for ELLs

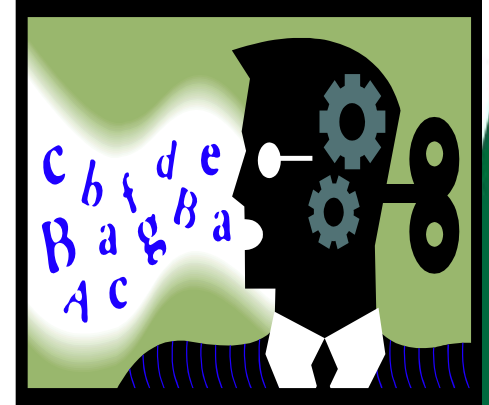
- make a **title** for your lectures
- have students **predict** what they think the content of the lecture will include.
- **preview** the vocabulary – include both written list and pronunciation – (sound file on D2L) (try quizlet)
- be aware of and try to avoid cultural bias

Use explicit cues in your delivery to help students predict content and recognize key terminology and concepts

- cues to introduction, organization and conclusion
- explicit indication of key concepts and terms
- connect lecture to content on PPT
- if possible, preview content for next lecture

Speaking / participating in class is challenging for ELLs

- give ELLs time to formulate their ideas
- ask questions that move from simple to complex concepts
- incorporate small group activities into your classes and tutorials
- encourage ELLs to make use of office hours (at least one appointment each semester)



Basic Interpersonal Communications Skills (BICS)

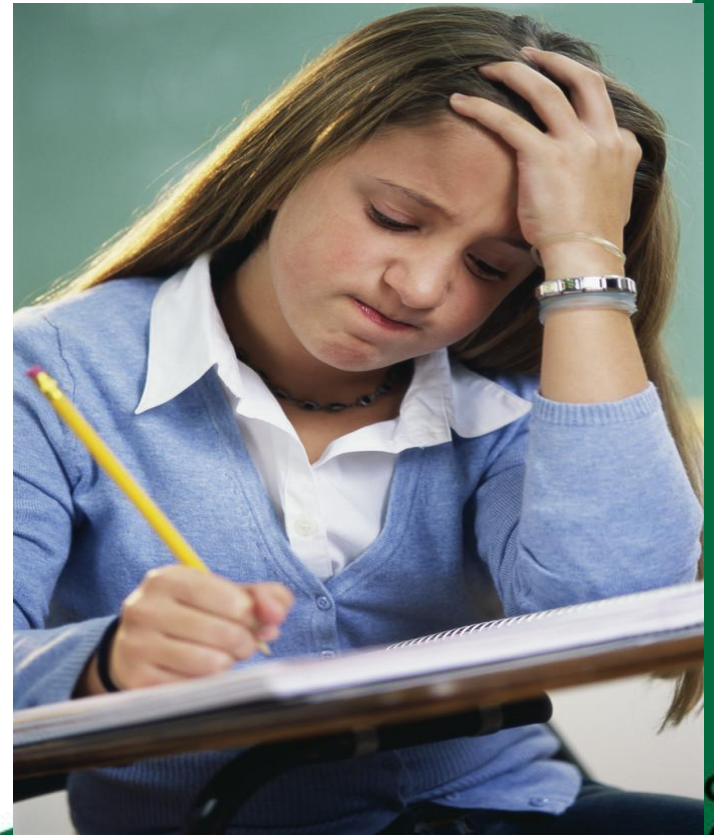
Reading dense academic text is challenging for ELLs

- have students read less but more targeted (Abasi & Akbari, 2008)
- preview vocabulary/ keywords
- encourage pre-reading prediction
- provide targeted questions
- have assignments with a heavy reading load later in the semester
- encourage vocabulary building -strong **Cognitive Academic Language Proficiency (CALP)** is key to reading/writing proficiency (Roessingh & Douglas , 2012)



Writing is challenging for many ELLs

- explicitly identify the target audience and audience expectations
- provide student examples/ rubrics
- provide in-process feedback (formative)



Original text

The craft of hurricane forecasting advanced rapidly **in the sixties and early seventies, thanks to fast computers and new atmospheric modeling techniques.** Now **there is a lull in the progress,** strangely parallel to the lull in the storm cycle. The National Hurricane Warning Center shoots for a **24-hour warning period,** with 12 daylight hours for evacuation. At that remove, it **can usually predict landfall within 100 miles either way.** Longer lead times mean **much larger landfall error,** and that is counterproductive. He who misses his predictions cries wolf.

(From "Our Barrier Islands," by William H. MacLeish, Smithsonian, Sept. 1980, p. 54.)

(Example by Anne Fullerton
Chemical Engineering Librarian)

No – it's Plagiarized Unacceptable Paraphrasing.
Why? Duplicates original sentence structure. Several phrases stolen word for word.

Hurricane forecasting made rapid progress **in the 60s and 70s due to fast computers and new atmospheric techniques,** but **there is now a lull in the progress.** The Warning Center tries **for a 24-hour warning period,** including 12 hours of daylight. That close to the storm's arrival, the Warning Center **can usually predict landfall within 100 miles either way.** If lead times are longer, there will be **a much larger error,** which will be counter-productive (MacLeish 54).

The academic community is pressed to consider an alternative view of text borrowing

“Patchwriting...is an essential phase in which writers pass en route to a stage at which their own voices can emerge. As a developmental stage, rather than a form of deliberate deception, patchwriting deserves a pedagogical, rather than a punitive, response” (Pecorari, 2003, p. 320).

The academic community is pressed to consider an alternative view of text borrowing

“If novice writers do not intend to deceive, they should neither be punished nor labeled plagiarists, but educated, through example, explanation, and a great deal of practice” (Li & Casanave, 2012, p. 178).

Strategies for addressing textual borrowing

- be aware of the complexities and challenges of text-based writing
- provide samples of appropriate and inappropriate paraphrasing
- educate through explanation, example and practice (Li & Casanave, 2012)
- refer students to subject guide librarians, and other campus support services
- Use *Turnitin* as a learning tool

Use Turnitin as a learning tool

The screenshot shows a Turnitin Document Viewer interface. The document title is "Fatigue A2 D1.docx" by user "61432 USER". The similarity score is 34% (34% SIMILAR, 0% OUT OF 0). The document text is as follows:

As the world's population grows, the needs for more structures like houses, buildings, bridges and railroad components have been increasing. This increase has been attributed to some failures in these structures such as fatigue.

Fatigue was discovered in the 1800s when some investigators observed that some structures like bridges and railroad components were cracking when subjected to repeated loading. Fatigue damage is important since it is the largest cause of failure in metals. Furthermore, fatigue is catastrophic and insidious, occurring very suddenly and without warning. Fatigue damage is a form of failure that occurs in materials or structures that subjected to repeat cycle or fluctuating loading at a stress level considerably lower than tensile or yield strength. Fatigue failure is a brittle in nature, and there is very little plastic deformation associated with the failure. The failure occurs because of the loading conditions, the specimen geometry, the environmental conditions, the microstructure or some combination of these variables. Failure of a material due to fatigue may be viewed on a microscopic level in three steps. First, in this stage, the initial crack occurs. Second, the crack continues to grow during this stage as a result of continuously applied stresses. Third, failure occurs when the material that has not been affected by the crack cannot withstand the applied stress; this stage happens very quickly. Fatigue behavior can be affected by many variables such as loading variables, component geometry, manufacturing/assembly methods, microstructure and service environment.

Although fatigue failure can have heavy and costly consequences on maintenance

The Match Overview sidebar shows the following sources:

Rank	Source	Similarity
1	www.marinediesels.info Internet source	12%
2	Submitted to University... Student paper	9%
3	wiki.answers.com Internet source	6%
4	Submitted to Central Q... Student paper	4%
5	Submitted to Institute o... Student paper	2%
6	L MCKEEN. "Introducti... Publication	2%

Using Turnitin as a learning tool

The screenshot shows a Turnitin Document Viewer interface within a Mozilla Firefox browser. The document being viewed is titled "Fatigue A2 D1-2.docx" and is attributed to a user with ID 61432. The Turnitin logo and a similarity score of 0% (0% SIMILAR OUT OF 0) are visible in the top right corner. The document text is as follows:

as the world's population grows, the needs for more structures like houses, buildings, bridges and railroad components have been increasing. This increase has been attributed to some failures in these structures such as fatigue.

Fatigue was discovered in the 1800s when some investigators observed that some structures like bridges and railroad components were cracking when subjected to repeated loading. Fatigue damage is important since it is the biggest cause of failure in metals. Furthermore, fatigue is disastrous, occurring very suddenly and without preceding warning. Fatigue damage can be defined as a form of materials failure that occurs in structures that exposed to repeat cycle or fluctuating loading at a lower stress level than the yield strength. Fatigue failure is brittle, and there is very little plastic deformation associated with the failure. The failure occurs because of the loading conditions, the specimen geometry, the environmental conditions, the microstructure or some combination of these variables. Fatigue failure of a material can be divided into three stages: First, in this stage, the initial crack occurs. Second, the crack continues to propagate because of the applied stresses. Third, in this stage, the failure occurs very quickly once the unaffected material by the crack cannot withstand the applied stress. Fatigue behavior can be affected by many variables such as loading variables, component geometry, manufacturing/assembly methods, microstructure and service environment.

Although fatigue failure can have heavy and costly consequences on maintenance and equipment, it can be controlled if the new design and procedures take into

The right side of the interface shows a "Match Overview" panel with the message: "There are no matching sources for this report." The browser's address bar shows the URL: https://www.turnitin.com/dv?s=180=304356332&u=1015634426&lang=en_us&session-id=143812c413734fd860a6963139e765e9. The browser's taskbar at the bottom shows the Start button and several open applications, including "OND Conference Ap..." and "Turnitin Document...". The system clock in the bottom right corner indicates the time is 2:41 PM.

Recap main points presented to reinforce key concepts and allow students to fill in gaps of missing information

- ELLs
- Challenges they face
- Strategies you can implement in your class

It is everyone's responsibility to help students overcome their barriers to success



We welcome your comments and questions!

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