

Teaching in One's Second or Other Language

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Learning to Teach
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Outcomes

By the end of this session, you will:

- Have an awareness of the linguistic diversity at McGill
- Have an awareness of challenges related to teaching in one's SOL
- Be able to implement strategies for addressing these challenges based on research and practice

What are some of the challenges that you face when teaching in your second or other language?

International Students - Top 20 Countries based on citizenship (Full-time and Part- time) Fall 2016

	Fall 2016	Rank
USA	2381	1
China	1931	2
France	1754	3
India	574	4
Saudi Arabia	334	5
United Kingdom	255	6
South Korea	240	7
Iran	226	8
Turkey	190	9
Pakistan	189	10
Japan	182	11
Mexico	148	12
Bangladesh	140	13
Brazil	130	14
Germany	107	15
Australia	104	16
Egypt	100	17
Italy	96	18
Lebanon	81	19
Taiwan	73	20
All Countries	10936	-

Retrieved Nov. 8, 2016:

<http://www.mcgill.ca/es/registration-statistics#INTERNATIONAL>

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Enrolment Report Fall 2016
Total (FT and PT) Enrolments by Mother Tongue

FINAL
Date: 01-NOV-16
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Fall 2016				Fall 2015			Fall 2011			% Change (1 Year)	% Change (5 Years)
Full Time	Part Time	Total		Full Time	Part Time	Total	Full Time	Part Time	Total		
All Students											
English	16,246	2,427	18,673 (46.1%)	16,370	2,403	18,773 (46.9%)	16,628	2,663	19,291 (51.0%)	-0.5	-3.2
French	6,337	1,876	8,213 (20.3%)	6,169	1,744	7,913 (19.8%)	5,364	1,418	6,782 (17.9%)	+3.8	+21.1
Other	10,473	3,134	13,607 (33.6%)	10,066	3,236	13,302 (33.3%)	8,715	3,047	11,762 (31.1%)	+2.3	+15.7
Total	33,056	7,437	40,493	32,605	7,383	39,988	30,707	7,128	37,835	+1.3	+7.0

Retrieved Nov. 8, 2016: [http://www.mcgill.ca/es/files/es/fall_2016 - total full-time and part-time enrolments by mother tongue.pdf](http://www.mcgill.ca/es/files/es/fall_2016_-_total_full-time_and_part-time_enrolments_by_mother_tongue.pdf)

Faculty and staff

- 1,674 tenured and tenure-stream faculty
- 152 Canada Research Chairs allotted to McGill
- 163 endowed teaching and research chairs
- 152 active members of the Royal Society of Canada
- More than 1,140 tenure-track professors were hired since 2000 under an ambitious recruitment program. Of these, 677 were recruited from outside Canada.
- 3,457 administrative and support staff (includes trades/services)

Retrieved Nov. 7, 2014: www.mcgill.ca/about/quickfacts/staff

Per 2006 data, 44% of university teachers reported mother tongues other than English

(Canadian Association of University Teachers, 2013-2014)

Case study: *My students don't get it.*

Individually, read the handout of the case scenario.

- Get together with a partner.
- Each pair will be assigned one question (Q1 or Q2) to address based on the scenario. Both partners should take notes about what is discussed.
- ~3-4 minutes
- Pair with someone who has the other colour paper.
- New partners share questions and discuss answers.
- ~5 minutes

A: What could Kim Su Jung, the grad student TA, have done to enhance the student's understanding of the material?

B: Other than accent, what could account for the course evaluation comments about not understanding and about language?

What strategies exist for addressing the challenges?

Some strategies

(a) Accept that “perfect” language is elusive.

(b) Seek teaching support.

(c) Recognize that communication is a shared responsibility.

(d) Try to establish what a “communication problem” might refer to and then address it accordingly.

(e) Try to establish rapport with students.

(f) Face the class when speaking.

(g) Educate students about communication/learning being a shared responsibility.

(h) Develop an ability to explain material in different ways.

(i) Recognize that being an effective teacher entails more than speaking a language well.

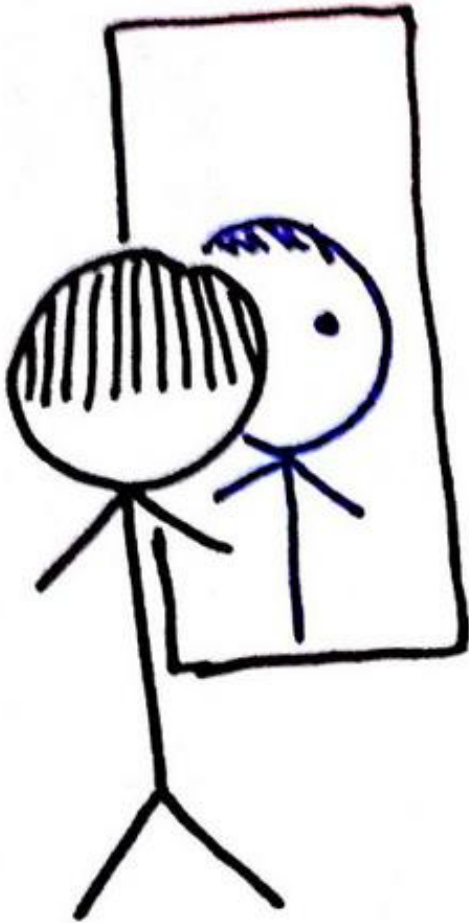
(j) Recognize that different backgrounds influence how students engage in learning.

Predict what you'll hear about what the research says.



- It's not all about you.
- It's also about your audience.
- We get used to it.
- Work together toward effective communication.
- Maybe it's not even about language.
- Consider teaching behaviour.

It's not all about you.



Matched guise studies

(Cargile, 1997; Kang & Rubin, 2009; Rubin & Smith, 1990; Rubin, 1992)

- the power of perception and expectations over communication effectiveness in academic settings

It's also about your audience.

“Many students complain about a foreign professor because they cannot understand him or her. Is that really the professor's fault? Most certainly not.



The problem is that students are not exposed to accents enough so that they have not learnt to deal with them. In the ‘real world’ we will be expected to work and deal with people who do not have English as their native language. The more exposure we get to different accents the better”
(Alberts, 2008, p. 193).

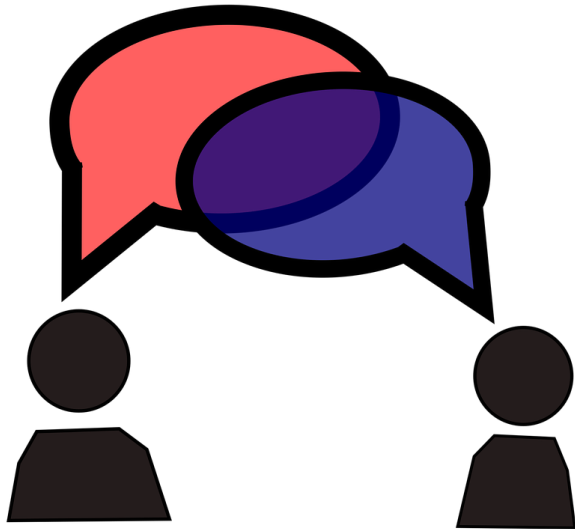
We get used to it.



- Listening comprehension of an unfamiliar accent increases with exposure.

(Adank & Janse, 2010; Bradlow & Bent, 2008; Clarke & Garrett, 2004)

Work together toward effective communication.



“In general, students resented it when a professor simply assumed that they could understand and appreciated it when the professor acknowledged early on in the class that his or her accent made understanding harder”

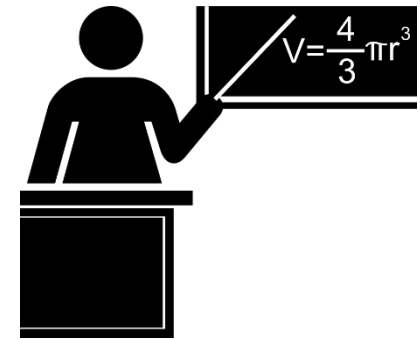
(Alberts, 2008, p. 194).

Communication is a two-way street.



Maybe it's not even about language.

“We find that the lower overall teaching effectiveness rating of *ESL instructors is not attributable primarily to less proficiency in spoken English but, instead, can be accounted for mostly by student perceptions of less class preparation, less enthusiasm for teaching, a less interactive teaching style, looser grading standards, and heavier reliance on multiple choice tests.



Consistent with this finding, we predict that ESLs could score a much larger gain in overall instructor ratings from adopting the teaching and testing norms of EFLs than from matching (if they could) the average proficiency of EFLs in spoken English” (Finegan & Siegfried, 2000, p. 26).

*ESLs: instructors for whom English = second language

EFLs: instructors for whom English = first language

Consider teaching behaviour.



- important for non-native speaking teachers to establish rapport with students in order to foster student learning (Hsu, 2012)
- positive rapport with students often resulted in more favourable evaluations (Wang, 2000)

Keep questions in mind.

When students claim to not understand you, have you considered whether something other than your language is at play?

To what extent do you imagine students struggle to understand you when you teach because of your language versus your teaching methods?

How do you know students don't understand what you're saying versus not understanding the concepts you're teaching?

Outcomes

By the end of this session, you will:

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What are your two most important take-aways from this session?

Images

(labeled for reuse)

Slide 1, speech bubbles: <https://pixabay.com/en/comments-bubbles-speech-balloon-150276/>

Slide 12, thinking person: <https://pixabay.com/en/think-thinking-reflect-direction-622165/>

Slide 13, person at mirror: <https://www.flickr.com/photos/86979666@N00/13970528122>

Slide 14, world people: <http://www.publicdomainpictures.net/view-image.php?image=84963&picture=globe-people>

Slide 15, speech bubble: <https://pixabay.com/en/multilingual-languages-speak-talk-456774/>

Slide 16, conversation: <https://pixabay.com/en/conversation-dialogue-interview-1262311/>

Slide 17, two-way street sign: <https://pixabay.com/en/two-way-traffic-straight-ahead-30916/>

Slide 18, math instructor: <https://pixabay.com/en/teacher-school-mathematics-149024/>

Slide 19, cooperative learning: <https://pixabay.com/en/classroom-cooperative-learning-1297779/>

Slides and complete references will be posted to the Skillsets website.

- Questions? Comments?
- Please fill out the session evaluation form before you leave.
- Thank you!

[illegible]

Strategies

- * Ask Students to help explaining
- * Adapt Language to undergrads
- * Ask questions to the class
- * Give examples
- * Use visual content
- * Know your audience
- * Share your Story
- * Smile + Face the class
- * Respect your Students' Knowledge
- * Speak at a pace that helps students understand
- * Rehearse

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Resources

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