

Teaching in One's Second or Other Language

Learning to Teach Day
November 9, 2019



Raheleh Salimzadeh, PhD candidate

**What do you expect to gain
from this session?**

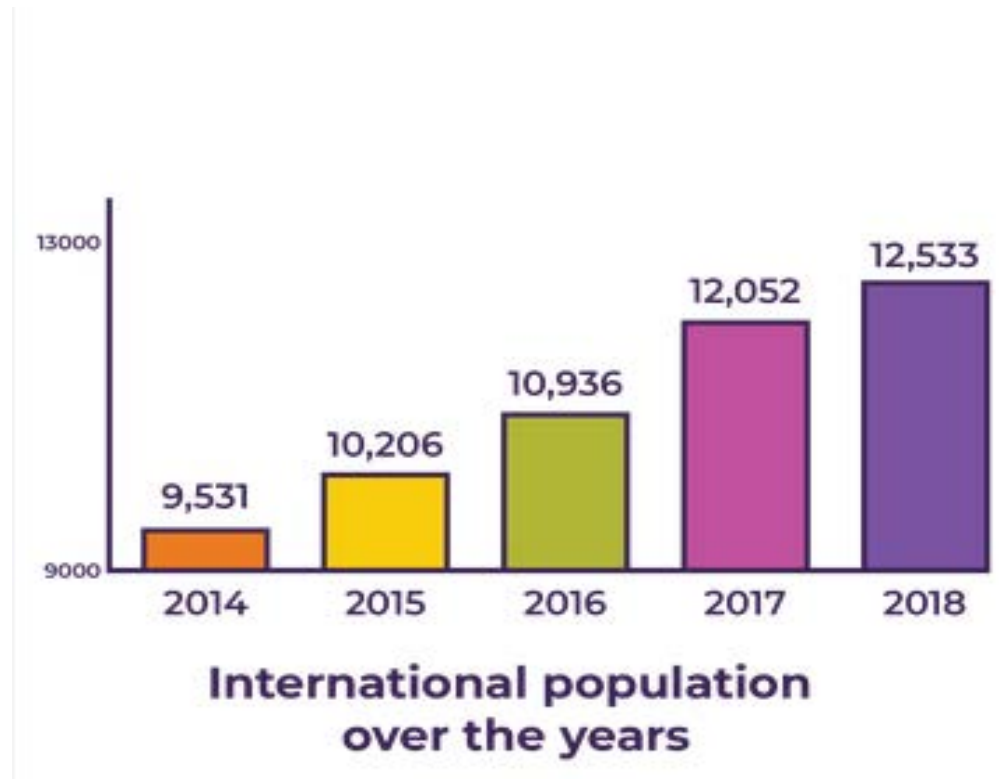
Outcomes

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 second or other language.
- Be able to implement strategies for addressing these challenges based on evidence and practice.

Turn and Talk:

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



(Retrieved Nov. 6, 2019: <https://www.mcgill.ca/internationalstudents/>)

International Students by Citizenship 2019-2020: 12,798

<https://www.mcgill.ca/internationalstudents/issoffice/international-mcgill>

	Afghanistan	5		Dominica	3		Lithuania	3		Saint Vincent	1
	Albania	3		Dominican Rep	11		Luxembourg	7		Saudi Arabia	230
	Algeria	17		Ecuador	25		Macao	1		Senegal	10
	Andorra	1		Egypt	103		Macedonia	1		Serbia	6
	Argentina	25		El Salvador	1		Madagascar	1		Singapore	45
	Armenia	3		Estonia	1		Malawi	1		Slovak Republic	8
	Australia	87		Ethiopia	7		Malaysia	39		Slovenia	1
	Austria	18		Finland	10		Mali	1		Somalia	1
	Azerbaijan	6		France	1837		Mauritania	1		South Africa	9
	Bahamas	14		Gabon	2		Mauritius	41		South Korea	247
	Bahrain	6		Gambia	7		Mexico	202		South Sudan	2
	Bangladesh	170		Germany	112		Mongolia	9		Spain	65
	Barbados	5		Ghana	36		Morocco	57		Sri Lanka	21
	Belarus	1		Greece	35		Mozambique	1		Stateless	1
	Belgium	58		Guatemala	4		Myanmar	3		Sudan	8
	Belize	2		Guinea	4		Namibia	1		Sweden	26
	Benin	4		Haiti	1		Nepal	15		Switzerland	40
	Bermuda	1		Hong Kong	38		Netherlands	37		Syria	29
	Bolivia	4		Hungary	15		New Zealand	25		Tadjikistan	1
	Bosnia-Herzegovina	2		Iceland	5		Nicaragua	3		Taiwan	78
	Botswana	12		India	774		Niger	1		Tanzania	7
	Brazil	150		Indonesia	32		Nigeria	83		Thailand	21
	Brunei	1		Iran	317		North Korea	1		Togo	2
	Bulgaria	6		Iraq	7		Norway	13		Trinidad&Tobago	14
	Burkina-Faso	2		Ireland	20		Oman	53		Tunisia	26
	Burundi	2		Israel	62		Pakistan	176		Turkey	285
	Cambodia	4		Italy	91		Palestine	6		Uganda	8
	Cameroun	10		Ivory Coast	10		Panama	7		Ukraine	14
	Chile	28		Jamaica	14		Paraguay	2		United Arab Emirates	29
	China	3171		Japan	158		Peru	32		United Kingdom	236
	Colombia	79		Jordan	34		Philippines	18		Unknown + Blanks	26
	Congo (Rep Dem)(prev Zaire)	4		Kazakhstan	15		Poland	23		Uruguay	6
	Congo (Rep Pop)	3		Kenya	33		Portugal	13		USA	2267
	Costa Rica	10		Kuwait	55		Qatar	9		Uzbekistan	1
	Croatia	3		Kyrgyzstan	2		Rep Of Guyana	1		Venezuela	14
	Cuba	3		Latvia	2		Romania	12		Vietnam	70
	Cyprus	4		Lebanon	93		Russia	46		Yemen	16
	Czech Republic	10		Liberia	1		Rwanda	14		Zambia	3
	Denmark	29		Libya	14		Saint Lucia	1		Zimbabwe	10



Fall 2018

By Mother Tongue

English	45.9%
French	19%
Other	35.1%

By Place of Origin

Quebec	48%
Rest of Canada	20.6%
International	31.3%

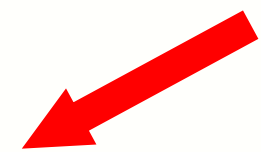
(Retrieved Nov. 6, 2019: <https://www.mcgill.ca/about/quickfacts>)

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)

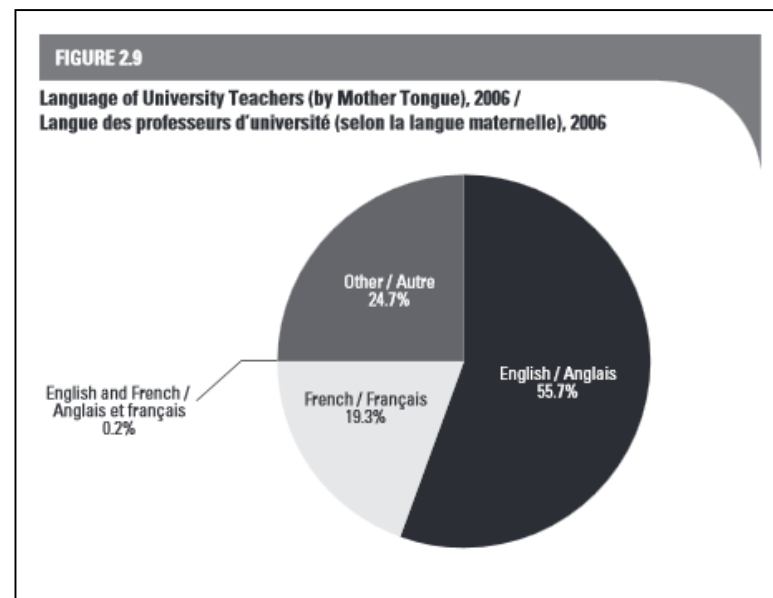
Retrieved Nov. 7, 2014:

www.mcgill.ca/about/quickfacts/staff



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

Statistics Canada, cited in *CAUT Almanac of Post-Secondary Education 2013-2014*, p. 25



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

1. Individually, read the case scenario.
2. Get together in groups and discuss your responses to the following question:

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

3. For each reason your group identifies, suggest a strategy for addressing it.

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) Be intentional about establishing rapport with students.

(f) Educate students about communication being a “two-way street.”

(g) Face the class when speaking.

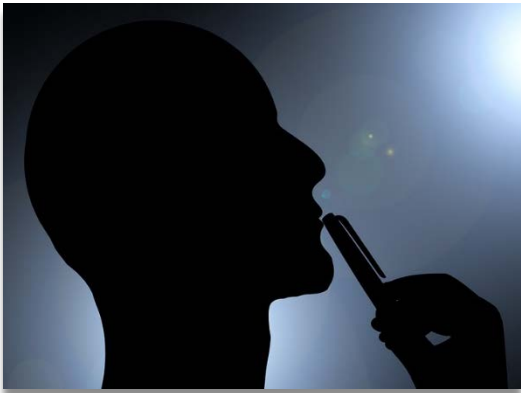
(h) Develop an ability to explain material in different ways.

(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.

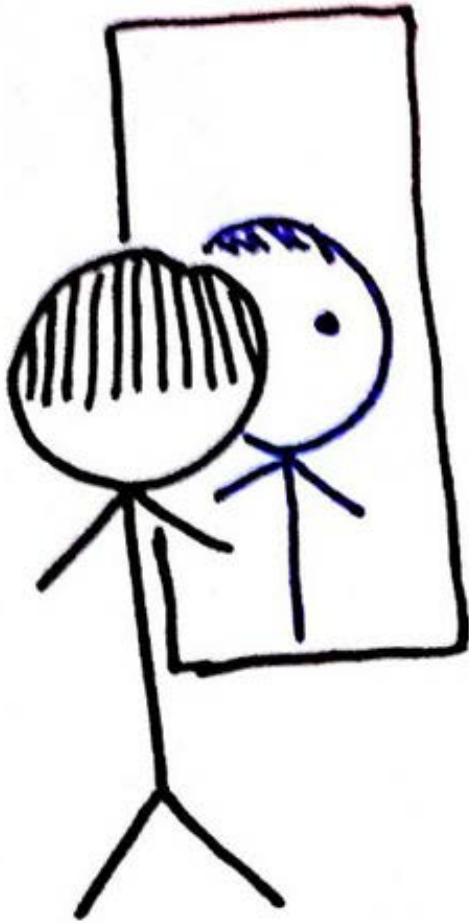
(k) Reinforce with students that teaching/learning are shared responsibilities.

Evidence?: Predict



- 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; Ockey & French, 2014)

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”

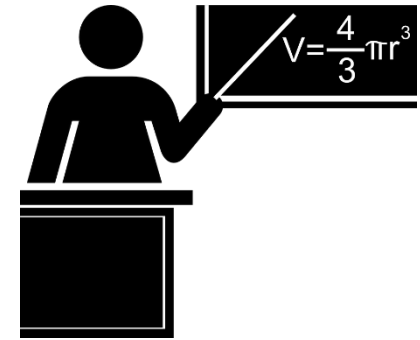
(Alberts, 2008, p. 194).

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 result 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

- 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 is your most important take-away from
this session?

<https://answer garden.ch/809997>

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