My Language Counts!: Recognizing & Supporting Multilingual Learners in Our Online Learning Spaces

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Susanne Treiber
What field of study are you affiliated with?

• Science (engineering, chem, bio, etc.)
• Math
• English (composition, literature, reading)
• Humanities (Psych, Soc, History)
• Arts (theater, music, visual, design)
• Other

https://www.menti.com/3byhgmf6j2
Code 9192945
Ladson-Billings says: "...utilize students' culture as a vehicle for learning."

Our mission today:
"Utilize our understanding of students' culture and language as a vehicle for learning and teaching."
By the end of this session you will

**Build Understanding...**

about multilingual students & what impacts their learning.

about our own students' linguistic & cultural background using the survey provided.

**Collaborate to Evaluate...**

the relevance of the survey tool.

the suggested activities that can make your online classroom more linguistically and culturally inclusive.
Linguistically Diverse Students are Diverse

1. Non-“standardized” English speaking students
   • Many Englishes & English dialects of in the world and the U.S.

2. Residential multilingual students
   • Early arriving, late arriving, or U.S. born

3. International multilingual students
   • F-1 or J-1 Visa holders

Fun fact! The US does not have an official language
Why gathering data on our students' linguistic & cultural background is important:

- Because culture impacts learning experiences.
- Because assessments vary among cultures & important to account for language variation.
- Because we can identify demands/obstacles and create scaffolding activities or connect students to support services early on.
- Because affective challenges increase in online learning environment (isolation, low confidence, lack language support, less opportunity to use language, etc.)
Internal research focused on student confidence.
To be successful in your online classes, students regularly use:
• Receptive communication skills (listening/reading)
• Productive communication skills (speaking/writing)
• Both
• I have not thought about it until now.

https://www.menti.com/zrefyr9g7k
Code 3741245
Receptive Skills & Productive Skills
N = 1,573

Confidence Gap

- Fluent in add'l language
- Speak add'l language at home
- Less than Fluent in Eng
- English only
Data on your students linguistic and cultural background provides you information to:

1. Create online activities that reflect students' linguistic and cultural background, creating a sense of belonging

2. Identify potential language obstacles and connect students with language-related resources on campus early in the semester
In your breakout groups, discuss:

1. What questions are most relevant & Why?

2. What questions would you add?

3. From the ideas offered, how do you envision creating your online activities with multilingual students in mind?

Share answers here:
https://padlet.com/carolsol22/OLCsurvey


Ortmeier-Hooper, Christina. "English may be My Second Language but I'm Not ESL." *College Composition and Communication*, 59(3), February 2008, pp. 389-419.

Contact us!
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