



*In our faculty conversation, we will look at some key strategies for supporting all facets of learning support for our multilingual students. In addition to considering strategies for responding to student writing, we'll discuss options for supporting students as they improve their in-class speaking and listening skills as well as broader strategies to support cross-cultural learning.*

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### **My Opening Idea or Definitions**

*Provide a 50-150 word opening statement with your understanding of the most interesting or important aspects of this topic (to you and your teaching).*

Students develop different aspects of language acquisition at different rates. They may demonstrate complex language patterns but not demonstrate accuracy or vice-versa (Larsen-Freeman, 2009). The dynamic process of second language development occurs through many opportunities to practice in authentic contexts.

### **Reference:**

- Larsen-Freeman, D. (2009). Adjusting Expectations: The Study of Complexity, Accuracy, and Fluency in Second Language Acquisition, *Applied Linguistics*, Volume 30, Issue 4, 1 December 2009, Pages 579–589, <https://doi.org/10.1093/applin/amp043>

### **What Have I Tried?**

*Summarize 3-4 approaches, emphases, scenarios, or assignments, each briefly explained (50-100 words each) so that participants can envision your past and/or current teaching experiences, whether successful or still evolving.*

**Discussion Leader Presentation:** Students lead the discussion of an academic journal article. They present to the rest of the class using different activities which include rhetorical and language pattern analysis, Socratic discussion, and writing prompts.

### **What Am I Exploring? What Am I Interested In?**

*Provide a list of 3-4 questions, activities, or options that you have been considering as you continue to adapt your teaching approaches to support multilingual learners.*

Which metaphors do we use to teach research writing to international graduate students? Metaphor is a powerful tool for shaping language and learning. In fact, Lakoff and Johnson (1980) many years ago argued that much of our thoughts and actions in the prosaic encounters of everyday life are situated in metaphor. It follows then that as language educators we rely on metaphor to teach. However, metaphor is implicit and when teaching international students, perhaps we take for granted as natural, commonsense or universal, the metaphors we use to teach. How can we do a better job of making explicit the way we frame research writing in U.S. contexts?

How can we incorporate more translanguaging in our courses? Since a pluralistic view of English (es) guide our language teaching in **EAP 506/507/508**, I'm looking for ways to incorporate students' multilingual competencies into classroom activities, the research process and assessment. -

#### **Reference:**

- Lakoff, G., & Johnson, M. (1980). Metaphors we live by. Chicago: University of Chicago Press.

### **What are some Best Practices, Tips, or Resources I'd Like to Share with Other Faculty?**

*If you could recommend a list of 3 core values, teaching tips, and/or resources (articles, books, and links) that faculty across disciplines could find helpful to support multilingual learners, what would your list include?*

#### **Two core values that guide my language teaching:**

- Multilingual students benefit the university and society.
- Multilingual competence is realistic and preferable; "native-like" ability is not.

## Helpful article, books and interviews:

Anzaldúa, G. (1987). "How to Tame a Wild Tongue." In *Borderlands/La Frontera*, Aunt Lute Books.

<https://www.everettsd.org/cms/lib07/WA01920133/Centricity/Domain/965/Anzaldua-Wild-Tongue.pdf>

Garcia-Ponce, E.E., Mora-Pablo, I. (2017). "Discussing the Chaos/Complexity theory from an EFL perspective: An interview with Professor Larsen-Freeman". *MEXTESOL Journal*, 41(3), 1-5. [http://www.mextesol.net/journal/index.php?page=journal&id\\_article=2525](http://www.mextesol.net/journal/index.php?page=journal&id_article=2525)

Rabbi, S. (2015). Suresh Canagarajah on Translingualism: A Four Part Interview <https://transnationalwriting.wordpress.com/2015/08/04/suresh-canagarajah-on-translingualism-a-four-part-interview-part-i/>

Smitherman, G. (1977). *Talkin and Testifyin: The Language of Black America*. Wayne State University Press.



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