Enriching the Undergraduate Experience of ESL Students:

A Collaborative Model for Information Literacy Instruction Librarians with ESL Specialists

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Language Learning in the Library:
Exploring How ESL Students Use Academic
Libraries

Presenters: Karen Bordonaro and Jenny (Ming) Xu

1) Thoughtful moment: think of the challenges you believe ESL students face when they have to research materials.

2) Which hand do you write with? Use your other hand. In **1** minute write as quickly as you can thoughts you had in step 1.

3) Turn to your neighbour and share your thoughts.

4) How did you feel when carrying out step 2?
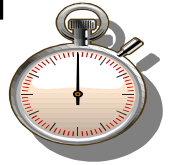
"Arriving as an international student a few days before term began, everything seemed challenging. I felt marginalized and was silent in tutorials."

Adam Liu

Second year, Political Science
& International Studies Co-op,
University of Toronto Scarborough
(Khoo, E., 2007, p.8)

Overview

- **ESL to ELD**

- **ELD – IL: Common Goals**

- **Collaborative Examples**
  - English Language Development Summer Learning Institute (ELD SLI)
  - Supporting individual students with course assignments

- **Impact of Collaboration**

…students in ESL programs are not typically regarded as undergraduates until they "graduate" from language programs and embark on content area studies. They, therefore, do not feel part of the targeted population.

(Conteh-Morgan, M.E., 2001, p. 30)

In university writing assignments and oral presentations, students are expected to show critical analysis and present a good argument, as well as to write and speak in a more sophisticated voice.

In upper-year courses, readings are complex and abstract, and writing assignments are increasingly demanding.

(Khoo, E., 2007, p.1)

Developing lifelong learners is central to the mission of higher education institutions.

- Information Literacy Competency Standards for Higher Education, ACRL (2000, p.4)

English Language Development (ELD)

ESL to ELD

encourage ALL university students (not just English as a Second Language students) to improve their ability to communicate well in an academic environment

(Khoo, E., 2007, p.2)

ELD
Autonomous learners

Support
for
Students
on a
Needs
Basis

IL
Self-directed, life-long learners
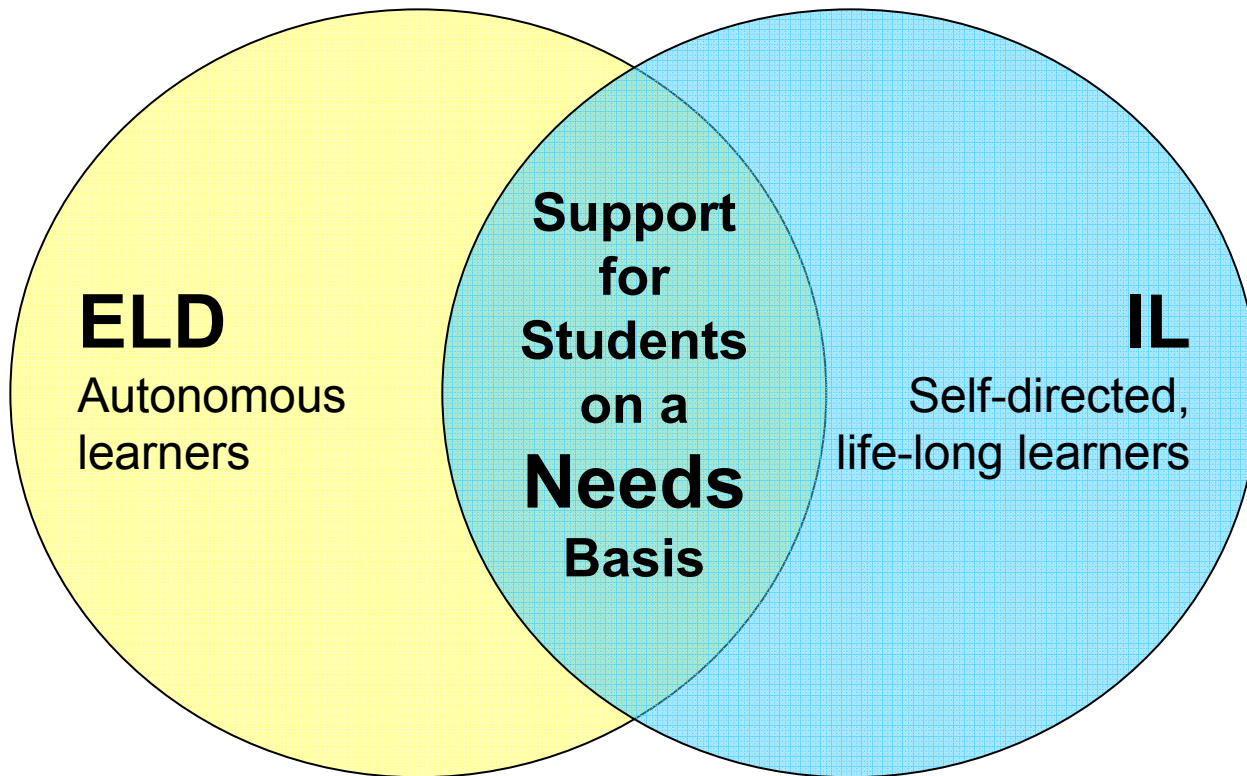
Common Goals

- ## Empowerment
  - Guide students toward self-actualization by providing the basic skills of communicating and seeking using appropriate information

- ## Positive academic experience
  - Learning through their assignments-ELD and IL (hence needs-based)

Collaborative Examples

ELD-IL *Tango*

Collaborative Example 1:
English Language Development Summer Learning Institute (ELD SLI)

- Establishing Goals

- Identifying needs

- Strategies

Photo courtesy of Ken Jones

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Collaborative Example 2

Supporting individual students with course assignments

- Elicit assignment requirements
- Brainstorm student's position/ argument
- Identify IL needs
- Meeting IL needs
- ELD support

Photo courtesy of Ken Jones

Impact of Collaboration

1. Work on assignment themselves
2. Learn research strategies
3. Understand their own critical thinking
4. Engaged in communication process (i.e., writing and presenting)
5. Acculturate academically
6. Prevent plagiarism

"I was suspended twice due to my low GPA. Before returning from suspension, I had an ELD appointment to identify my problems. That was my turning point— I learned useful strategies for reading academic texts, expanding my academic vocabulary and writing assignments. This helped me in my first semester back. I continued with ELD consultations to further improve my reading and writing. Soon I realized that my perception of reading had changed. I used to dislike reading. Now that I am making progress with my English Language Development, I find that I am enjoying reading much more. Reading helps improve my analytical and thinking skills on different topics. I felt very up-to-date on lots of current issues. After seeing a new word in different articles, I can use that word in my writing."

Kate Ling
Third year, International Studies
University of Toronto Scarborough
(Khoo, E., 2007, p.11)

"Language learning is an incremental process. We can make remarkable progress if we capitalize on university academic resources."

Photo courtesy of Ken Jones

Adam Liu

Second year, Political Science
& International Studies Co-op,
University of Toronto Scarborough
(Khoo, E., 2007, p.8)

Conclusion

- Beyond physical and cultural barriers
- Not just how to cope with the material, but teaching them to be self-directed and autonomous
- Enrich academic experience
- **Our collaboration emphasizes synergistic pedagogy that directly impacts students' academic goals**

References

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Thank you

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