



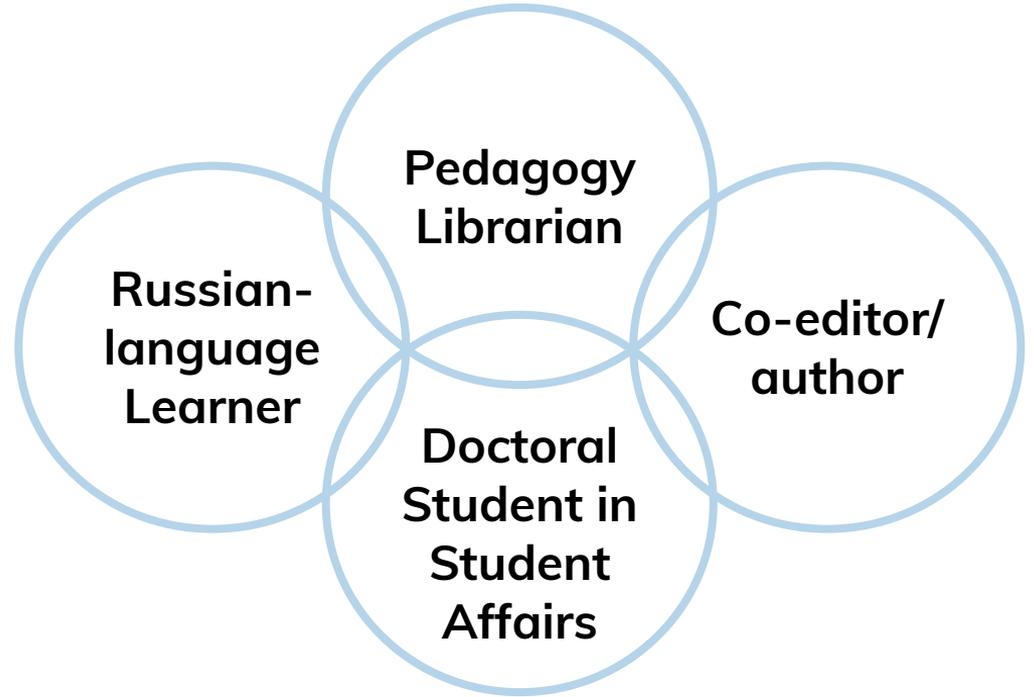
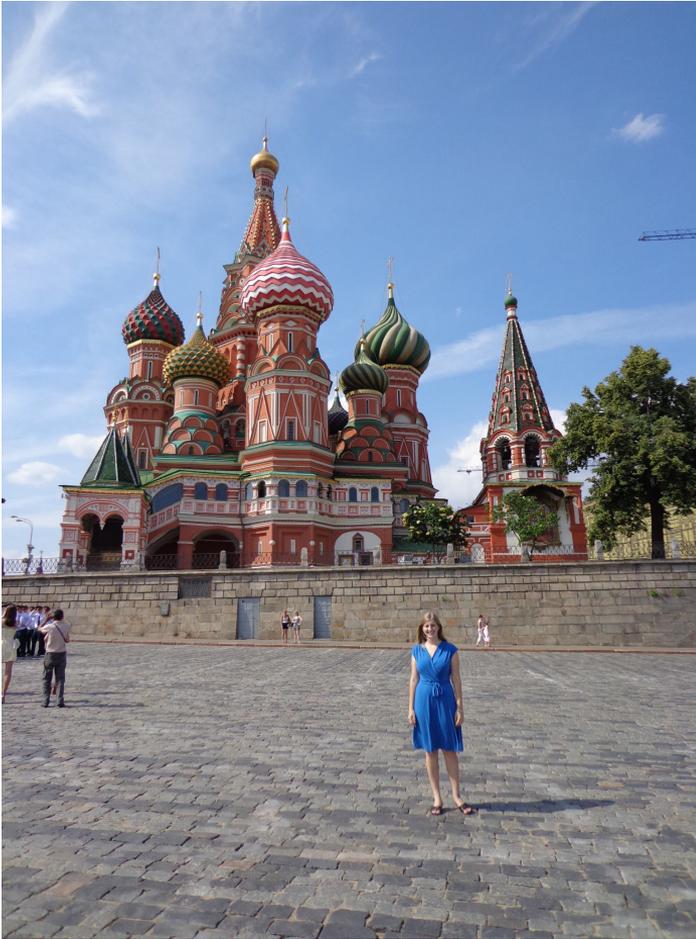
LANGUAGES AND LIBRARIANS:
A CRITICAL APPROACH TO SUPPORTING ENGLISH
LANGUAGE LEARNERS IN THE LIBRARY CLASSROOM



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<https://go.umd.edu/MILEX19>

WHO I AM (AND WHY I'M HERE)



STARTING POINTS

- All undergraduate students are valuable members of our campus community, and English Language Learners constitute a special population worthy of our scholarly and professional attention
- English Language Learners are not a homogenous group
- Libraries (and librarianship) are not neutral
- As workers in higher education, we are subject to and complicit in neoliberal and capitalist systems

LEARNING OUTCOMES

1. Identify major themes in international education and language policy literature related to instruction in English, and its impact on students' educational experiences
2. Identify at least 3 strategies for providing culturally responsive instruction to English-language learners
3. Co-construct an open educational resource with strategies for providing culturally responsive instruction to English-language learners

WHO DO WE MEAN BY "ENGLISH LANGUAGE LEARNERS"?



1.

THEMES + INTERNATIONAL CONTEXT

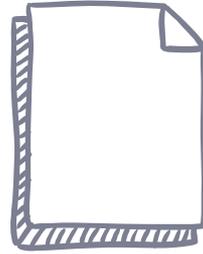


LANGUAGE AS POWER

“To speak means to be in a position to use a certain syntax, to grasp the morphology of this or that language, but it means above all to assume a culture, to support the weight of a civilization” (Fanon, 1952)

LANGUAGE AS POLICY

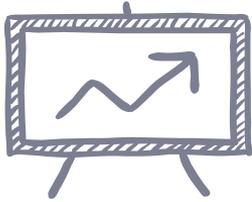
Policies
vs.
Practice



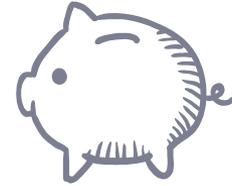
Research
vs.
Practice

Mode of Instruction
vs.
Subject of Instruction

LANGUAGE AS COMMODITY



International
Development

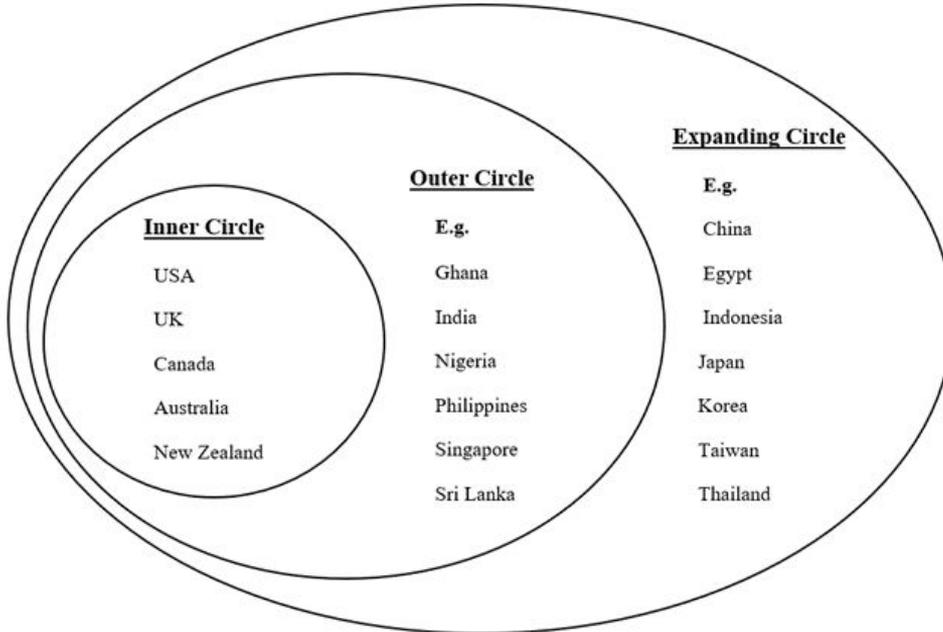


Transnational and
Supranational
Business and
Government

Industries:
Textbook
Publishers, Testing
Companies,
Teacher Placement

ENGLISHES

Kachru's Concentric Circles of English



Spoken vs.
Written English
Academic English
Discipline-specific
language

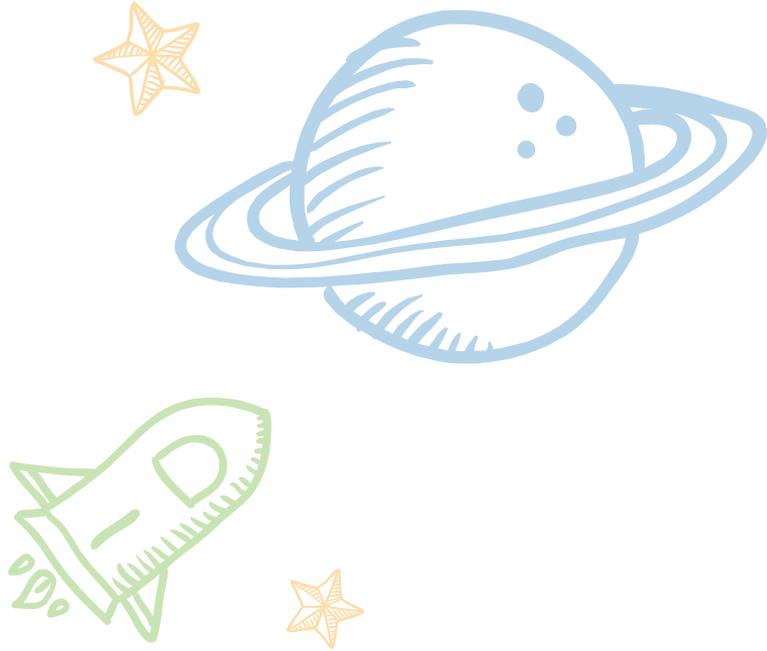
TWO THINGS YOU LEARNED?
ONE QUESTION YOU STILL HAVE?



2.

STRATEGIES FOR
CULTURALLY RESPONSIVE TEACHING
IN LIBRARY CLASSROOMS





UNIVERSAL DESIGN FOR LEARNING

Pedagogical strategies that
can benefit all learners

STRATEGIES

- Be aware of your own positionality
- Reduce jargon; spell out library terminology on the board
- Speak slowly and clearly
- Repeat directions (verbally and through modeling)
- When employing idioms or cultural references, consider whether they are accessible to everyone in the room
- Allow time for small group discussions before asking students to share in front of the entire group
- Empower students to lead portions of the session
- Ask your students what they need and want!

MOVING FROM DEFICIT- TO ASSET-BASED TEACHING

“International students are notorious for plagiarizing. Can you teach them why it’s bad?”



“The concept of academic integrity is culturally constructed. Let’s build on students’ current understanding of authority and ethics to discuss this concept in an American context.”

“We should also inform students of specific campus policies and expectations regarding academic integrity”

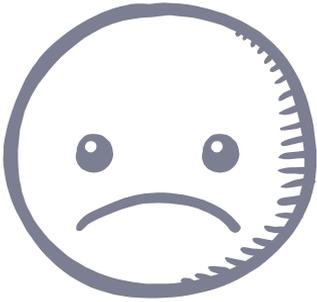
MOVING FROM DEFICIT- TO ASSET-BASED TEACHING

“Students don’t know anything about the library. Guess they don’t care about their education”



“English language learners have experience in navigating unfamiliar and hostile spaces. This ability is a strength and can be leveraged to help them learn how to use the library to their advantage.”

MOVING FROM DEFICIT- TO ASSET-BASED TEACHING



3.

CO-CREATING AN
OPEN EDUCATIONAL RESOURCE



RESOURCES FOR SUPPORTING ENGLISH LANGUAGE LEARNERS

- Personal Examples
- Institutional Resources
- [OER Commons](#)
- [Project CORA](#)
- [ACRL Framework Sandbox](#)





Any questions?

You can find me at

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CREDITS

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