

UTSC's rich cultural diversity: Challenges & Opportunities

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the numbers

39% of students speak another language other than English or French

31% of students are Permanent Residents, Visa Students, Refugees

20% of students were born outside of Canada

(source: UTSC Registrar's Office)

diversity at UTSC

What opportunities do you anticipate?

What challenges do you anticipate?

diversity & inclusion



The meaning of

DIVERSITY

Variety of differences that make us
unique



The meaning of

INCLUSION

Valuing and Supporting Differences

equity vs. equality



Transitional challenges for incoming students



Reading

- Vocabulary
- Academic Reading Strategies



Writing

- Grammar
- Syntax
- Genre difference



Speaking

- Moving from receptive to active speech
- Unwillingness to participate



Listening

- Speed
- Unfamiliar accent
- Lack of familiarity with structuring cues

“ESL” at UTSC is a spectrum

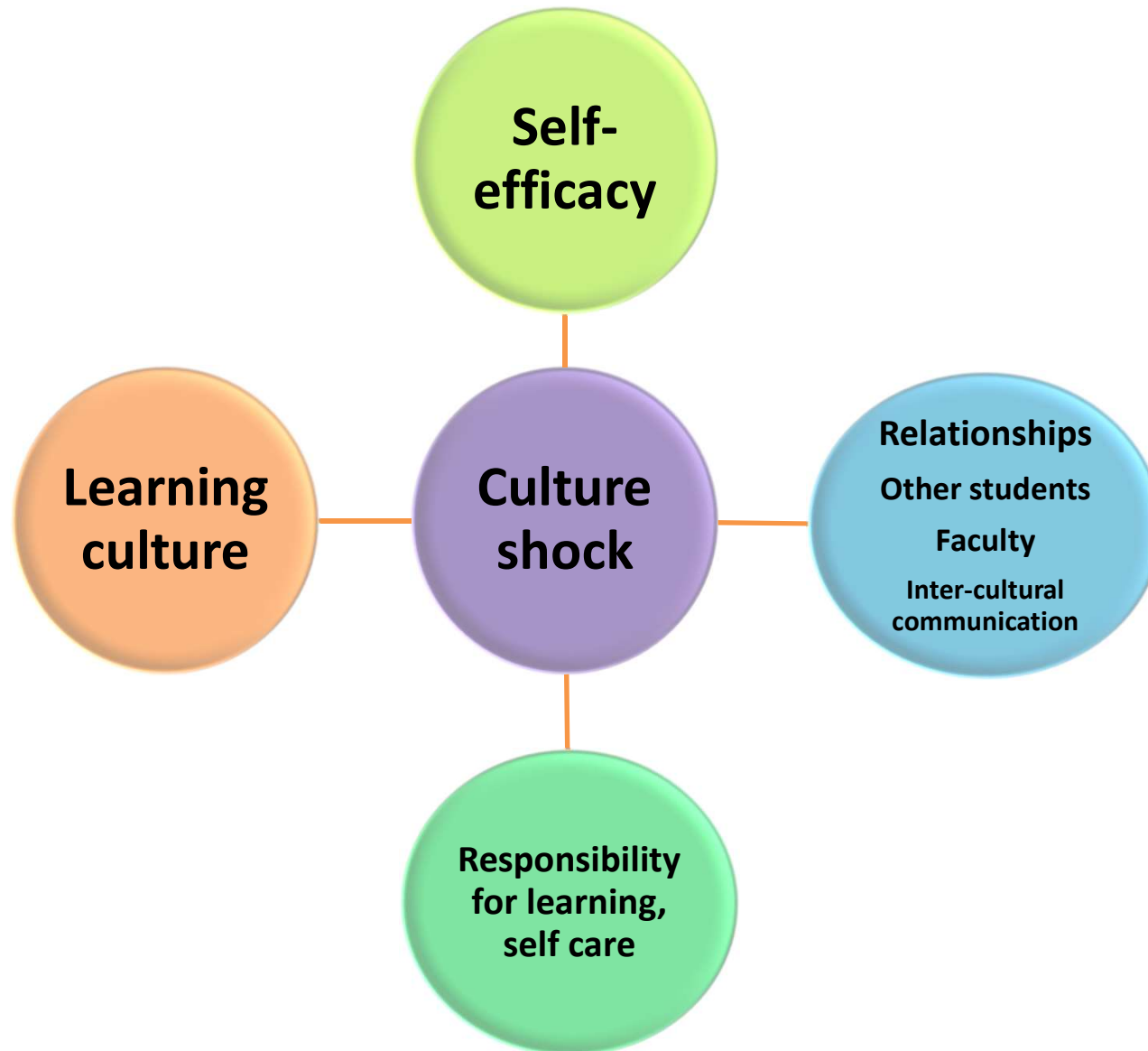
L2 International Students

- May be highly proficient user of English, or may feel very anxious using English
- May avoid language-based courses, or welcome the challenge
- May have studied at an English language high school with native English speaking or highly proficient teachers, or may have passed the language proficiency exam, but with little prior active use of English

L2 Domestic Students

- May be highly proficient in L2
- May have excellent oral skills, but writing that is still inflected by L1
- May be recent immigrants
- May spend few hours a week in an English language environment, and those may be spent in only passive English use, e.g. lectures
- May have attended a high school with a large population from their language group

Your students' affective challenges beyond language: Transitioning to independence



Scenario 1

Many students in your first-year course seem confused when you invite them to challenge an idea in the textbook. They also seem reluctant to engage in discussion in class, and seem to prefer to be passive learners.

1. What cultural, equity , or other issues might underlie this pattern of behavior in your students?
2. Are there ways that you can manage this that might provide learning opportunities for all your students?

Scenario 2

You have a 2nd year student whose writing seems unnecessarily elaborate, not following disciplinary conventions of concision and directness that you feel she should have adopted by now.

1. What cultural, equity , or other issues might be at play here?
2. Are there ways that you can manage this that might provide learning opportunities for all your students?

Scenario 3

Throughout your course, you have communicated to students that they should ask questions during class because it benefits all students. Instead, they are silent in class, but rush the podium to ask questions after class is over.

1. What cultural, equity , or other issues might underlie this pattern of behavior in your students?
2. Are there ways that you can manage this that might provide learning opportunities for all your students?

CTL resources



Reading

VEA tool
Reading and Writing
Excellence program
(RWE)
Academic Reading
workshops (TWC)
Reading Express



Writing

TWC 1x1s, in- class
workshops, clinics
RWE program
VEA
First Steps



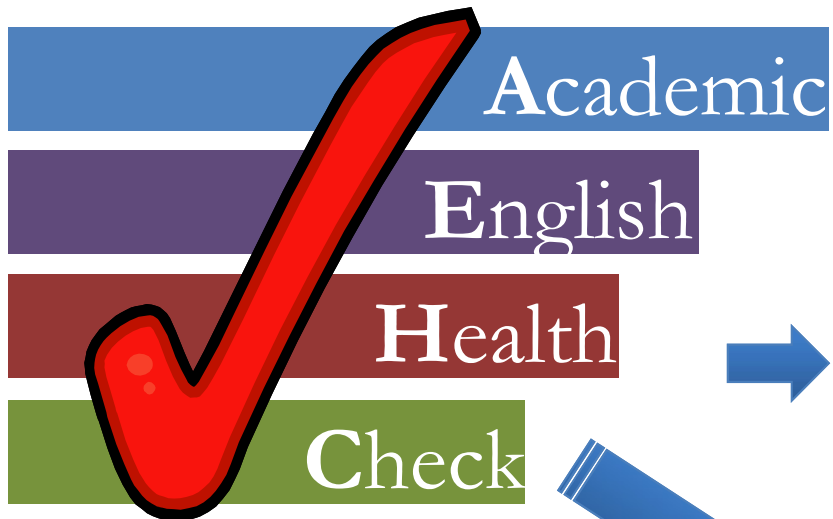
Speaking

Communication
Cafes
Discussion Skills
Cafes
Facilitated Study
Groups



Listening

Web Option
VEA tool
Facilitated
Study Groups



Reading Express

ELD
Consultations



Reading & Writing
Excellence (RWE)

Reading course materials with online interactive support—with instant lookup and pronunciation and highlighted academic words

Vocabulary Expansion

This study has **expanded** on **previous** comparison of coverage and comprehension, comprehensiveness of the vocabulary and reading measurements, and number and **diversity** of **participants**). It also offers a reconceptualization of the coverage–comprehension relationship, suggesting an **ongoing linear** relationship rather than **discrete** coverage “thresholds” (which were never going to be completely **explanatory** because some comprehension will always **occur** below a threshold, no matter where it is placed). Therefore, we feel that our study offers a much more **comprehensive** description of the coverage–comprehension relationship than has been **previously available** .

Definitions for linear

1. arranged in or extending along a straight or nearly straight line
2. progressing from one stage to another in a single series of steps; sequential

Total number of words in text: 98
Number of highlighted words: 15
Percentage of words highlighted: 15.3%

- Academic Word List
- 3000 Most Common Words
- ELD Essential Academic Words

Reset

Impact of daily practice with online interactive VEA

Highlighter

Some words are commonly used across different academic texts. You can become familiar with these common words by using this Highlighter tool to identify these words in any text that you are reading. To know the meaning of any word you don't understand, just click on the word in order to have the meaning(s) appear. With this help, you will find it much easier to read any of your academic texts.

Academic Word List
 3000 Most Common Words
 ELD Essential Academic Words

[Begin](#)

Skill Builder

Writing requires multiple skills such as communicating ideas clearly and logically, constructing sentences which are grammatically correct, using appropriate vocabulary in presenting your ideas in paragraphs, critical thinking and much more. Using this Skill-BUILDER tool allows you to develop these skills through guided practice.

Academic Word List
 3000 Most Common Words
 ELD Essential Academic Words

Difficulty:

[Begin](#)

Language Challenge

Take full control of your language development process by doing one or more challenge texts every day. Research has shown how frequent testing improves the quality of learning and retention. You can self-monitor your improvement in correct language usage over time. If you consider completing these language challenge texts as a game, and aim to complete each text as quickly and accurately as possible, you will enjoy tracking your "game" performance and see a trend of improvement over time. Enjoy the challenge!

Subjects: All Universal
Available Texts: 307

Difficulty:

[Begin](#)

- In Fall 2017, a student who practiced a great deal on VEA, scoring **over 12 000 points**, improved from AEHC score in the **low 70's** at the start of semester to **high 90's** by end of semester

Your Points:

2848

Your Streak:

3 Weeks

Word of the Day:

Grand

- Magnificent and imposing in appearance, size, or style
- Denoting the largest or most important item of its kind
- Very good or enjoyable; excellent
- (in names of family relationships) denoting one generation removed in ascent or descent