



# uNSt@bLE

## CONNECTIONS

Unmuting Multilingual Learners  
while Working Inside the Zoom box

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CTLT July 2020

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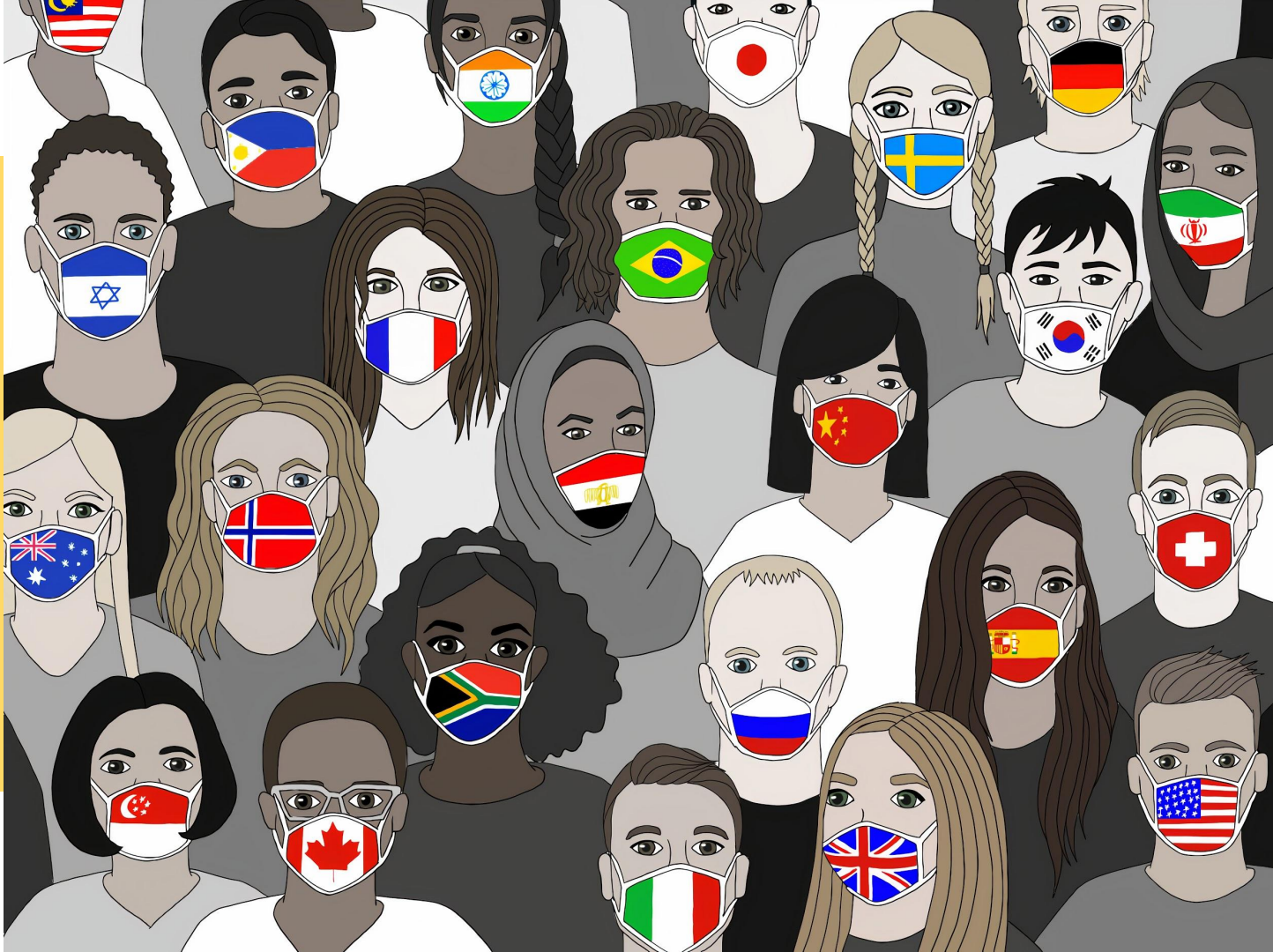
# Zoom set up

**Mute** your microphones  
**Set to 'speaker view'** and adjust middle line so you can see both slide and presenter clearly

Photo by Chris Montgomery on Unsplash

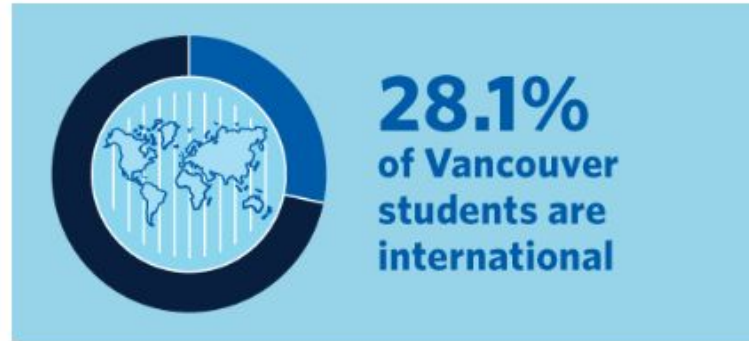
# Multilingual Learners

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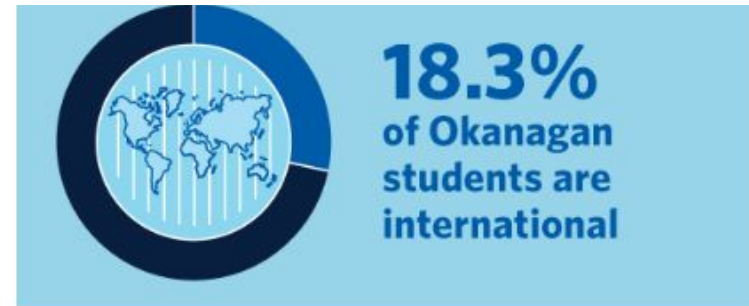


# Who are the multilingual learners?

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15,405 students at the Vancouver Campus are international, a 5.0% increase over 2017/18



1,820 students at the Okanagan Campus are international, a 23.6% increase over 2017/18

*Note: Includes undergraduate and graduate students*

# Who are the multilingual learners?

## **Planning and Institutional Research Office:**

2019 citizenship of International students:

- China
- India
- USA
- Iran
- Korea
- Japan
- Mexico
- United Kingdom

## **Equity and Inclusion Office:**

15% of students reported a first language other than English

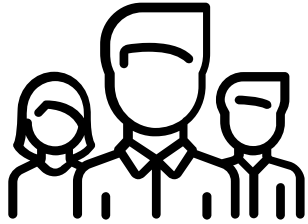
### **SFU:**

40% self-identify as having an additional language

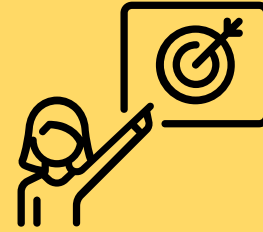
### **Census:**

- 41% of Vancouver residents have a non-official language as their \*Mother tongue
- 2.8% of Vancouver residents have English AND a non-official language as their \*Mother tongue





**Focusing on language  
and meaning supports  
all students**



**Focusing on  
language has wins  
for the instructor**



Photo by [chuttersnap](#) on [Unsplash](#)

**Potential  
hazards of  
online classes**





# 18%

Vantage students reported  
problems with access



# Zoom exhaustion





Photo by [chuttersnap](#) on [Unsplash](#)

# Making meanings

All the modes

Chan 7 Chan 8 Chan 9 Chan 10 Chan 11 Chan 12 Chan 13 Chan 14 Chan 15 Chan 16 Chan 17 Chan 18 Chan 19

# MODES



## Speech

What you say and how you say it



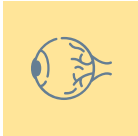
## Text

Accompanying speech: slides, handouts, text books, whiteboard etc.



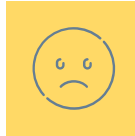
## Gesture

Movements to emphasize and elaborate on language



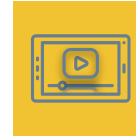
## Visual

Images, diagrams, graphs, space, layout, shapes, formatting, colour



## Physicality

Facial expressions and body language



## Multimodal

Information expressed through more than one mode

# MODES: change for students online



## Speech

What you say and how you say it



## Text

Accompanying speech: slides, handouts, text books, whiteboard etc.



## Gesture

Movements to emphasize and elaborate on language



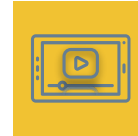
## Visual

Images, diagrams, graphs, space, layout, shapes, formatting, colour



## Physicality

Facial expressions and body language



## Multimodal

Information expressed through more than one mode



# MODES: change for *teachers* online



## Speech

What you say and how you say it



## Text

Accompanying speech: slides, handouts, text books, whiteboard etc.



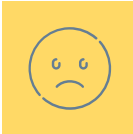
## Gesture

Movements to emphasize and elaborate on language



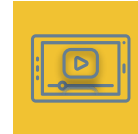
## Visual

Images, diagrams, graphs, space, layout, shapes, formatting, colour



## Physicality

Facial expressions and body language



## Multimodal

Information expressed through more than one mode



I would like to acknowledge that we are gathered today on the traditional territory of the Musqueam, Squamish and Tsleil-Waututh peoples.”

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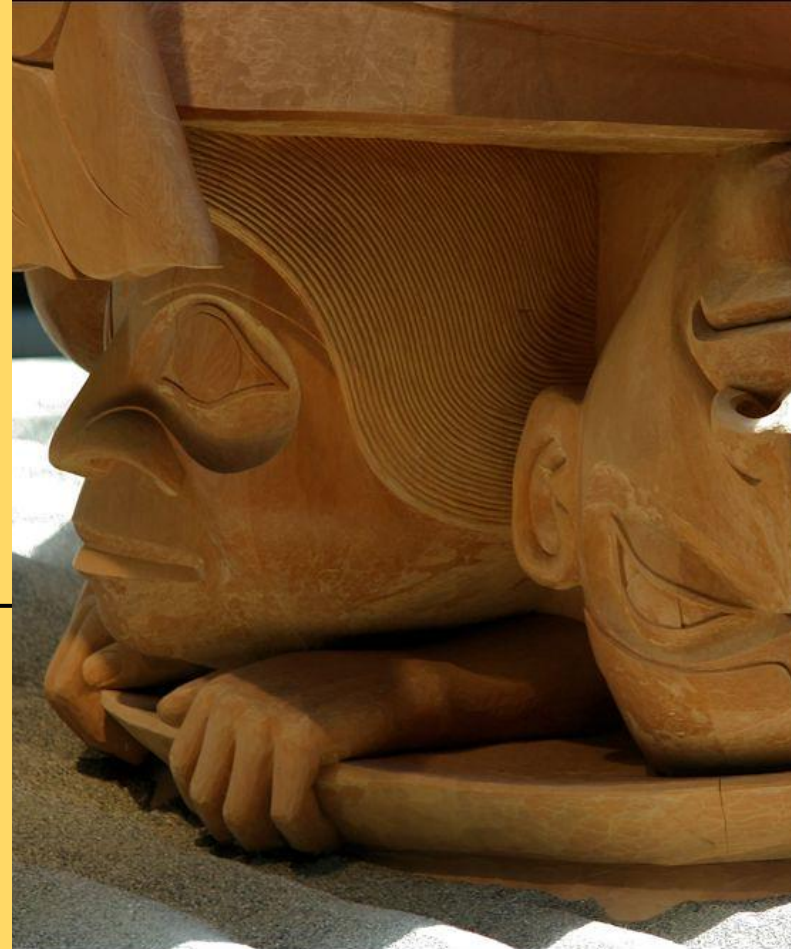




We would like to acknowledge that we continue to live and work in real and virtual spaces thanks to the <sup>w</sup>məθk<sup>w</sup>əy̓əm (Musqueam), sk̓w̓x̓wú7mesh (Squamish), and selílwitulh (Tseil-Waututh) First Nations.”



\*Pronunciation Note: Anglicized pronunciation of Tseil-Waututh is ‘slay-wah-tooth’



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## Musqueam Elder Larry Grant Welcome Message

Musqueam Elder Larry Grant Welcome Message



“We would like to acknowledge that we continue to live and work in real and virtual spaces thanks to the  $wm\theta k^w\theta y\theta m$  (Musqueam),  $skwxw\acute{u}7mesh$  (Squamish), and  $sel\acute{i}lwitlh$  (Tsleil-Waututh) First Nations.”



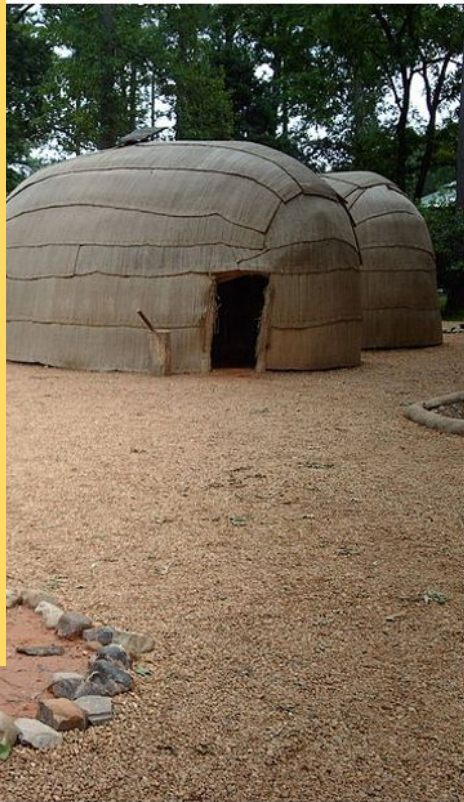
Pronunciation Note: Anglicized pronunciation of Tsleil-Waututh is ‘slay-wah-tooth’



I would like to personally acknowledge that I was born and educated on the traditional lands of the Powhatan People. I also continue to live and work in real and virtual spaces thanks to the w̓məθk̓w̓əy̓əm (Musqueam), s̓k̓w̓x̓w̓ú7mesh (Squamish), and se̓l̓l̓w̓it̓ul̓h (Tsleil-Waututh) First Nations.

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## Example Asynchronous Activity

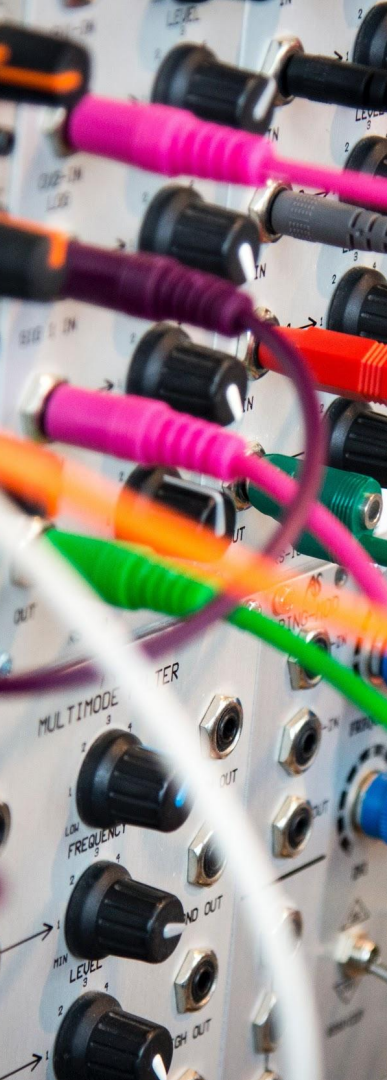




Supporting multilingual learners involves *strategically* providing multiple modes of meaning to support, clarify, illustrate, emphasise and more.

Be aware of what modes are being gained and lost, when they are enhancing or distracting your teaching.

This often involves applying principles of Universal Design for Learning



**More modes  
aren't always  
helpful**



# Half group discussion

## Consider one of the following typical activities in class:

- Introducing new unit/topic/chapter
- Group work
- Intro to course/syllabus
- Presentations
- Introducing an assessment
- Revising for assessment (quiz/test/exam/assignment)
- Giving feedback

## Questions:

- What modes would you use in class?
- What modes could you support this activity with online?
- How would you present synchronously?
- How would you present asynchronously?



Chong, S. W. (2019). College students' perception of e-feedback: A grounded theory perspective. *Assessment and Evaluation in Higher Education, 44*(7), 1090-1105.  
doi:10.1080/02602938.2019.1572067

Mayer, R. E., Fiorella, L., & Stull, A. (2020). Five ways to increase the effectiveness of instructional video. *Educational Technology Research and Development, 68*(3), 837–852.  
<https://doi.org/10.1007/s11423-020-09749-6>




Riccardi, D., Lightfoot, J., Lam, M., Lyon, K., Roberson, N. D., & Lolliot, S. (2020). Investigating the effects of reducing linguistic complexity on EAL student comprehension in first-year undergraduate assessments. *Journal of English for Academic Purposes, 43*, 100804.  
doi:10.1016/j.jeap.2019.100804

- See also “References: The People behind the Pedagogy” podcast episode 01  
<https://vantagecollege.ubc.ca/podcast>

# THANKS!

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