

Integrating Multicultural Elements in Library Instruction to Cultivate Information Literacy Skills in Students

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General Information about Non-Native Speakers

- Terms: international students, English learners, emergent bilinguals, multilinguals
- Go for the most positive term
- Non-native English speakers (NNES) born in the United States
- Home language other than English
- Language brokers for their parents, relatives, neighbors
- Sometimes people worldwide learn English for special purposes

Notes for Librarians to Integrate Learners to the Library

- Make sure to connect with TESOL services
 - Total physical response (TPR)
 - Low affective filter – feel comfortable; lower anxiety, boredom; learners feel welcome and supported; escort learners to different areas of the library
 - Cognitive academic language proficiency (CALP) – Academic language
 - Basic interpersonal communication skills (BICS)
- Tutoring (Peer and Professional)

Reference Desk Notes

- Speak slowly
- Use simple language
- Break down the language; it will help recall prior knowledge
- Do not correct grammar or pronunciation
- Don't emphasize ESL
- Make students feel comfortable

Multi-Cultural Teaching Methodologies

- Get to know other learners
- Encourage to be proud of ethnic heritage
- Guard against biases

Teaching Style and Techniques

- More challenging handouts as well as basic, with simple steps

- Graphic Organizer
- Word clouds
- Outline charts
- Role playing
- Small group or think-pair-share
- Avoid yes or no questions
- Cooperative learning
- Buy books in home language of students/good for learning
- Database: Kanopy or Opposing Viewpoints