



*Emerald Studies
in Higher Education,
Innovation and Technology*

TECHNOLOGY- ENHANCED LEARNING AND LINGUISTIC DIVERSITY

Strategies and Approaches to Teaching Students in
a 2nd or 3rd Language

Edited by
PATRICK-ANDRÉ MATHER

Technology-enhanced Learning and Linguistic Diversity

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Technology-enhanced Learning and Linguistic Diversity: Strategies and Approaches to Teaching Students in a 2nd or 3rd Language

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United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2021

Editorial matter and selection © 2021 Patrick-André Mather. Individual chapters
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British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-83982-129-5 (Print)

ISBN: 978-1-83982-128-8 (Online)

ISBN: 978-1-83982-130-1 (Epub)



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INVESTOR IN PEOPLE

I wish to dedicate this book to my fellow Scholars-in-Residence at New York University's Faculty Resource Network, who helped me grow as a person and as a scholar over the past 10 years. Several of them contributed directly to this volume.

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Contents

List of Figures	<i>ix</i>
List of Tables	<i>xi</i>
About the Editor	<i>xiii</i>
About the Contributors	<i>xv</i>
Preface	<i>xix</i>
Acknowledgments	<i>xxi</i>

**Chapter 1 Higher Education and the Multilingual Classroom:
How Applied Linguistics Research Can Help Design
Effective Teaching Strategies**

Patrick-André Mather *1*

**Part I: Third Language Acquisition and Teaching:
From Theory to Practice**

**Chapter 2 The Additive Effect of Bilinguals' Metalinguistic
Awareness in Additional Language Acquisition**

Francesca D'Angelo *13*

**Chapter 3 Learning Spanish and Supporting Erasmus Students'
First Language in the Interactive Classroom**

Silvia-Maria Chireac *25*

**Chapter 4 Translanguaging Strategies for Teaching Literature
in a Multicultural Setting**

Maria Teresa Martínez-García and Patricia Arnold *39*

Chapter 5 Intercomprehension of the Romance Languages in the L3+ University Classroom: Bridging the Gap between Student Perceptions and Abilities <i>Cedric Joseph Oliva and Alan Gómez Larriva</i>	51
Chapter 6 Toward Real-life Teaching: Theories and Students' Perceptive Hypothesis Concerning Technology-enhanced Approaches in the L3 German Classroom <i>Sven-Ole Andersen</i>	75
Chapter 7 The Intersection of Language, Culture, and Technology: Challenges and Strategies in L3 Learning <i>Chesla Ann Lenkaitis, Shannon M. Hilliker and Luis Y. Castañeda</i>	91
Chapter 8 Students' Attitudes Toward Critical Telecollaboration: A Case Study in an L2/L3 French Classroom <i>Vincent Chanethom</i>	105
Part II: Teaching College and University-level Content Courses in an Additional Language	
Chapter 9 Technology-enhanced Lesson Plans for Multilingual Students <i>Anna Moni</i>	131
Chapter 10 Facilitating Learning among Ethnically, Culturally, and Linguistically Diverse First-Generation College Students in Physical Education Teacher Education <i>Carlos M. Cervantes and Langston Clark</i>	153
Chapter 11 Cumulative Curricular Model for Content and Language Development in the Multilingual Classroom <i>Robb Mark McCollum</i>	169
Chapter 12 Second and Third Language Acquisition and the Multilingual Classroom: New Insights for Higher Education <i>Patrick-André Mather</i>	183
Index	191

List of Figures

Fig. 3.1.	Digital Storytelling of the Valencian Tale <i>La Mare dels peixos (The mother of fishes)</i>	34
Fig. 3.2.	Digital Storytelling of the Valencian Tale <i>El dimoni fumador (Smoker demon)</i>	34
Fig. 5.1.	Examples of Language Proximity across the Romance and Germanic Families	57
Fig. 5.2.	Our Example of Two Possible Pathways of Lexical Deduction of the French Word “une fête” by Speakers of English and Spanish Using Castagne’s (2007) Intercomprehensive Terminology	57
Fig. 5.3.	Language Profiles in the 2018 Class	62
Fig. 5.4.	Chronological Evolutions of Average PCA Scores	65
Fig. 6.1.	Screenshot of Font <i>Sans Forgetica</i> . <i>Source:</i> https://sansforgetica.rmit	80
Fig. 8.1.	Students’ Experience with Technology Prior to and During Telecollaborative Exchanges	113
Fig. 8.2.	Students’ Emotions Toward the Critical Telecollaboration as a Function of Their Academic Levels and Specializations	115
Fig. 8.3.	Students’ Emotions Toward the Critical Telecollaboration Based on Previous Experience with Technology	117
Fig. 8.4.	Students’ Selections of the Most Interesting, Most Challenging And Most Apprehensive Topic of Discussion for the Telecollaborative Exchanges	118
Fig. 8.5.	Overall Rating of the Telecollaborative Exchange by Students Who Felt Anxiety and Experienced Technology and Scheduling Issues	120
Fig. 9.1.	First Principles of Instruction. <i>Source:</i> Merrill (2002).	136
Fig. 11.1.	The Iterative Writing Model.	173
Fig. 11.2.	The Cumulative Writing Model.	176

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List of Tables

Table 5.1: Students' PCA Scores (Weeks 0, 1, and 11)	64
Table 7.1. Results of Likert-like (Brill, 2008) Scale Questions	97
Table 7.2. Results of Open-ended Questions	97
Table 7.3. Select Transcript Examples that Focus on Technology	98
Table 8.1. Participants' General Information and Experience with the French Language	111
Table 9.1. Lesson Plan Template	138
Table 9.2. Before Class Technology-Nested Instructional Strategies	140
Table 9.3. During the Class Technology-Nested Instructional Strategies	142
Table 9.4. After Class Technology-Nested Instructional Strategies	144
Table 9.5. Lesson Plans Self-Evaluation Rubric	145

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About the Editor

Patrick-André Mather specializes in the study of language contact and diversity, including pidgins and creoles, sociophonetics, and language policy and planning. Trained at McGill University (Canada), the Université Paris 7 Denis-Diderot (France), and the University of Pittsburgh (USA), he conducted fieldwork in Moselle (France), where he studied French–German language contact, and more recently in New York City where he investigated the acquisition of English phonetics and phonology by Puerto Rican and Dominican immigrants. His current research focuses on the acquisition of phonetics by adult learners of French (with Vincent Chanethom, George Mason University) and on language policy and planning in Québec and Puerto Rico. He has published articles and book chapters in various edited volumes and peer-reviewed journals, including *Language Sciences*, the *Journal of English Linguistics*, *Studies in Language*, and the *Journal of Pidgin and Creole Languages*. In addition to his research projects, he has taught linguistics, translation, English and French at McGill University, the University of Ottawa, the University of Pittsburgh, the French Institute-Alliance Française, and the City University of New York. He was also Chair of the Graduate Program in Linguistics at the University of Puerto Rico (Rio Piedras) from 2006 to 2009 and in 2013–2014. In 2009–2010, he was a Visiting Scholar at New York University's Department of Linguistics. He is also a certified translator and currently teaches Linguistic Theory, Sociolinguistics and Phonetics at the University of Puerto Rico, where he is a Full Professor.

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Preface

The idea for this edited volume came to me in June 2019, when I was a scholar-in-residence at the Faculty Resource Network, New York University, NYU. The Network had invited Dr Anna Visvizi, a professor at the American College of Greece and former scholar-in-residence, to give a talk on Brexit and the European Union. After her talk, we all met at Weinstein Hall (NYU) for dinner and discussed, among other things, a book series that Anna was editing at Emerald Publishing. The series focused on higher education, innovation, and technology, and Anna was interested in hearing proposals from other NYU scholars on possible book topics for the series. Given that I am a linguist by training, and a foreign-language instructor in practice, I suggested a broad topic which included multilingualism in the classroom and technology-assisted learning in higher education. Having interacted with such a diverse group of visiting scholars at New York University over the past decade, I realized that many had developed unique strategies for an increasingly multilingual and multicultural student community at their home institutions, both in North America and in Europe. Following a series of e-mail exchanges, Dr Visvizi asked me to submit a formal book proposal and, as the saying goes, the rest is history.

The idea for this topic is rooted in my own experience over the past 20 years with a multilingual student population at various institutions in the United States and Canada, including McGill University (Montreal), the City University of New York, and the University of Puerto Rico (Rio Piedras Campus). In each country, I taught both language and content courses, and was often faced with the reality that students had different levels of competencies in English, French, and Spanish. I had to adapt my teaching, either by code-switching in the classroom, offering tailored advice during my office hours, providing reading material in different languages, or discussing material in a language other than the language it was written in. Obviously, online platforms, social media, and other technologies, if properly implemented, can be instrumental in dealing with some of the challenges of multilingualism in higher education. When I published the Call for Chapters in the fall of 2019, I realized that many scholars faced similar challenges, and that each had explored personal, innovative ways of dealing with these challenges, on both sides of the Atlantic. I thank all of them for their contributions, which have enhanced my understanding of these complex issues.

Patrick-André Mather, 4 May 2020, San Juan, Puerto Rico

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Acknowledgments

I would like to thank Angelica Pérez-Burgos, my research assistant at the University of Puerto Rico (Rio Piedras Campus), who helped me with the formatting and editing of chapters over the past academic year.

I would also like to thank the authors for their patience, and my fellow scholars-in-residence at the Faculty Resource Network (New York University), for their encouragement, in particular Anna Visvizi, Audrey Latourette, Richard Kido, as well as my colleague Madeleine Vala for her critical input.

I also want to thank Debra Szybinski and Anne Ward, whose tireless efforts have enabled the Faculty Resource Network to grow and prosper over the past few decades. It is thanks to them that I met so many outstanding scholars at New York University. This book would not have been possible without their support.

And, last but not least, I thank members of the Editorial team at Emerald Publishing, who always responded to my queries in a timely fashion.

BCC

Educators in Europe and the Americas traditionally have little formal training in applied linguistics, and yet they are increasingly faced with a growing multilingual student base, propelled by programs such as Erasmus, or in settings such as the United States and Canada where both researchers and students are often from non-English speaking backgrounds. This book responds to the need to make the university community more aware of the unique experience of linguistically diverse students.

Breaking fresh ground, Patrick-André Mather suggests that rather than seeing bilingualism as an obstacle, researchers on both sides of the Atlantic should develop strategies that address and acknowledge the multilingualism of their students and use it to their advantage. Drawing on research and hands-on experience from both linguists and non-linguists who deal with students from different language backgrounds in their classroom, this book includes contributions from different theoretical perspectives, including linguistic research on second and third language acquisition, as well as case studies of specific challenges in teaching content courses in various disciplines, to offer a roadmap of how educators might facilitate the learning of their bilingual student cohort.

Combining issues that have been studied separately within the fields of theoretical linguistics, pedagogy, and information and communication technologies, the author presents a comprehensive overview across the areas of applied linguistics

xxii Acknowledgments

and foreign language teaching methodologies and technological tools to address multilingualism within the classroom in university-level content courses, and ultimately equip educators to meet a critical demand.

Patrick-André Mather teaches Linguistic Theory, Sociolinguistics, French, and Quebec Literature at the University of Puerto Rico (Rio Piedras). He specializes in the study of language contact and diversity, including pidgins and creoles, sociophonetics, and language policy and planning.