L1 Scaffolding for International Students Learning in L2

TITUS NG
MANAGEMENT TEACHER
MONASH COLLEGE, VICTORIA, AUSTRALIA
HD Student 私教课
均分 85.6

Microeconomics: 93
Finance: 91
Business Law: 81

这几科帮你至少拿 D

Finance 提供课前课后作业帮助，课外知识理解，计算机使用指导。辅导 law 的第一次 Internal test

私人教学，免场地和中介机构人员，收费便宜。请联系：Wechat/微信:
there is a common acceptance that language comprehension and competence are at the heart of difficulties of international students” (Robertson et. al. 2000, p.100)
“Starting with the L1 provides a **sense of security** and **validates** the learners’ lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English.” (Auerbach 1993, p.29)

Increasing awareness of the **benefits of Bilingual teaching vs. Monolingual teaching of language** (Hall & Cook, 2012)

**Why not look into the use of L1 as scaffolding to support students in their learning of other subjects?**
Questionnaire was designed using Google Form and emailed to 316 Diplomas of Business, IT and Engineering students. 77 students responded (24.4% response rate)
English Proficiency Level of Students

English Proficiency Standard 1 (EP1)
31% of participating students
- A Level/ Diploma – SG
- IELTS > 5.5
- YEAR 12 – VIC

English Proficiency Standard 2 (EP2)
69% of participating students
- Foundation Studies
- IELTS < 6.0
- Monash English Bridging
- Year 11
Key Findings
How Language Impacts Students’ use of Coping Methods

1. “I tend to resort to memorising texts to cope with my limited ability in English”
   
   44% Strongly Agree/ Agree (EP1 - 27%; EP2 - 50%)

2. “I am considering or have taken up external tuition delivered in my L1 to help me in my studies”
   
   24% Strongly Agree/ Agree (EP1 - 28%; EP2 – 23%)

3. “I know of students who have used, or are considering using assignment writing services because of English language difficulties”
   
   31% Strongly Agree/ Agree (EP1 - 33%; EP2 – 31%)
Will providing more language learning support help students?

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree/Agree</th>
<th>Strongly Disagree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are less likely to consider the use of assignment writing services</td>
<td>53%</td>
<td>7%</td>
</tr>
<tr>
<td>Students are less likely to commit plagiarism</td>
<td>49%</td>
<td>9%</td>
</tr>
<tr>
<td>Students are less likely to use any external tuition</td>
<td>42%</td>
<td>15%</td>
</tr>
</tbody>
</table>
To what extent will each of the following methods or tools help in your learning? Rate each statement from 5 (Extremely helpful) to 1 (Not helpful)

<table>
<thead>
<tr>
<th>Method</th>
<th>Extremely Helpful/Helpful</th>
<th>Not helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of examples related to my home country/culture</td>
<td>63%</td>
<td>6%</td>
</tr>
<tr>
<td>Allowing the use of L1 during individual consultations with teachers</td>
<td>53%</td>
<td>15%</td>
</tr>
<tr>
<td>The teacher using my L1 when explaining difficult concepts</td>
<td>50%</td>
<td>16%</td>
</tr>
<tr>
<td>Allowing time to use translation software in class</td>
<td>49%</td>
<td>18%</td>
</tr>
<tr>
<td>Having bilingual materials such as lecture slides and handouts</td>
<td>44%</td>
<td>23%</td>
</tr>
<tr>
<td>Allowing the use of L1 for in-class discussion with other students</td>
<td>43%</td>
<td>18%</td>
</tr>
</tbody>
</table>
What could be some positive or negative consequences of allowing the use of L1 in classrooms?

Positive (22 statements)

1. **Improve Understanding**
   - “It helps to fully understand of a definition or sentence”

Negative (37 statements)

1. **Adverse Impact on other students not having the same L1**
   - “the negative aspect is other people will feel outsider”;

2. **Cannot improve English**
   - “If we often use L1 in class, it's really hard for us to improve our English”

3. **May negatively impact learning of concepts**
   - “Perhaps, students will forget the explanation of concepts in English and use their own words to explain but usually that's not accurate”;
Summary - L1 Scaffolding

Some scaffolds using students L1 may include:

1. Using more student home country/culture examples in teaching
2. Dividing the students in groups according to their L1 to allow for the use of L1 in group discussion and learning
3. Engage bilingual learning consultants (or teachers) to provide individual consultations to students in L1
4. Facilitate the formation of student study groups that learns in both L1 and English
5. Conduct an additional workshop (or tutorial) for students at the end of each week that is taught in a mix of L1 and English
L1 Scaffolding for International Students Learning in L2

TITUS NG
MANAGEMENT TEACHER
MONASH COLLEGE, VICTORIA, AUSTRALIA