



# Bulletin de la documentation collégiale

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## COLLEGE DOCUMENTATION BULLETIN

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## Intercultural II: Managing cultural diversity in the classroom

**Selection of resources and writing:** [Denyse Lemay](#), consultant in intercultural education

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This bulletin, focusing on the intercultural theme is the second in a two-part series. For a more general look at this issue, please consult the [first bulletin](#) published in February 2010:

In this second instalment on intercultural issues, we will now look into various facets of what happens in a multiethnic classroom: knowing your students of immigrant origin, managing ethnic diversity (organizing teamwork, managing offensive comments or behaviour), basic French for allophone students, academic success for students of immigrant origin and finally, managing requests for accommodations.

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## ***Managing a multiethnic classroom***

Managing a multiethnic classroom is mainly a question of your skills and capabilities as a teacher.

You must first be aware of the cultural characteristics of your students – their country of birth, their mother tongue, how long they have been studying in Quebec, the circumstances surrounding their immigration to Quebec; this will allow you to best understand these students' needs and how to choose the best means for helping them. Do they need special language training, specific information on Quebec history and its sociological make-up, on culture-based behaviour within the college with teachers and professional staff? This extends to the entire class: Do your students know how to act with people from another culture? It is up to the teacher to ensure that all students understand and respect the class's cultural diversity.

**LAFORTUNE, Louise and Édithe GAUDET, *Une pédagogie interculturelle. Pour une éducation à la citoyenneté.*** Éditions du Renouveau Pédagogique Inc., 2000, p. 217-245. [[To borrow this book from the CDC # 727584](#)]

This book describes activities that may be carried out in the classroom to help you learn more about students of immigrant origin, to promote their full participation, to organize students working in multiethnic teams, and to help you manage offensive comments or behaviour aimed at groups of immigrant origin.

**SERVICE INTERCULTUREL COLLÉGIAL, *La culture publique commune : du contrat moral à l'accommodement raisonnable*,** October 2007, p. 30-36. This article presents the findings of a survey carried out at the Collège de Rosemont on sociocultural diversity within the student body: sociocultural characteristics, socioeconomic conditions, academic pathway, values as well as interpersonal relationships.

On the other hand, the teacher must develop a certain openness regarding cultural diversity as well as capabilities allowing him to manage this diversity. He must make sure that he is familiar with principles stated in the Quebec Charter of Human Rights and Freedoms and applies these principles.

**BILOCQ, Marc, « *Au coeur de l'éducation, l'interculturel et les droits* », *Actes du 18e Colloque annuel de l'Association québécoise de pédagogie collégiale*, June 1998. This article deals with fundamental skills and attitudes teachers need in a multiethnic setting in order to be able to manage in a respectful manner the equality between individuals and to promote an inclusive climate in the classroom: learning about the various Charters of Human Rights and Freedoms as well as the ethnic communities present within the college; developing attitudes that allow you to recognize the equality between individuals and the will to include all students.**

Finally, teachers have shown they can be creative in their teachings to making way for students of immigrant origin in the classroom.

CHAREST, Johanne, « [Pédagogie par projets pour étudiants allophones](#) », *Actes du 28e colloque annuel de l'Association québécoise de pédagogie collégiale*, 2008, p. 81-86.

This article describes an experiment carried out at the adult education section of the CEGEP régional de Lanaudière, within the program “Language, Quebec Society and new technologies” (College-level certificate - AEC) in 2005 and 2006. Students registered for this certificate were allophone adults seeking to improve their language skills and computer fluency as well as their familiarity with Quebec society. During the wrap-up class at the end of the program, students working in a collaborative multiethnic team executed an integration program covering different settings, from pre-school children and teens to mentally handicapped persons and the elderly.

COLLIER, Linda, « [L'enseignement aux étudiants autochtones au cégep](#) », *Actes du 11e Colloque annuel de l'Association québécoise de pédagogie collégiale*, June 1991.

Though this was written in 1991, this article tells of an exemplary experiment carried out with a group of Cree students registered in nursing sciences at John Abbott College. After reporting on research focusing on teaching First Nations adults at college level, this Humanities teacher describes the efforts she devoted to adapting her course to the realities as experienced by her First Nations students.

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## **Success in learning French for allophone students**

Research on academic success has shown that students who have difficulty with French on entering college often end up failing and dropping out. You can understand that this is all more evident for allophone students. Research has documented various steps of the academic pathway of allophone students and has proposed new institutional measures aimed at improving success in French among allophones.

ANTONIADES, Éléonore, Mona CHÉHADÉ and Denyse LEMAY, Françoise ARMAND, Patricia LAMARRE , [La réussite en français des allophones au collégial : constat, problématique et solutions](#). Bois-de-Boulogne and Marie-Victorin colleges, PAREA research report, June 2000, 313 p. [[PAREA Report \(FR\)](#), [Article \(FR\)](#)] This research paper presents grades obtained in various French courses by students of the 1995 class who were in danger of failing French upon entering the Bois-de-Boulogne and Marie-Victorin colleges; it also describes how teachers and students perceived their progress in French throughout their college years; finally, it identifies measures specifically aimed at improving success in French in college for allophone students and assesses one of these measures: **mixing a remedial course with the French 101 class**.

ELLIS, Joanne, Marleigh GREANEY and Judy MACDONALD, [The effectiveness of blended course instruction in second language Learning](#), PAREA research report, Montreal, Vanier College, 2007, 296 p. ([PAREA Report \(FR\)](#), Article [\(English\)](#) or [Français](#))

This PAREA research carried out a comparative assessment of four (4) types of

learning: presential lecture course, presential social constructivist course, hybrid lecture course (mixing presential and on-line activities) and hybrid social constructivist course. These approaches have been used with allophone students taking remedial classes in English as a second language, especially for reading and writing classes. Research has shown that in general students taking **hybrid social constructivist courses** perform better and drop out less often. In addition, they grant greater value to writing and have a better feeling about their own skills within the class; finally, they go deeper in their language training.

**ROBERGE, Julie.** « [Aider les élèves allophones à réussir en français](#) », *Pédagogie collégiale*, Vol. 17, no 1, October 2003, p. 27-30.

This article describes experiments carried out at the Collège Bois-de-Boulogne with allophone students who were poor in French, and which were aimed at improving their perseverance in the program. This was in fact a six-hour French remedial class tied together with a second six-hour class focusing on oral French. This **mini-immersion** class (12 hours of French per week) given during the fall session in 2002 lead to the conclusion that the success rate for the remedial class was not any higher but was achieved more quickly, that is to say after less failures. The author recommended that allophone students that were very poor in French should be directed to immersion classes as soon as they entered college to develop their oral and written French skills as well as methodology and their knowledge of Quebec society.

French teachers have also produced material intended for allophone students to help them improve their written French.

#### [COLLEGIAL CENTRE FOR EDUCATIONAL MATERIALS DEVELOPMENT](#)

The **CCDMD** is managed by the Collège de Maisonneuve and serves as a production centre for computerized resources and printed documents intended for teaching staff and students in the entire CEGEP network in Quebec. It distributes several resources on improving French, including a certain number of documents destined to allophone students.

See the [CCDMD website](#) at the following tab: **English Language Improvement**

**CLAING, Robert, *De bouche à oreille, Recueil de dictées***, français, langue seconde. Montréal, Centre Collégial de Développement de Matériel Didactique, Collège Ahuntsic, 1996, 137 p.

This is a **collection of dictation** exercises to help improve written French for students entered in French remedial classes or who go to centres offering help in French. These dictation exercises are designed to root out the most frequent mistakes made by allophone students: proper use of genders, of propositions, problems of usage that are specific to the French language (e.g.: use of upper case, of accents and of hyphens). Each dictation is preceded by **vocabulary exercises** and **an information sheet detailing targeted language problems**. [[To borrow this book from the CDC # 726060](#)]

FRÉMONT, Michèle, [\*Outils pour l'enseignement du français aux Asiatiques\*](#). PAREA research report, Montreal, Collège de Maisonneuve, Service de développement pédagogique, 1988, 150 p. [[PAREA Report \(FR\)](#)]

Even if this PAREA study was carried out from 1986 to 1988, it provides ***material that is still useful for teaching French as a second language to college-level Asian students***. The report presents a scoring template for Asian students, teaching activities linked to detailed objectives as well as grammatical documents.

NICOLAS, Lucienne and Daniel CAILLE, *Passeport pour le français*. Montreal, Collège de Bois-de-Boulogne, 1994, 329 p.

This is a series of ***exercises that allow allophone students to correct the most common mistakes in written French***, either concerning grammar, vocabulary or sentence structure. This material can be used in centres offering help in French, by French teachers to further help their allophone students as well as by students themselves wishing to work on their own. During each exercise, the student is first made to recognize the error, to learn the rule that corrects the mistake and he corrects errors he finds by himself. [[To borrow this book from the CDC #786090 1997](#)]

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## ***Academic success for students of immigrant origin***

Two studies present various factors of success for students of immigrant origin.

LAPIERRE, Louise and Sylvie LOSLIER, [\*Identité immigrante et apprentissage en contexte collégial\*](#), Cégep de Saint-Laurent, [PAREA research report \(FR\)](#), 2003, 133 p.

This qualitative study focused on 33 students who had immigrated to Quebec less than five years before and were taking various programs at the Cégep de Saint-Laurent: Beginning with the academic culture acquired in their country of origin, how have they adapted to succeed in their studies at the Cégep de Saint-Laurent? Sixteen of their teachers were also questioned on these students' academic pathways. The students came from Africa, Europe, West Indies, South America and Asia. According to the authors, recently immigrated students who succeed are, like their non-immigrant counterparts, those who have developed the ***best work methods***, who put in a ***sufficient number of hours*** and who ***best know how to manage their time***. In addition to these factors that are common to both the students of immigrant origin as well as to non-immigrant students, recently immigrated students are also affected by the ***power exercised by their academic project*** focusing on the perspective of an interesting career: to succeed in school is also to succeed in life. If this project is shared

with the parents who support their child in his or her studies, this helps overcome many of the difficulties adapting to the Quebec college system. At times, difficult family situations, economic, psychological and political conditions put a stop to students' academic project and prevent them from realizing their dream of succeeding in school and therefore in their professional lives.

Lashley, Myrna et al., [Student Success: The identification of strategies used by Black Caribbean youth to achieve academic success](#), John Abbott College, 2005, 186 p. Réussite scolaire : L'identification des stratégies utilisées par les jeunes Caribéens pour atteindre le succès académique.

This study focused on 63 Black students of Caribbean origin attending first and second year at three English-language CEGEPs in the Montreal area: half were born in Quebec while the others emigrated mainly from the Lesser Antilles. A high percentage of these students were in social sciences; the others were studying management or were in technical or science programs. According to these students, dropouts within their community lacked the necessary support, did not have a clear objective, were unable to manage problems affecting their lives and felt the negative influence of their peers. In order to help them pursue their studies, someone must help them **develop their personal motivation, teach them how to recognize the consequences of their decisions, get the help they need from their peers and their families and identify the appropriate mentors and role models**. The stereotypes which adversely affect young Black students in CEGEP – Black students are inferior and less intelligent than White students, they are potential criminals, they have deviant lifestyles, they have exceptional athletic abilities – all influence young dropouts. The students in this study said **they are constantly reaffirming themselves in order to succeed and contradict these prejudices**; these strategies for survival initially used in everyday personal relationships have been transposed and serve to achieve their academic objectives.

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## **Response to requests for reasonable accommodations**

How do you respond to requests for special treatment submitted by students of immigrant origin because of cultural differences? The following articles serve as a guide in examining this issue.

LEMAY, Denyse, « [Des balises pour répondre aux demandes d'accommodement ou d'ajustement dans les collèges](#) », *Pédagogie collégiale*, vol. 22, no 2, 2009, p. 13-19.

This article presents useful guidelines for deciding on requests for special treatment made by certain students because of cultural differences. It refers to obligations deriving from the application of the Charter of Rights and Freedoms as well as unavoidable issues linked to the very nature of college-level education. The guidelines can be used when there is a need to reach an accommodation as well as when there is a will to do so.

SERVICE INTERCULTUREL COLLÉGIAL, [L'identité québécoise à l'heure de l'interculturalisme](#), October 2008, p. 7-11, 13-18, 21-30.

The proceedings of the 2008 SIC Conference present a summary of conferences on the **Québécois identity** and on **French as the common language**.

Other articles deal with legal aspects of reasonable accommodations as well as their value regarding the objectives concerning the academic integration of students of immigrant origin.

**SERVICE INTERCULTUREL COLLÉGIAL, [Défis de l'interculturel : de l'intégration sociale à la réussite scolaire](#)**, fall 2006, p. 19-38.

In the proceedings of its 2006 Conference, the SIC presents two articles on the application of reasonable accommodations in school: the notion of reasonable accommodations **in a legal perspective** and reasonable accommodations as a **means of integrating students** in a given social setting.

**SERVICE INTERCULTUREL COLLÉGIAL, [La culture publique commune : du contrat moral à l'accommodement raisonnable](#)**, October 2007, p. 1-2, 5-25. The proceedings of the 2007 SIC Conference focus on the **theoretical aspects practical questions** (legal issues and application framework) and (limits on applications in view of the rise of religious fundamentalism, a resurgence of requests for accommodations in colleges) of reasonable accommodations in schools.

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## **Looking to go beyond...**

**ARAGON, Steven R. (Ed.), *Beyond Access: Methods and Models for Increasing Retention and Learning Among Minority Students***. San Francisco, Jossey-Bass, coll. New Directions for Community Colleges, no 112, winter 2000.

This series of articles present findings from research on the success of minority students in American community colleges. The research focused on measuring performance by these students, their conception of an academic and vocational pathway, choices of learning activities corresponding to their style of apprenticeship, measures aimed at increasing retention in school and the rate of graduation as well as the creation of an inclusive college community. [[To borrow this issue from the CDC #723679 no112](#)]

**DALLEY, Phyllis and Sylvie ROY (supervised by), *Francophonie : minorités et pédagogie***. Ottawa, Presses de l'Université d'Ottawa, 2008, 331 p.

The proceedings of the 2004 Seminar organized by the Réseau de la recherche sur la francophonie canadienne focus on the sociolinguistics of change: they deal with the speech practices of minority students within francophone school systems, mainly in Canada. The teaching of French is analyzed taking into account the sociolinguistic and ethnographic context. [[To borrow this issue from the CDC #786937](#)]

**KAPLAN Matthew and A.T. MILLER, *Scholarship of Multicultural Teaching and Learning*.** Jossey-Bass, San Francisco, New Directions for Teaching and Learning, no. 111, fall 2007.

This book presents the main findings of a study into teaching and learning in a multiethnic setting in American colleges and universities. The teaching methods used with students from different ethnic background that are evaluated are the following: interactive theatre, intergroup dialogues, simulation of citizen participation as well as various approaches tied to the teaching of certain subjects. Other studies also focused on teaching skills that must be developed in a multicultural context. [[To borrow this issue from the CDC #723587\\_no111](#)]

**McANDREW, Marie, Micheline MILOT, Jean-Sébastien IMBEAULT and Paul EID (supervised by), *L'accommodement raisonnable et la diversité religieuse à l'école publique: Normes et pratiques*.** Fides, 2008, 295 p.

This book presents various articles written by specialists on reasonable accommodations: the legal context, their limits taking into account the mandate schools have, the issues they raise, comparisons between three different ways of managing them. [[To borrow this issue from the CDC #786994](#)]

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## *To go even further*

We recommend the following bibliography, available directly from the CDC's catalogue, on the topic of «Class Management»: Access the CDC's online catalogue: <http://catalogue.cdc.qc.ca>, Click on “**Start search**”, then click on “**Suggestions**”: «**Intercultural Education**».

***This bibliography is updated on an ongoing basis!***

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## *Recently published / New acquisitions at the CDC*

The following are a few examples of new acquisitions at the CDC. The complete list of new works at the CDC may be consulted on the [CDC online catalogue](#).

**BIZIER, Nicole.** [Apprendre les savoirs provenant des sciences humaines](#), Cégep de Sherbrooke, 2010. [[PAREA Report \[French\]](#)] and [[Article \[french\]](#)]



**CABOT, Isabelle.** [\*Stimulating the interest of college students registered in the preparatory french course : Evaluation of a Cross-Curricular Intervention\*](#), Cégep St-Jean-sur-Richelieu, 2010, 9 p. [[PAREA Article \[ENG\]](#) or [Complete PAREA Report \[french\]](#)]

**HOM Willard C. (Ed.).** *System offices for community college institutional research*, San Francisco : Jossey-Bass, 2010, 113 p.  
[Publ. as no. 147, fall 2010 of *New directions for institutional research*]  
[To Borrow this document from the CDC : [723164 v. 147](#)]

**KASMAN VALENZA, Joyce.** *Super searchers go to school : Sharing online strategies with K-12 students, teachers, and librarians*, Medford, N.J. : CyberAge Books, 2005, 255 p. [To Borrow this document from the CDC : [787629](#)]

**KRAMER, Martin (Ed.).** *The Stress of change : Testing the resilience of institutions*, San Francisco : Jossey-Bass, 2010, 121 p.  
[Publ. as no. 151, fall 2010 of *New directions for higher education*]  
[To Borrow this document from the CDC : [723051 v. 151](#)]

**KROLL, Keith (Ed.).** *Contemplative teaching and learning*. San Francisco : Jossey-Bass, 2010, 119 p. [Publ. as no. 151, fall 2010 of *New directions for community colleges*]  
[To Borrow this document from the CDC : [723679 v. 151](#)]

**LEHMAN, Rosemary M. and Simone C.O. CONCEIÇÃO.** *Creating a sense of presence in online teaching : How to be there for distance learners*, Jossey-Bass, 2010, 143 p.  
[To Borrow this document from the CDC : [787528](#)]

**LLOYD, Les. (ed.).** *Best technology practices in higher education*. Medford, N.J. : Information Today, 2005, 242 p.  
[To Borrow this document from the CDC : [787627](#)]

**NOTESS, Greg R.** *Teaching Web search skills : Techniques and strategies of top trainers*, Medford, N.J. : Information Today, Inc., 2006, 344 p.  
[To Borrow this document from the CDC : [787630](#)]

**PRICE, Jerry (Ed.).** *Understanding and supporting undocumented students*, San Francisco : Jossey-Bass, 2010, 97 p. [Publ. as no. 131, fall 2010 of *New directions for student services*]  
[To Borrow this document from the CDC : [723732 v. 131](#)]

**SVINICKI, Marilla D. and Catherine M. WEHLBURG (ed.). *Landmark issues in teaching and learning : A look back at New directions for teaching and learning*, San Francisco : Jossey-Bass, 2010, 109 p.**  
[Publ. as no. 123, fall 2010 of *New directions for teaching and learning*]  
[To Borrow this document from the CDC : [723587 v. 123](#)]

**TAYLOR, Edward W. and Marilyn MCKINLEY PARRISH (ed.). *Adult education in cultural institutions : Aquariums, libraries, museums, parks, and zoos*, San Francisco : Jossey-Bass, 2010, 102 p.** [Publ. as no. 127, fall 2010 of *New directions for adult and continuing education*] [To Borrow this document from the CDC : [723134 v. 127](#)]

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**Watch for the next edition of the bulletin this spring, when the theme will be "Boys Academic Success"!**

*Have a nice semester!*