

APA Style 7th Edition Student Paper Example

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Labels for International Students: Effects behind "Multilingual," "ESL," and "ELL"

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Writing 1002F: Introduction to Writing in English
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Student title page

No running head in 7E
Page # top right corner

Title of essay bold, centred, title case

Student name
Department
Course
Professor
Date
All elements centred
Double space the whole essay
Use 11 or 12 point font (Arial, Calibri; Times New Roman or Georgia)

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Labels for International Students: Effects behind "Multilingual," "ESL," and "ELL"

With the development of Asian societies in the 21st century, and improved standards of living, more and more parents tend to send their children to English-speaking countries to study. In 2017-18, one in six post-secondary students in Canada were from China (Statistics Canada, 2019). For international students, language is the biggest barrier when they come into a new language environment, unless they can enter "hybrid language spaces" (Karlsson et al., 2018, p. 2049). Non-English speaking students, as Martinez (2018) noted, have various labels such as ESL (English as Second Language), ELL (English Language Learners) in school systems.

Negative Labels for International Students

Outdated Reasons for Labelling

The initial idea behind classifying international students as ESL or ELL was to help students have extra or specialized training to improve students' language skills and help them better adapt to the new community (Hickey, 2015). However, with the development of international study, the negative effects of labeling international students as ESL or ELL are showing up slowly (Lo & Lin, 2015). The current consensus thus prefers the term multilingual student for the group of students who do not speak English as a first language. In this essay, I argue that labelling international students as "ESL" or "ELL" focuses on students' weaknesses, but using the term "multilingual" recognizes and promotes international students' advantages.

Disadvantages of Labels like ESL and ELL

First, labels like ESL and ELL highlight the perception of international students as having a deficit. Announcing that these students are not yet proficient at English hurts their confidence. These students may develop negative self-concepts which relate to inferiority, inability, and remediation (Dabach, 2014; Umansky, 2016). As confidence is often beneficial to

Essay first page/all essay text

One-inch margins on all sides
Title centred, bold, in title case
No extra spaces after title or headings

In-text citation examples:

Paranthetical reference, group author

Paranthetical citation using et al., for 3 or more authors

Integrated/narrative citation, 1 author

First-level heading, title case
Second-level heading, title case, left-aligned

Left margin justified, right margin left "ragged"

Scholarly use of first person
Each in-text citation must have a Reference list entry

Second-level heading
Paragraph beginnings indented (tab)
No extra line space between paragraphs

Two authors making similar points: use semicolon

7

References

Dabach, D. (2011). Teachers as agents of reception: An analysis of teacher preference for immigrant-origin second language learners. *The New Educator*, 7(1), 66-86.
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[doi:10.3102/0162373716664802t](https://doi.org/10.3102/0162373716664802t)

References page

Section title centred, bold
All in-text citations must have a reference list entry
Alphabetical (A-Z) order
Double space entries, remove extra line spaces

First line of reference flush with margin
Use hanging indent for second and subsequent lines
Up to 5 authors, all names listed

Invert all author names (last name, comma, initial/s, period)
Date in brackets, period.
Article titles in sentence case, period
Book titles and journal titles italicized and title case, period

This is sentence case: Fewer caps.
This Is Title Case: More Caps to See.
This is italics.

Give doi of academic publications
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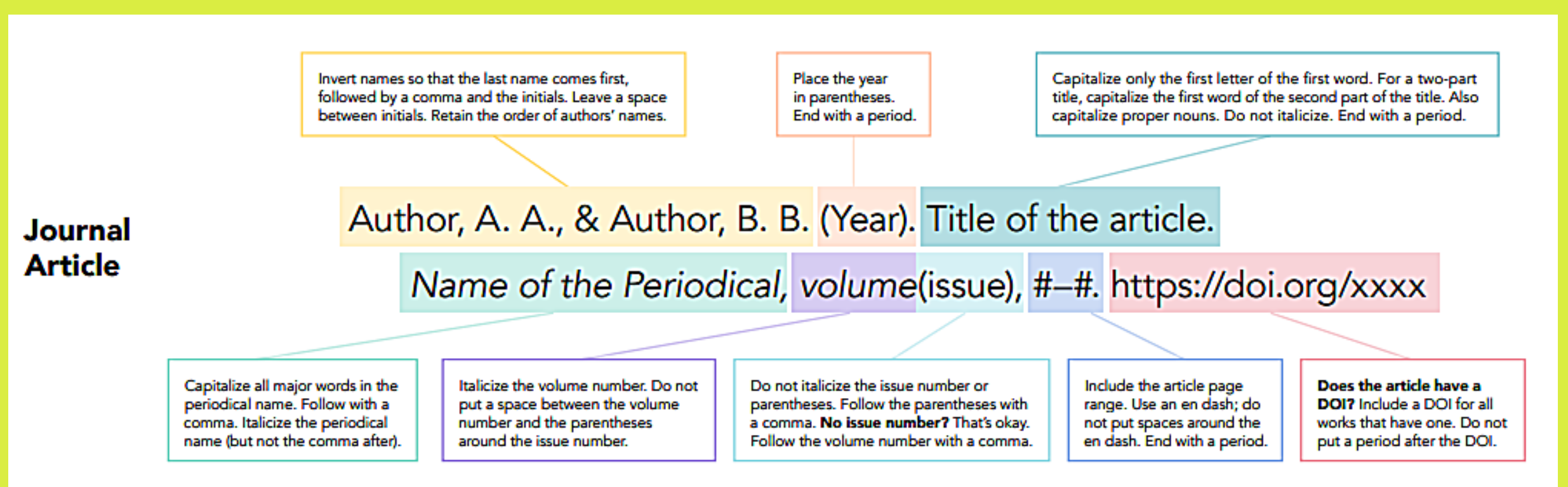


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