

Helping Multilingual Students Succeed in Your Course: Strategies and Resources

Teaching Strategies

1. Strategies to facilitate communication

- a. Use written materials to supplement classroom communication. Encourage students to record class sessions.
- b. Clarify expectations for communication in the course and encourage a variety of modes of communication:
 - Set up a question/answer box for students to ask questions or make comments anonymously.
 - Clarify expectations for email use.
 - Set up an online discussion board for students to raise questions.
- c. Provide extra visual and oral support while presenting information:
 - Use redundancy and paraphrase to help students understand concepts.
 - Write down key words that might be difficult for students to understand.
 - Organize explanations and use phrases that clearly mark important information and transitions between ideas. (*e.g. The most important point to remember is... So that's the first point – now let's move on to...*)
- d. Provide opportunities for students to reflect on their learning:
 - Allow time for Q & A at the end of class.
 - Ask students to write a “minute paper” at the end of class. (*e.g. Ask → What was the most important thing you learned in class today? What is still unclear to you?*)
- e. Find out about your students:
 - Ask students to fill out index cards with information about themselves.
 - Encourage students to come to office hours.
- f. Offer specific feedback:
 - Offer students constructive feedback (in a one-on-one setting) on small communication issues that might be easy for them to fix. (*e.g. I could understand you better if you spoke more slowly. Or I notice you keep pronouncing '[X word]' as '[Y]'—here it is more commonly pronounced as [X]...*)

2. Strategies to encourage participation

- a. Give students time to prepare before the discussion:
 - Ask students to answer a question in writing.
 - Ask students to discuss key questions in small groups before a full class discussion.
 - Provide students with discussion questions in advance.
 - Ask students to post questions before they come to class.
- b. Set up expectations for class participation:
 - Be clear about what participation means in your class.
 - Set ground rules for participation and discussion.
- c. Plan questions carefully:
 - Ask one question at a time, and allow time for thinking and responding.
 - Plan a series of questions to guide students' thinking.
 - Consider the level of complexity of your questions. Are you asking students to recall information? Are you asking them to apply knowledge? Or analyze, synthesize or evaluate?
- d. Use active listening strategies. Reflect on how you listen:
 - Are you allowing the student time to express him/herself?
 - Are you concentrating on what the student is saying?
 - Are you attentive to verbal and non-verbal cues?

3. Strategies to set expectations for and respond to student writing

- a. Make goals for the assignment and criteria for success clear:
 - Be explicit about the purpose, the audience, and the evaluation criteria.
 - Show students examples.
 - Make sure logistics (format, length, due date) are explicit.
 - Discuss expectations for citing others' work and show examples.
 - Allow time for discussion of the assignment in class.
- b. Provide opportunities for students to become familiar with the task and for students to practice:
 - Assign an ungraded writing task for students to practice.
 - Design study questions that focus students on the framework or argument formulation that they will need to use.
- c. Provide students with feedback and the opportunity to respond:
 - Ask students to read and discuss what they've written with a small group.
 - Ask/encourage students to visit a writing center.
 - Draw students' attention to repeated language errors – or focus on one paragraph.

Resources

1. Resources for Instructors

UW Resources

- a. CIDR Bulletin: “Teaching Non-Native Speakers of English”
<http://www.washington.edu/teaching/files/2012/12/NNS.pdf>
- b. Odegaard Writing and Research Center (OWRC) – writing tutoring, and Targeted Learning Communities for multilingual students in reading- and writing-intensive classes.
<http://depts.washington.edu/owrc/>
- c. “UW Writes: Writing Resources for Departments, Teachers, and Students”
<http://depts.washington.edu/writeuw/>
- d. “ESL Instructional Resources” Young-Kyung Min, UW Bothell
<http://www.bothell.washington.edu/wacc/teaching/esl>
- e. Meet with a CTL consultant: thectl@uw.edu

Online Resources

- a. “Recognizing and Addressing Cultural Variations in the Classroom” (Carnegie Mellon)
<http://www.cmu.edu/teaching/resources/PublicationsArchives/InternalReports/culturalvariations.pdf>
- b. “Helping Faculty Teach International Students” (NAFSA Association of International Educators)
http://www.nafsa.org/File/ie_novdec14_fsa.pdf
- c. “Best Practices in Teaching and Advising International Students” (Drexel University)
www.drexel.edu/~media/Files/dcae/Faculty%20Handbook%20v%203.ashx
- d. “Teaching International Students: Strategies to Enhance Learning” (Center for the Study of Higher Education, University of Melbourne)
http://www.cshe.unimelb.edu.au/resources_teach/teaching_in_practice/docs/international.pdf
- e. “Ways to Help Your Students Who Use English as a Second Language – and Everyone in the Process” (Margaret Procter, University of Toronto)
<http://www.writing.utoronto.ca/faculty/174-fair-use-policy-languageand-everyone-in-the-process>
- f. “Multilingual Students” (University of Toronto)
<http://www.writing.utoronto.ca/faculty/multilingual-students>
- g. “Responding to Non-Native Speakers of English” (Sheryl Holt, University of Minnesota)
<http://writing.umn.edu/tww/responding/non-native.html>
- h. “Quick Suggestions for Helping Non-Native Writers” (Eric Nelson, University of Minnesota)
<http://writing.umn.edu/tww/responding/quicknns.html>
- i. “Writing Matters: No. 6. Working with ESL Students’ Writing” (University of Hawaii Manoa Writing Program)
<http://manoa.hawaii.edu/mwp/program-research/writing-matters/wm-6>

2. Resources for Students

UW Resources

- a. Speech and Hearing Sciences course – SPHSC 111: The American English Sound System
<http://www.washington.edu/students/crscat/sphsc.html>
- b. Odegaard Writing & Research Center
<http://depts.washington.edu/owrc/>
Writing Resources – links
<http://depts.washington.edu/owrc/WritingResources.html>
- c. UW Libraries: Campus Writing Resources
<http://guides.lib.washington.edu/content.php?pid=529582&sid=4411788>
- d. UW Bothell: Writing and Communication Center Resources
<http://www.bothell.washington.edu/wacc/resources>
ESL Student Handbook
<http://www.bothell.washington.edu/wacc/resources/eslhandbook>
- e. UW International Educational Outreach – International and English Language Programs
<http://www.outreach.washington.edu/international/ioelp.asp>
- f. Foundation for International Understanding through Students (FIUTS)
<http://www.fiuts.washington.edu/>
- g. Language Learning Center
<https://depts.washington.edu/lc/>

Online Resources

- a. “The Purdue OWL: ESL Students” (Purdue University)
<http://owl.english.purdue.edu/owl/section/5/25/>
“US Higher Education: A Local Introduction”
<http://owl.english.purdue.edu/owl/resource/684/1/>
“Plagiarism and ESL Writers: An Overview”
<http://owl.english.purdue.edu/owl/resource/958/01/>
- b. “Writing: Advice on Academic Writing” (University of Toronto)
<http://www.writing.utoronto.ca/advice>
“Advice on Academic Writing: Using Sources”
<http://www.writing.utoronto.ca/advice/using-sources>
“Advice on Academic Writing: English as a Second Language”
<http://www.writing.utoronto.ca/advice/english-as-a-second-language>
- c. “Writer’s Web” (University of Richmond)
<http://writing2.richmond.edu/writing/wweb.html>