



LEVERAGING DIVERSITY FOR STUDENT LEARNING

TAKEAWAY STRATEGIES & RESOURCES

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Teaching Multilingual Students

Issues You Might See

These issues may occur with native English-speaking students as well, but for reasons unrelated to doing university-level work in a foreign language or with learning to navigate a foreign culture.

- Limited lecture comprehension
- Limited class participation
- Reluctance to use office hours
- Saying they understand something when it's clear they don't
- Writing that doesn't meet expectations (strangely organized, lacking expected elements, etc.)
- Odd vocabulary usage
- Grammatical errors (either minor or serious)
- Potential plagiarism
- Poor test performance

For more specific strategies, please visit: <https://writingcenter.unc.edu/teaching-multilingual-students/>

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Strategies for Teaching International and Multilingual Students

Facilitating Communication

- Clarify expectations for communication and encourage a variety of modes of communication
- Provide extra visual and oral support while presenting information
- Use written materials to supplement classroom communication
- Encourage students to record class session
- Find out who your students are and how they communicate
- Provide opportunities for students to reflect on their learning
- Offer specific feedback

Encouraging Participation

- Set up expectations for class participation



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- Plan questions carefully
- Give students time to prepare before the discussion
- Use active learning strategies (reflect on how you listen)

Setting Expectations for and Responding to Student Writing

- Make goals for the assignment and criteria for success clear
- Provide opportunities for students to become familiar with the task and for students to practice
- Provide students with feedback and the opportunity to respond

Strategies for Supporting Academic Reading

- Discuss your purposes for assigning the reading
- Help students connect with the new and unfamiliar
- Ask students to interpret readings in their own words
- Give students guidance in working with the text

For more specific strategies, please visit: <http://www.washington.edu/teaching/teaching-resources/inclusive-teaching-at-uw/teaching-im-students/strategies-for-teaching-im-students/>

SUGGESTED READINGS:

Zaretta Hammond (2015), *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement & Rigor Among Culturally & Linguistically Diverse Students*

Kathleen Gabriel & Stephen Carroll (2018), *Creating a Path to Success in the Classroom: Teaching to Close the Graduation Gap for Minority, First-Generation, & Academically Unprepared Students*

Bryan Dewsbury (2019), *Deep Teaching in a College STEM Classroom*

FSU RESOURCES:

Center for Advancement of Teaching, Leslie Richardson: larichardson@fsu.edu

Office of Equal Opportunity & Compliance, Michelle Douglas & Amber Wagner:
mbdoulgas@fsu.edu & amwagner@fsu.edu

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