LEVERAGING DIVERSITY FOR STUDENT LEARNING

TAKEAWAY STRATEGIES & RESOURCES

Dr. Elçin Haskollar, Dr. Tanu Kohli Bagwe, Miguel Hernandez, & Laura Dean

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

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/

UNIVERSITY OF WASHINGTON

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

REPORT.FSU.EDU