

**Effective teaching and communication
with international and English as a Second Language (ESL) students**

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1. Screen students without adequate language or academic preparation and refer them to appropriate resources as early as possible (noting that high conversational abilities do not necessarily predict high literacy skills)
 - Require early assignment that tests comprehension and academic production skills

2. Help students manage the classroom environment: Build inclusive classroom communities
 - Learn students' names and use them smoothly
 - Encourage participation through various mechanisms of calling on students (various participation structures) NOT ONLY "open election"
 - Use different participation structures for discussions (not only full group discussions, but small group with "report back" summaries, etc.
 - Require an early assignment where students can meet others in class by name and contact info
 - Give assignments that require different skills and knowledge sets, including international knowledge.
 - Make reference to international examples

3. Help students manage the classroom environment
 - Provide written support for orally-presented information, esp.
 - Provide written instructions for assignments or changes to the syllabus
 - In lectures, chunk information into segments and use frequent summaries;
 - Post lectures on BbVista
 - Encourage students to sit close and record if needed
 - Explain cultural references (e.g., "Mom and Pop stores") and idiomatic speech (used by self or students) e.g. "Doing an end run"
"Stepping up to the plate"

4. Help students manage the academic workload
 - Make expectations about reading assignments explicit esp. relationship between the lecture and reading
 - In large reading assignments, point out key sections.
 - Avoid folksy, highly idiomatic language on syllabus or in reading texts
 - Find a way to explain humor of cartoons without making a big deal of it (get there early so you can explain one-to-one)
 - Check comprehension: Ask students to make outlines or summaries of readings
 - Collect "one minute responses" to lectures asking, "What was the main point of today's lecture/class?"

For writing assignments:

- Give examples of various kinds of unacceptable plagiarism
- Give models and other examples of good work
- Develop and post rubrics for evaluation
- Give interim due dates (drafts)

5. Create fair testing environments

Make sure the intent of test questions is clear: Give a chance for students to ask questions to clarify question intent;

Give ungraded quizzes throughout the term so students can be familiar with your testing style;

Establish one achievable standard for all (use of standard English including spelling checker; errors that don't interfere with comprehensibility)

Allow paper, not electronic dictionaries

Use multiple & varied assessment activities; e.g., in-class essay vs. at home essay; use of BbVista discussion board; multiple choice; presentations; role play; selection of reading passages to explain

Create and explain your rubrics for evaluation

REFERRALS/RESOURCES

Take the time to reach out to international or ESL student who needs help.

Contact Counseling Center for advice with any student issue

Contact me (hoekje@drexel.edu) or 215 895-2067 with any concerns or ask student to see me.

Special Issues: Language problems vs. learning disability

Cultural learning styles of various groups: Some groups have more experience with oral performance and expectation; others with written performance and expectations; all have individual variations

In general, effective teaching with ESL/International students aligns with principles of differentiated teaching generally; e.g., "Universal Design for Learning." These are: Present information and content in different ways; differentiate the ways that students can express what they know; stimulate interest and motivation for learning
(<http://www.cast.org/research/udl/index.html>)

Resources on Campus

University City Campus:

•English Language Center (www.drexel.edu/elc), ext. 2022; 229 N. 33rd Street including "Communicating on Campus: A brief Guide for International Students"

http://www.drexel.edu/elc/resources/academic_resources/

•Writing Center (ESL tutors are available) (www.drexel.edu/writingcenter)

•Office of Equality and Disability (www.drexel.edu/edt/)

•International Students and Scholars Services (www.drexel.edu/iss)

•Center City campus

•Center for Student Academic Resources

•(New College Building, 1st floor) 215 762-8121

<http://Tutors.dlc.drexel.edu/accuweb> to schedule appts.; Jeff Bonfield, Director