

**Why “Multilingual”? (instead of “International” or “ESL”)**

	International Students (‘Eye’ learners)	Immigrant Students. (‘Ear’ learners)
EDUCATIONAL BACKGROUND	<ul style="list-style-type: none"> <li>• Global context</li> <li>• Traditional instruction (usually)</li> <li>• Academic English</li> <li>• Higher socio-economic status (often, but not always)</li> </ul>	<ul style="list-style-type: none"> <li>• More experience in US</li> <li>• High school in US—May have taken ESL courses</li> <li>• Communicative English often stronger than Academic English</li> </ul>
STRENGTHS	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Grammar knowledge</li> <li>• Motivation and Objectives</li> <li>• Academic skills (overall)</li> <li>• Responsiveness to instructor</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and listening</li> <li>• Cultural knowledge</li> <li>• Support system (family, friends)</li> <li>• Responsiveness to instructor</li> </ul>
CHALLENGES AND NEEDS <i>(linguistic, cultural, academic, personal)</i>	<ul style="list-style-type: none"> <li>• Grammar application</li> <li>• Speaking and listening</li> <li>• Appropriateness in vocabulary</li> <li>• Cultural adjustment (often lack support system)</li> <li>• US academic culture</li> <li>• Confidence in language proficiency</li> <li>• Asking for help</li> </ul>	<ul style="list-style-type: none"> <li>• Grammatical knowledge</li> <li>• Academic literacy and vocabulary</li> <li>• College preparedness (critical thinking, metacognition)</li> <li>• Cultural identity (sense of between-ness)</li> <li>• Confidence in academic skill</li> <li>• Asking for help</li> </ul>

**What do these students tell us are their most significant academic challenges?**

- ~60% Writing (not just grammar, but genre/discipline conventions, use of sources, organization, revision, etc.)
- ~ 50% Reading (not just vocabulary, but purpose and strategies for reading large amounts)
- ~ 35% Speaking (particularly class discussion—lack of comprehension, but also of confidence)
- ~ 30% Cultural/Background Knowledge (particularly U.S. politics, religion, and pop culture)
- ~ 25% Time Management / Workload

**What do they say most contributes to their learning and growth??**

- 1) Energy, expertise, and commitment of professors
- 2) Frequent feedback from peers and professor
- 3) Challenge (“push”), with opportunities for growth/improvement
- 4) Variety of perspectives in the classroom (cultural, political, etc.)
- 5) Explicit expectations (on syllabus, for assignments/exams, etc.)
- 6) Direct outreach to struggling/shy students
- 7) Highlighting useful resources (both on-campus and online)

Prof. Shawna Shapiro ([sshapiro@middlebury.edu](mailto:sshapiro@middlebury.edu))

This handout and other resources can be found at <http://www.middlebury.edu/academics/resources/ctrl/esl>, as well as at <http://shawnashapiro.com/>

### How can I support multilingual (*and* monolingual) students?

GENERAL GUIDELINES	PRESENTATION IDEAS	DISCUSSION & GROUP WORK IDEAS	ASSIGNMENTS & ASSESSMENT IDEAS
<p><b>Inform yourself about students and elicit regular feedback</b></p>	<p>Large group quick-response questions (raise hand, stand, etc.)</p> <p>3-minute “check-in” before/after class</p> <p>Extend targeted invites to meet individually with students</p>	<p>Grade on written <b>and</b> spoken participation (e.g. discussion board, blog, survey tool, Wiki, in-class writing)</p> <p>Regular check-ins: e.g. Small group discussion with a written report or an individual reflection</p> <p>Try group interviews/surveys to get students interacting with each other</p>	<p>Low-stakes quizzes and other assessments (surveys, response papers, projects, games)</p> <p>Mid-term course evaluation (for you and for the students)</p> <p>Offer opportunities for revision , when possible</p>
<p><b>Vary modes of instruction</b></p>	<p>Say it, write it, model it</p> <p>Include examples and application scenarios</p> <p>Highlight relevant supplementary materials and resources for students (e.g. online)</p> <p>Break up lecture with “check-in,” questions and responses</p>	<p>Write down questions or templates for reading/discussion/peer review</p> <p>Encourage students to share from their cultural backgrounds (without singling out specific students, if possible)</p> <p>Vary group sizes (2-5)</p> <p>Reference the reading(s) directly, pointing to relevant passages</p>	<p>Use review activities in class—or highlight online resources</p> <p>Comment selectively and specifically on student work</p> <p>Rules-of-Thumb:  <i>Quality over quantity</i>  <i>Margin over end notes</i>  <i>Clarity over correctness</i></p> <p>Consider offering feedback in-person for struggling students.</p>
<p><b>Be as visual and explicit as possible</b></p>	<p>Use visual aids: pictures, note-taking grids, charts, graphs, “realia,” examples</p> <p>Highlight key concepts and vocabulary before /after lecture</p>	<p>Use focused questions for discussion (large and small group). Start <b>specific</b> (Who/What/Where/When) and expand from there (Why/How)</p> <p>Consider designating roles within group (e.g. note-taker, presenter to class, moderator, etc.)</p>	<p>For assignment handouts, use simple language and offer clear grading criteria. Try to address both <i>what</i> you’re looking for (product) and <i>how</i> they can achieve it (process)</p> <p>Offer models of successful student work, and discuss them in class, if possible</p>