Tips for Effective teaching
with international and English as a Second Language (ESL) students
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Follow Universal Design for Learning (UDL) for differentiated instruction generally
http://www.udlcenter.org/
       I. Provide Multiple Means of Representation
       II. Provide Multiple Means of Action and Expression
       III. Provide Multiple Means of Engagement

SYLLABUS DESIGN
1. Design student learning outcomes (SLOs) that include international knowledge or examples—
if you don't have that knowledge, ask students for case studies
2. Give assignments that require different skills and knowledge sets
3. Build participation into the course grading with specific evaluation mechanisms;
4. Create interim due dates on large assignments (drafts) using the process approach
5. Give examples of various kinds plagiarism; Require "Turnitin" reports with drafts
6. Give models and other examples of good work
7. Develop and post rubrics for evaluation
8. Consider requiring an office hour visit as part of the participation grade

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1. EARLY IDENTIFICATION
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, such
as a summary of the main points of the day's lecture or reading.

2. IN THE CLASSOOM
•Build inclusive classroom communities
       Learn students' names and use them smoothly
       Encourage participation through various mechanisms of calling on
           students (such as round robin; assigned reporting roles) index cards with
           questions collected from each person
       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
       Make reference to international examples; ask for examples if you do not know them;
       Build participation into the course grading with specific evaluation mechanisms; eg.,
           start the classroom discussion; prepare discussion questions; prepare
           summary of last class; choose top three questions from index cards (see
           above)
       Create process charts for analyzing group process (role assignments that rotate
           such as facilitator or timer or note taker or CEO)
       Create intentional mixed groups (THAT YOU ASSIGN) and then in-class
           competitions between groups that stimulate group loyalty
•Help students manage the classroom environment
           Provide written support for orally-presented information (post lectures on
           BbVista)

Provide written instructions for assignments or changes to the syllabus

In lectures, chunk information into segments and use frequent summaries; Encourage students to sit close and record if needed

Explain idioms and cultural references (e.g., "Mom and Pop stores); explain cartoons and other humor quickly

Give index cards out for anonymous questions about terminology or examples

Get to class early or stay late for individual questions

Check comprehension: Ask students to outline or summarize readings

Collect "one minute responses" to lectures asking, "What was the main point of today's lecture/class?"

3. MANAGING THE WORKLOAD

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

Give models and other examples of good work

Develop and post rubrics for evaluation

Give interim due dates (drafts)

4. ASSESSMENT

•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 that privilege different skill sets, including good student preparation; 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

*ESL is not a disability and does not get a separate accommodation

REFERRALS/RESOURCES:

Take the time to reach out to international or ESL students who need help.

University City Campus:

•English Language Center (www.drexel.edu/elc), ext. 2022; 229 N. 33rd Street

•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/isss)

•*Center City campus*

•Center for Student Academic Resources (New College Building, 1st floor) 215 762-8121
http://Tutors.dlc.drexel.edu/accuweb to schedule appointments