

Building a More Culturally and Linguistically Inclusive Environment in Your Classroom for International Students and English Language Learners

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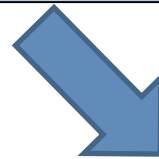


Changing Our View

- Deficient in English
- Lacking knowledge of US cultural norms



- **Developing bilinguals**
- **Adding to their cultural knowledge**



Global Citizen



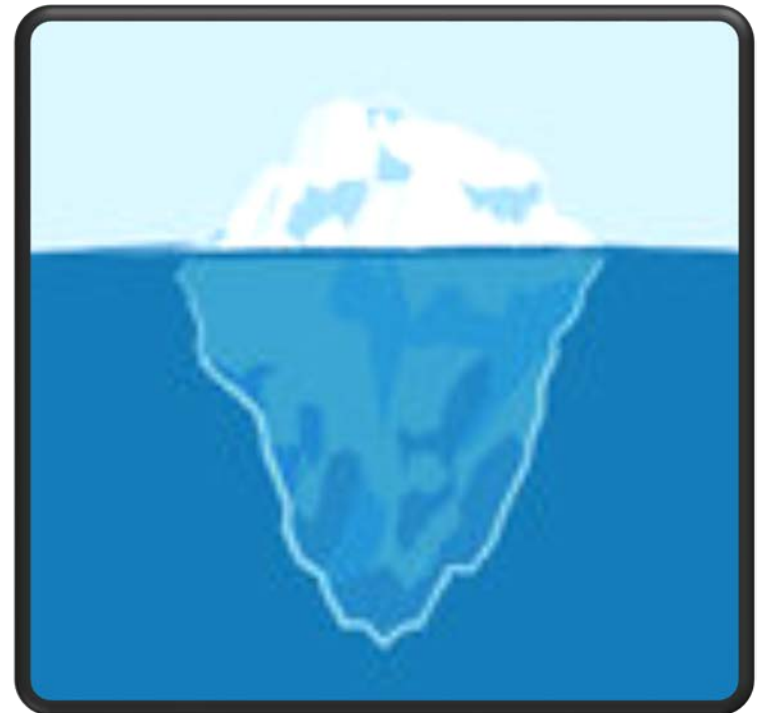
WHO ARE OUR STUDENTS?

International Students

- Exchange
- Degree-seeking

English Language Learners

- First generation
- Immigrants



Framework for Strategies

- facilitate interaction
- provide scaffolding
- rethink assessment
- be a cultural mentor





Facilitate Interaction

- Engagement from the first day
 - Ask all students where they grew up
 - Learn how to say their names
 - First day survey
 - Ice breakers
 - Online class discussion
 - Something to take a way and discuss



Facilitate Interaction

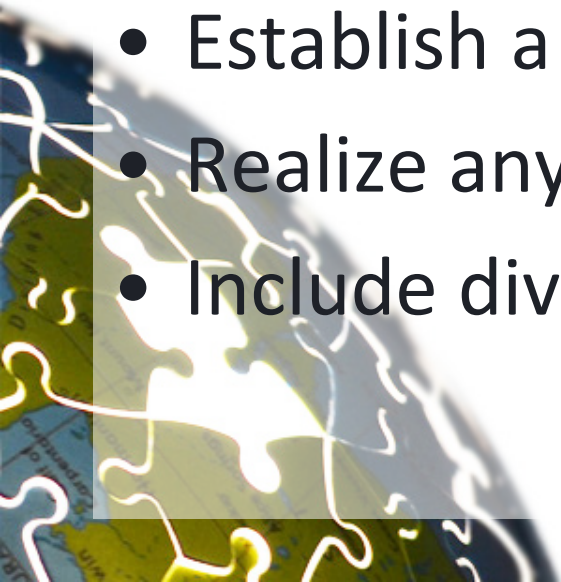
- Student – student interaction
 - Tell them explicitly what is expected
 - Provide rubrics or guidelines on participation grades or expectations for group work
 - Assign roles in group work
- Teacher – student interaction
 - Tell them explicitly know how to address you
 - Tell them how to contact you
 - Consider requiring office hours one-on-one or in small groups





Provide Scaffolding

- Clear syllabus and clear instructions on assignments
- Create tasks for reading as homework
- Background readings
- Use visuals and/or graphic organizers
- Establish a routine
- Realize any cultural specific information/idioms
- Include diverse perspectives: non-US examples





Provide Scaffolding

- Allow students to record lectures
- Give clear transitions in lectures
- Give students a heads up before class or group discussion
- Offer optional workshops
- Give all students a way to submit questions
 - Muddiest Point Activity
- Separate grammar/spelling from content and ideas when grading

Discussion Question

Scenario Discussion



Rethinking Assessment without Changing Rigor

- Rewrite test questions/prompts
- Think of giving choices on assignment formats
- Give low-stakes assessment earlier with feedback
- Model the assignment
- Avoid plagiarism by designing “local” writing assignments





Rethinking Assessment

Consider allowing....

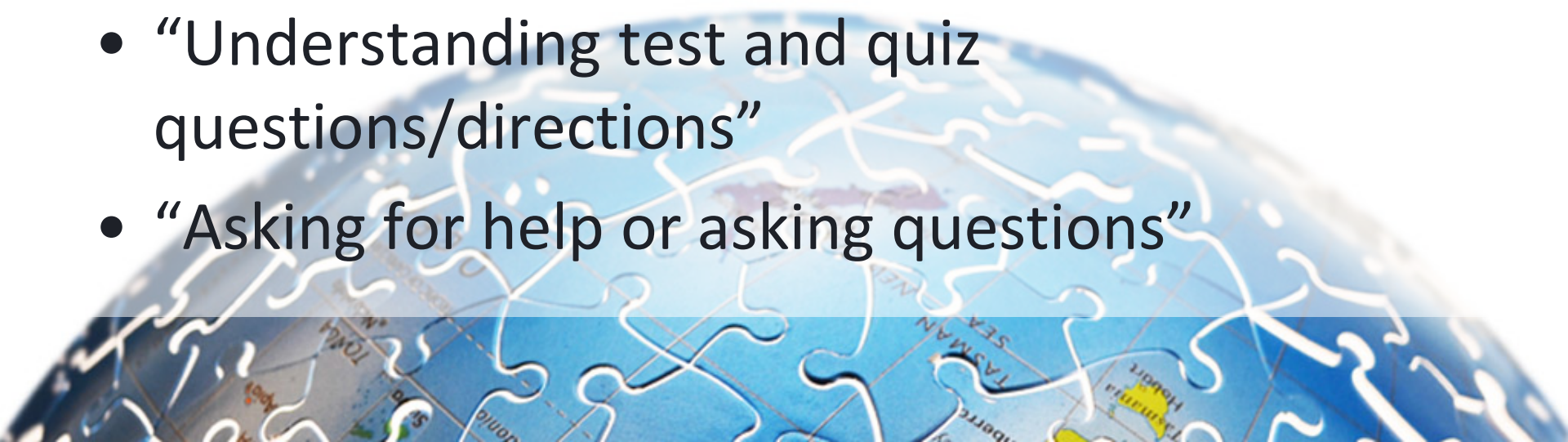
- bilingual dictionary on assignments/tests
- additional time on exams, upon request
- early feedback, upon request
- multiple choices on assessments
- hand-written note cards
- for accent in writing





What is the hardest thing in US classroom?

- “I still can’t used to saying opinion in class. We don’t do this in Japan because of respect to the teacher.”
- “Listening to what other students with different accents are saying.”
- “Understanding test and quiz questions/directions”
- “Asking for help or asking questions”





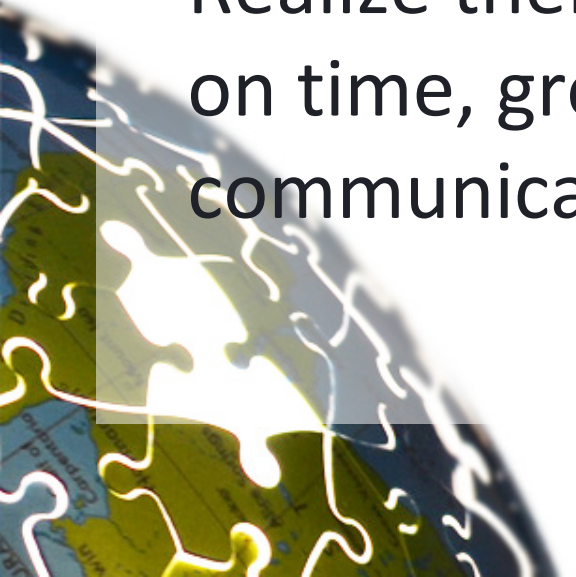
Is Too Much Explicitness Harmful?

- restrict creativity?
- invite imitation?





Be a Cultural Mentor

- Offer to help before they ask (they may not ask)
 - Provide feedback on behaviors or language that is culturally appropriate or not
 - Realize there are different cultural worldviews on time, group interaction, and communication
- 



Be a Cultural Mentor

- Be ready to step into teachable moments
- Realize some students may have “learner shock”

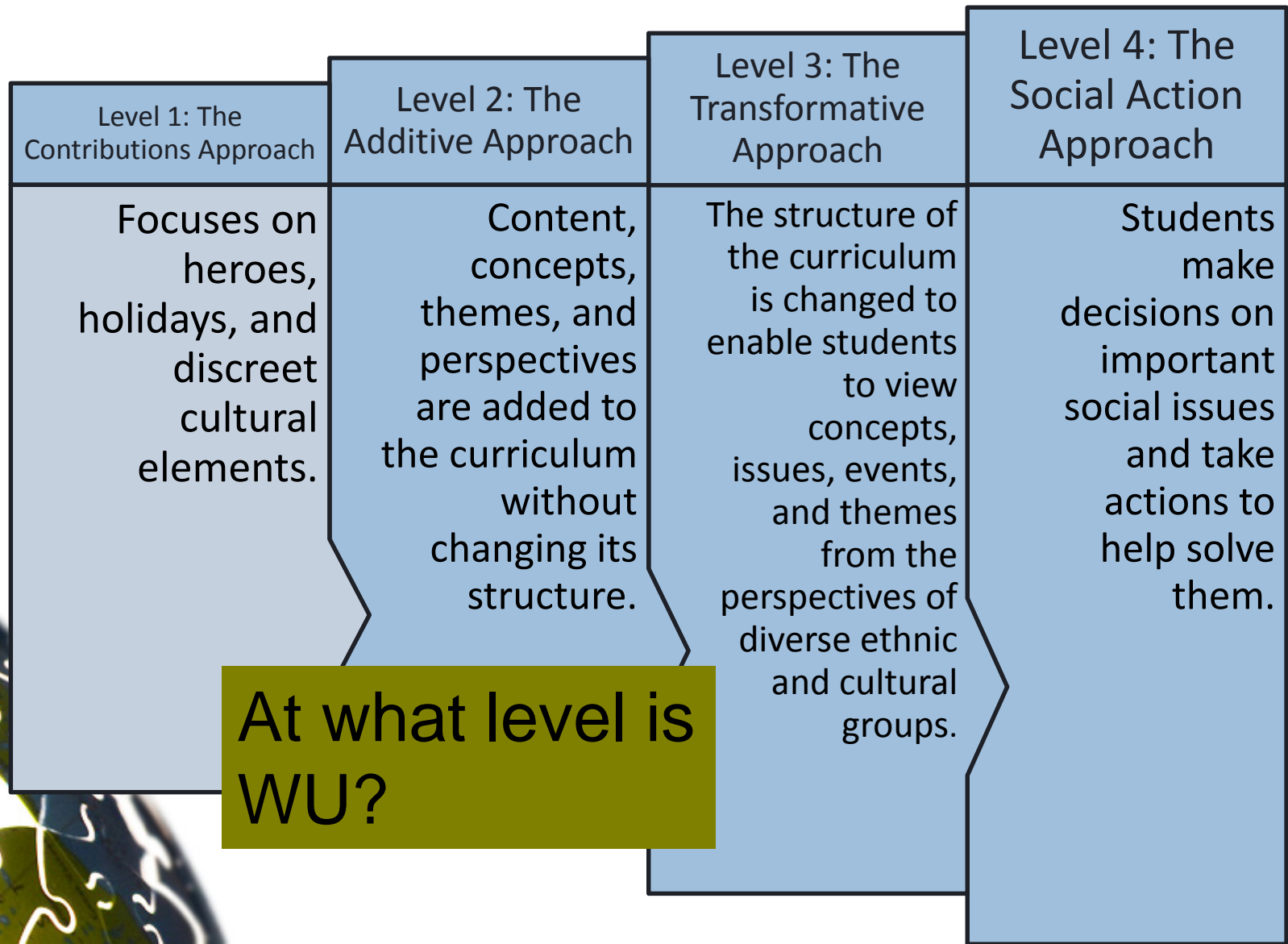


5 Things You Can Start Today

- Learn to say your students' names
- Post your PPTs to D2L.
- Stop asking, “Do you understand?”
- Plan periodic ice breakers utilizing course content
- Comb your assignment prompts/lectures for idioms and cultural specific background knowledge.



James A. Banks: Levels of Teaching Multicultural Content



You are a **key**
component to
international student
success!



Questions?



References

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Extras



International students want their professors to...

- provide more feedback
- try to understand from students' perspective
- make classroom materials available after class
- provide samples of completed assignments
- “provide non-US examples of course content”

(Redden, 2017)



Writing Across Borders (Video)





Survey of Arab Intensive English Students around the US:

94% of students reported that...

1. Friends have the duty to help friends (this could include helping friends with tests, papers, etc.).
2. People (and helping other people) are more important than rules and regulations.
3. Personal influence is a useful way of getting things done (in other words, getting someone to bend or circumvent the rules for me).
4. You should be able to modify any rule on the basis of compelling personal need.
5. Family obligations (for example, illness of a family member), means that you shouldn't hold me to the rules on attendance.

(Matson and Algren, 2006)



Suggestions in Working with Saudi Arabian Students

1. Establish community at the beginning of the course
2. Lay out clear deadlines, expectations, and assignments clearly in the course syllabus. Also, show how grades are calculated
3. Release total grade updates on D2L. Even use small rewards like “intelligent agents”
4. Define expectations of participation in group work
5. Discussion of shortcomings should be delivered in a friendly, but serious manner.

