How can I support multilingual (AND monolingual) students?

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