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This and other resources can be found at <http://www.middlebury.edu/academics/resources/ctrl/esl> or 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</p> <p>3-minute “paper” 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</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>Kinesthetic feedback (raise hands, stand)</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>Write down questions or templates for 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 (<i>quality over quantity; margin over end notes; 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 new concepts and vocabulary before /after lecture</p>  | <p>Use focused questions for discussion (large and small group). Start specific (What/Where/When) and expand with Why/How questions</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> |