TEACHING TO ALL

ESL Tips for Integrating International Students
OVERVIEW

participant input (done!)
central questions
instructional techniques
classroom example (time permitting)
quick survey
How do we make content available to all students?

How do we make sure all students are able to participate?

How do we do these things without drastically changing our teaching/prep?
INSTRUCTIONAL CATEGORIES

Setting
- pre-
- during
- post-

Categories:
- establishing context
- encouraging participation
- providing visual reinforcement
- promoting understanding
Preview lessons before you teach to identify information that is contextually or culturally specific – pop culture, (art) history, politics, idiomatic use of a phrase.
“Broaching the Subject”

Sculptural Forms Assignment

Using mold-making techniques, students create objects that connote coded messages.
Present a list of terms on the board/via projector.
Ask students about connections between these terms and things they already know.
Create a quick concept map with the whole class.
Aay Preston-Myint
Post an evolving glossary of terms/historic events on Moodle for easy reference.
Ask students for a quick recap at the beginning of class and jot notes on the board/via projector.

Present an outline of the class plan on the board/via projector. This practice benefits all adult learners.
Remember this…

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post-INSTRUCTION

providing visual reinforcement

Board / Screen + Handout / Moodle

Build in time at the end of class to introduce homework/projects: explain, provide written information, and ask for questions
"Smoke Signals"
Dancing with Wolves
Believe/Know

Writers
First residents - indigeneous
Rected auto - tribal reservation
Cherokee (Tennessee)
Buffalo
"Drunk"

Indians = Native Americans

Questions/Inquiry
Which of the two visions of NA are true?
Relationship to Non-Indian majority?
Economic situation of current NA?
Will we see dark humor?

New Knowledge
Level of poverty - "Giving up - surrender"
Education is a way to escape
Fear of White People
Expectation of failure
Discriminate against each other
Slowly count to 10 after you ask a question before saying anything else. Remember that even though you’ve already thought through the question (and possible answers), your students are hearing the question for the first time and, therefore, need time to process it.
Invite / Seek out participation purposefully:

- vary the risk level of participation activities
- be aware of defaulting to the eager student
- pitch easier questions to struggling students
Allow time for and encourage/require students to write down quick notes on their observations/questions/comments during critique or class discussions. This gives students time to collect their thoughts and provides a visual reference of their ideas to make spontaneous speech easier.
Build in time at the end of class for students to reflect on/summarize the theme or main points of the day. Ask for students to write or speak about them before they leave.
Spot-check student understanding of assignments by asking students in a one-on-one situation to summarize for you the assignment criteria/purpose and/or asking them to describe their plans for the assignment.
EXAMPLE
FROM THE CLASSROOM
PEOPLE’S CHOICE

Vitaly Komar and Alexander Melamid
PEOPLE’S CHOICE: UNITED STATES

Most Wanted

(dishwasher size)

Least Wanted

(book size)
LANGUAGE SLOs

- question formation
- conversational strategies
- reported speech
- presentation skills

CONTENT SLOs

- practices of making
- authorship/viewership
- hybridity
- critique

ELEMENTS OF VISUAL THINKING I
Quiz: Which painting do you like better?

Option 1

[dishwasher size]

Option 2

(book size)
SEQUENCE

“quiz”

3Q survey & In-class artist challenge

30Qs / conversational strategies (explicit language instruction)

running dictation / Komar & Melamid interview

community center interviews

making

community center presentations

project reflection

SCOPE &
survey / poll / demographics / statistics / preference / taste / populist / aristocratic / pop art / hybrid / hybridity / aesthetic / consumer society / former Soviet Union / community center
Enter English text or a web page to simplify:

Rewordify.com is powerful software that's changing how people learn.
You have signed out. Thank you for using MAP-Works.

Students

Need to take the Survey?

Ready to view the Student Report?

Please enter your email address. An email will be sent to you that includes a secure link to MAP-Works.

Email: [Input Field]  Submit

Faculty/Staff

Sign in to MAP-Works!

Email: [Input Field]  Password: [Input Field]  Login  Forgot your password?

Are you a new user?

Signing up is easy.  Sign Up
Thank You!