TEACHING TIPS:

ENGAGE STUDENTS IN CLASSROOM ACTIVITIES

PEDAGOGIC REFLECTION

- Picture yourself in a class as a student. What type of participant were you in class discussions and activities? What influenced your approach to classroom-based interactions?

- What do you assume when a student is quiet or reserved in your class?

- What role does oral academic communication play in your pedagogy? How do you determine whether a discussion or class activity was successful?

TOP TEN TEACHING TIPS

1. Recognize that some international students come from educational backgrounds in which speaking in class is very rare; clarify expectations for discussions and evaluation criteria for oral communication tasks

2. Provide opportunities for students to prepare in advance for class discussions or activities that require speaking

3. Thoughtfully pair or group students for activities or projects and give students the tools to accomplish the learning objective

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4. **Assign roles** and/or tasks to make the discussion more productive and allow more participation (e.g., planning and leading a discussion; panel discussions; partner or group interviews, reporting on what was discussed)

5. Ask questions that **allow for multiple perspectives**; evaluate how you frame your questions to ensure they are clear and invite the type of response you expect

6. Facilitate the discussion by **balancing contributions** (e.g., gently cutting off students who dominate the discussion and/or inviting the contributions of quieter students)

7. Focus on **your own responses** in classroom discussions (e.g., validating, reinforcing, recasting, writing what was said, restating, asking follow-up questions); increase wait time so multilingual students can prepare to respond

8. Promote “noticing” in class discussions, for example, **writing key points** on the board during the discussion so that students can understand what others have said and have ideas/vocabulary to build on when they speak

9. Avoid calling out international students to “represent” the perspective of their cultural or linguistic group; intervene if something inappropriate is said; **allow students to save face** if they are visibly uncomfortable when called upon to speak

10. Consider moving discussions online so multilingual students have more time to prepare and respond (e.g. Discussion Board, Voice Thread); **explore multimedia assignments** or digital presentations rather than oral presentations during class time