

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?*

10 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

10 TOP TEN TEACHING TIPS: CONTINUED

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