

Diverse Student Populations: Ten Tips for Working with Multilingual/Multicultural Students:

1. Adding new pedagogies to your teaching repertoire: To facilitate the learning of marginalized students improves the learning environment for all students.
2. Don't expect multilingual students to be the experts on their languages or on the cultures where the languages are spoken; don't assume multilingual students are foreigners or new to the United States.
3. Do assume that multilingual students are well educated and have a wealth of experiential knowledge to add depth and breadth to classroom discussion.
4. Create opportunities for multilingual/multicultural students to work with a wide variety of students during their group work.
5. Ensure that multilingual/multicultural students are provided opportunities to participate across the full range of group skills and tasks.
6. Create different modes of class participation and different self-expectations of what constitutes a timely response: Students may compose their responses in their first languages and then express them in the American idiom. Longer pauses are to be expected.
7. Use handouts, Blackboard, smart boards, overheads, e-mail, PDAs, and various other communication tools to reinforce content and communication between and with students.
8. Students from some cultures may consider it impolite to ask questions or to disagree with an idea of a peer or a person in authority; it is appropriate to call on these students and to request the expression of their ideas.
9. Expect that multilingual/multicultural students will make syntactical and usage errors as they are negotiating multiple languages and multiple cultures; try to look past missing articles, for instance; comment positively on words which express cultural metaphor or which are new to any student, such as the vocabulary of the discipline and figurative language that may be unfamiliar to you.
10. Be cautious about your own language. *Independent thinking* is more likely to produce the desired outcomes for an assignment than *original thinking*, as you might get what the ancient scholars said instead of what the student thinks. When referring a student to the wide variety of academic support services, rather than refer them for *help* or *fixing*, refer them for making their work *more professional* or *even more sophisticated*.

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