



In our faculty conversation, we will look at some key strategies for supporting all facets of learning support for our multilingual students. In addition to considering strategies for responding to student writing, we'll discuss options for supporting students as they improve their in-class speaking and listening skills as well as broader strategies to support cross-cultural learning.

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My Opening Idea or Definitions

Provide a 50-150 word opening statement with your understanding of the most interesting or important aspects of this topic (to you and your teaching).

Many of our students at Mason are multilingual learners! This is exciting because students who are multilingual bring with them a unique set of tools and understandings; however, sometimes these experiences are undervalued by instructors/classmates. How do you foster the skill sets of multilingual learners in your classrooms? What are the successes you have had? What are your struggles and how do we turn struggles into successful experiences?

What Have I Tried?

Summarize 3-4 approaches, emphases, scenarios, or assignments, each briefly explained (50-100 words each) so that participants can envision your past and/or current teaching experiences, whether successful or still evolving.

Imagine you teach a class where speaking and writing is heavily emphasized. What are some strategies you can use that would support multilingual learners?

I have taught public speaking and communication criticism for quite some time at a variety of institutions where many of my students were multilingual learners. Approaching multilingual learners with the approach that they bring with them unique skill sets is more useful than a deficit approach. I would like to participate in a discussion about the skills that multilingual students possess that monolingual students do not and share teaching strategies that help them give their best presentations and write their best papers.



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