







Assisting Faculty with ESL Instruction: A D2L Based Approach to Professional Development

Accessible Design Features

Jamie Cyphers

Alternate Text Use for Images

 My Home > TYCASE Presentation ...

 |  |   Jamie Cyphers 


Assisting Faculty with ESL Instruction: A D2L-based Approach to Professional Development

Course & Instructor Information

Welcome to Assisting Faculty with ESL Instruction: A D2L-based Approach to Professional Development!

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This course is designed to give you additional information about some of the issues language minority students (those students who speak a language other than English at home) may face when they enroll in classes here at Northeast State. In addition, we hope to give you some tools to help you help your students succeed in their coursework. If you have any comments, concerns or questions please feel free to email us.



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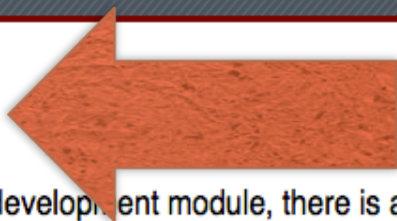
Course Agenda

MODULE 1: RECOGNIZING ESL STUDENTS & THEIR NEEDS

In this section, you will develop an understanding of the unique needs of language minority students and ways to address any issues. You will also be given the opportunity to share and discuss your experiences with ESL students in the classroom.

Use of Headers in HTML

What to Expect



If you're viewing this professional development module, there is a fairly good chance that you already know you have an ESL or language minority student enrolled in one of your Developmental Writing or Composition courses. However, it's possible that you have a language minority student currently enrolled in one of your classes without you even knowing!

In order to understand how this is possible, it's first important to understand a little about the rich variety of students to which the labels ESL or language minority can accurately be applied. Language minority students enrolled at the college level come from a variety of different language and education backgrounds. This includes visiting international students, recent permanent immigrants, students born abroad who immigrated at some point during their K-12 education, and students born in the United States who speak a language other than English at home.

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Use of Subheadings in HTML

Challenges & Concerns



Challenges & Concern

How Likely?

Plagiarism is a major concern for almost all composition teachers. However, some additional challenges and considerations emerge when language minority students enter the picture. Some research (as well as quite a bit of anecdotal evidence) seems to suggest that language minority students are more likely to plagiarize than native speakers in composition classes, and this makes sense considering the additional level of challenges associated with writing in a second language. The good news is that there are ways for us to help our language minority students avoid plagiarism. However, before we dive into those, it's important to consider some reasons why non-native speakers may have more trouble with plagiarism than their native speaking peers.

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Use of Contrasted Colors

One Size Doesn't Fit All

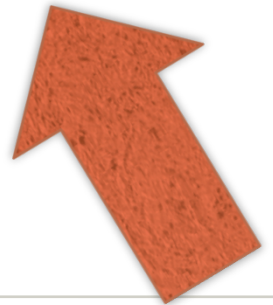
| What's the Best Approach?

Giving feedback is one of the most difficult jobs of any writing instructor. In all classes and with all students we struggle to decide many grammar mistakes to point out or correct and how many comments to make. This struggle sometimes can sometimes be exacerbated with language minority students who may make errors we aren't used to seeing multiple times in the same essay. While there is no perfect one-size-fits-all approach for every classroom or student, there are some general proven strategies you can use to help take the guesswork out of providing feedback for language minority students in your classes.

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Consistent use of son-sarif font

Most native speakers can choose the correct article intuitively, and when pressed, most couldn't tell you why articles go where they do. For non-native speakers who don't have the benefit of intuition, the rule works like this. Articles (a, an, and the) show readers that a noun will follow, and deciding which one to use depends on whether that noun is countable or non-countable. Non-countable nouns don't need articles at all because they only have a singular form. For countable nouns, the author should use a or an to refer to unspecified objects and the to refer to objects with which both the speaker and the reader are already familiar.



Use of high contrast font

The image shows a web browser window with a color picker overlay. The background page lists several educational resources:

- Online ...
- Faculty & ...
- Purdue Owl ...
<https://owl.engl...>
- SUNY Empire ...
<https://www.e...>
- University of ...
<http://www.cws.illinois.edu/workshop/writers/esl/>
- International Association for Teaching English as a Second Language
<http://www.atesol.org/>

The color picker overlay is titled "Foreground Color" and includes the following elements:

- Recent Colors:** A row of 10 color swatches.
- Color Grid:** A 6x10 grid of various color swatches.
- Vertical Slider:** A vertical bar with a blue-to-black gradient, showing a value of 20%.
- Hex Value:** A text input field containing "# 073763".
- Preview:** A box containing the text "Large Text" and "Small Text" in the selected color.
- Contrast Information:**
 - WCAG AA (checked with a green checkmark)
 - Contrast Ratio: 12.1:1
 - Accessible Ratio: 4.5:1
- Buttons:** "Save" and "Cancel" buttons at the bottom.

A large orange arrow points from the right towards the color picker, highlighting the contrast information.

Log In and Look Around

- **Website:**
<https://elearn.northeaststate.edu>
- **User Name:** Demo.Student
- **Password:** demostudent