

Supporting Non-Native Speakers of English

Resource List for Faculty and Students

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**Student Health & Wellness Center
Counseling Services Referrals**



- **Crisis Support Service Of Alameda County Suicide Prevention**
24. Hr. Crisis Hotline: 1-800-309-2131

- **Pleasanton Community Counseling Center**
Sliding Scale-Low Cost: (925) 600- 9762

- **Anthropos Counseling Center: (925) 449-7325**
Counseling@Anthroposcounseling.Org

- **Horizons Family Counseling In Livermore: (925) 371-4747**
Www.Ci.Livermore.Ca.Us/Horizons/Horizons.Html

- **Axis Community Health In Pleasanton**
Sliding Scale- Medical: (925) 201-6250
Www.Axishealth.Org (Can Prescribe Medication)

- **The Hume Center In Pleasanton: (925) 223-8047**
Fremont/ Hayward: (510) 745-9151
Www.Humecenter.Org Sliding Scale- Medical

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Hotline/Crisis Numbers

Alameda County Access Program	1-800-491-9099
La Familia Counseling Services	(510) 881-5921
La Clínica de la Raza (Oakland)	(510) 535-6200
Asian Community Mental Health Services	(510) 869-7200
Crisis Support Services Of Alameda	1-800-309-2131
Berkeley Mental Health	(510) 981-5254
Willow Rock Center (Adolescent Crisis Respond Service)	(510) 483-3030
Willow Rock Center (Adolescent Psychiatric Service)	(510) 895-5502
John George Psychiatric Pavilion	(510) 346-7500
Sausal Creek Outpatient Stabilization Program	(510) 437-2363
Alcoholics Anonymous	(925) 829-0666
Cherry Hill Detoxification Services	1-866-866-7496
Family Education and Resources Center	(510) 746-1700
Social Services@ Highland Hospital	(510) 522-3700
Battered Women/Tri Valley Haven Crisis Line	(925) 449-5845
Child Protective Services Of Alameda County	(510) 259-1800
Crime Victims	1-800-VICTIMS
Emergency Shelter Program/Domestic Violence	1-800-SAFE
Alameda County Medical & Social Services (Hayward)	(510) 259-2277
Sexual Assault Hotline	1-800-656-4673
Police, Sheriff, Fire Department	911
National Suicide Prevention Lifeline	1-800-273-8255

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Bilingual Interpreter Listing - Fall 2016

American Sign Language

Andi Schreibman (X1585)

Amharic

Salem Admassu (LPC Email)

Arabic

Moh Daoud (X1195)

Berber (North African)

Moh Daoud (X1195)

Bengali

Ruchira Majumdar (X1345)

Bulgarian

Ralitsa Ivanova-Olsson (X1383)

Cebuano [Filipino]

Jeff Lawes (X1553)

French

Moh Daoud (X1195)
Savanna McGrew (X1000)
Salem Admassu (LPC Email)

German

Moh Daoud (X1195)
Erin DeBakcsy (X2543)
Heike Gecox (X1436)

Hindi

Preeti Batra (X2464)

Italian

Catherine Suarez (X1212)

Korean

Chris Lee (X1484)

Japanese

Sean Day (X1540)
Michael Sato (X1299)
Jonathan Brickman (X1216)
Akihiko Hirose (X1259)

Mandarin [Chinese]

Nan Ho (X1344)

Polish

Kate Rudnicka (X2473)

Portuguese

Maria Bradford (X1545)
Larry Aguiar (X1222)
Hortencia Nevarez (X2820)
Daisy Valle (X1581)

Punjabi

Preeti Batra (X2464)
Bal Gakhal (X1000)

Russian

Larysa Karpylovych (X1144)

Spanish

Maria Bradford (X1545)
Jonathan Brickman (X1216)
Barbara Chavez (X1545)
Lizbeth Coiman (X1109)
Moh Daoud (X1195)
Ana Del Aguila (X1187)
Gabriela Discua (X1486)
Michelle Gonzales (X1218)
Eric Harpell (X1379)
Don Miller (X1382)
Hortencia Nevarez (X2820)
Sylvia Rodriguez (X1542)
Fabiola Salceda (X1187)
Catherine Suarez (X1212)
Daisy Valle (X1581)
Rafael Valle (X1483)
Kristine Vanderhoof (X2378)

Tagalog [Filipino]

Corinna Calica (X1575)
Adeliza Flores (X1334)
Jeff Lawes (X1553)
Tessie Rabon (X1600)
Jocelyn Santos (X1552)

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Supporting ESL Students in Content Courses Resources for Instructors and/or Students

WEBSITES

1. The Purdue University Online Writing Lab: <http://owl.english.purdue.edu/>
 - An *excellent* writing resource for both native and non-native English speakers
 - Covers all areas of academic writing
2. Guide to Grammar and Writing: <http://grammar.ccc.commnet.edu/grammar/>
 - Designed for native speakers but appropriate for advanced ESL students
3. English Page: <http://www.englishpage.com/>
 - Provides a variety of short, clear, exercises and activities for ESL students
4. Compleat Lexical Tutor: <http://132.208.224.131/>
 - A bit difficult to navigate, but an interesting resource for analyzing vocabulary
 - Contains lists of most common words, Academic Word List, etc.
5. Activities for ESL Students: <http://a4esl.org/>
 - Grammar and vocabulary quizzes and activities in a variety of difficulty levels
6. Adapt-a-Strategy: Adjusting Lessons for ESL/ELL Students:
<http://www.teachersfirst.com/content/ESL/adaptstrat.cfm>
 - Designed for primary and secondary school teachers, this site, nonetheless, has excellent suggestions for adapting specific lesson types/activities to the needs of ESL students
7. California Basic Skills Initiative: <http://www.cccbsi.org/>
8. Teaching Across Cultures: <http://eberly.cmu.edu/teaching-across-cultures/trench-stories>
 - Includes instructional strategies and stories from the trenches, and answers questions like: Why should you anticipate culture shock? Why does teaching require cultural intelligence?
 - Easy to navigate

International Students Wish List

✓SMILE at me!

✓Try to pronounce my name. Names are important. Your efforts will be appreciated.

✓Tell it simply.

✓Write it down, step by step.

✓Ask me: How are you? Be personal not mechanical.

✓Talk slower, not louder.

✓Recognize me. I do not know too many people here. I need to belong.

✓Be interested. It's OK to ask about my country and my family. They are important to me.

✓Be understanding. If I omit something on a form, I probably do not know what I am supposed to write.

✓Be empathetic. If I look confused or lost, it's probably because I am.

5 Ways to Encourage ESL Student Participation

Many ESL students do not come from countries that value participation in the classroom. As a result, they do not understand how important it is to their success in the American education system. Likewise, they do not know how to do it. While each instructor may have his/her own preference for how and when students should participate, below is a list of ways students can contribute to the class. Providing students with something similar that fits your teaching style would greatly benefit students who are unfamiliar with these cultural expectations.

STUDENTS CAN:

- Share their opinion
- Give a personal example related to the topic
- Ask a question related to the topic
- Share something they have read or seen on the news that is related to the topic
- Compare/ contrast lecture information to his/ her own country

WHY PARTICIPATION IS IMPORTANT

- Teachers value students' opinions
- Students are expected to make a contribution to the class
- Belief that learning happens through discussion

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20 (Self-)Critical Things I Will Do to Be a Better Multicultural Educator

Compiled by [Paul Gorski](#) for [EdChange](#) and the [Multicultural Pavilion](#)

1. I will learn to pronounce every student's full given name correctly. No student should need to shorten or change their names to make it easier to pronounce for me or their classmates. I will practice and learn every name, regardless of how difficult it feels or how time-consuming it becomes. That is the first step in being inclusive.
2. I will sacrifice the safety of my comfort zone by building a process for continually assessing, understanding, and challenging my biases and prejudices and how they impact my expectations for, and relationships with, all students, parents, and colleagues.
3. I will center student voices, interests, and experiences in and out of my classroom. Even while I talk passionately about being inclusive and student-centered in the classroom, I rarely include or center students in conversations about school reform. I must face this contradiction and rededicate to sharing power with my students.
4. I will engage in a self-reflective process to explore the ways in which my identity development impacts the way I see and experience different people.
5. I will invite critique from colleagues and accept it openly. I accept feedback very well until someone decides to offer me feedback. Though it's easy to become defensive in the face of critique, I will thank the person for their time and courage (because it's not easy to critique a colleague). The worst possible scenario is for people to stop providing me feedback, positive and negative.
6. I will never stop being a student. If I do not grow, learn, and change at the same rate the world around me is changing, then I necessarily lose touch with the lives and contexts of my students. I must continue to educate myself—to learn from the experiences of my students and their parents, to study current events and their relationship to what I am teaching, and to be challenged by a diversity of perspectives.
7. I will understand the relationship between INTENT and IMPACT. Often, and particularly when I'm in a situation in which I experience some level of privilege, I have the luxury of referring and responding only to what I intend, no matter what impact I have on somebody. I must take responsibility for and learn from my impact because most individual-level oppression is unintentional. But unintentional oppression hurts just as much as intentional oppression.
8. I will reject the myth of color-blindness. As painful as it may be to admit, I know that I react differently when I'm in a room full of people who share many dimensions of my identity than when I'm in a room full of people who are very different from me. I have to be open and honest about that, because those shifts inevitably inform the experiences of people in my classes or workshops. In addition, color-blindness denies people validation of their whole person.
9. I will recognize my own social identity group memberships and how they may affect my students' experiences and learning processes. People do not always experience me the way I intend them to, even if I am an active advocate for all my students. A student's initial reaction to me may be based on a lifetime of experiences, so I must try not to take such reactions personally.
10. I will build coalitions with teachers who are different from me (in terms of race, ethnicity, sexual orientation, gender, religion, first language, disability, and other identities). These can be valuable relationships of trust and honest critique. At the same time, I must not rely on other people to identify my weaknesses. In particular, in the areas of my identity around which I experience privilege, I must not rely on people from historically underprivileged groups to teach me how to improve myself (which is, in and of itself, a practice of privilege).

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11. I will improve my skills as a facilitator, so when issues of diversity and equity do arise in the classroom, I can take advantage of the resulting educational opportunities. Too often, I allow these moments to slip away, either because I am uncomfortable with the topic or because I feel unprepared to effectively facilitate my students through it. (I often try to make myself feel better by suggesting that the students “aren't ready” to talk about racism or sexism, or whatever the topic might be, when it's more honest to say that I am not ready.) I will hone these skills so that I do not cheat my students out of important conversations and learning opportunities.
12. I will invite critique from my students, and when I do, I will dedicate to listening actively and modeling a willingness to be changed by their presence to the same extent they are necessarily changed by mine.
13. I will think critically about how my preferred learning styles impact my teaching style. I am usually thoughtful about diversifying my teaching style to address the needs of students with a variety of learning styles. Still, I tend to fall back on my most comfortable teaching style most often. I will fight this temptation and work harder to engage all of my students.
14. I will affirm and model appreciation for all forms of intelligence and the wide variety of ways students illustrate understanding and mastery of skills and knowledge.
15. I will reflect on my own experiences as a student and how they inform my teaching. Research indicates that my teaching is most closely informed by my own experiences as a student (even more so than my pre-service training). The practice of drawing on these experiences, positive and negative, provides important insights regarding my teaching practice.
16. I will encourage my students to think critically and ask critical questions about all information they receive including that which they receive from me.
17. I will challenge myself to take personal responsibility before looking for fault elsewhere. For example, if I have one student who is falling behind or being disruptive, I will consider what I am doing or not doing that may be contributing to their disengagement before problematizing their behavior or effort.
18. I will acknowledge my role as a social activist. My work changes lives, conferring upon me both tremendous power and tremendous responsibility. Even though I may not identify myself as a social activist, I know that the depth of my impact on society is profound, if only by the sheer number of lives I touch. I must acknowledge and draw on that power and responsibility as a frame for guiding my efforts toward equity and social justice in my work.
19. I will fight for equity for all underrepresented or disenfranchised students. Equity is not a game of choice—if I am to advocate education equity, I do not have the luxury of choosing who does or does not have access to it. For example, I cannot effectively fight for racial equity while I fail to confront gender inequity. And I can never be a real advocate for gender equity if I choose to duck the responsibility for ensuring equity for lesbian, gay, and bisexual students. When I find myself justifying my inattention to any group of disenfranchised students due to the worldview or value system into which I was socialized, I know that it is time to reevaluate that worldview or value system.
20. I will celebrate myself as an educator and total person. I can, and should, also celebrate every moment I spend in self-critique, however difficult and painful, because it will make me a better educator. And that is something to celebrate!

Seven Principles for Good Practice in Undergraduate Education

By Arthur W. Chickering and Zelda F. Gamson

Summary

Following is a brief summary of the Seven principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association of Higher Education, the Education Commission of the States, and The Johnson Foundation.

1. Good Practice Encourages Student-Faculty Contact

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Good Practice Encourages Cooperation among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3. Good Practice Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. Good Practice Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence.

In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Good Practice Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

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6. Good Practice Communicates High Expectations

Expect more and you will get it. High Expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

7. Good Practice Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

6 Areas of Diversity Curriculum infusion

Assoc. of Amer Colleges & Universities Digest vol 10 2007 diversityweb.org

1. Course description/objectives that reflect diversity
2. Content integration that includes multiculturalism
3. Instructional resources & materials that reflect diversity
4. Faculty & Student worldviews & learning styles---what are they? Examine them.
5. Instructional Strategies---diversified
6. Assessment diversification---recognizing need to vary assessment strategies

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Classroom Issues and Strategies For Solving Them

Below are some common challenges ESL students have in their academic life. Following are ideas for how teachers can support them and also strategies we can suggest to our students.

Possible Problems	Options for teachers	Strategies to suggest for students
Not asking questions or getting help	<ul style="list-style-type: none"> - Provide a sample of questions that they could ask. - If possible, allow a few minutes at the end of the class for students to ask questions. - Provide your e-mail address and tell students that they can write you with specific questions. - Start an online group for your class so that they can ask questions to each other. - Find out at the beginning of semester who is a non-native speaker. Are they having trouble? Take initiative to talk to them about getting help. 	<ul style="list-style-type: none"> - Encourage your students to come to office hours and tell them what you can do for them. - Encourage students to check with each other.
Overusing dictionary	<ul style="list-style-type: none"> - List pertinent vocabulary - Give a strategy: For example, tell them to choose 10 vocabulary words from the reading to look up. 	<ul style="list-style-type: none"> - Encourage students to guess meaning - Remind students to focus on the words they do know first. - Tell students that they can underline or highlight words that they do not know, but that they should keep reading and only check the dictionary after they have finished a section.
Not understanding or remembering vocabulary	<ul style="list-style-type: none"> - Put key words on the board during lecture or on a handout for readings. - Provide practice or real quizzes in which students review key concepts. 	<ul style="list-style-type: none"> - Encourage students to make and use flashcards - Encourage students to create a vocabulary notebook so they can record and review all the new vocabulary they are getting from readings and lectures.
Not reviewing often enough	<ul style="list-style-type: none"> - Remind students to review. - Model how to review. 	<ul style="list-style-type: none"> - Form a study group with whom to review and practice
Not actively thinking while reviewing	<ul style="list-style-type: none"> - Show how to make flashcards - Use two columns for a handout so that students can fold it and study from it. 	
Cramming	<ul style="list-style-type: none"> - allow five minutes before lecture to review - verbally encourage regular review 	

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Students study the wrong thing	<ul style="list-style-type: none"> - provide sample questions - have students brainstorm example questions - be transparent about the way you lecture/ give tests 	
Not having people to study with	<ul style="list-style-type: none"> - Assign study groups - Provide in-class pair work to model how students can do it out of class - Have a rotating seating chart so students can meet new people and avoid sitting next to other international students all the time. 	<ul style="list-style-type: none"> - Form study groups outside of class.
Plagiarism	<ul style="list-style-type: none"> - Do in-class writings. - Spend time at the beginning of the semester explaining the cultural reasons for not plagiarizing. - Model how to paraphrase. 	<ul style="list-style-type: none"> - Read the student handbook

Written by Jenn Gemma, ESL Faculty

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SUGGESTIONS FOR INSTRUCTORS: GRADING WRITING

1. Since all of us ask students to communicate, it is our responsibility to help them do so.
2. Try not to use red ink.
 - a. Foster students' developing academic self-confidence.
3. Remind yourself that the purpose of language is to communicate, and evaluate your students according to criteria that emphasize communicative ability over grammatical correctness.
4. Don't correct errors
5. Underline errors
 - a. As with any error identification, concentrate on global errors.
 - b. Don't mark every error
6. Use an "Error Awareness Key"
 - a. A sample is enclosed in your packet.
7. Mark particularly confusing sections and suggest they review them with a tutor or Writing Center staff
8. Allow rewrites, if possible
9. Encourage peer editing
10. Do in-class writing as much as possible
 - a. ESL students, like all Basic Skills students, do best in supportive environments
11. Praise clarity
12. Build a relationship with the student
13. Understand cultural issues that may affect a student's writing
 - a. Indirect communication
 - b. Conventions of academic writing
 - c. Teacher/student interaction
14. Other suggestions?

How to Help ESL Students Identify and Correct Their Errors

NATIVE SPEAKER VS. NON-NATIVE SPEAKER ERROR CORRECTION

1. Native speakers often self-edit by relying on what “sounds right” and typically cannot identify or explain the grammatical nature of the error or the rule that governs it.
 - These students will often self-correct errors once they are pointed out.
2. ESL students, in contrast, cannot rely on this internal, intuitive self-correcting mechanism.
 - These students often require explicit instruction in the nature and source of their errors.
 - Because ESL students typically possess a far greater knowledge of grammar rules and terminology, it is extremely useful to use these terms to explain their errors.

GLOBAL VS. LOCAL ERRORS

Global Errors

- These errors generally affect the reader’s understanding of the writer’s ideas and are considered more serious.
- They require immediate attention and, more importantly, instruction.
- Examples of Global Errors:
 - Verb Tense
 - Verb Form
 - Modals
 - Conditional Sentences
 - Passive Voice
 - Relative Clauses
 - Adverb Clauses
 - Noun Clauses
 - Sentence Structure
 - Word Order
 - Connecting Words

Local Errors

- These errors affect a smaller part of a sentence, don’t interfere with the reader’s ability to understand, and are considered less serious.
- They are much less of a priority, and students will generally learn to identify and correct them as their proficiency improves.
- Examples of Local Errors:
 - Subject –Verb Agreement
 - Articles
 - Singular and Plural Nouns
 - Word Choice
 - Word Form
 - Prepositions

ESL EDITING GUIDE

GLOBAL ERRORS (Critical Errors)

Symbol	Explanation
vt	incorrect verb tense
vf	verb incorrectly formed
modal	incorrect use or formation of modal
cond	incorrect use or formation of conditional sentence
pass	incorrect use or formation of passive voice
cl	incorrect use or formation of a dependent clause
ss	incorrect sentence structure
wo	incorrect or awkward word order
conn	incorrect or missing connecting word
?	message not clear

LOCAL ERRORS (Less Critical Errors)

Symbol	Explanation
sv	incorrect subject-verb agreement
art	incorrect or missing article
s/pl	problem with the singular or plural of a noun
wc	incorrect word choice
wf	incorrect word form
prep	incorrect use of a preposition

OTHER ERRORS

Symbol	Explanation
cap	capitalization – capital letter needed
coh	coherence – one idea does not lead to the next
cs	comma splice
dm	dangling modifier – phrase or clause with no word(s) to modify in a sentence
frag	fragment – incomplete sentence
lc	lower case – word(s) incorrectly capitalized
nonid	nonidiomatic – not expressed this way in English
p	punctuation – punctuation incorrect or missing (esp. commas and apostrophes)
pro ref	pronoun ref – pronoun reference unclear
pro agr	pronoun agreement incorrect
ro	run-on - two independent clauses with no punctuation
sp or √	spelling error

Adapted from Writing Clearly by Janet Lane and Ellen Lange

Errors Based on Language Transfer

Promoting Learner Awareness of Language Transfer Errors in ICALL

from: Raimes, Ann. *Keys for Writers*. New York: Houghton Mifflin, 2004.

LANGUAGE FEATURES	LANGUAGE	SAMPLE TRANSFER ERROR IN ENGLISH
ARTICLES		
No Articles	Russian, Chinese, Japanese, Farsi, Urdu, Swahili	Sun is hot. I bought book. Computer has changed our lives.
No indefinite article with profession	Arabic, French, Haitian Creole, Japanese, Korean, Vietnamese	He is student. She lawyer.
Definite article with days, months, places, idioms	Arabic	She is in the bed. He lives in the Peru.
Definite article used for generalization	German, Spanish, Greek, French, Portuguese	The photography is an art. The books are more expensive than the disks.
No article used for generalization	Haitian Creole	Bird can fly.
Definite article with proper noun	German, Spanish, Greek, French, Portuguese	The Professor Brackett teaches in Frankfurt.
No definite article	Hindi, Turkish	Store on corner is closed.
No indefinite article	Korean (uses <i>one</i> for <i>a</i> and depends on context)	He ran into one tree.

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VERBS AND VERBALS		
<i>Be</i> can be omitted	Russian, Arabic, Haitian Creole, Chinese	India more than religious than Britain. She working now. He always cheerful.
No progressive forms	French, German, Russian, Greek	They still discuss the problem. When I walked in, she slept.
No tense inflections	Chinese, Thai, Vietnamese	He have a good time yesterday. When I was little, I always walk to school.
No inflection for person or number	Japanese, Chinese, Korean, Russian, Thai	The singer have big band.
Past perfect form with <i>be</i>	Arabic	They were arrived.
Different tense boundaries from English	Arabic, Farsi, Chinese, Haitian Creole, French	I study here for a year. He has left yesterday.
Different limits for passive	Japanese, Korean, Russian	They were stolen their luggage.
Voice	Thai, Vietnamese	My name based on Chinese characters. A miracle was happened.
No- <i>ing</i> (gerund)/infinitive distinction	Arabic, Chinese, Farsi, French, Spanish, Greek, Vietnamese, Portuguese	She avoids to go. I enjoy to play tennis.
Infinitive not used to express purpose	Korean	I go out for having my dinner.
Overuse of progressive nouns	Hindi, Urdu	I am wanting to leave now.

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<i>WORD ORDER AND SENTENCE STRUCTURE</i>		
Verb precedes subject.	Hebrew, Russian, Spanish (optional), Tagalog, classical Arabic	Good grades received every student in the class.
Verb-subject order in dependent clause.	French, Haitian Creole	I knew what would decide the committee.
Verb last	Korean, Japanese, Turkish, German (in dependent clause), Bengali, Hindi	...(when) the teacher the money collected.
Coordination favored over subordination	Arabic	Frequent use of <i>and</i> and so
Relative clause or restrictive phrase precedes noun it modifies	Chinese, Japanese, Korean, Russian	The enrolled in community college student... A nine-meter high impressive monument to Lenin... He gave a too difficult for me book.
Adverb can occur between verb and object or before verb	French, Haitian Creole, Urdu (before verb)	I like very much clam chowder. They efficiently organized the work.
<i>That</i> clause rather than infinitive	Arabic, French, Haitian Creole, Spanish, Hindi, Russian	I want that you stay. I want that they try harder.
Inversion of subject and verb rare	Chinese	She is leaving and so am I.
Conjunctions occur in pairs	Chinese, Farsi, Vietnamese	Although, she is rich but she wears simple clothes. Even if I had money, I would also not buy that car.

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Subject can be omitted (especially pronoun)	Chinese, Spanish, Thai, Japanese	Is raining.
Commas set off a dependent clause.	Russian, German	He knows, that we are right.
No equivalent of <i>there is/there are</i>	Russian, Korean, Japanese, Spanish, Portuguese, Thai (uses adverb of place and <i>have</i>)	This article says four reasons to eat bananas. In the garden has many trees.
<i>NOUNS, PRONOUNS, ADJECTIVES, ADVERBS</i>		
Personal pronouns restate subject	Arabic, Spanish, Gujarati	My father he lives in California.
No human/nonhuman distinction for relative pronoun (who/which)	Arabic, Farsi, French, Russian, Spanish, Thai	Here is the student which you met her last week. The people which arrived...
Pronoun object added at end of relative clause	Arabic, Farsi, Hebrew	The house that I used to live in it is big.
No distinction between subject and object forms of pronouns	Chinese, Spanish, Thai, Korean, Gujarati	I gave the forms to she.
Nouns and adjectives have same form	Chinese, Japanese	She is very beauty woman. They felt very safety on the train.
No distinction between <i>he/she, his/her</i>	Farsi, Thai, Bengali, Gujarati	My sister dropped his purse.
No plural form after a number	Farsi, Chinese, Korean	Four new lamp...
No plural (or optional) forms of nouns	Japanese, Thai, Chinese, Korean	Several good book...
No relative pronouns	Korean	The book is on the table is mine.

Supporting Non-Native Speakers of English

Adjectives show number	Spanish	I have helpfuls friends
Double negatives are routinely used	Spanish	They don't know nothing.
Pronoun subjects can be omitted.	Thai, Spanish	My boss complained when she saw the mess.

Supporting Non-Native Speakers of English

BOOKS

1. Brown, H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy. New Jersey: Pearson, 2007.
 - If you're interested in language pedagogy, this text offers a comprehensive survey of the topic.
2. Lane, Janet and Ellen Lange. Writing Clearly: An Editing Guide. Boston: Heinle and Heinle, 1999.
 - An excellent editing text for advanced ESL students
 - Contains an analysis of global vs. local errors
3. Longman Dictionary of American English / Longman Advanced Dictionary of American English
 - Far superior for ESL students, these dictionaries include word frequencies, collocations, example sentences, and other extremely helpful features
 - All definitions are given using the 2,000 most common English words.