



UC DAVIS

International and Academic English

Office of Undergraduate Education

International and Academic English (IAE) works to ensure academic success for multilingual students, both domestic and international, by using data to identify and eliminate barriers and by partnering across campus to support multilingual learners.

Programs and Resources



English Language Placement Exam (ELPE)

The ELPE is a writing placement exam provided to incoming multilingual undergraduate students who have not satisfied the Entry Level Writing Requirement. IAE informs students of testing requirements and coordinates testing opportunities at UC Davis. If a student is struggling with writing in your course and has not taken the ELPE or the courses it places students into (UWP 21, UWP 22, UWP 23, or WLD 57), you or the student can contact us.



Pal Program

The Pal Program pairs up UC Davis undergraduate students for intercultural conversation experiences. Many faculty recommend PAL to their students at the beginning of each quarter. It's a great way to make friends and learn more about the world. Contact us, if you would like us to make a 2-3 minute presentation in one of your courses.



Summer Start

Summer Start is a 6-week, intensive, academic program for incoming international and multilingual freshmen that provides the foundations for a strong start at UC Davis.

Contact us, if you teach, or would like to teach a course that seems particularly relevant to the program.



Test of Oral English Proficiency (TOEP)

The TOEP assesses the oral English proficiency of prospective TAs and AIs with a 20-minute classroom simulation in which students present a course document and mini-lesson. Contact us if you are uncertain whether a student has tested or needs to test prior to serving as a TA.



Language & Culture Coaching

Language & Culture Coaches help international teaching assistants (ITAs) or prospective ITAs improve their English language skills. Graduate students can receive one-on-one lessons focused on speaking and pronunciation, culture, communication skills, presenting, academic terms, and classroom practices in the U.S. If you have a student who would benefit from additional oral English language support in preparation for working as a TA, recommend that they participate in coaching.



ITA Workshops & Seminars

Many TAs continue to want support after completing the graduate courses for multilingual learners. In these workshops, TAs and prospective TAs can continue to learn and practice their language and teaching skills in a supportive setting. Topics include American English pronunciation, presentation skills, teaching and communication skills, and oral grammar. Any UC Davis graduate student or postdoc may attend. Check out the IAE website for more information.

Strategies for Supporting International and Multilingual Students

1. Tell the students directly how to address you in class and in email
2. Learn students' names, even the difficult, foreign sounding ones.
 - Strategy #1: Ask the student to teach you how to say his/her name.
 - Strategy #2: Learn a few basic rules for pronouncing Chinese names.
3. Identify actions students should take when they don't understand or need help.
4. Identify actions students should take to receive religious accommodations.
5. Make expectations and consequences explicit, especially regarding group work, plagiarism, the use of technology, late work, tardiness, excused and unexcused absences.
6. Make language accessible. Avoid jargon, UC Davis speak, and idiomatic phrases.
7. Encourage students to pre-read when possible.
8. Post lecture slides and consider having lectures recorded to post online.
9. Avoid references to US pop culture and sporting references
10. Identify campus resources for students: tutoring, counseling & citation workshops.
11. Do your part to prevent plagiarism.
 - Estimate the amount of time required to complete research and writing tasks.
 - Require intermediary steps: a proposal, an outline, a draft, even a pop quiz on their paper content.
 - Repeat your expectations for citations, plagiarism, and consequences with each new assignment.
12. Provide early and frequent feedback.
13. Proactively reach out to students that are doing poorly.
14. Repeat important messages in multiple formats: in lecture, on the syllabus, on assignment sheets, on Canvas, and via email.

ADDITIONAL SUPPORT:

If you would like more information about working with international and multilingual students or would like to better understand English language requirements for graduate students, please contact us. We provide consultations and workshops and are happy to meet with individuals or departments to talk about how to create the best experience for all of our students.



Contact

Dawn Takaoglu, Director. All Programs.
dmtakaoglu@ucdavis.edu

Kassandra Lane, Program Assistant. Undergraduate Programs.
kaslane@ucdavis.edu. 530-752-6799

Emily Montgomery, Program Coordinator. Graduate Programs.
edmontgomery@ucdavis.edu. 530-752-6992

Departmental Email:
iae@ucdavis.edu

 @IAEgrad
 @PalUCDavis
 @UCDavisSummerStart