This semester, I am committed to creating a learning environment where each student sees themself as a valued member of the classroom. We will get to know each other better as the class progresses, but by answering the questions on this survey, I can learn more about you *now* to make the learning experience in this class more relevant and engaging for you. Thank you for participating in this survey.

Go, Wolfpack!

1. Check "Yes" to proceed.

☐ Yes, I agree to participate in this survey.

### Language Background

2. What language(s) did you first speak at home? *Check all that apply.*

- ☐ American Sign Language
- ☐ Arabic
- ☐ British English
- ☐ Chinese
- ☐ Choctaw
- ☐ Ebonics (African American English)
- ☐ English
- ☐ French
- ☐ German
- ☐ Hmong
- ☐ Ho-Chunk
- ☐ Japanese
- ☐ Korean
- ☐ Ojibwe
- ☐ Somali
- ☐ Spanish
- ☐ Sioux
- ☐ Tibetan
- ☐ Taiwanese
- ☐ Urdu
- ☐ Vietnamese
- ☐ Wolof

Other (please specify):

[ ]
* 3. In addition to English, what language(s) do you fluently communicate in? Check all that apply.

- American Sign Language
- Arabic
- British English
- Chinese
- Choctaw
- Ebonics (African American English)
- French
- German
- Hmong
- Ho-Chunk
- Japanese
- Korean
- Ojibwe
- Somali
- Spanish
- Sioux
- Tibetan
- Taiwanese
- Urdu
- Vietnamese
- Wolof

Other (please specify)

* 4. What region of the world do your ancestors come from? check all that apply

- Australia
- Central America
- China
- East Africa
- Eastern Europe
- Middle East
- North Africa
- North America (United States and Canada)
- South Africa
- South America
- Southeast Asia
- Southern Asia
- Western Europe
- West Africa
- I'm not sure
- I prefer not to answer

Other (please specify)
5. How many years have you lived in the United States
   - All of my life
   - 16 or more years
   - 11-15 years
   - 6-10 years
   - 0-5 years
   - I prefer not to answer

6. How many years have you used English in a school setting?
   - All of my school life
   - 9-11 years
   - 5-8 years
   - 0-4 years
   - I prefer not to answer

7. Would you like to see your culture represented in assignments or course materials like lectures or readings?
   - No
   - Yes, but only if it is relevant to the subject matter.
   - Yes. You may introduce or discuss anything about my culture in class.
   - I'm not sure
   - I don't care
   If yes, please share your ideas below.

8. Describe any strengths you have with online learning.

9. Describe any challenges you have with online learning.
Reflect on your literacy activities and consider the following:

In general
Partner with reading specialist, linguist, writing center director, or ESL specialist on campus to provide feedback on your curriculum enhancements

Speaking activities
- Create opportunities to meet one-on-one with your students or meet in small groups to get to know them and for them to talk with you
- Design the classroom with small group discussion & assign roles (facilitator, group speaker, scribe, etc.) in the groups to give all students opportunities to speak.
- Rotate among students to share out a daily gratitude (Begin this practice by doing yourself 4 or 5 times to model the practice. Then ask students to do it)

Listening activities
- Design lectures with language identity & cultural capital in mind
- Record lectures with closed captioning available – can post in advance of class (also known as frontloading information)
- Use visual representation (images) to create context on your slides;
- Always enable closed captioning when showing videos

Reading activities
- Choose reading material with a topic familiar to all students or
- Create context or frontload unfamiliar information prior to assigning reading.
- Look for reading materials written by authors with cultural backgrounds similar to your students
- Identify reading comprehension resources on campus (multi-literacy center, learning center) and discuss with reading or ESL specialist your students – can share the data from your survey as a starting point

Writing activities
- Create assignments or classroom experiences early in the semester that reveal students' language & cultural backgrounds
- Partner with the Writing Center at your institution and discuss ways students can meet regularly with one tutor
- Create low stakes discussion posts that are more reflective and formative

Establishing a sense of belong
- All of the above!
- Teach from what they share about themselves, their families, their experiences
- Use examples, scenarios, case studies, or current events that incorporate students’ culture and life experience
- Create sense of community among peers intentionally
  - Icebreakers
  - Student shares out one thing they learned from another classmate (not only builds connection among peers, a great formative assessment)