



International and Academic English Support (IAES) – esl@ucdavis.edu

Dawn Takaoglu – IAES Coordinator
Victoria Whitworth – ESL Program Assistant

Your Roster

Name (click to view profile)				Level	Units	Class	Major
Last	First	Middle	PreferredName				
Farias	Cristal	Vargas	Cristal	UG ⓘ	0	FR ⓘ	LMAT ⓘ
Li	Stella		Stella	UG ⓘ	0	FR ⓘ	LENL ⓘ
Rivera	Dianna	Priscilla	Dianna	UG ⓘ	0	FR ⓘ	LUHU ⓘ
Alas-Viana	Sarah	Noelle	Sarah	UG ⓘ	0	FR ⓘ	LMAT ⓘ
Dominguez	Mary	Lupe	Mary	UG ⓘ	0	FR ⓘ	LASD ⓘ
Hong	Kristi	Yoon Jung	Kristi	UG ⓘ	0	FR ⓘ	LUSS ⓘ
Pinon	Jenelle	Veronica	Jenelle	UG ⓘ	0	FR ⓘ	AANS ⓘ
Aguirre	Sarai	Nicole	Sarai	UG ⓘ	0	FR ⓘ	AANS ⓘ
Proshak	Angelina		Angelina	UG ⓘ	0	FR ⓘ	ANSC ⓘ
Hernandez-Lopez	Amaris	Jocelyn	Amaris	UG ⓘ	0	FR ⓘ	AANM ⓘ
Prasad	Priscilla	Payal	Priscilla	UG ⓘ	0	FR ⓘ	BNPB ⓘ
Tweedy	Carolina	Elena	Carolina	UG ⓘ	0	FR ⓘ	BBIS ⓘ
Liang	Anthony	Lin	Anthony	UG ⓘ	0	FR ⓘ	BULS ⓘ
Singh	Anushka		Anushka	UG ⓘ	0	FR ⓘ	ECOM ⓘ
Roy	Althea	Balingit	Althea	UG ⓘ	0	FR ⓘ	ECOM ⓘ
Uribe	Olaf		Olaf	UG ⓘ	0	FR ⓘ	EEEL ⓘ
Gonzalez	Logan	Andrew	Logan	UG ⓘ	0	FR ⓘ	ECSE ⓘ
Atmadja	Stanford	Soendoro	Stanford	UG ⓘ	0	FR ⓘ	ECML ⓘ
Valdovinos	Jaime		Jaime	UG ⓘ	0	FR ⓘ	BNPB ⓘ
Hernandez	Paola		Paola	UG ⓘ	0	FR ⓘ	AEXP ⓘ
De Leon	Ramon	Agustin	Ramon	UG ⓘ	0	FR ⓘ	AANS ⓘ
Carcamo	Luis	Eduardo	Luis	UG ⓘ	0	FR ⓘ	LMUS ⓘ
Jiang	Chaohao		Chaohao	UG ⓘ	0	SO ⓘ	EEEL ⓘ
Garcia	Edna	Jasmin	Edna	UG ⓘ	0	FR ⓘ	LUSS ⓘ
Covarrubia	Tennifer		Tennifer	UG ⓘ	0	FR ⓘ	BRIS ⓘ

Domestic ESL

U.S. citizens, permanent residents or refugees with varying amounts of time and ESL instruction in U.S. schools.

Some common characteristics:

- Have jobs or have work experience
- Good listeners with the ability to mask other language difficulties.
- Often have undeveloped writing skills
- Familiar with U.S. classroom culture
- First generation college students

International

Have F-1 visas with TOEFL scores above 80.

Some common characteristics:

- Affluent, with little personal work experience
- High-performing students often with great pressure from parents abroad
- Better at listening and reading than at speaking and writing.
- Unfamiliar with U.S. classroom culture and concepts of plagiarism
- Hold instructors in high esteem and seek their advice
- Unaccustomed to having counseling or academic support services
- Unaccustomed to the demands of living independently and often lacking in local networks of family and friends.

Engaging International and ESL Students

- Names
- Be friendly, patient and encouraging :
 - you may be one of the first people on campus they meet
- Be explicit:
 - Your Teaching Methods
 - Participation & Engagement
 - Acceptable times and types of “help” and “group work”.
 - Plagiarism
- Preview
- Acknowledge cultural references
- Advise with caution

When we can help

- The “quiet international student dilemma”
- Translation & ESL support questions
- Academic cultural differences
- Setting expectations
- Testing
- PAL - Partners in th Acquisition of Language

ESL is not a disability; it's an achievement!