Oral Communication Skills:
- Engage in regular interaction with native English speakers through:
  - Pair and group work in and outside of class
  - Language exchanges
  - Volunteering
  - Student groups
  - Academic and professional organizations
  - Cultural exchanges
  - On- and off-campus get-togethers based on hobbies and other interests
- Make a regular effort to seek out the company of multilingual classmates and others who do not speak your native language(s).
- Work with prospective English and English-as-a-second-language (ESL) teachers.
- Attend guest lectures and other events in your department and discuss the content afterwards.
- Go to movies, readings and other cultural events with native English speakers and others; socialize before and afterwards.

Listening:
- Listen to and watch how native English speakers use words, intonation, grammatical structures, body language, personal space, etc.; make note of those communication features that require clarification and follow up on them.
- Ask questions when you don’t understand what is being said; write down questions before asking them if possible.
- Request permission to record lectures so that you can re-listen to them.
- Watch English-language television programs and YouTube videos with closed captions (CC).
- Listen to web-based programs that include corresponding transcripts (e.g., some TED talks), so that you can check your comprehension.
- Subscribe to English-language podcasts and locate other audio/video media in your field of study and/or on topics that interest you.

Speaking:
- Record yourself speaking in English so that you can play it back and learn more about how you sound:
  - Transcribe your speech so that you can more concretely understand your language use.
  - Make notes of aspects of your language use that you would like to improve and actively work to improve them.
  - Determine what you like about your language use in English so you can enhance those aspects, too.
- Locate online resources that can help you with discrete pronunciation information, such as English-language dictionaries, ESL YouTube videos, etc.
- Ask trusted native speakers in your classes and/or discipline to give you feedback on your oral presentations before they are due.
- Watch English-language YouTube videos about topics in your field of study to see how speakers deliver their presentations; pay close attention to the language (vocabulary, grammar, organization…), gestures/body language and visual aids used.
Written Communication Skills:

- Understand that to be a good writer, you must be a good reader.

Reading:

- Scan title, section headings and other parts of the reading (such as abstract, photographs, tables, etc.) to get the gist of what is being discussed.
- Take notes as you read; key notes to the page numbers and sections of the reading.
- After taking notes, write down questions that you have related to the overall themes of the reading, as well as the specific details; ask someone to help you clarify these issues within the text.
- Determine:
  - What the purpose of the text is (informative, persuasive, etc.)
  - Who the audience of the text is (general readership, specialists in your discipline, educated professionals outside of your field, etc.)
- Analyze what you read for content, as well as these features:
  - Author’s stance
  - Organizational structure at the macro- and micro-levels
  - Source integration, such as quotations, paraphrases and summaries
  - Language use, such as personal pronouns, hedges, passive voice, etc.
- Keep a vocabulary journal.
- Read non-specialist texts in your field to become more conversant with how discipline-specific issues are discussed in a wider context.
- Read non-specialist texts in an area of interest to build a wider vocabulary.

Writing:

- Make sure that you understand exactly what the assignment requires before your begin:
  - Ask questions to clarify what you don’t understand.
  - Request models or examples of completed assignments.
- Start early and make a plan:
  - Break down the writing assignment into the smallest “work chunks” possible.
  - Map out a schedule for completing each of these “work chunks” before the due date.
- Do not procrastinate.
- Apply what you have learned about texts in your discipline to your writing.
- Know your audience:
  - What does the audience already know and think about your topic?
  - What must the audience know about your topic for your paper to make sense?
  - What’s not important for you to include in your paper for this audience?
  - Will the audience disagree with your point of view? If so, how will you counter their criticism?
- Understand that writing is a recursive process:
  - Prewriting: Generating ideas through brainstorming, outlining, reading, etc.
  - Drafting: Getting those ideas down in writing
  - Revising: Making sure that the ideas are well argued/supported, organized, etc.
  - Editing: Correcting errors in grammar, punctuation, formatting, etc.
- Write regularly in English.
- Use English-only dictionaries and language-based resources.
- Know the university’s academic integrity policy: https://integrity.uncc.edu
  - Ask questions if you do not understand what is required.
Seek feedback on the content and language of your writing:
- Peers
- Professors
- Writing professionals, such as at the Writing Resource Center

Join or start a writing group in your department.
Hire a professional editor if necessary.
Take a writing-based course in your discipline and/or specifically for multilingual writers.
Consult library- and web-based resources to learn more about academic writing.

Writing-based Resources

Courses:
- For undergraduate students—mixed classes of multilingual and native English speakers:
  - UWRT 1101: Writing and Inquiry in Academic Contexts I
  - UWRT 1102: Writing and Inquiry in Academic Contexts II
- For graduate students, post-doctoral fellows and visiting faculty—only for multilingual speakers:
  - GRAD 6010/8010: Graduate-Level Writing for International Students

Individual Writing Consultations:
- For all students:
  - Writing Resource Center: https://writing.uncc.edu/writing-resources-center/schedule-appointment
- For dissertation students, post-doctoral fellows and visiting faculty:
  - Dr. Russell-Pinson: lpinson@uncc.edu

Campus-based Writing Workshops and Events:
- For all students:
  - Writing Resource Center: http://writing.uncc.edu/writing-resources-center
- For graduate students, post-doctoral fellows and visiting faculty:
  - Center for Graduate Life: https://gradlife.uncc.edu/workshops

Websites:
- General academic writing (including grammar):
  - The Purdue University Online Writing Lab (OWL): http://owl.english.purdue.edu
  - Graduate Workshop Program Handouts, University of California-Davis: http://writing.ucdavis.edu/programs-and-services/the-workshop-program/graduate-handouts
  - Writing Handouts, University of North Carolina-Chapel Hill: http://writingcenter.unc.edu/handouts/
  - Additional Resources for Speaking and Writing, University of Toronto (Canada): http://www.sgs.utoronto.ca/currentstudents/Pages/ELWS-Additional-Resources.aspx
  - Research Writing at the Graduate Level, Portland State University’s Writing Center: http://www.writingcenter.pdx.edu/resources/grad_library.php?grad_research.html#detail

- Academic vocabulary and phrase building:
  - Academic Phrasebank, University of Manchester (United Kingdom): http://www.phrasebank.manchester.ac.uk
  - Latin and Greek Roots: https://www.learnthat.org/pages/view/roots.html
- Visuwords, an online visual dictionary and thesaurus: http://www.visuwords.com