**Tips & resources for teaching international students**

1. Don’t just say it. Write important/key points on the board, in a PowerPoint, or as notes posted on Bb Learn.

2. Allow students to bring a tape recorder to class to help with note taking.

3. Recycle and rephrase important information.

4. Provide a model. In labs this can be a physical demonstration - in writing, an example paper.

5. Encourage students to form study groups or to have a ‘study buddy’.

6. After asking a question wait before getting responses (Counting to 10 or 15 can help).

7. Have students write some notes before asking for responses to in-class questions.

8. Have comprehension checks throughout your lecture and course.

9. Include a variety of task types both in-class and as assessments.

10. Help students be aware of resources on campus:
    - The Learn Center in the Union has free one-on-one tutoring.
    - The Writing Center has free tutoring for writing.
    - The PIE has resources to help international students.
    - The CIE has resources to help international students.

11. Enjoy the different perspectives that international students bring to discussions.
Ideas from Project LEAP (Learning English for Academic Purposes)  
Bill Grabe has this resource

Strategies for in-class lectures:

1. Anticipate difficult, unfamiliar, context-specific words. Put a list of key words on the board. As you use these words, be sure to define or paraphrase these key words. Have students need to keep a list of key words and review them.
2. Put an outline of lecture on the board before class. Begin class by talking briefly about the outline. Point to different sections of the outline as you move through the lecture.
3. Ask students to identify the main ideas of the lecture and major supporting ideas.
4. If you use examples and language which assumes American cultural background, add explanations for international students.
5. Monitor your speech for idiomatic language that might be difficult for international students: “Beat a dead horse.”
6. Repeat important information and rephrase/

Note taking tips:

7. Provide guidance on what makes good notes. (See LEAP 4-7).
8. Show students how to outline or make comments in the margins of their books.
9. Encourage students to look at a reading and organize notes/ideas by comparison-contrast, cause-effect, problem/solution, for/against, process and flow charts, classification tables, timelines.

Reading strategy tips:

10. Preview the course textbook at the beginning of the course, maybe on the second meeting (about 15 minutes). Preview the first assigned chapter and look at the organization and structure of the chapter. Tell students what is important and why. Give them one or two reading strategies.
11. Use a textbook survey to help them identify good strategies for working with a textbook (LEAP, year 1, 28-33).
12. Have students give/write a short summary of the assigned reading. Give them time to ask questions and ask them to identify difficulties that they are having.
14. Teach summarization skills and require assigned text summaries regularly.
15. Give quick simple quizzes on the assigned reading. Let students go over questions and explain their answers.

Quizzes and Office hours:

16. Ask students to contribute questions to quizzes and tests. Have students select some questions to answer in class, individual and/or in groups. Use some of the questions in your tests.
17. Students need to learn how to use office hours wisely (and go to office hours) (LEAP, year 1, 66-67)