Some suggestions for instructors of international students:

Don’t assume: Be aware of your own assumptions, carefully articulate the ones you want met; question others.

Don’t dumb down: Think “more accessible” not “simpler.”

Do define: cheating, plagiarism, and other expectations precisely.

This will help all students, not just internationals.

Some possible accommodations for students having initial English language difficulty:

- Build in “thinking/translating time” for answers to questions in class
- Publish your lecture notes or outline on D2L before class to allow time for students to pre-read and print out
- Identify note-takers to share lecture notes
- Assign or suggest study groups or study partners (Do not group all international students together.)
- Be available – offer structured, not just open, office hours
- Consider allowing extra time for reading and written assignments in class
- Use partner activities to get students talking
- Discourage excessive dictionary/translator use
- On exams, consider allowing paper bi-lingual dictionaries with no notes written in them (not electronic translators, many are programmable)
- Provide a detailed syllabus – allows students to read ahead, to prepare vocabulary, and to do any necessary research for assumed background knowledge
- Consider providing access to syllabus/texts during winter and summer breaks to allow students to pre-read/prepare for the next semester
- Provide list of references for background knowledge
- Strongly encourage use of tutors

Understanding International Students 5/24/11
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