

Edited version of "Working with International Students" from Michigan State University Libraries
Information Literacy Intranet site
For LOEX 2013, Nashville
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Delivering library instruction to international students may seem daunting. Here are some Observations and Recommendations that may assist you as you prepare. Choose a combination of these worksheets (time to complete is given) as well as our other [teaching and learning activities](#) as tools to help your students complete their assignment.

[ProQuest Worksheet](#) (Perentesis)- suitable for prework, this worksheet will allow students to come to your library session with a scholarly or trade article for use in class. This work sheet takes approximately 15-20 minutes to complete. (NOT AVAILABLE FOR USE OUTSIDE OF MSU)

[Citation Worksheet](#) (Minkin) - suitable for prework or in class discussion of citation. Can be used as a leaping off point for discussions of authority. This work sheet takes approximately 10 minutes to complete. (SEPARATE ATTACHMENT)

[Inquiry Generation and Evaluation Worksheet](#) (2 sides) (Minkin) - suitable for in class discussion and establishment of evaluation criteria as well as authority. Best when students already have an article. This worksheet takes appoximately 10 minutes to complete. (SEPARATE ATTACHMENT)

- **There is no one way to describe our international students:** This is most important to remember. Each class will be different and so what holds true for one particular course section will not for another, even if the class makeup seems identical.
- **Overall diversity of nationalities and genders changes the temperament of the class:** The more nationalities represented in the classroom, and the more equally divided between men and women, the more the class functions as a traditional WRA 1xx class. Ask the incoming professor about the make up of their class. Do students work in groups in the classroom? If you are preparing group work, ask the instructor to have them sit in their pre-arranged groups when they enter the library classroom.
- **Quiet students are still engaged:** Your international students maybe accustomed to a different classroom culture. You may find your class to be very quiet and not open to volunteering. These students are still engaged but may need you to approach them differently. Ask the instructor about the class' overall "personality". Are they quiet but attentive? Have them discuss questions in small groups. Chatty and active? Add in more [activities](#).

- **Add in more scaffolding and handouts:** Regardless of the international students' oral/aural skills, their reading comprehension is usually better. Try shorter segments of lecturing interspersed with clear directions to all activities and printed handouts. Besides helping students achieve a specific objective, the handouts (see above and below) can be used for referral later on in review.
- **Allow 50% more time than you have to cover material:** Again, for international students, oral/aural skills may not be as good as their writing and reading skills. Vocabulary that US born students have may be new to international students. If you are working with WRA 1004, you may see the class during their lab section. These sections are a half hour shorter than lecture periods. To save time, ask instructors to have students complete the [ProQuest worksheet](#) prior to coming to class. This way, they will already have at least one article with which to work.
- **Emphasize using articles:** Students, regardless of where they're from, know what a book is. They understand that people read books and then write papers. Very few students, regardless of where they're from, understand why they should read articles and even fewer can actually tell you how they've found one. (Thus students typing "articles on business" in a Google search bar). Emphasize why we use articles as resources. Emphasize the difference in types of materials (scholarly/ trade/ popular) and why each kind may be relevant. Showing students print editions may make this clearer. As an example, Sports Illustrated vs. Journal of Sports Management.
- **Emphasize finding vocabulary:** Much like generating synonyms for a key word search, finding the correct vocabulary to talk about a topic is important to international students who may not have the right English word. Demonstrating the [Subject facet in ProQuest](#), for example, give students (international or US born) a vocabulary to use for additional searching.