



Strategies for Communicating Effectively with International Students

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Part 1. Making Yourself
Understood

Part 2. Understanding the Students



Reduce noise

- Be aware of the environment
 - Air-conditioners, construction and multiple conversations
- In Speaking and Writing avoid
 - Complex grammatical structures
 - Phrasal verbs
 - wordiness

Avoid Jargon and Acronyms



"I'll meet you in front of the Coho."

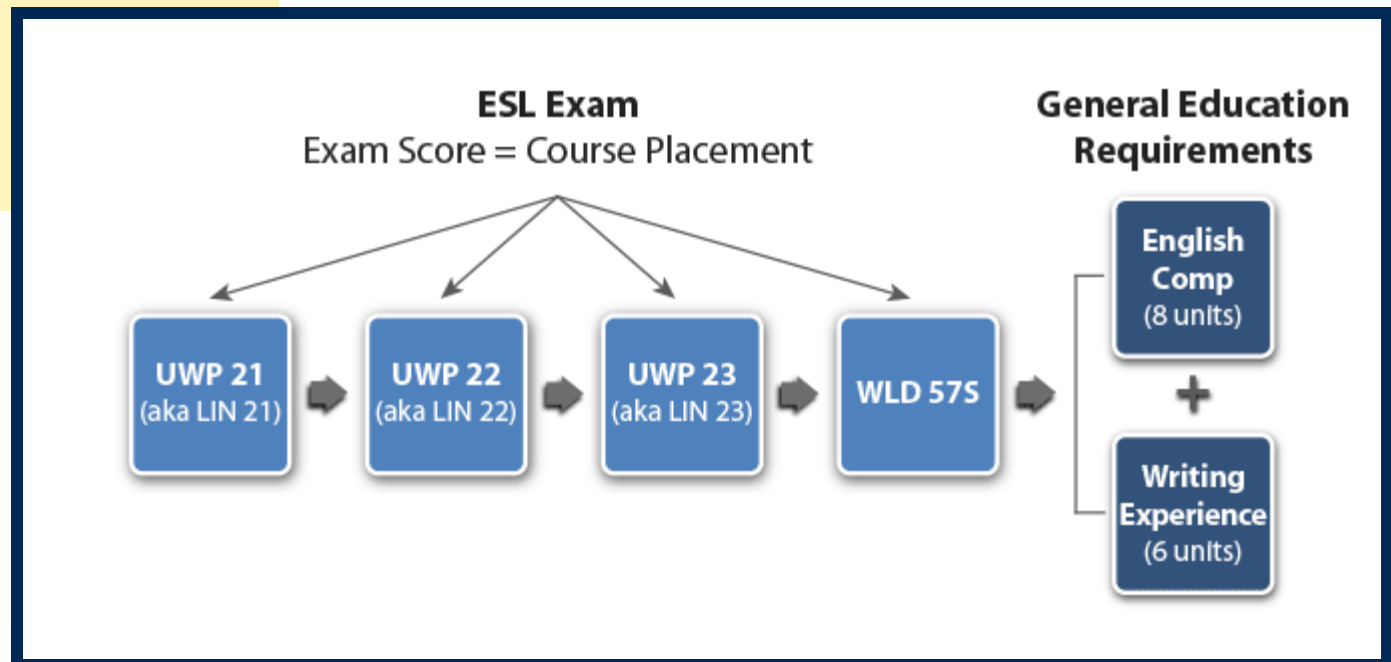
Share the UCD Glossary

http://iae.ucdavis.edu/z_docs/ucdavis_glossary_full.pdf

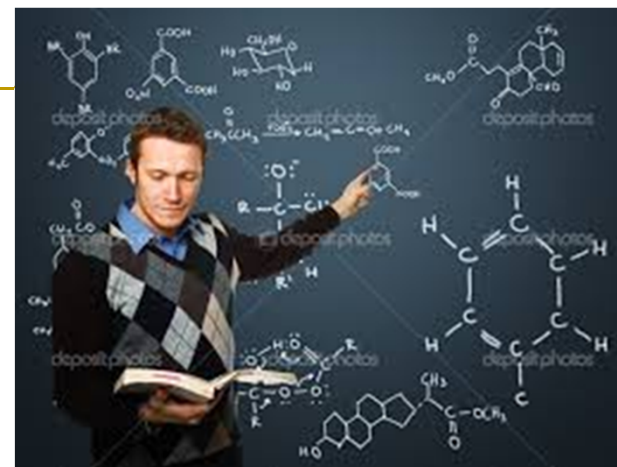


Use Visuals

- flow charts
- graphs
- maps



Your Turn ..



Consider a concept or process that you frequently explain to students and think about

- a) what terminology needs to be pre-taught.
- a) whether it could be represented visually.

Finally, the Basics

- **Enunciate**
- **Slow down**
- **Pause**
- **Leave silent time for processing and questions**





Handling Questions?

- Requests for repetition
 - Initially, repeat as close to verbatim as possible without rephrasing.
- Questions indicating a breakdown in communication
 - Help students save face. Blame miscommunication on yourself, the environment, the complication of the process or .
 - Consider where communication failed: word choices, rate of speech, American or culturally unfamiliar references, complex grammar or just too much information.



Consider following statements and determine what may be problematic

How would you rephrase these?

1. Would you mind hanging on a minute?
2. If you haven't met the ELWR you will need to take the AWPE, unless you are an ESL student. Then you take the ELPE.
3. That like three strikes against you. Your bound to end up on the SD list.
4. If I were you, I would go to SASC and ask for a tutor that can help you address the errors in this paper.
5. Jot down the professor's email address, and then you'll be able to ask if he accepts extra-credit.
6. It looks as if you've missed the deadline for the project. You may want to go speak with the professor if you have extenuating circumstances.



Helping students communicate with YOU

- **Tell them how to address you**
 - **Mr., Professor, Counselor or just Mike**
- **Make accent adjustment happen**
 - **Begin with small talk**
 - **Don't multi-task**
- **Leave long spaces for questions**



Scenarios to consider:

- a) You have an international student who is really eager to learn more about the classes he's selected. He clearly has a lot of questions, but his pronunciation is difficult for you to understand and you're not sure that you clearly comprehend what he is asking. What do you do?

- b) You just finished explaining how to do 'X' to an international student. The student has made eye contact and nodded while you've talked, but you're starting to wonder if she really understood. What do you do?



When you don't understand the student . . .

Be careful to clarify in ways that save face:

- **Ask the student to repeat and possibly slow down**
- **Restate what you understood:**
"So, from what you said, I understand..."
- **Indicate where communication failed:**
"I understood what you were saying up until _____"
- **Ask the student to spell it for you, or write it down on a piece of paper or email**
- **Other ideas?**

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Questions?