

Resource Guide

Supporting International Students Through Lecture - Noticing

As we see an influx of international students on campus and in classrooms, we also consider how we may best support them in being successful in courses and programs. In many cases these students participate in classes that are being taught in a language that may not be their first language. They may also be experiencing differences in social, classroom, and system culture. To support these students, employing a noticing strategy may help. Noticing is a means of creating explicit patterns in lectures and helping students notice the important elements and create meaning. Below are a few noticing strategies you may be able to incorporate into your lecture to support not only international students, but also students with hearing and auditory processing difficulties, attention disorders or other issues beyond linguistic comprehension.

- Consider highlighting key terms and concepts. – Providing a list of key terms and concepts can help students notice their use in the lecture. Providing a visual cue during the lecture can be helpful as well. Creating bold, underlined or highlighted text in a presentation may assist students in connecting a list of key terms with the context your lecture is providing.
- Think about utilizing key phrases consistently to focus students' attention. - Providing verbal signposts may assist students. Using a phrase such as "... this is important." Or "What you need to take from this is..." each time provides an opportunity to notice and concentrate on the specific part of the content being presented. The more often the phrases are utilized, students are more likely to notice them in the lecture helping them to construct meaning.
- Think about including short activities that require students to actively listen. – Practicing skills such as predicting, summarizing, or elaborating may keep students focused on noticing prompts or patterns, and support their learning. Ask students to write important parts from the lecture and compare them with a classmate. Predict a topic or concept based on a quote, graphic, or introductory sentence(s).
- Finally, consider helping students to notice and remember structures that may be available to them such as closed captions on videos. Perhaps they have recorded lectures available that are also close captioned. You may be able to provide a transcript of a lecture or allow for an audio recording.

Adapted from: Shapiro, Farrelly and Tomas (2023). *Fostering International Student Success in Higher Education*. TESOL International Association and NAFSA. Alexandria, VA

For more information or to discuss how you might incorporate these ideas into your courses, contact the Reinert Center by [email](#).