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Communicate: Strategies for International Teaching Assistants Communicate: Strategies for International Teaching Assistants MARWIN, NANCY 1994-03-01 00:00:00 Englewood Cliffs, NJ: Regents/Prentice Hall, 1992. Pp. xv + 256. Balancing the competing components of an international teaching assistant (ITA) preparation course isn't an easy task.

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Strategies for International Teaching Assistants Janice A. Smith , Colleen M. Meyers , Amy J. Burkhalter Written for all types of ITA programs—an independent study course, a brief workshop, or extensive training—this versatile text provides essential information for ITAs to develop strong teaching skills that ensure effective communication ...

## **Waveland Press - Communicate - Strategies for ...**

You may think that your words or sentences are perfectly clear, but to students who primarily

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communicate in a different language, a visual aid will not only help them understand what you are teaching, but will also help them expand their vocabularies. So why not borrow a page from foreign language instructors and include pictures with your comments?

### **10 Tips On How To Teach International Students Effectively ...**

Strategies for teaching international and multilingual students Facilitating communication. Set up a question/answer box for students to ask questions or make comments anonymously. Encouraging participation. Be clear about what participation means in your class. Set ground rules for participation ...

### **Strategies for teaching international and multilingual ...**

Communication Strategies for International Graduate Students The University of Western Ontario - Teaching Support Centre © Nadine Le Gros Date Last Updated: May 14, 2009 REFERENCES Bennett, M.J. (1988). Intercultural communication: A current perspective. In M.J. Bennett (Ed.) Basic concepts of intercultural communication.

### **Communication Strategies for International Graduate Students**

Table of Contents - Communication Strategies for International Graduate Students Communication Strategies for International Graduate Students The University of Western Ontario - Teaching Support Centre © Nadine Le Gros Date Last Updated: September, 2011

### **Communication Strategies for International Graduate Students**

Do not say one thing and express something else through your body language. Be aware of how your non-verbal communication relates to your spoken words. If someone else seems to be sending a double message — by saying one thing and expressing something else in their body language — ask for clarification.

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Part III: Behavioral Communication Strategies. Image from CommunicationBlog06. There are many ways you can communicate without moving your mouth or a pen across a page. Let's look at some of the non-verbal communication strategies you can use to improve. 11. Consider your appearance. Whether or not it's intentional, the way you look says a lot ...

## **15 Communication Strategies That Will Help You Succeed At ...**

Strategies for Listening and Clarifying Communication International instructors often express concern to us that they will not understand their students. English in America sounds different from English that is taught and spoken in other parts of the world.

## **Communication Strategies for Non-Native English Speakers ...**

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## **Communicate: Strategies for International Teaching ...**

English Communication for International Teaching Assistants. Often, in classrooms dedicated to

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preparing ITAs for upcoming teaching responsibilities, teachers face a struggle, constantly trying to balance speaking, listening, and pronunciation, as well as cultural and strategic training. A new textbook, *English Communication for International Teaching Assistants*, by Gorsuch, Meyers, Pickering, and Griffiee (2010), may be a solution to this problem as it effectively addresses the many needs of ...

### **English Communication for International Teaching Assistants**

You might want to say something like "A key point is..." Use the same (or at least similar) phrase, tone of voice and gesture every time. Allow and encourage students to tape-record your classes. Many students with language difficulties listen to the words several times and review the tape for main points.

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