International Students

Amsberry, Dawn. 2010. “Deconstructing Plagiarism: International Students and Textual Borrowing Practices.” *Reference Librarian* 51 (1): 31-44. This article looks more broadly at the cultural, educational, and linguistic issues regarding plagiarism and international. The “Recommendations for Librarians” section includes suggestions for both classroom instruction and orientation.


Baudino, Frank, Connie Jo Ury, Sarah G. Park, and University Northwest Missouri State. 2010. *Brick and Click Libraries: Proceedings of an Academic Library Symposium (10th, Maryville, Missouri, November 5, 2010)*. This conference proceeding includes two chapters focused on international students and library instruction.

Bordonaro, Karen. 2008. “Exploring the Connections Between Information Literacy and Writing for International Students.” *Journal of Information Literacy* 2 (2): 1-17. This study investigated how the information literacy and the writing processes may simultaneously be experienced by international students at both the graduate and undergraduate level. The author sought to discover any connection between information literacy and writing for non-native speakers of English. The study included nine non-native speakers of English who were taking an advanced level ESL class at a university. This study shows that language learning models may usefully be applied to information literacy investigations.

Hickok, John. 2008. “Bringing Them into the Community: Innovative Library Instructional Strategies for International and ESL Students.” In *Practical Pedagogy for Library Instructors: 17 Innovative Strategies to Improve Student Learning*, by Douglas Cook and Ryan Sittler, 159-67. Chicago, IL: Association of College and Research Libraries. This book chapter offers a program of library instruction to international and ESL students. The approach given is inviting (outreaching to these students by going to them), involving (providing contextually-rich experiential learning sessions), and interfacing (improving one-on-one communication). The pedagogical foundations of experiential learning are discussed.
International Students


A study of Japanese students at two Canadian universities that examines the students’ research processes. The article seeks to provide a greater understanding and suggestions for working with international students that can be carried over into the instruction classroom.


Case studies of projects that support the success of international students studying at academic institutions. Several chapters focus specifically on instruction for this population.


This article does not focus on academic (admitted, degree-seeking) international students, but rather international students in ESL-only programs, and particularly those with low English proficiency. In that pre-admission/preparatory ESL programs are frequently found in U.S. colleges and universities, and students in such programs frequent university libraries, this article is helpful. It discusses an approach to teaching library skills specifically to this subgroup of international students. The approach is even offered in a complete programmatic format, electronically, to libraries contacting the author.


Written by librarians and ESL instructors, this article examines the relationship between academic librarians and ESL writing instructors. The perspectives of both are included along with concrete recommendations for building a relationship, suggestions for working with the ESL community, and specific strategies for librarians.


Comprehensive book with numerous issues relevant to international students, including a chapter devoted to Bibliographic Instruction/Information Literacy.


This article is brief and is more of an editorial, rather than presenting a case-study or offering teaching suggestions. The author argues that too much of the library literature treats international students as a homogenous population; he points out that their cultural influences on information-skills are as diverse as their countries. The recommendation is for surveying students on individual needs, rather than making broad generalizations.