

Internationalization at LMU: Supporting our growing international student body

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LMU's International Student Body

Undergraduates	Graduates
UG - 68% of international student population	GR- 32% of international student population
By College	By College
- BCLA – 19%	-BCLA – 2%
- CBA – 42%	-CBA – 18%
- CFA – 11%	-CSE – 28%
- CSE – 16%	-LLS – 17%
- SFTV – 12%	-SFTV – 16%
	-SOE – 19%
Top Majors – Finance, Entrepreneurship, Film & TV Production, Economics, Management	Top Majors – MBA, Film & TV Production, Systems Engineering, Educational Studies, Law
Top Five Countries – Indonesia, China, Kuwait, India, Australia	Top Five Countries – Saudi Arabia, China, India, Canada, South Korea

Academic and Social Challenges for International Students

Challenges common to most students	Typical challenges for English language learners	Challenges for English language learners that you may not have considered
<ul style="list-style-type: none"> - Time management - Managing workload - Creating elegant, effective written work 	<ul style="list-style-type: none"> - Reading comprehension - Following lectures/ listening comprehension - Work is time consuming - Pronunciation - Grammar - Culture shock/ differences in education system 	<ul style="list-style-type: none"> - Difficulty expressing thoughts - Trouble understanding idiomatic expressions - Unfamiliarity with MLA/APA format - Difficulty joining campus community and making friends - Cultural misunderstandings - Differences in religion (unfamiliar with Catholicism)

Most Common Academic Challenges: Academic Listening

- Academic Listening challenges stem from:
 - linguistic differences
 - new content
 - differences in lecture format
- To be successful, students need:
 - Relevant background knowledge
 - Ability to distinguish between important and unimportant information
 - Appropriate academic skills like note taking

Huang (2005)

Suggestions for Instructors to Improve Academic Listening Comprehension

- Follow textbook when possible
- Provide materials in advance if they differ from text
- Put key words on board to signal important concepts

Huang (2005)

Most Common Academic Challenges: Participation

Cause of ESL Student Reluctance to Participate

- Shy or quiet disposition naturally
- Lack of confidence in English proficiency
- Fear of losing face
- Fear of wasting class time if they take too long to formulate a question or thought in English
- Undesirability of disagreeing with others

Result: ESL students can be viewed as passive, uninterested, uncooperative or ignorant about a topic

Campbell (2007)

Best Practice: Offer Alternative Participation Options

Campbell (2007):

- Offer online discussion forums to allow for synchronous and asynchronous participation

Benefits for English language learners

- Time to think about the messages they receive and send without the pressure of immediate response
- Equalizing effect to allow students to participate with those who would traditionally dominate the discussion
- Lack of English competency does not limit an English language learner's participation in the way it does in a face-to-face discussion

Role of the Professor in Online Discussion

- Monitor progress with minimal intervention
- Encourage students to respect others
- Keep students on track
- Participate in discussion

Most Common Academic Challenges: Knowledge of Discipline Specific Vocabulary

- Students may tend to use the same methods for studying that they use in their native language even though the tasks required to assess their performance differ in American universities
- American universities require students to use discipline specific vocabulary to show their understanding. This is challenging for a student who is expressing him/herself through a limited command of English.

Solution:

- Strategically incorporate discipline specific vocabulary in a variety of activities to maximize exposure for all learning styles

Tait (2010)

Most Common Academic Challenges: Discrimination

Challenges:

- Some teachers communicate low expectations of their international students
- Students feel burden to overcome misunderstandings about culture, religion, or other negative assumptions
- International students can be viewed through the lens of the false stereotypes that students of color face, but the experience as an international student is fundamentally different from the challenges of a student of color raised in the United States

Lee & Opio (2011)

Discrimination Differs for International Students

Lee & Opio (2011):

“Recent immigrants from Africa, Asia, or Latin America often do not share the collective, historical struggles of African-Americans, Asian-Americans and Latino/Latina-Americans” (p.633).

Most Common Academic Challenges: Primary Language Use in the Classroom

- Some instructors would like to avoid primary language use in the classroom to be sure they are able to monitor comprehension
- Others allow students to support one another in their primary language

Avoid linguistic- discrimination based on fear of speakers of other languages—xenophobia and racism

Most Common Academic Challenges: Academic Dishonesty

Jones (2011):

144 BUSINESS COMMUNICATION QUARTERLY / June 2011

Table 1. Reasons Students Engage in Academic Dishonesty

<i>Why Do Students Engage in Academic Dishonesty—Cheating and Internet Plagiarism?</i>	<i>Percentage</i>
Grades—want or need to make better grades	92
Procrastination	83
Too busy, not enough time to complete assignment or study for test	75
Lack of understanding or unable to comprehend information	58
No interest in the subject or assignment	50
Workload/schedule: too many classes	33
Everyone does it and get away with it	25
No big deal; does not matter to professor	17
Peer pressure	17

Most Common Academic Challenges: Academic Dishonesty

Jones (2011):

PEDAGOGICAL PIRACY: THE PLAGIARISM PROBLEM 145

Table 2. Plagiarism Scenarios

<i>What Do Students Consider to Be Plagiarism/Cheating?</i>	<i>Percentage</i>
Turning in another person's assignment as your own assignment	100
Cutting and pasting a paper together using online materials without appropriate citations	92
Purchasing a paper from a research service or downloading one from the Internet	75
Delivering an oral/digital presentation based on information copied directly from the Internet without appropriate citations	75
Changing the words around in a quote and using them without documentation	67
Copying information directly from a source document, documenting the source but leaving out the quotation marks or indenting five spaces to indicate the information is a direct quote	67
Taking ideas from someone's writings and citing it without appropriate citations	58
Paraphrasing the ideas of others without documentation	50
Lifting more than 10 consecutive words from a document without proper acknowledgment	50
Taking media from the Internet, including images, pictures, music, videos, and so on	25
Using information that you consider common knowledge without citation	17
Turning in an assignment previously submitted for another class	17

Causes of Academic Dishonesty

Students' beliefs about Academic Dishonesty:

- Many misunderstand U.S. views of plagiarism
- Many students favor their cultural understanding of plagiarism
- Definitions of plagiarism vary from culture to culture
 - Views of plagiarism include:
 - An absolutely necessary practice to be academically successful
 - Any kind of cheating
 - Cheating on a test

Solution:

- Students co-construct their view of plagiarism through discourse with instructor guidance as a part of the construction of the classroom environment

Evans & Youmans (2000)

Instructional Methods to Prevent Plagiarism

Solutions:

- Teachers need to go beyond simply teaching how to quote, paraphrase, and cite
- Treat plagiarism as a technical, ethical, and cultural issue
- Give students the opportunity to practice citation before it is due on the final paper
 - Require an annotated bibliography, abstract, outline etc.
 - Allow for writing to be a process rather than simply requiring a product

Thompson & Williams (1995)

How to Incorporate Students into the Classroom

Culturally Responsive Pedagogy

Richards, Brown, & Forde (2007):

“Teachers must create a classroom culture where all students, regardless of their cultural and linguistic background, are welcomed and supported and provided with the best opportunity to learn” (p. 64).

How to become a Culturally Responsive Educator

- Practice teacher self-reflection: identify own attitude and biases, explore own personal background, gain self-knowledge
- Acknowledge membership in groups and recognize the advantages and disadvantages of membership in these groups
- Cultivate an appreciation of diversity as part of building your classroom culture

Richards, Brown, & Forde (2007)

Becoming Culturally Responsive

- In order to be effective, culturally responsive instructors, we must foster collaboration and positive interactions among students

To do so:

- Encourage students to use their diversity and strengths in their native languages to develop their skills in English
- Create opportunities to tap into a student's prior knowledge when completing a task in English
- Bridge the gap between school and the student's life and culture

Callins (2006)

Keys to Culturally Responsive Pedagogy

- Communicate high expectations and believe that your students will succeed
- Promote student engagement through active teaching methods
- Have a positive view of students' native cultures and languages- include this diversity in materials and lectures
- Demonstrate and model cultural sensitivity
- Provide meaningful opportunities for students to work collaboratively

Callins (2006)

Keys to Culturally Responsive Pedagogy

- “Where the curriculum falls short in addressing the needs of all students, teachers must provide a bridge; where the system reflects cultural and linguistic insensitivity, teachers must demonstrate understanding and support” (p. 68).

Instruction should not reflect the cultural and linguistic practices and values of only one group of students but rather be suited to incorporate the diverse perspectives of each student

Richards, Brown, & Forde (2007)

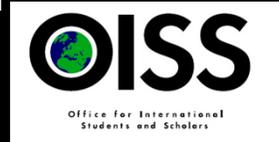
Support Services at LMU

- The Office for International Students and Scholars

Phone: 310-338-2937

Email: oiss@lmu.edu

- OISS Offers:
 - Workshops and Student Programs
 - International Student Orientation
 - iMentor Program
 - International House (iHOP)



Campus Resources

Reading, Writing, Listening, and Speaking Challenges

- Academic Resource Center
 - arc@lmu.edu
- Library Resources
 - <http://libguides.lmu.edu/writing>
 - <http://libguides.lmu.edu/engl110>

Time Management or Advising Challenges

- Academic Resource Center- University Advisors
 - advising@lmu.edu

Social Challenges or Questions about Registration

- Office for International Students and Scholars
 - oiss@lmu.edu

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