Internationalization at LMU:
Supporting our growing international student body

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LMU’s International Student Body

<table>
<thead>
<tr>
<th>Undergraduates</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UG - 68% of international student population</strong></td>
<td><strong>GR- 32% of international student population</strong></td>
</tr>
<tr>
<td>By College</td>
<td>By College</td>
</tr>
<tr>
<td>- BCLA – 19%</td>
<td>-BCLA – 2%</td>
</tr>
<tr>
<td>- CBA – 42%</td>
<td>-CBA – 18%</td>
</tr>
<tr>
<td>- CFA – 11%</td>
<td>-CSE – 28%</td>
</tr>
<tr>
<td>- CSE – 16%</td>
<td>-LLS – 17%</td>
</tr>
<tr>
<td>- SFTV – 12%</td>
<td>-SFTV – 16%</td>
</tr>
<tr>
<td>Top Majors – Finance, Entrepreneurship, Film &amp; TV Production, Economics, Management</td>
<td>Top Majors – MBA, Film &amp; TV Production, Systems Engineering, Educational Studies, Law</td>
</tr>
<tr>
<td>Top Five Countries – Indonesia, China, Kuwait, India, Australia</td>
<td>Top Five Countries – Saudi Arabia, China, India, Canada, South Korea</td>
</tr>
</tbody>
</table>
### Academic and Social Challenges for International Students

<table>
<thead>
<tr>
<th>Challenges common to most students</th>
<th>Typical challenges for English language learners</th>
<th>Challenges for English language learners that you may not have considered</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Time management</td>
<td>- Reading comprehension</td>
<td>- Difficulty expressing thoughts</td>
</tr>
<tr>
<td>- Managing workload</td>
<td>- Following lectures/listening comprehension</td>
<td>- Trouble understanding idiomatic expressions</td>
</tr>
<tr>
<td>- Creating elegant, effective written work</td>
<td>- Work is time consuming</td>
<td>- Unfamiliarity with MLA/APA format</td>
</tr>
<tr>
<td></td>
<td>- Pronunciation</td>
<td>- Difficulty joining campus community and making friends</td>
</tr>
<tr>
<td></td>
<td>- Grammar</td>
<td>- Cultural misunderstandings</td>
</tr>
<tr>
<td></td>
<td>- Culture shock/differences in education system</td>
<td>- Differences in religion (unfamiliar with Catholicism)</td>
</tr>
</tbody>
</table>

### 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

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**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 linguicism - discrimination based on fear of speakers of other languages—xenophobia and racism

Most Common Academic Challenges: Academic Dishonesty

Jones (2011):

Table 1. Reasons Students Engage in Academic Dishonesty

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades—want or need to make better grades</td>
<td>92</td>
</tr>
<tr>
<td>Procrastination</td>
<td>83</td>
</tr>
<tr>
<td>Too busy, not enough time to complete assignment or study for test</td>
<td>75</td>
</tr>
<tr>
<td>Lack of understanding or unable to comprehend information</td>
<td>58</td>
</tr>
<tr>
<td>No interest in the subject or assignment</td>
<td>50</td>
</tr>
<tr>
<td>Workload/schedule: too many classes</td>
<td>33</td>
</tr>
<tr>
<td>Everyone does it and get away with it</td>
<td>25</td>
</tr>
<tr>
<td>No big deal; does not matter to professor</td>
<td>17</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>17</td>
</tr>
</tbody>
</table>
Most Common Academic Challenges: 
Academic Dishonesty

Jones (2011):

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
  — View s 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 disadvantageous 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
References


