

Addressing Challenges of the Intercultural Classroom: Further Lessons Learned

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This Session Will:

- Identify factors that international students find most challenging within the classroom.
- Define key obstacles to international student integration into university life.
- Detail concrete strategies for faculty and administration to help students overcome these obstacles to integration.



Welcome



Since 1961 ELS Educational Services has helped U.S. higher education internationalize

- ELS has brought more than 1.2 million students to the USA for intensive English training and university study
- Each year ELS recruits 25,000 students for intensive English and Pathway programs, 17% of all F-1 IEP students entering the USA each year
- Last year students from 143 nations studied at 60 ELS Language Centers in the USA.
- ELS promotes US higher education at 425 student fairs in 30 countries each year

662

Completed Surveys

From Students at

23

Institutions

Augustana University	Miami University
Bellarmino University	New York University
College of Mount Saint Vincent	Regis University
Dominican University	Saint Mary's College
Dominican University of California	Santa Rosa Junior College
Eckerd College	SUNY Brockport
Florida Tech (FIT)	University of Cincinnati
Hawaii Pacific University	University of Iowa
Highpoint University	University of New Haven
Hofstra University	University of North Dakota
Kapiolani Community College	University of the Incarnate Word
Lewis University	

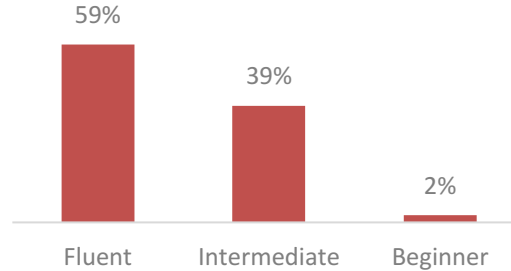
English Ability

89%

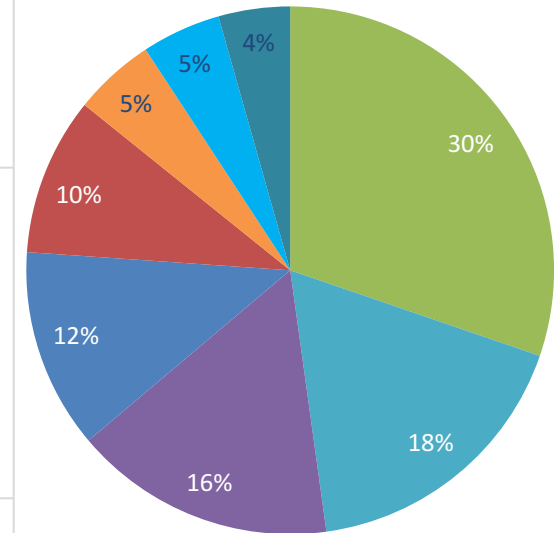
indicated that English is their secondary or other language

11%

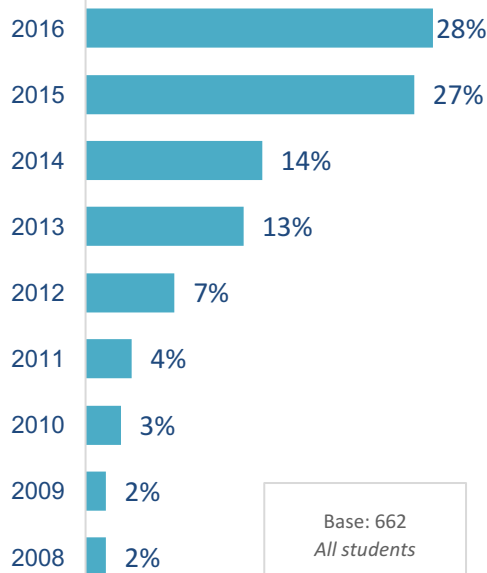
Indicated English is their first language



Region of Origin

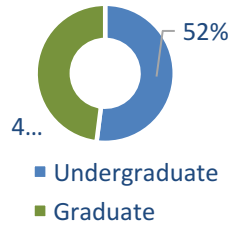


Year arrived in US



Base: 662
All students

Student Studies



Demographics



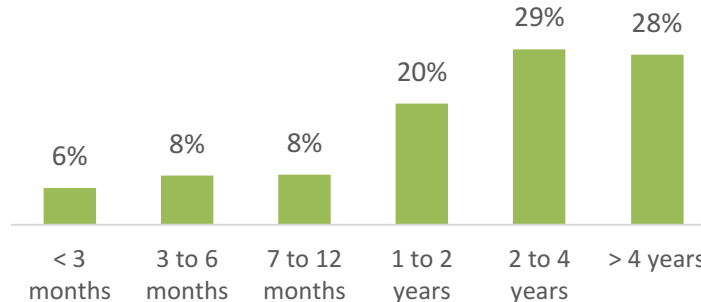
Average Age: 24



46% Male
53% Female

1% prefer not to say

Anticipated Study Time In The US





Key Findings: Language and Academic Culture

1. International students **struggle to understand professors' expectations**. They need more clarity in assignments, examples of finished assignments and clear learning objectives. International students **want more FEEDBACK** from professors.
2. The amount of reading and **WRITING is overwhelming for internationals**.
3. Classroom discussions and team presentations are major challenges. Internationals are **frustrated by perception of professors' favoritism of domestic students**. They also mention that course content often only covers the USA and professors do not welcome or respect perspectives or examples from other countries.
4. International students do **not feel welcomed in study groups** with US students. Internationals are **reluctant to express opinions** in class that are contrary to those of their professor or US students



How Involved Do International Students Feel?



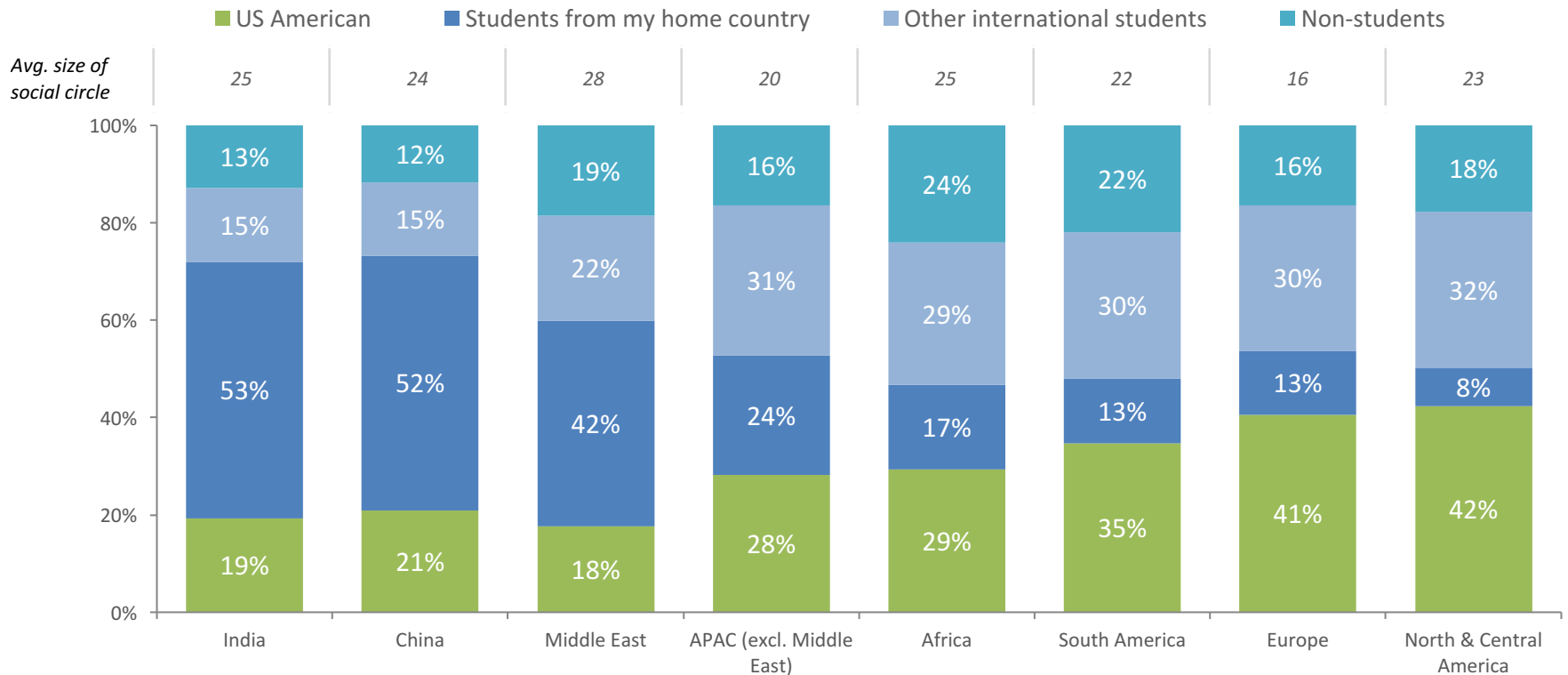
Most International
Students Find It
Challenging to
Make US Friends



How Their Social Circle Breaks Down

The Regional Picture

Tend to build social circle around students of the **same nationality**: India, China, Middle East
 Tend to build social circle around **US Americans**: Europe, N & S Americas
 Tend to have a **diverse social circle**: APAC, Africa



Q15. In the US, how many friends do you have who are... a) US American students, b) students from my home country, c) other international students (not my nationality), d) non students?

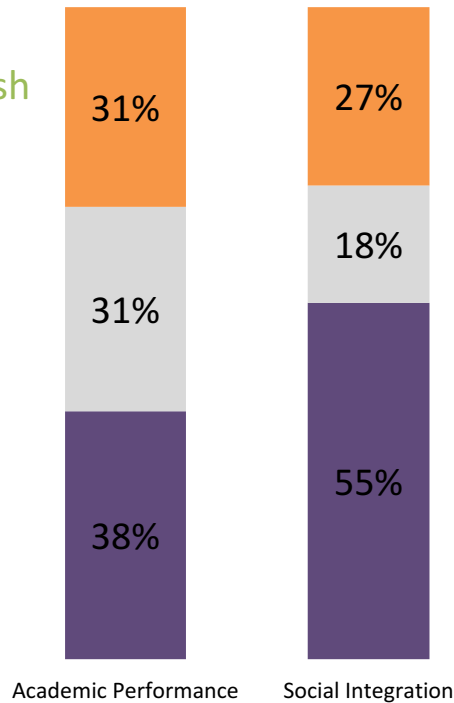


Poor English Proficiency Impacts Social Integration More Than Academic Performance – Students Say

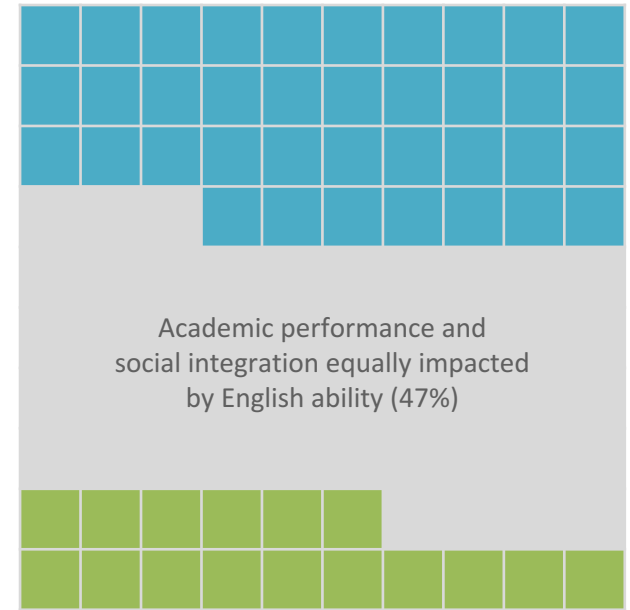
Among students who are not fluent in English (self-reported), their English ability appears to have a more negative impact on social integration than it does on academic performance.

Impact of English ability on US study

- Positive impact
- No impact
- Negative impact



Social integration more negatively impacted by English ability (37%)



Academic performance more negatively impacted by English ability (16%)

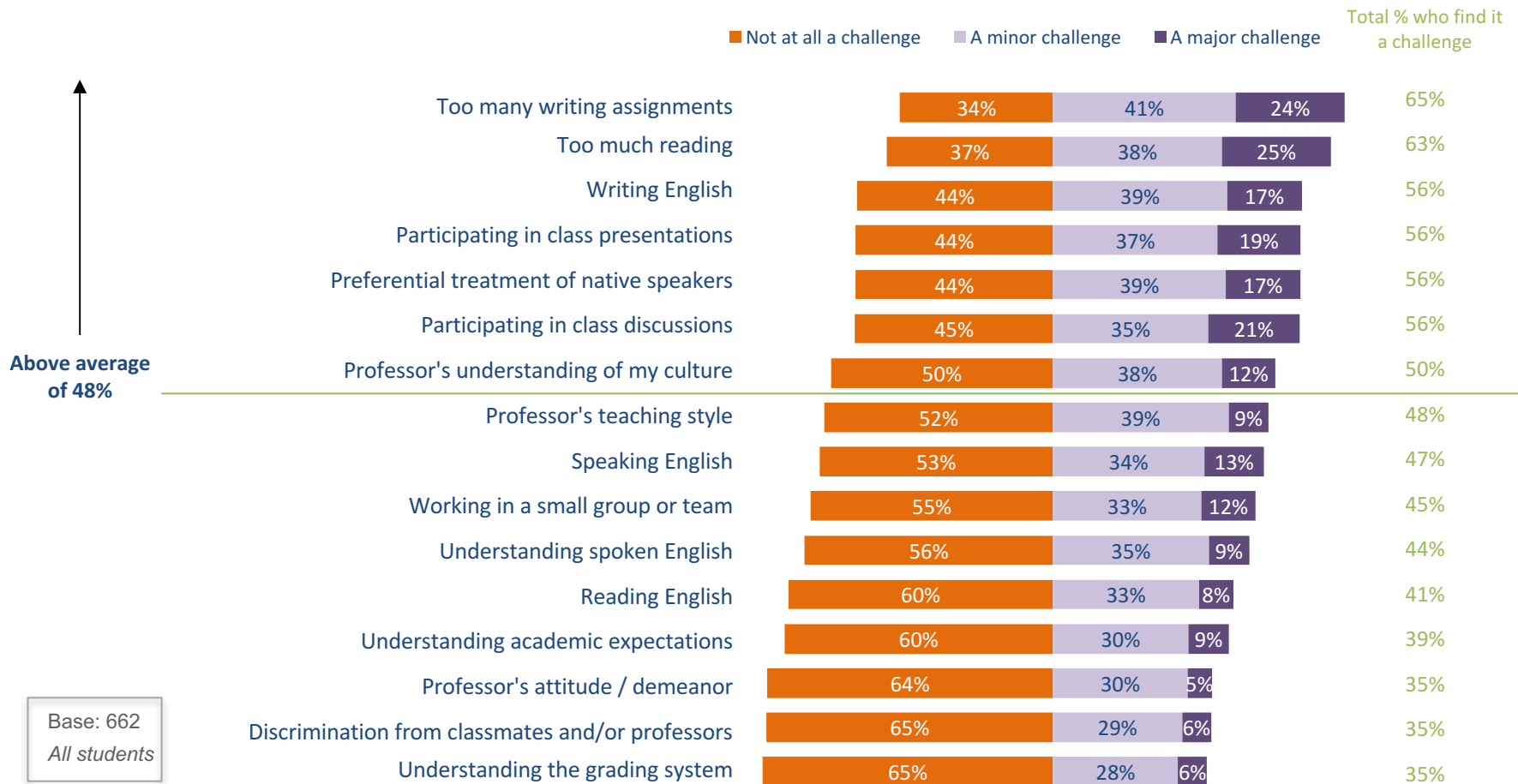
Base: 271
Non-fluent

Q10. How do you feel your English ability has impacted your academic performance?

Q16. How do you feel your English ability has influenced your social interactions at your university?

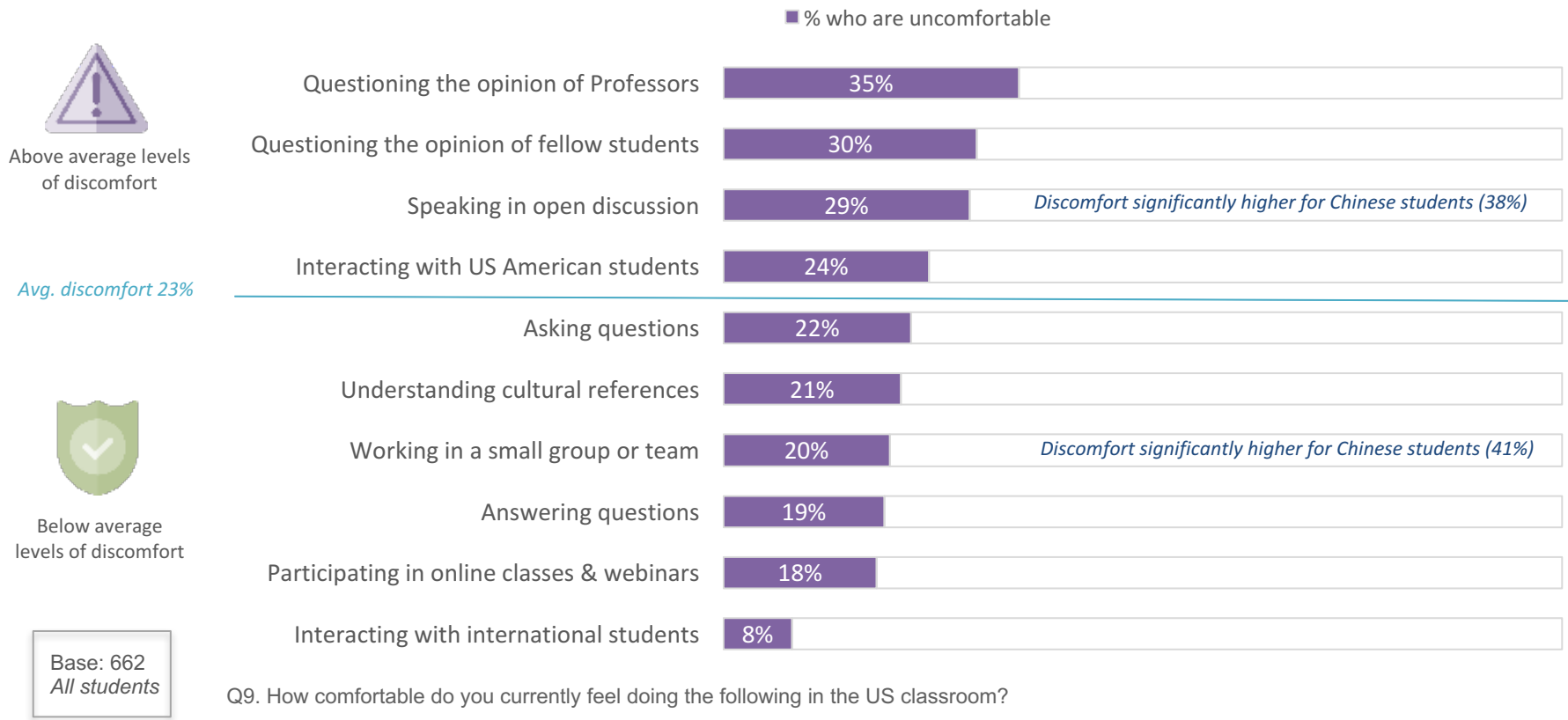
Challenges Faced in the US Classroom

The top 3 challenges: Workload, Participating in the classroom and Feeling like they are understood.



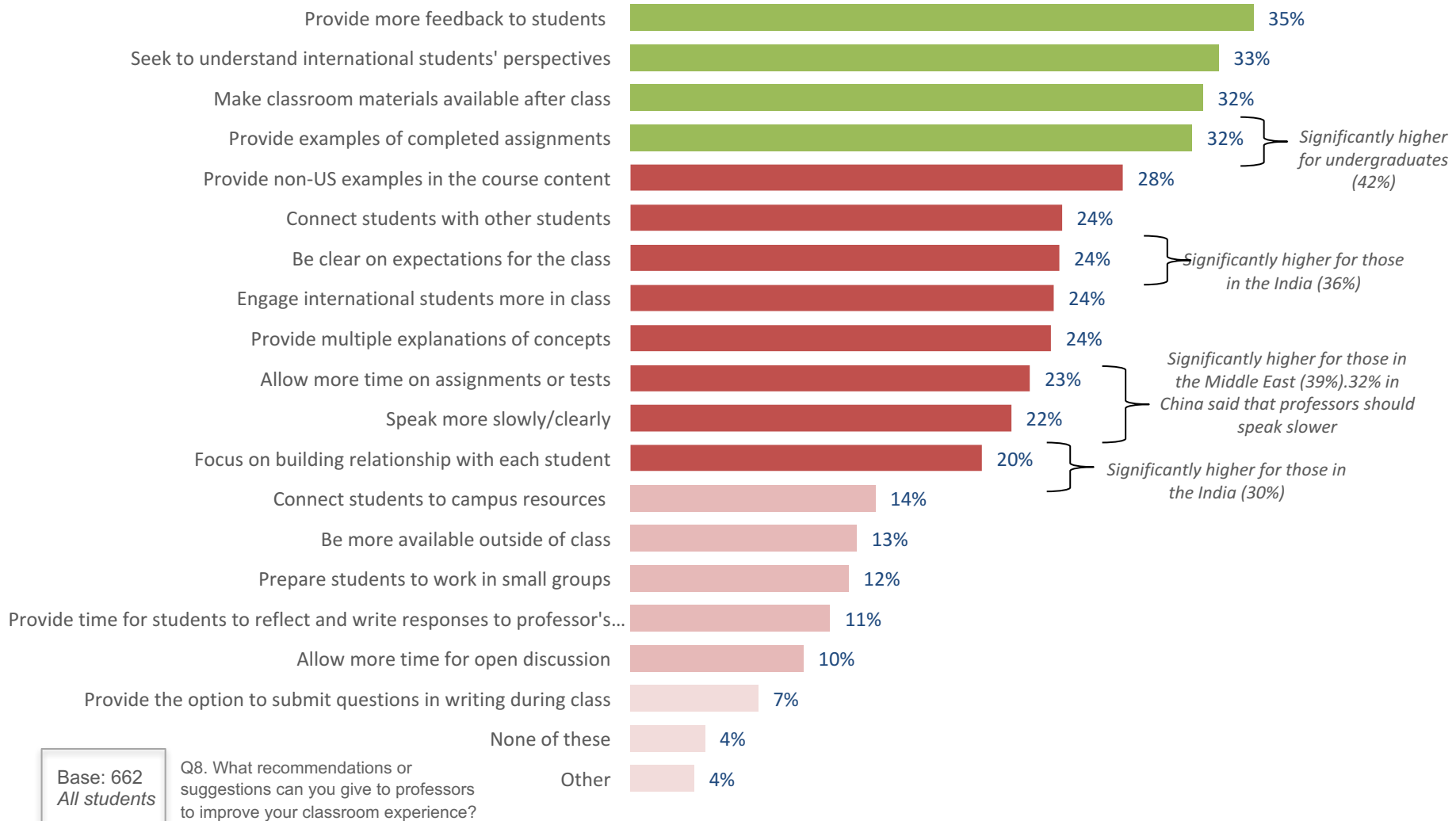
Q6. Using the drag and drop feature, please indicate how challenging you have found each of the following aspects of the US classroom?

Major factors causing international students to feel discomfort in class include: questioning the opinions of professors and fellow students, speaking in open discussion and interacting with US students. These seem to be more spontaneous actions which the student cannot prepare for in advance.



Base: 662
All students

Improvements To The Classroom Experience



Base: 662
All students

Q8. What recommendations or suggestions can you give to professors to improve your classroom experience?



Most Desired Improvements By Region Of Origin

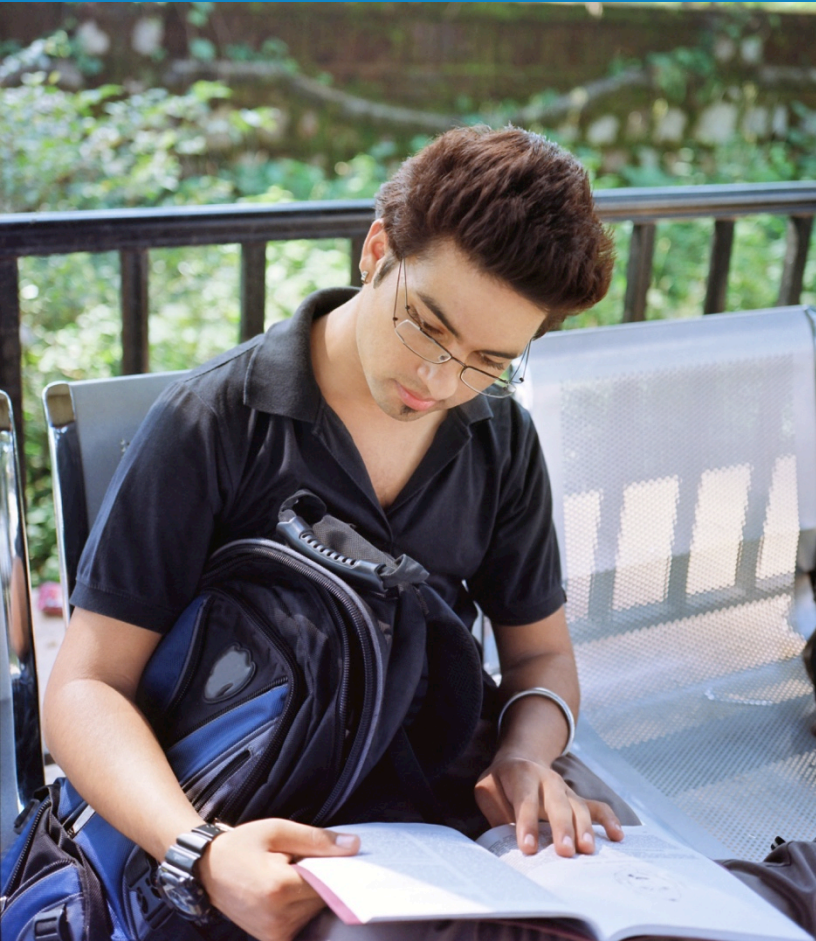
All regions feel the professor should seek to **understand their perspective**, as well as **provide more feedback**, and **examples of completed assignments**.

China	India	APAC <i>excl. Middle East</i>	Europe	Middle East
Make classroom materials available after class	Connect students with other students	Make classroom materials available after class	Provide more feedback to students	Seek to understand international students' perspectives
Provide examples of completed assignments	Provide more feedback to students	Provide more feedback to students	Make classroom materials available after class	Allow more time on assignments or tests
Provide more feedback to students	Focus on building relationship with each student	Seek to understand international students' perspectives	Provide examples of completed assignments	Speak more slowly/clearly
Speak more slowly/clearly	Seek to understand international students' perspectives	Provide examples of completed assignments	Seek to understand international students' perspectives	Provide more feedback to students
Seek to understand international students' perspectives	Provide examples of completed assignments	Provide non-US examples in the course content	Provide non-US examples in the course content	Provide examples of completed assignments

Q8. What recommendations or suggestions can you give to professors to improve your classroom experience?



How Does ELS Address These Needs?



- Connect students with other students
 - Contact America! activities
- Make classroom materials available after class
 - Digital core text books, web-based software
- Provide more feedback to students
 - Extensive W/S rubrics, require 2 drafts of all writing, emphasis on oral correction
- Provide examples of completed assignments
 - Sample student essays for all levels and rhetorical styles; practice final exams
- Understand international student perspectives
 - Online training modules for faculty and staff, open-ended student survey questions



Addressing Challenges of the Intercultural Classroom

Heather H. Ward, Associate Director

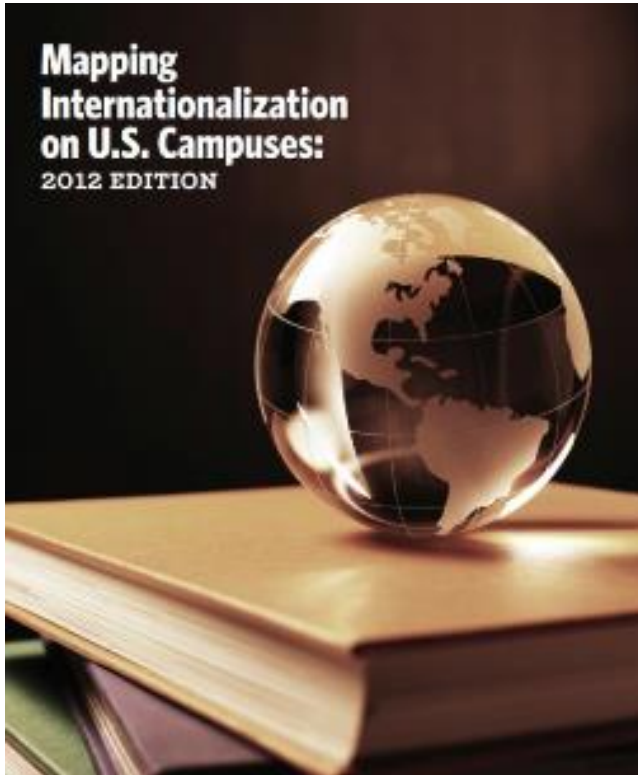
Center for Internationalization
& Global Engagement

American Council on Education

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- Only **comprehensive** source of data and analysis on U.S. higher education internationalization.
- Survey conducted **every 5 years** (2001, 2006, 2011, 2016).
- Includes a range of institution types:
 - Associates (community colleges)
 - Baccalaureate (4-year liberal arts)
 - Master's
 - Doctoral
- New report scheduled for release in **June 2017**.

Top reasons for internationalization

#1

Improvestudent
preparedness
for a**Global**
era

#2

Diversify
studentsfaculty, and
staff at home**Campus**

#3

Become more
attractive to
prospectivestudent at
home and**overseas**

Top priorities for internationalization

#1

Recruiting international students

#2

Increasing study abroad for U.S. students

#3

Partnerships with institutions/organizations abroad

International student support

Percent of institutions that offer international students:

	2011	2016
Orientation to the U.S. and local community	53%	59%
Orientation to institution and/or US classroom	65%	64%
Assistance in finding housing	53%	53%
Host family program	18%	20%
Support services for int'l students' dependents	6%	11%

International student integration

Percent of institutions that offer:

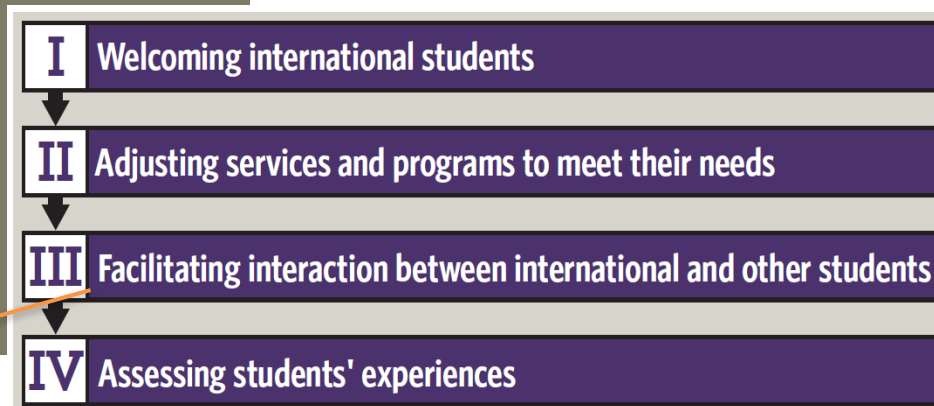
	2011	2016
International festivals or events	53%	59%
Meeting place for students interested in int'l topics	65%	64%
Buddy program to pair US & int'l students	53%	53%
Language partner program	18%	20%
Residence hall with programs to integrate US & international students	6%	11%



Internationalization in Action: Integrating International Students



www.acenet.edu/cige





College of William & Mary:
International Student Advisory Board



North Carolina State University:
ISSERV (International Students & Scholars
Engaged in Reaching out and Volunteering)



Print Share Email

Leading Internationalization

Internationalization Toolkit



A repository of resources for campus internationalization

Looking to jumpstart internationalization? No need to reinvent the wheel.

CIGE has collected examples of policies, programs, surveys, and information from participants in the Internationalization Laboratory program and other institutions.

Resources are organized according to the six aspects of the CIGE Model for Comprehensive Internationalization, and are provided as models for other colleges and universities as they pursue their internationalization goals.



Click on the links below to explore resources in each area.

Articulated Institutional Commitment & Administrative Structure

This section of the Toolkit includes institutional mission statements and strategic plans that emphasize internationalization as a priority, as well as examples of more specific internationalization plans. Information on forming internationalization committees and assessing internationalization is also available.

MORE CIGE

- > CIGE Home
- > About CIGE
- > CIGE Programs
- > CIGE Research and Resources
- > Contact CIGE
- > Follow CIGE on Twitter
- > Mapping Internationalization 2016

RELATED CONTENT

- > Higher Education Today: A Blog by ACE
CIGE staff and ACE member guest contributors explore issues central to internationalization and global engagement. Posts provide commentary on ACE projects and programs, as well as current happenings and developments around the world.





In the classroom

- Modest decrease in individualized academic support services for international students
- More structures for infusing global content
 - Student learning outcomes, general ed requirements
- Backtracking on faculty support
 - E.g. funding & professional development for course internationalization
 - About one-quarter of institutions offer workshops on integrating international students



University of Minnesota Award
for Global Engagement

Valencia College Internationalizing
the Curriculum at Home: Creating
Global Citizens Locally



University of Richmond
Faculty Seminar Abroad



Faculty and the International Classroom

Dr. Darla K. Deardorff
Duke University

D. K. Deardorff d.deardorff@duke.edu



Student Perspectives: Recommendations to Faculty



- 1) Focus on professor-student relationship
- 2) Understand what students are used to (don't assume!)
- 3) Be very clear on expectations – provide examples
- 4) Pay attention to underperforming students
- 5) Be intentional about connecting domestic and international students in the classroom
- 6) Don't single out international students
- 7) Connect students with campus resources (study skills, writing center, etc.)
- 8) Use examples from students' home countries

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Faculty Perspectives: Some Lessons Learned

- 1) Really get to know your students
- 2) Provide a welcoming classroom environment
- 3) Don't make any assumptions about your students
- 4) Be willing to adapt your communication style
- 5) Use more visuals and non-verbal cues
- 6) Learn a few basic words in students' native languages
- 7) Clearly state what is expected and provide many details
- 8) Honor the cultural backgrounds of all students in your class
- 9) Be OK with not knowing
- 10) Continue learning about yourself and building your own intercultural competence≈

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Moving Forward: Focus on Faculty

- 1) Start with the faculty champions/allies
- 2) Listen to the students – focus groups
- 3) Prioritize and support faculty development (especially intercultural competence)



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Terence Miller, JD

Director, Office of International Education
Marquette University



Marquette University

- **86TH** among top universities in *US News and World Report*
- Student enrollment:
 - Undergrad: 8239
 - Total: 11,294
- Jesuit, Catholic University
- Founded 1881
- Students from:
 - 50 states and 63 countries
- Programs:
 - **18** Ph.D. programs
 - **48** Masters programs
 - Over **80** majors
- **696** International students
- **23%** of 2016 graduating class studied abroad
- **80** International partnersh



Cura Personalis : Care for the Whole Person

- Integrative Admissions Model
- ESLP
- Theology I Revision
- Global Village
- 20+ Cultural Student Organizations
- Peer Mentor Program
- OIE Program Center Events



Embedding Intercultural Competency throughout Campus

Curricular:

- Education Abroad:
 - Faculty-led
 - Project Go
 - SASLP
 - Virtual Service-learning course
- OIE Taught Courses:
 - Re-entry
 - Pre-departure
 - Academic success
- Center Teaching and Learning:
 - IC Workshop
- 1st year Academic Success course
- IC as part of core curriculum



Embedding Intercultural Competency throughout Campus

Co-Curricular:

- Advocate IC as a co-curricular learning outcome
- Outreach & training for teams across campus
- Present global ambassador orientation for Global Village
- Center for Intercultural Engagement



MARQUETTE
UNIVERSITY

Be The Difference.

Questions?

Comments?

Thank you!