



SENSITIVITY TO INTERNATIONAL STUDENTS

*Teaching with English Language
Learners in Mind*

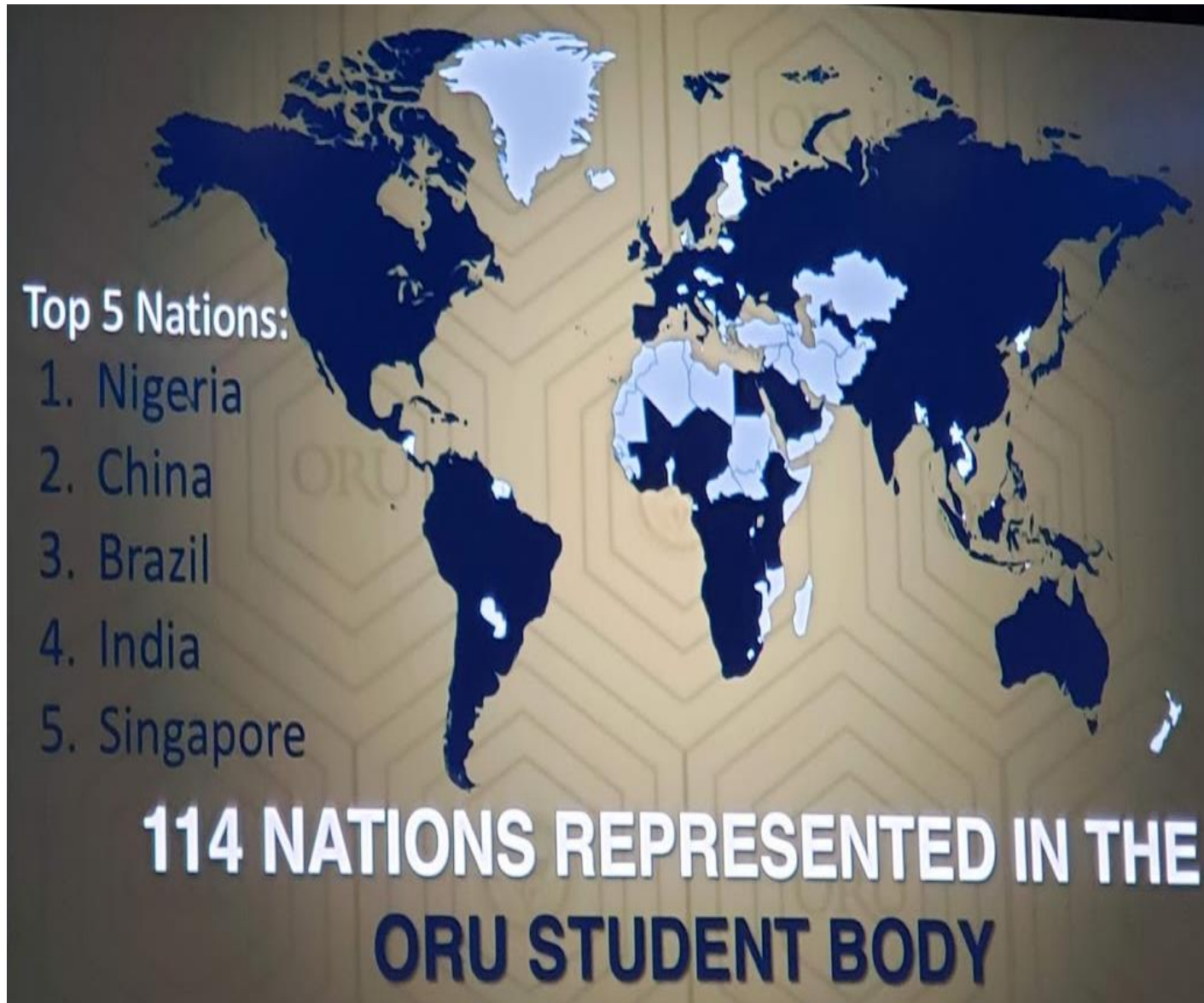
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INTERNATIONAL STUDENTS PURSUING US HIGHER EDUCATION

Current Trend

	Top Countries of Origin of International Students				
		2017/18	2018/19	% of total	% Change
World Total		1,094,792	1,095, 299	100.00	0.05
1	China	363,341	369,548	33.7	1.7
2	India	196,271	202,014	18.4	2.9
3	S. Korea	54,555	52, 250	4.8	-4.2
4	Saudi	44,432	37,080	3.4	-16.5
5	Canada	25,909	26,122	2.4	0.8
6	Vietnam	24,325	24,392	2.2	0.3
7	Taiwan	22,454	23,369	2.1	4.1
8	Japan	18,753	18,105	1.7	-3.5
9	Brazil	14,620	16,059	1.5	9.8
10	Mexico	15,468	15,229	1.4	-1.5





World	
1	China
2	India
3	S. Korea
4	Saudi
5	Canada

Approximately 550 international students

WHO ARE INTERNATIONAL ELS?

English language learners (Els) are students whose native language is other than English.





THE CULTURALLY SENSITIVE CLASSROOM

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THE CULTURE FACTOR

The six Dimensions of National Culture

1. Power Distance
2. Individualism
3. Masculinity
4. Uncertainty Avoidance
5. Long term Orientation
6. Indulgence

THE CULTURE FACTOR – *POWER DISTANCE*

DEFINITION

The extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally.

All individuals in societies are not equal.

THE CULTURE FACTOR – *INDIVIDUALISM*

DEFINITION

It has to do with whether people's self-image is defined in terms of "I" or "We". In Individualist societies people are supposed to look after themselves and their direct family only. In Collectivist societies people belong to 'in groups' that take care of them in exchange for loyalty.

The degree of interdependence a society maintains among its members.

THE CULTURE FACTOR – *MASCULINITY*

DEFINITION

A high score (Masculine) on this dimension indicates that the society will be driven by competition, achievement and success, with success being defined by the winner / best in field – a value system that starts in school and continues throughout organisational life.

A low score (Feminine) on the dimension means that the dominant values in society are caring for others and quality of life. A Feminine society is one where quality of life is the sign of success and standing out from the crowd is not admirable.

What motivates people, wanting to be the best (Masculine) or liking what you do (Feminine).

THE CULTURE FACTOR – UNCERTAINTY AVOIDANCE

DEFINITION

The extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these is reflected in the score on Uncertainty Avoidance.

The way that a society deals with the fact that the future can never be known: should we try to control the future or just let it happen?

THE CULTURE FACTOR – LONG TERM ORIENTATION

DEFINITION

How every society has to maintain some links with its own past while dealing with the challenges of the present and future, and societies prioritize these two existential goals differently.

Normative societies. which score low on this dimension, for example, prefer to maintain time-honoured traditions and norms while viewing societal change with suspicion. Those with a culture which scores high, on the other hand, take a more pragmatic approach: they encourage thrift and efforts in modern education as a way to prepare for the future.

THE CULTURE FACTOR – INDULGENCE

DEFINITION

One challenge that confronts humanity, now and in the past, is the degree to which small children are socialized. Without socialization we do not become “human”. This dimension is defined as *the extent to which people try to control their desires and impulses*, based on the way they were raised. Relatively weak control is called “Indulgence” and relatively strong control is called “Restraint”. Cultures can, therefore, be described as Indulgent or Restrained..

ACTIVITY #1 – COUNTRY COMPARISON

[https://www.hofstede-
insights.com/country-comparison/](https://www.hofstede-insights.com/country-comparison/)

BE AWARE: FACTS ABOUT INTERNATIONAL STUDENTS

- Speak only when addressed.
- Consider the teacher the expert and dispenser of knowledge and wisdom.
- Are in the Honeymoon Phase of Culture Shock Collectivism.
- Influenced by Culture Factors [power distance; class size].
- Accustomed to Teacher-Centered vs. Student-Centered classrooms.
- Absorbing all non-verbal exchanges especially body language.

LINGUISTIC ISSUES

- Language background [LOGOGRAPHIC VS. ALPHABETIC]
- BICS & CALP
- Pronunciation
- Speed of speech
- Word meaning /usage in specific disciplines and culture



RESPONSES TO INSTRUCTIONAL CHALLENGES

*USEFUL TIPS
& STRATEGIES*

“ELs in an English instructional environment will almost certainly need additional supports so that instruction is meaningful and productive” (Goldenberg, 2013, p. 6).

This is especially true for college students who must engage with higher-level academic content.

ACTIVITY # 2

Pronouncing Difficult Names

WELCOMING YOUR STUDENTS

- ❑ *Create a safe, welcoming classroom environment for students.*
- ❑ *Be genuine and encourage students to engage and invest in their learning.*

(Lucas, Villegas, & Freedson-González, 2008)



TIPS & STRATEGIES



CULTURALLY SENSITIVE INSTRUCTIONAL DELIVERY

- ☐ Learn a little about students' countries and cultures (Pappamihel, N. E. (2002).
- ☐ Communicate classroom protocols early (Pinantoan, 2015; Washburn & Hargis, 2017).
- ☐ Provide lecture notes or PowerPoints to students ahead of time.
- ☐ Provide note taking guides to students (Pinantoan, 2015; Washburn & Hargis, 2017).
- ☐ Link main points of the lecture to other connective concepts.
(Harrison & Shi, 2016; Pappamihel, 2002; Pinantoan, 2015; Washburn & Hargis, 2017).

TIPS & STRATEGIES



CULTURALLY SENSITIVE INSTRUCTIONAL DELIVERY

- ❑ Integrate visual aids, interactive content, adaptive technology, simulations, and virtual reality (Dahlstrom, E., de Boor, T., Grunwald, P., Vockley, M., 2011).
- ❑ Highlight key questions or issues in written and verbal forms (Biggs, 2003; Ryan, 2005).
- ❑ Create concept maps and connect them to related content (Pinantoan, 2015).
- ❑ Define unfamiliar words and concepts and allow time for clarification (Washburn & Hargis, 2017).
- ❑ Use neutral language, avoid slangs and address political and religious topics with respect (Pinantoan, 2015; Washburn & Hargis, 2017).

TIPS & STRATEGIES

CULTURALLY SENSITIVE INSTRUCTIONAL DELIVERY



- ❑ Encourage cultural exchanges in class giving learners opportunities to address relevant topics from their cultural perspectives and connect learning to their experiences (Pappamihiel, 2002, Pinantoan, 2015).
- ❑ Be conscious of your non-verbal communication, and apologize quickly if you offend someone (Pinantoan, 2015; Washburn & Hargis, 2017).
- ❑ Validate students' cultures by including examples in course instructions from a global perspective, and asking them how issues would be addressed from their experiences (Pinantoan, 2015; Washburn & Hargis, 2017).

TIPS & STRATEGIES

CULTURALLY SENSITIVE INSTRUCTIONAL DELIVERY



- ☐ Write key concepts and vocabulary on the board.
- ☐ Encourage students to work with domestic students (Pinantoan, 2015; Washburn & Hargis, 2017).
- ☐ Practise Chunk & Chew
- ☐ Provide extra time in formative and summative assessments to allow for processing between languages.
- ☐ Summarize discussions and use valid assessments.
- ☐ Model professional behavior and use the academic language you expect students to use.
- ☐ Be the living curriculum.

QUESTIONS



THANK YOU

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