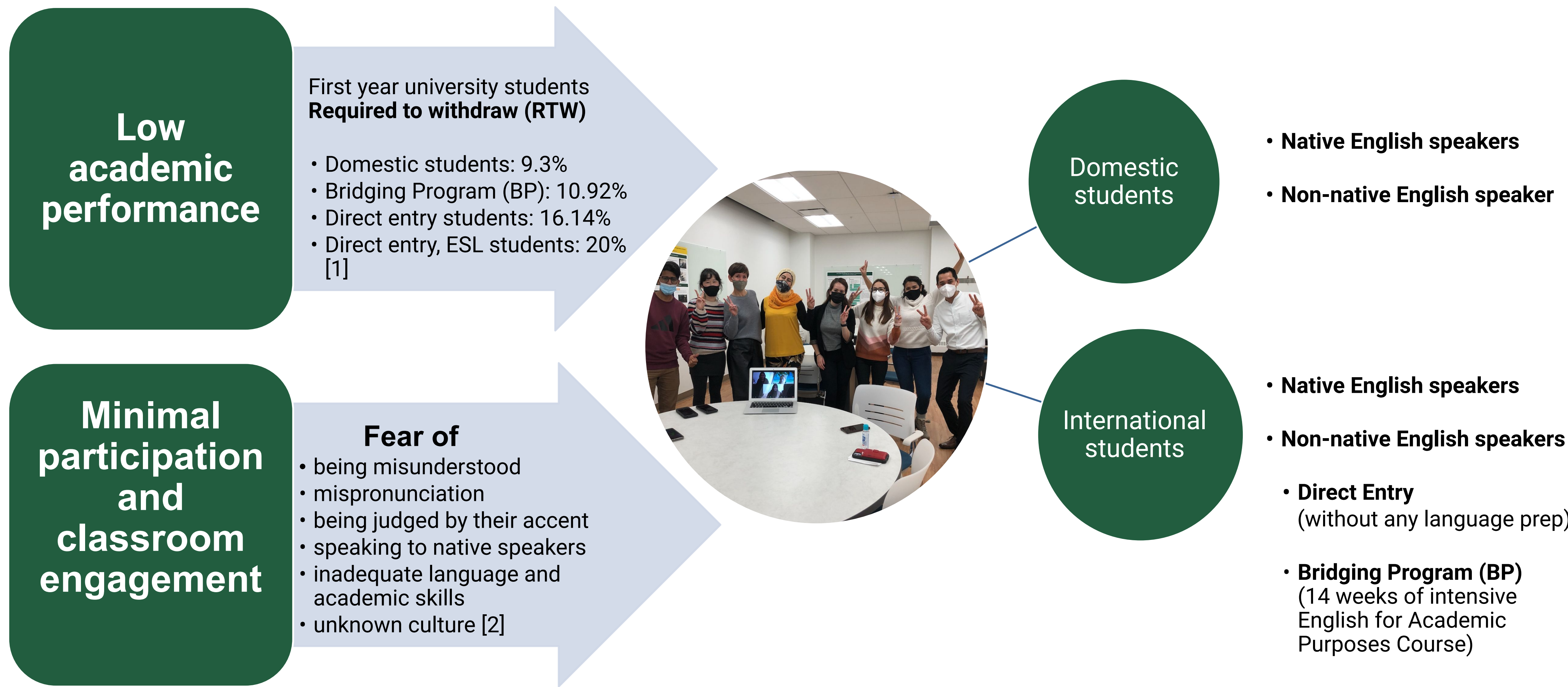


International Students' Barriers to Success ([click to watch](#))



[1] Office of the Registrar (2021) [GPA Comparison of Domestic, BP and Direct Entry Students](#).
 [2] (2021) Barriers International Students Face, summary of interviews conducted in TESL course (EDPY 578) led by Dr. Lucie Moussu

Engagement ([click to watch](#))

Encourage international students to be active participants in the class and assignments. Make the class more accessible to students to allow them to learn effectively and thrive. Create an inclusive environment for all students.

- Support the learner in the classroom**
 - Pay attention to your language: pace, pronunciation, and vocabulary
 - Idiomatic language and cultural references should be explained
 - Ask frequent feedback, reflection and low barrier questions in a non threatening way
 - Invite students to share cultural experiences (even with the person beside them)
 - Employ online tools with a [QR code](#) so students can use their phone to contribute to the discussion ([mentimeter](#), [polleverywhere](#))
 - Use tools in an online platform to engage students
- Make lectures more accessible**
 - Include some language support & scaffolding with pre / during / post lecture materials
 - Make slides available before class and put recordings of lectures on eClass
 - Add glossary of key terms, underline key terms in your presentation and use visual aids when possible
 - Flip it! Lecture offline and use synchronous time to practice, apply theory, answer questions
 - Make some (optional) introductory/easy-read materials available
 - Use closed captions and make transcripts available [Universal design CTL webinette](#)
- Design inclusive assignments**
 - Assign groups for projects rather than allowing students to choose
 - Roles and responsibilities for group work should be explicit
 - Use eClass peer [assessment tools](#) (one question could have students reflect on their group's process and member's work)
 - Modify tasks to include one question about a **unique global perspective**
- Provide further support for students**
 - Ensure classroom and assignment expectations are explicit and accessible
 - Repeatedly invite students to ask questions if they do not understand or remind them to email the instructor or TA for any help
 - Create a Forum on eClass and guide the forum with FAQ
 - Use Google Forms to monitor class progress and understanding (using a QR code for easy access)
 - Provide both formative and summative feedback to ensure students are aware of their progress

Awareness and Inclusion ([click to watch](#))

Create an inclusive, respectful and fair play classroom culture by acknowledging international students' presence. Making small adjustments to your practice can make a difference and lead to improved international students' performance and better rapport.

Get to know your students

- Poll students to find out about their origins (countries/ cities/ languages) Share the results and comment on the positive aspects of the diversity in the class. Make international students feel welcome.
- Create a needs assessment find about students' background and Canadian experience. Include more informal questions about interests, accomplishments, fears in order to get a better understanding of the class.
- Allow opportunities for domestic students and international students to learn about each other in a non-threatening environment

Embrace students' identities

- When class size allows, make an effort to pronounce and use students' given names. [Nameshouts](#)
- Acknowledge the importance of students' original names, and give a choice to use the original name or their English name.
- Encourage all students to add their preferred pronouns to their email signature as well as a link with the pronunciation of their name. They can record it and add it to their signature using [NameBage](#) or [NameDrop](#)

Recognize your own biases

- Be aware of your own cultural bias and notice your attitudes towards students from different cultures. Notice what you say and how you say it. Recognize areas international students may have difficulties with:
 - Humour
 - Idiomatic expressions
 - Jargon/slang
 - Cultural references (pop culture, politics, history, holidays, celebrities)
- Create fair play culture
 - Make slight modification to your practices adding tools that help international students participate to their potential.

Takeaway

Acknowledging your international students and facilitating their engagement and participation will help them integrate with their peer groups and the wider university community, setting them up for success.

Integration ([click to watch](#))

Facilitate the integration of ESL students with their peers and wider university community by explaining expected behaviours that may be known to local students but ignored by some of our international students. Offer available supports when you notice a student is not collaborating well with peers.

