

# Teaching to immigrants/foreign students

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# Geert Hofstede

Born 2 October 1928)

Dutch [social psychologist](#),  
former [IBM](#) employee

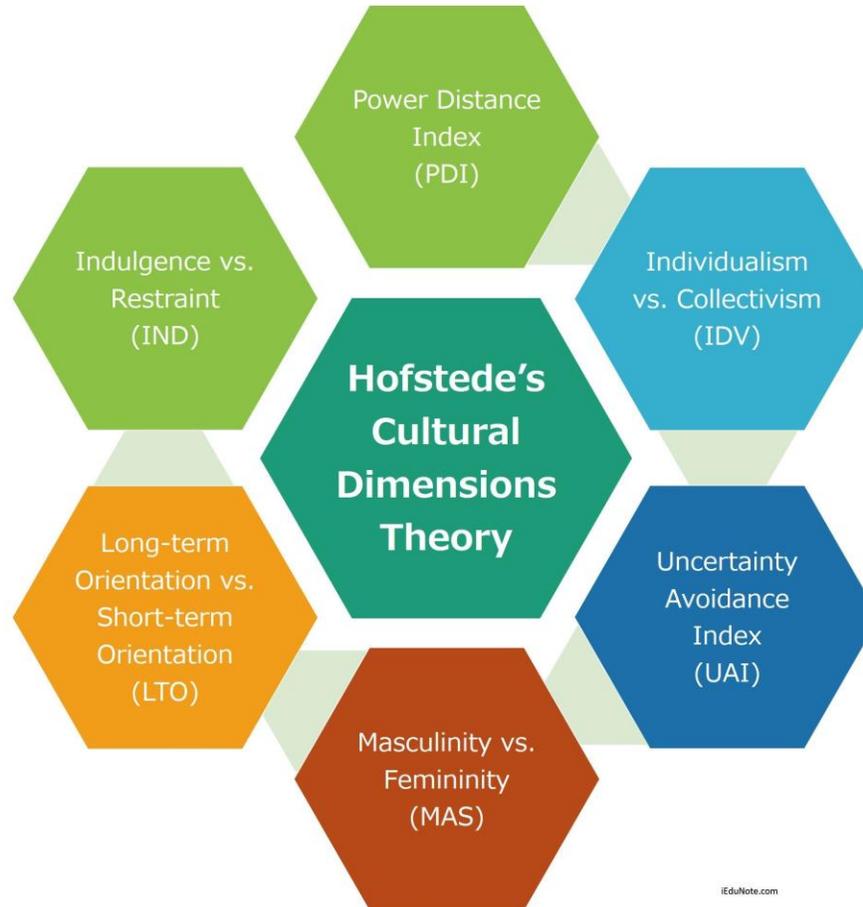
Professor Emeritus of Organizational Anthropology and International Management at [Maastricht University](#) in the Netherlands, well known for his pioneering research on [cross-cultural](#) groups and organizations.



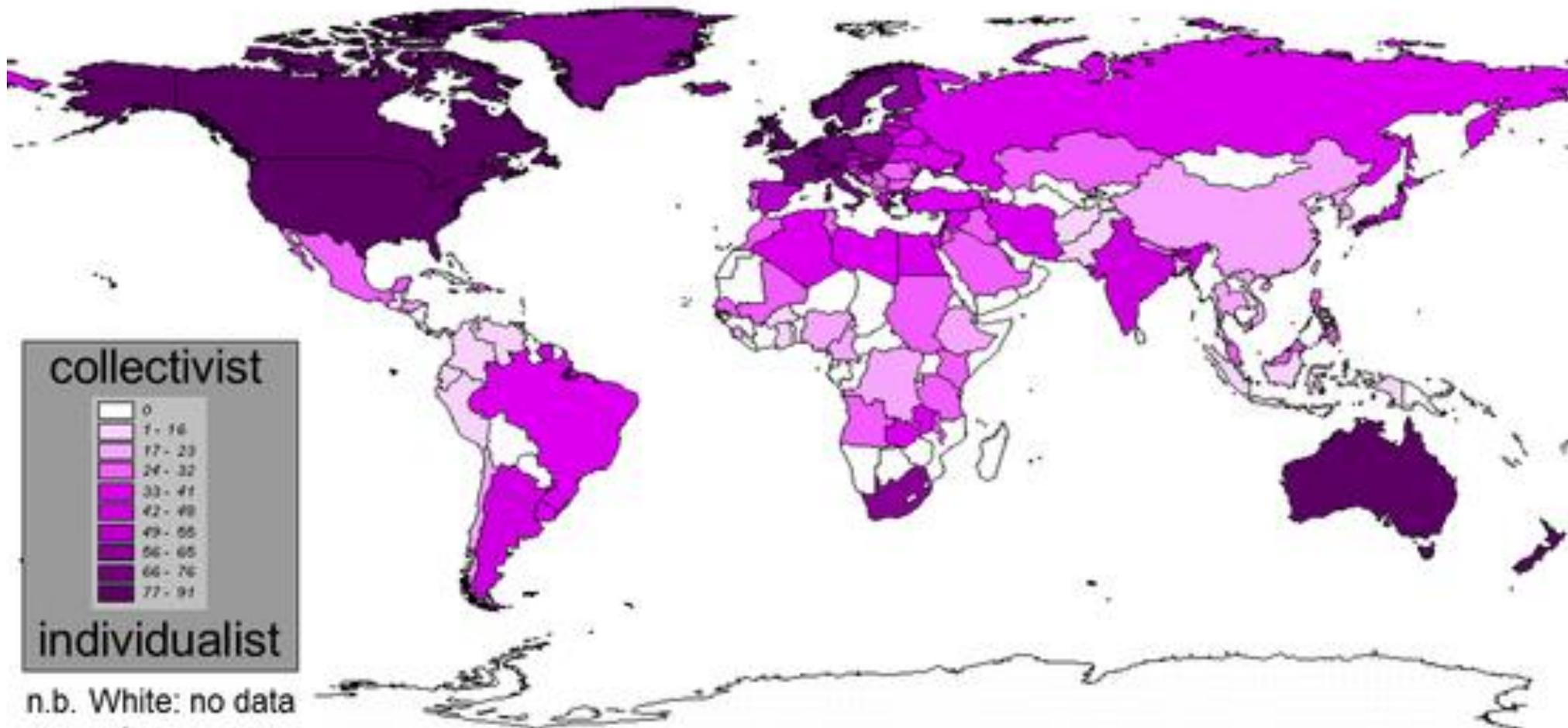
Hofstede, Geert (2001). *Culture's Consequences: comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Thousand Oaks, CA: [SAGE Publications](#). [ISBN 978-0-8039-7323-7](#). [OCLC 45093960](#).

[https://en.wikipedia.org/wiki/Geert\\_Hofstede](https://en.wikipedia.org/wiki/Geert_Hofstede)

# Theory of cultural differences

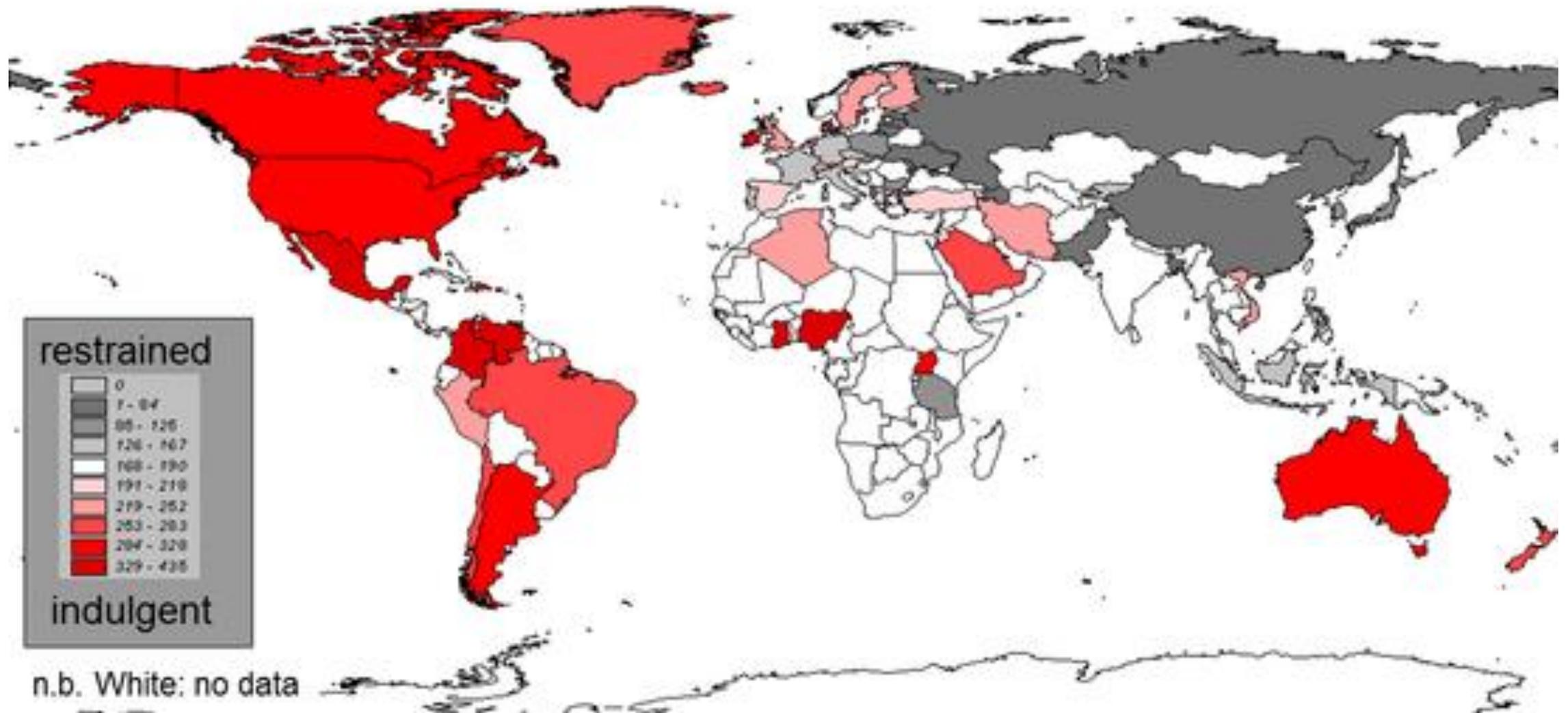


# Collectivism – Individualism World map

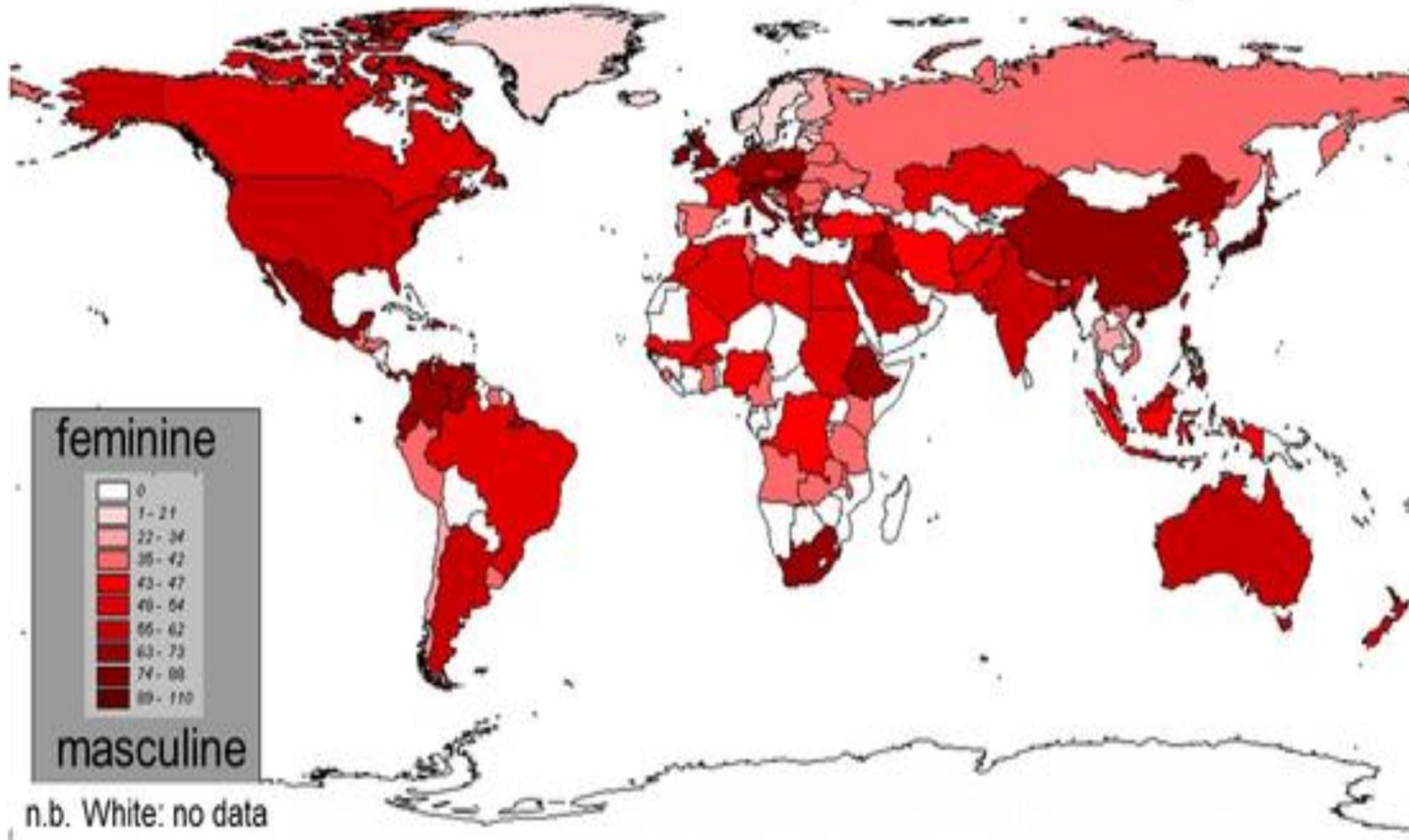


**A collectivist society is tightly integrated; an individualist society is loosely integrated**

# Indulgence - Restraint World map (based on WVS)



# Femininity - Masculinity World map

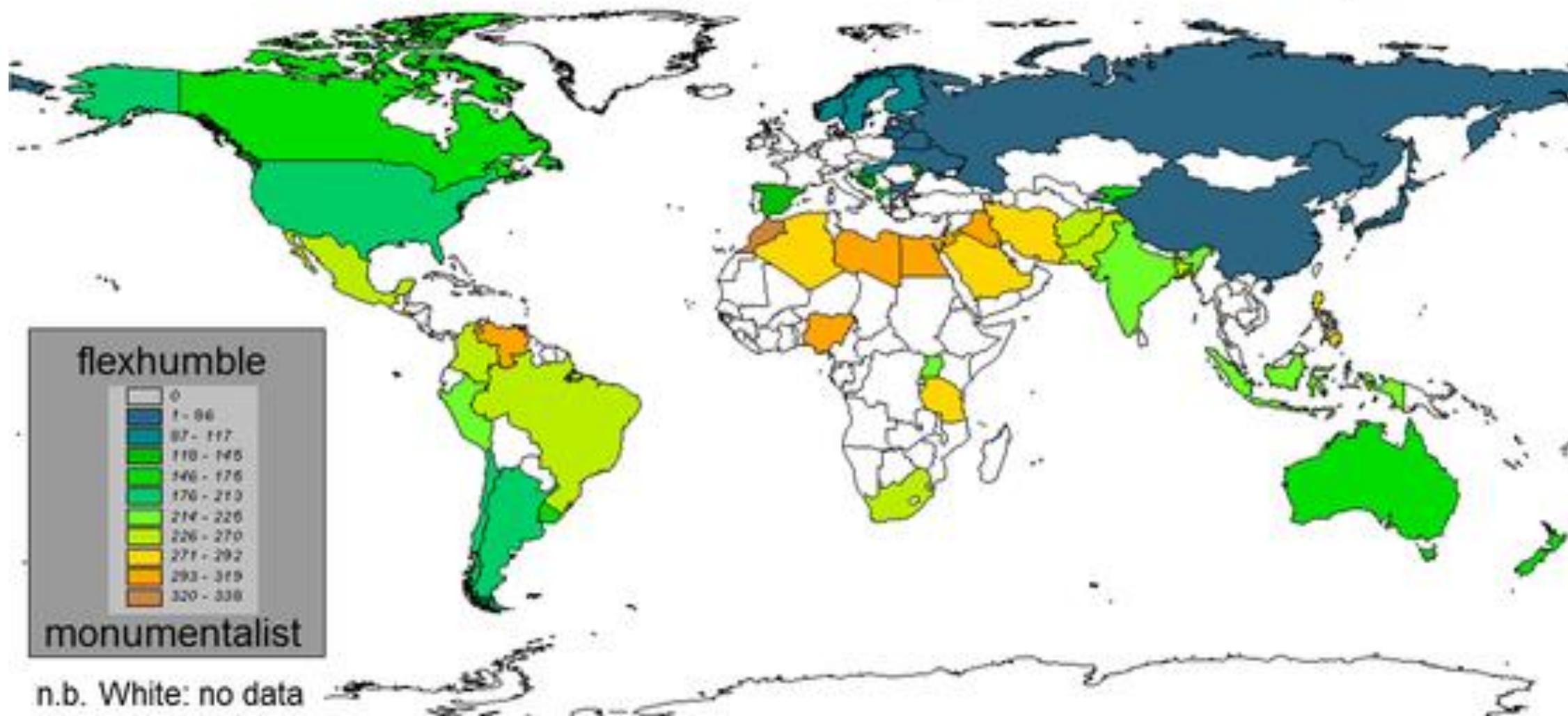


Masculine – assertive, ambitious and competitive, to strive for material success

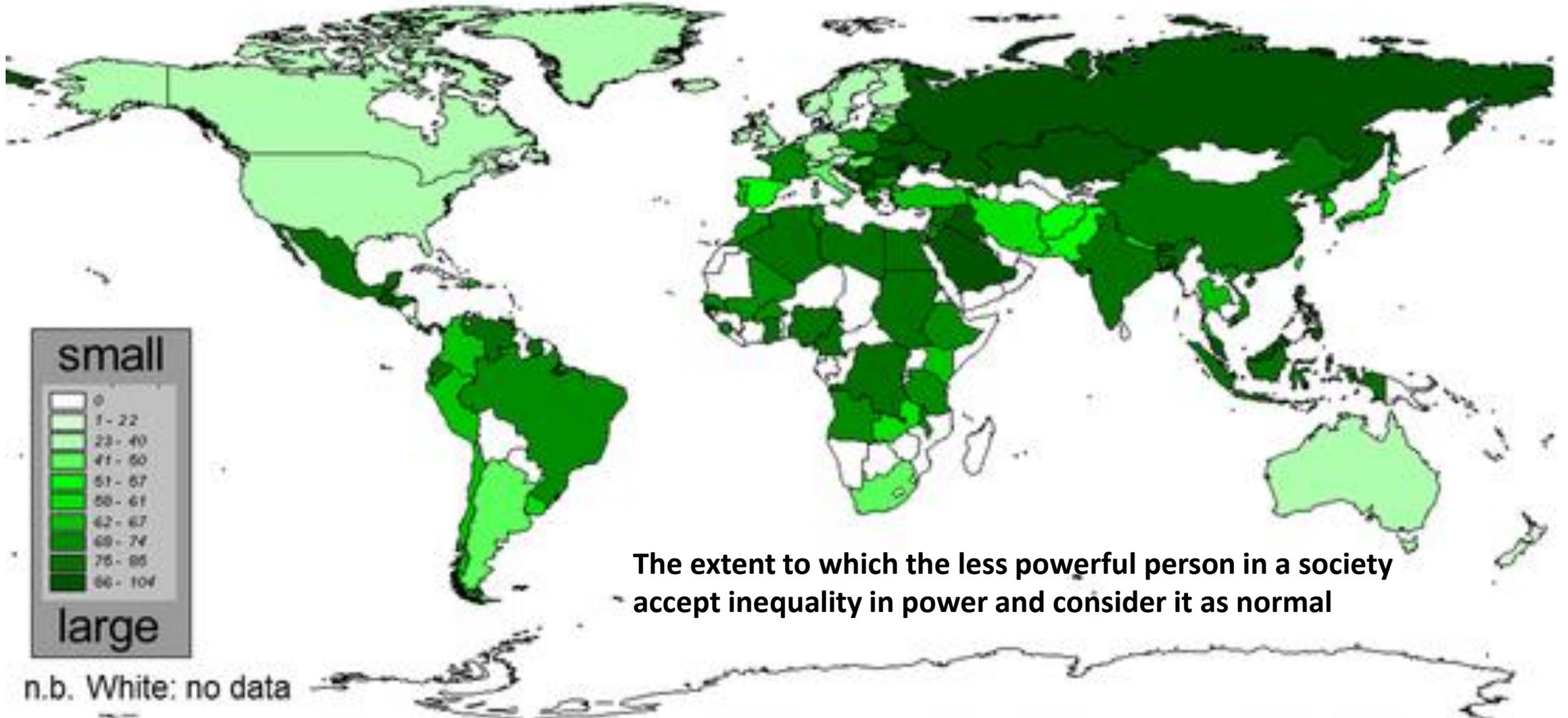
Feminine – overloapping social roles for the sexes

The cultures which he labeled as masculine for maximal distinction between what men are expected to do and what women are expected to do.

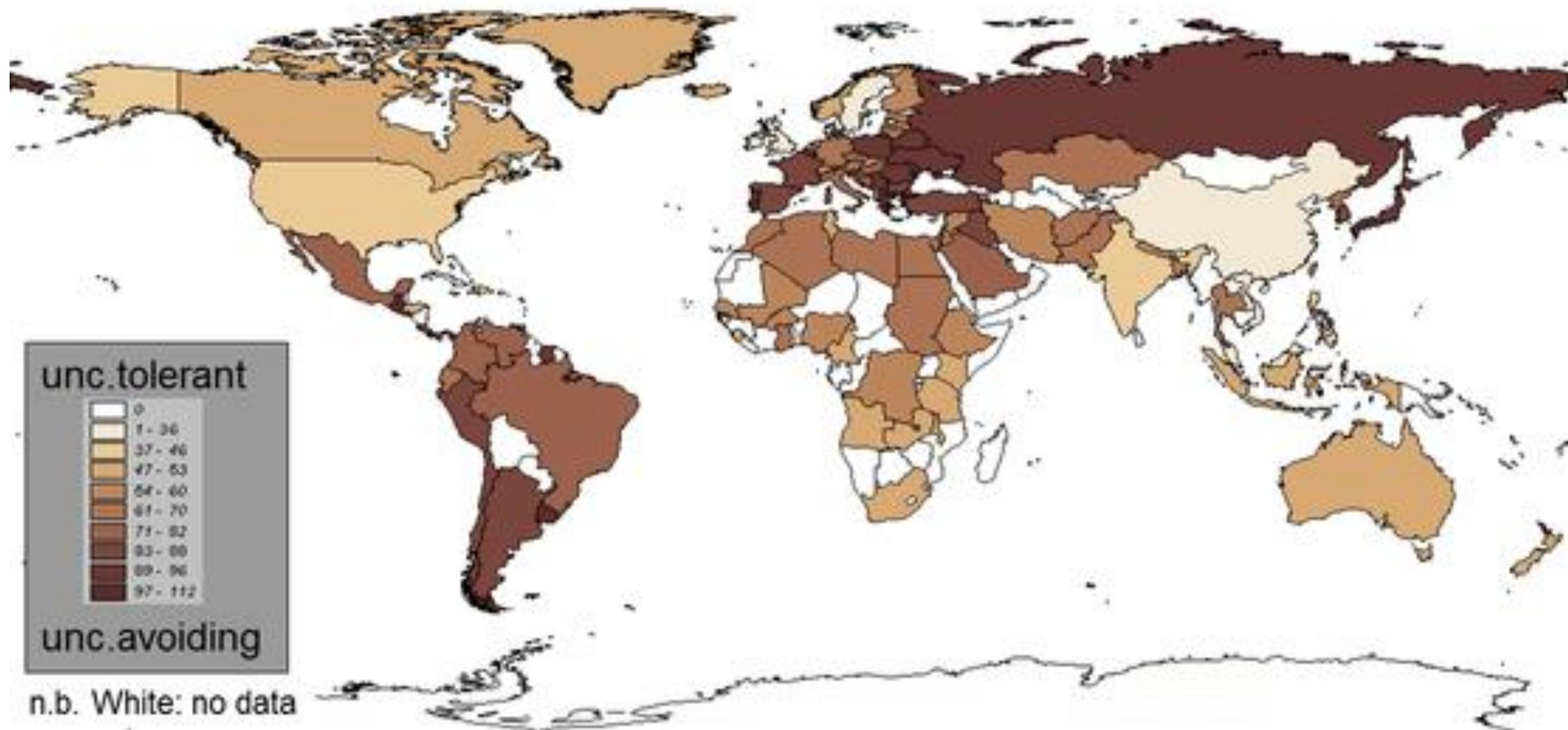
Short-term orientation (Monumentalism) – Long-term orientation (Flexhumility) World map (based on WVS)



# Power Distance World map



# Uncertainty Avoidance World map



# Areas of difficulty

- Language experience (usually english)
- Homesickness/culture shock
- Educational experience
- Housing
- Social relationships
- Managing finances
- Fitting into student life

Mismatch of expectation and behaviours between students and staff and students and students

# Academic cultures, new game, new rules

- All students find University HARD at first
- Some find it hard and STRANGE
- Some....hard, strange and in a new LANGUAGE
- A few...hard, strange and unacceptably WRONG

When I am in class and the professor asks questions and we have to discuss, I never say anything. Often I think of answers, but I cannot express my ideas well, so I wait for someone to speak for me. I have never asked a question. The other students ask many questions and even argue with the professor, I could never do that because I do not think is the right behaviour.

4th year med student

# Student voices

- What do students find really different when they came here socially and academically???
- What really helps them???
- What is/was unhelpful?
- What they would like their teachers to now and do for them to help them succeed?

# Every student likes.....

- Pre-warming and pre-reading
- Handouts and gapped notes
- Lowering tape recording
- Native-tongue discussions of ideas

The less students have to think about the process, the more they can think about the content

# STRATEGY #1:

## HOW TO BEST TEACH NON-NATIVE ENGLISH SPEAKERS?

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- Build connections/relations with international students:
  - Learn the correct pronunciation of international students' names
  - Incorporate/invite examples of international students' culture into your teaching
  - Integrate small group activities for international and domestic students
  - Welcome visits to your office
  - Encourage interactions via technology
- Comprehension of course material:
  - Repeat/rephrase/integrate concepts, themes, ideas throughout the course
  - Use a range of approaches and visual aids in your course
  - Be cognizant of the pace at which you are teaching
  - Provide outlines, study guides and lecture slides



# STRATEGY#1: (con't)

## HOW TO BEST TEACH NON-NATIVE ENGLISH SPEAKERS

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- Assisting/Evaluating Writing Assignments:
  - Encourage visits to the university writing center
  - Encourage meetings to discuss/clarify writing topics
  - Encourage submission of drafts of assignments
  - Integrate peer review/feedback sessions in class
  - Provide samples of writing assignments



# STRATEGY #2:

## HOW TO TEACH ABOUT ACADEMIC RULES?

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- Instructors might consider:
  - Discuss university academic integrity rules with all students in general
  - Direct students to specific university websites referencing rules about plagiarism (esp. in the syllabus)
  - Consider having a class session to explain/show examples of plagiarism
  - Encourage all students to attend university writing center for assistance
  - Offer opportunities to read drafts of essays/term papers



# STRATEGY #3: BRIDGING THE CULTURAL GAP

- Instructors might consider:

**Be culturally  
sensitive**

**Be supportive**

**Build  
relationships in  
the classroom**



# Strategy #3

## Bridging the Cultural Gap

- Cultural Sensitivity
  - Encourage students to share their experiences
  - Value all input
- Be Supportive
  - Know your students
  - Be clear about course expectations & classroom practices
  - Show students you are supportive & encourage academic confidence
- Building Relationships
  - Speed dating
  - Mettissage



# STRATEGY #4: CRITICALLY THINK ABOUT PERCEPTION & INTERACTIONS

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- The instructor may consider:
  - Location
    - Be cognizant of how knowledge is perceived and constructed within the class
    - Demonstrate awareness of privileges
  - Gender
    - Be sensitive to gendered power dynamics
    - Provide equal access
  - Cultural Identity
    - Demonstrate self-awareness
    - Create an atmosphere of openness and respect for all



# SUGGESTED RESOURCES

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1. J. Carroll & J. Ryan. (2005). *Teaching International Students: Improving Learning for All*, Routledge.
2. The University of Waikato. (2011). *Teaching International Students*. Teaching Development Unit.
3. Kuh, G. D. & Hu, S. (2001). "The Effects of Student-Faculty Interaction in the 1990s." *Review of Higher Education*, 24(3): 309-332.
4. Pascarella, E. T., & Terenzini, P. T. (2005). *How College Affects Students (Vol. 2): A Third Decade of Research*. San Francisco, CA: Jossey-Bass.
5. Sidelinger, R. J. & Booth-Butterfield, M. (2010). "Co-constructing Student Involvement: An Examination of Teacher Confirmation and Student-to-Student Connectedness in the College Classroom." *Communication Education*, 59(2): 165-184.
6. Academic Writing: Ideas for International Students,  
<http://academicwrite.blogspot.com/2013/02/whats-your-problem.html> by Stephen Bailey