

# Outreach for International and ESL Students @ MRU

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# Introduction

## Outline

1. Introduction
2. MRU context
3. Discussion
4. Generation 1.5
5. Discussion
6. Future directions @MRU
7. Questions

## Chris

- Australia
- Japan
- Qatar
- Language Learning



# MRU Context

## Institutional

- increase international enrollment by 5% FLE by 2025

## Enrollment

International: 254

English Language Program (non-credit): 122

## Library

- English Language Program (ELP)
- International Student Success Centre (ISSC)
- International Education Week

“We will increase our international focus through the development and delivery of programs related to student mobility and faculty exchanges, and through the *provision of specialized student supports dedicated to our international student population*” (MRU Strategic Plan)

# What are we currently doing?



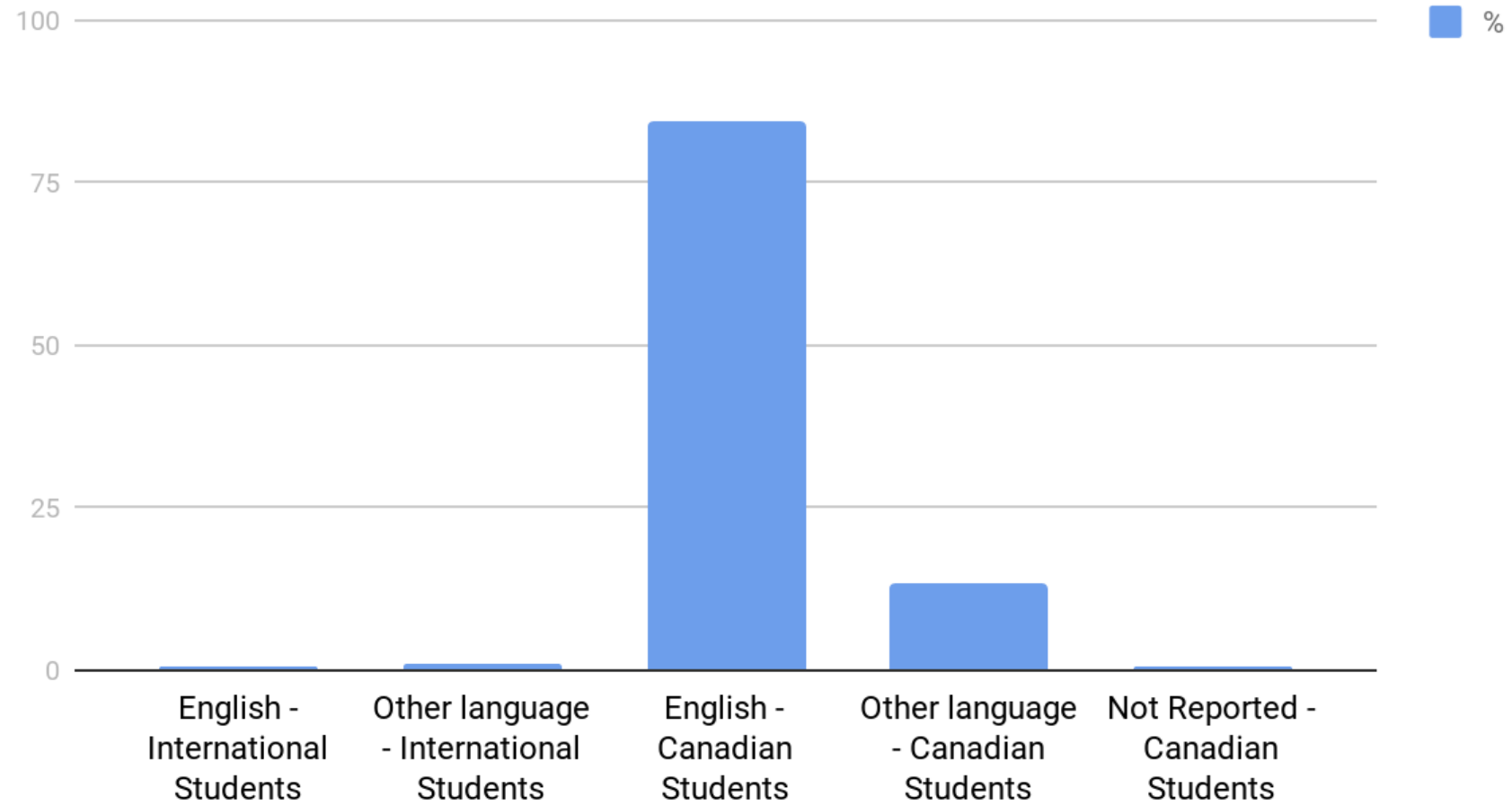
**What are you currently doing at your institution?**

In your discussion group, share your ideas on Padlet.

Use the Padlet link to enter your details.

<http://bit.ly/MRUint>

## First Language Proficiency



# Non-Native Speakers (NNS)

## Who is Gen 1.5?

- Neither international nor ESL
- Canadian-educated 2nd language learners
- Residents or citizens whose first or home language is not English
- Primary language may be English
- May have limited or no literacy in their first language
- They are still acquiring language

## Who is Gen 1.5?

- They have less familiarity with grammar rules than either international students or native speakers
- They have less experience reading and writing in English which makes the transition to academic writing difficult
- They are less familiar with the language of academic writing



# Suggestions for Outreach



**What are your suggestions for possible outreach ideas that we can do at our institutions?**

(This could be something we've heard or discussed today or something different. It could be for a small institution or a large one).

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## Future Directions



1. Continued collaboration with the ISSC and identifying international student needs
2. Curriculum redevelopment with the English Language Program
3. Working with various groups to identify and address the needs of Generation 1.5x
4. Academic Integrity Day



A wall covered in a dense grid of small, colorful sticky notes. The notes are arranged in a regular pattern, creating a mosaic-like effect. The colors of the notes vary, including shades of blue, yellow, red, green, and white. The text "Question Period" is overlaid in the center of the image.

# Question Period

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\*\*All photographs courtesy of Mount Royal University International Education with the exception of the first photo



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