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# A Study of Chinese International Students' Classroom Participation in the International M.Ed. Program

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## **A Study of Chinese International Students' Classroom Participation in an International M.Ed. Program**

This study focuses on the classroom participation performance of Chinese international graduate students (CIGSs) at a Canadian university. Because CIGSs are coming from an education system that employs a teacher-centered pedagogy, they often struggle to acclimate to the student-centered pedagogy employed in Canadian schools. However, there is limited research on the subject. The current study explores how CIGSs participate in Canadian classrooms, what factors promote and inhibit their participation, and what approaches can help to improve their participation. The researcher recruited eight CIGSs and three of their instructors. Data were collected through one-on-one interviews. The analysis of the data showed that CIGSs struggle with eight key factors that shape their classroom participation: language proficiency, working experience, personality or character, part-time job commitments, self-motivation, personal interest, emotional state, and instructor's likeableness. Therefore, it is critical for instructors to distinguish and observe why their students participate less, then adjust due to different situations to improve that participation level.

Key words: classroom participation, international graduate students, international education