

## **International Students in the Classroom: A South African Evidence of Impact on Lecturer and Domestic Student Classroom Practices and Classroom Effectiveness**

**D. Y. Dzansi<sup>1\*</sup> and L. Mogashoa<sup>2</sup>**

*<sup>1</sup>Department of Business Support Studies, Faculty of Management Sciences,  
Central University of Technology Free State, South Africa, 9301*

*E-mail: ddzansi@cut.ac.za*

*<sup>2</sup>School of Teacher Education, Faculty of Humanities, Central University of Technology  
Free State, South Africa, 9301*

**KEYWORDS** Classroom Practices and Behaviours. Domestic Students. International Students. Lecturers

**ABSTRACT** This study considers the behavioural impacts of the presence of international students on domestic students and lecturers and classroom effectiveness with the underlying theory being, *learning does not take place in a vacuum but happens in a broad context with cultural sensitivity a major factor*. Although cultural sensitivity can manifest in many forms, the focus is on the *willingness of domestic students and lecturers to accommodate the special needs of international students by adapting their classroom behaviours and practices respectively*. The conceptual framework for examining changes in classroom behaviours and practices consists of *communication, teaching, assessment, and classroom organization* for lecturers and *communication and attitude* for domestic students. Based on the conceptual framework, rating scale questionnaires were developed and used to collect data from 20 lecturers and 350 domestic students. Results of the data analysis indicates that: (i) both local students and lecturers had to make major adaptations in their classroom behaviours and practices respectively in order to accommodate the needs of international students; and (ii) both sets of respondents are of the opinion that the changes made in their classroom behaviours and practices respectively have resulted in improved classroom effectiveness.