



Supporting Non-Native English Speakers at the University of Minnesota: A Survey of Faculty & Staff



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COLLEGE OF CONTINUING EDUCATION

UNIVERSITY OF MINNESOTA

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Table of Contents

Background	1
Methods	3
Findings.....	8
1. Benefits	8
Overview and Key Findings	8
Qualitative Themes	9
Summary and Discussion Points.....	11
2. Student Challenges	13
Overview and Key Findings	13
Qualitative Themes.....	18
Summary and Discussion Points.....	22
3. Faculty and Staff Challenges	24
Overview and Key Findings	24
Qualitative Themes.....	25
Summary and Discussion Points.....	29
4. Faculty and Staff Strategies	31
Overview and Key Findings	31
Qualitative Themes.....	32
Summary and Discussion Points.....	36
5. Faculty and Staff Support Needs	38
Overview and Key Findings	38
Qualitative Themes.....	39
Summary and Discussion Points.....	42
Conclusions and Recommendations	44
Limitations and Directions for Future Research.....	47
References	48
Appendix A: Faculty Survey Questions.....	50
Appendix B: Staff Survey Questions.....	60

Abstract

This study reports on the responses of 1,502 faculty and staff at the University of Minnesota who responded to a survey about their experiences supporting students who are non-native speakers of English. Both multiple-response and open-ended responses were analyzed, and the major themes that emerged included the benefits of having non-native speakers on campus, challenges that faculty and staff perceive students to have, challenges that faculty and staff experience in supporting non-native English speakers, and the types of support that would help to address the challenges. A discussion of these findings is included and is followed by recommendations for enhancing support.

Background

This study aims to better understand the perceptions of University of Minnesota–Twin Cities (UMNTC) faculty and staff regarding the benefits and challenges of working with students who are non-native speakers of English. This survey was funded, in part, by the International Student Academic Services Fee, which supports enhanced academic services for undergraduate international students. The Minnesota English Language Program (MELP) provides coursework and consultations for students who are non-native speakers of English, and it intends to use insights from the survey findings to bolster support resources for faculty and staff.

In conducting this study, the researchers seek to fill a gap in the literature regarding how to best support faculty and staff who work with non-native speakers of English. While various surveys such as the International Student Barometer (ISB) and Student Experience in the Research University (SERU) are regularly conducted to collect information about international student perspectives on the cultural and academic challenges of studying at the University of Minnesota, there are fewer data on the perspectives that faculty and staff have about working with this population of students, a population which has grown over the last ten years.

There are a small number of studies that inform this research by providing faculty insights on the pedagogical challenges related to supporting non-native English speakers (NNES) (Andrade, 2010; Kingston & Forland, 2008; Robertson, Line, Jones, & Thomas, 2000; Trice, 2003). Early in the survey design process, we acquired permission to adapt a survey designed by Andrade (2010), who had previously conducted a survey of 93 faculty members at a private undergraduate university in the US to determine “how faculty perceived the English abilities of international students and how they approached teaching them” (p. 225). The faculty who responded to Andrade’s survey expressed fairly positive views about the overall performance and skills of non-native English speakers in their classes, and they also reported adapting their instructional methods with some degree of frequency to better support NNES. However, while the faculty felt that the institution could do more to support non-native English speakers, they indicated little interest in learning about how to develop specific teaching methods to more effectively engage with this population of students.

Robertson et al. (2000) also involved faculty in an investigation to learn more about the challenges that face international students at an Australian university. Utilizing the Delphi technique, 38 international students and 31 academic staff ranked what they perceived to be the major challenges in the teaching and learning process. The international students indicated that they viewed the following to represent some of their greatest challenges: 1) *activities inside the university* such as tuition costs, stress, and challenges adapting to teaching methods; 2) *activities outside the university*, including problems making friends, financial difficulties, and challenges adjusting to a new culture and different climate; and 3) *language-related issues*, including specific challenges with speaking, writing, and comprehension. The academic staff in Robertson et al.’s study perceived that students struggled the most with: critical thinking skills, comprehending lectures, and writing and speaking in English. Although both students and faculty considered English proficiency to be a key challenge, in some cases the faculty in Robertson et al.’s (2000) study attributed problems more to cultural differences, and to the belief that “international students do not take sufficient responsibility for their own learning” (p. 100). Robertson et al. speculated that the faculty who held this particular view did not fully understand the many complex

challenges that international students face, and they concluded by advocating for a greater sense of mutual responsibility between students and faculty in the learning process.

Similarly, Trice (2003) investigated the views of faculty members from four academic departments at a research university in the US to learn how faculty perceived and responded to international graduate students in their departments and classes, and what they considered to be key challenges for these students. The faculty members recognized a range of specific benefits contributed by their international graduate students, including their strong academic skills and valuable research contributions. However, faculty also identified several challenges in supporting these students, such as difficulties with language and communication, challenges evaluating incoming students' English abilities, and integration problems between international and domestic students.

In their study exploring the views of academic staff and East Asian students at a university in the UK, Kingston and Forland (2008) reported that faculty identified several benefits and challenges related to working with international students. Faculty perceived international students positively because of the diverse perspectives, hard work ethic, and strong motivation they contributed to the teaching and learning process. On the other hand, faculty also reported that international students frequently underperformed when compared with their native-speaking peers and that they struggled significantly with grammatical accuracy. Notably, faculty in Kingston and Forland's study indicated that while international students tended to dislike active learning methods initially, they demonstrated a strong ability to adapt and thrive in a new environment that used active learning. Kingston and Forland concluded that rather than accommodate their methods for international students as a unique group, instructors should consider a culturally synergistic approach, in which both international and domestic students benefit equally from classroom instruction.

Despite the challenges that exist, it is also important to acknowledge the many benefits of having non-native speakers of English on the campus and in the classroom. When provided with structured opportunities, American students can learn valuable information about international students' home cultures, and international students can contribute unique insights to the learning process. Several studies demonstrate how this interaction can promote intercultural development for all students. For example, Luo and Jamieson (2013) reported that domestic students who have high levels of interaction with international students demonstrated more openness to different perspectives and were more likely to critically reflect on their own assumptions and beliefs. Additionally, a recent study by Yefanova, Baird, Montgomery, Woodruff, Kappler, and Johnstone (2015) identified the following themes as outcomes of cross-national interaction between domestic and international students: greater acceptance of diversity, curiosity about difference, higher interest in international activities, learning important information about culture, and gaining cultural perspectives about academic topics.

Furthermore, many scholars illustrate how opportunities for interaction with culturally diverse peers contributes to the development of a variety of different skills for everyone involved, including: language learning abilities, leadership, problem-solving, networking and relationship-building skills (Yefanova, et al, 2015); intercultural competence skills (Spooner, Tangen, Mercer, Hepple, & Carrington, 2013), and general cognitive skills (Loes, Pascarella, & Umbach, 2012).

While a study has examined the perceptions of international students at the University of

Minnesota (Anderson, et al., 2012) and their interactions on campus, no study has systematically gathered data on the perceptions of faculty and staff who work with these students. Too often, we rely on anecdotal evidence about what challenges faculty and staff experience in working with non-native speakers of English and what benefits they perceive when having these students their classes. This study provides data on faculty and staff perceptions and also provides information on what might help them further support linguistically diverse students.

Methods

Survey Design

The survey for this study was designed to determine how faculty and staff perceive and describe the challenges they encounter when supporting students who are non-native speakers of English, and the perceived benefits of having these students on campus and in class. The survey instrument was adapted, with permission, from the questionnaire utilized in Andrade's (2010) study *Increasing Accountability: Faculty Perspectives on the English Language Competence of Nonnative English Speakers*. The survey went through multiple revisions with feedback from representatives from various offices on the University of Minnesota–Twin Cities campus, including Office of Measurement Services, Global Program and Strategy (GPS) Alliance, International Student & Scholar Services (ISSS), Center for Educational Innovation, Office for Equity & Diversity, and staff members who comprise the International Liaison Committee.

The research team was granted IRB Level 2 (Exempt) permission to conduct the study. The survey was designed using Qualtrics online survey software, and a pilot was conducted in January 2016, prior to distributing the survey to the sample population in February 2016.

The use of the term “non-native English speakers” (NNES) was used consistently in this survey to provide a clear reference to students whose first language is not English. Though the goal of this survey was to gather information on international students, this population may include domestic students whose first language is not English as well as international students. Based on data from Fall 2016, non-native English speaking domestic students account for around nine percent of the total undergraduate student population on the Twin Cities campus. International students, the vast majority of whom are non-native speakers of English, represent another nine percent of the undergraduate student population (UMNTC ISSS, 2015).

Other terms that may refer to non-native English speakers include English language learners, ESL learners, multilingual students, etc. In choosing to use the term non-native English speakers, we were concerned that it could reinforce the possible perception that multilingual students bring more challenges than opportunities to campus, which was not our intent. We also did not want to just focus on the language deficits of students (by using a term that highlights what they are not) because these are students who already have a high proficiency in at least two languages. However, while we did not want to overlook the strengths of multilingual students, the term “multilingual student” can be ambiguous and we wanted to ensure that everyone responding to the survey clearly understood the population about which we were inquiring. After discussion and consultation, we decided to use the term non-native English speakers in this survey because it clearly describes the group we were asking about,

but highlight the possible implications of using different terms in our reporting of the results. We noted this in the first section of the survey so terminology would be clear to respondents and we could also raise awareness about different terminology.

Survey Instrument

The survey was categorized into five broad sections, consisting of the following types of questions. The survey was designed to branch to different sets of questions depending on the respondent's answer to the question of whether their primary role at the university was faculty or staff. By doing this, it was possible to customize the survey to these two different groups of respondents. Faculty survey questions are included as Appendix A and the staff survey questions are included as Appendix B.

1. **Introductory Questions:** This section included seven questions about respondent demographics. The questions included a variety of multiple option questions and text response questions.
2. **General Perceptions:** This section included two multiple option questions and one open-ended question to explore faculty and staff perceptions about the extent to and frequency with which non-native speakers of English experience challenges in class and on campus. Some of the questions addressed to faculty were different from the questions addressed to staff respondents, for example, faculty were asked about classroom interactions while staff were asked about more general interactions with students.
3. **Campus Benefits:** This section included three multiple option questions and one open-ended question designed to learn about faculty and staff perceptions about the benefits of having non-native English speaking students in class and on campus.
4. **Challenges:** This section targeted faculty and staff perceptions of the challenges of teaching and supporting non-native English speakers and some questions differed for faculty versus staff respondents to be most relevant to the respondent's context. Faculty responded to three multiple option questions and one open-ended question, and staff responded to two multiple option questions and one open-ended question.
5. **Strategies & Support:** This section included four multiple option questions and three open-ended questions. The questions in this section were intended to explore faculty and staff beliefs about the best ways to support non-native speakers of English, and to learn about the ways in which faculty and staff would like to receive more support.

Data Analysis

To analyze the quantitative data, Qualtrics analytical tools were used to report descriptive statistics. For the qualitative portion of the data, the research team utilized NVivo software to conduct textual analysis, which included identifying and categorizing themes for responses to seven open-ended questions. The research team also conducted an intercoder reliability check on a portion of the qualitative data with a faculty member at the Minnesota English Language Program and an Education Program Specialist at the Center for Educational Innovation. Intercoder agreement was 93%.

Sampling Methods and Response Rate

The research team collaborated with the Office of Institutional Research (OIR) at the University of Minnesota to design a sample for this study. Faculty and staff participants were chosen randomly from colleges and units on campus that work with undergraduate students. We then narrowed the pool to job titles within those units most likely to interact with

students (for example, accountants were not included, but professors, teaching assistants, and advisors were). Finally, people surveyed were also invited to recommend others who should take the survey and the survey was sent to all those referred who were not already part of the sample. Because of this, the final sample is not a completely random sample.

Out of 6,727 people invited to take the survey, 1,502 faculty¹ and staff completed the survey, resulting in a 22% response rate. Some who received an invitation to participate in the survey responded via email to explain that they did not interact with non-native speakers of English in their professional role and therefore did not feel qualified to complete the survey.

Respondent Demographics

Staff vs. Faculty. As illustrated in Figure 1, 48% (n=707) of survey respondents identified as staff and 52% (n=777) identified as a faculty member, instructor, or teaching assistant.

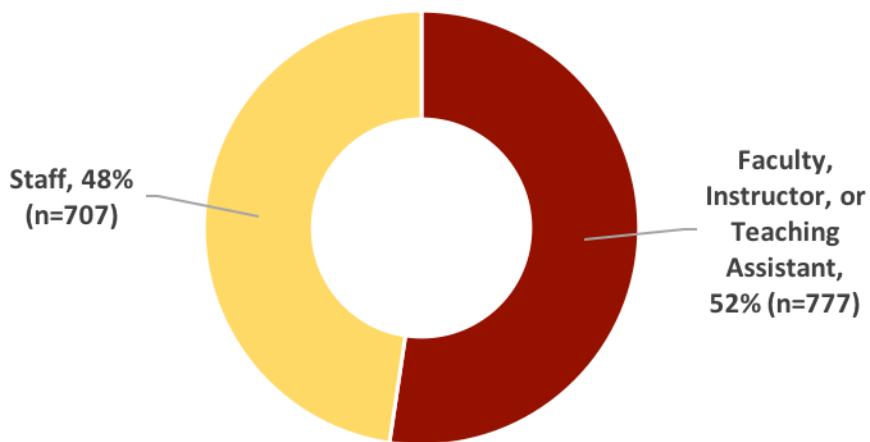


Figure 1. Percentage of faculty and staff respondents in the survey.

Area of Service. After indicating their job title, respondents were asked what made up their primary duties. As illustrated in Figure 2 below, approximately 47% of respondents (n=699) worked in teaching roles, 11% (n=169) worked in advising, 11% (n=156) worked in administration, 9% (n=140) were in student services, and 21% (n=315) worked in other areas.

¹ In this report, the faculty group includes anyone who identified their primary role as teaching, including tenured faculty, adjunct faculty, teaching assistants, etc.

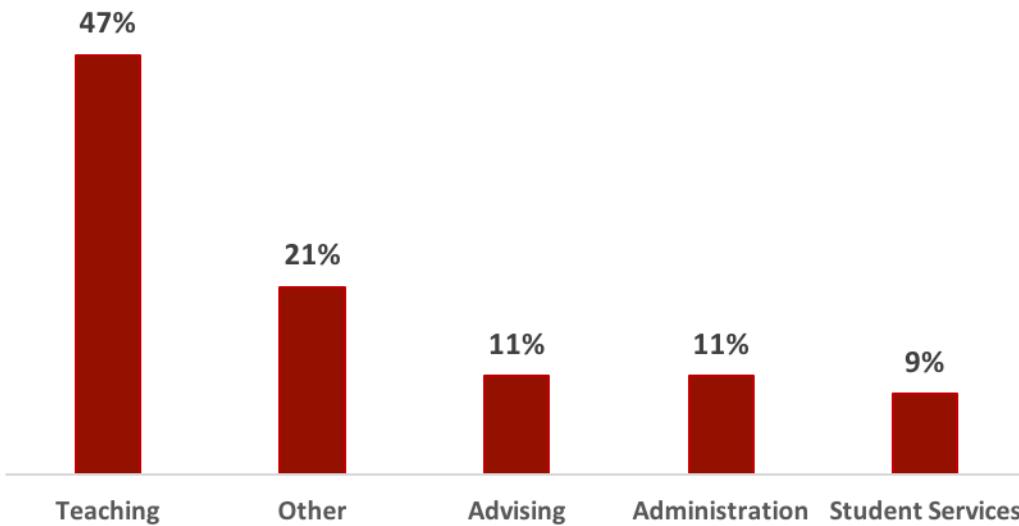


Figure 2. Faculty and staff respondents' area of service at University of Minnesota-Twin Cities.

Participation by College/Office. A wide variety of University of Minnesota colleges and offices were represented by the survey respondents, as seen in Figure 3:

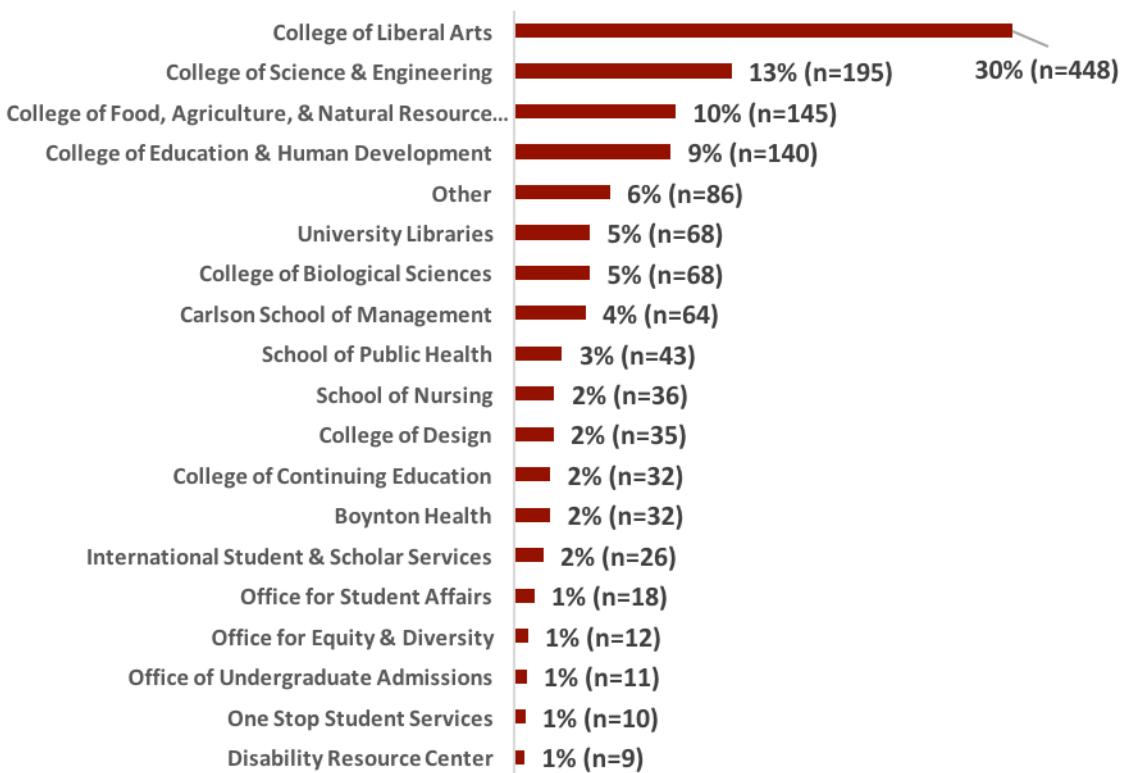


Figure 3. Percentage of total respondents from colleges and offices at University of Minnesota-Twin Cities campus.

Experience with NNES. To provide further context, survey respondents were asked to report approximately how many of the students they support are non-native English speakers. As

demonstrated by Figure 4 below, the majority of survey respondents (51%, n=764) indicated that they work with “some” NNES, 24% (n=351) reported that they work with “many” non-native English speakers, 19% (n=283) reported they work with “very few.” Only 4% (n=65) of respondents indicated that they did not work with any non-native English speakers, and 1% (n=21) reported to work with all NNES.

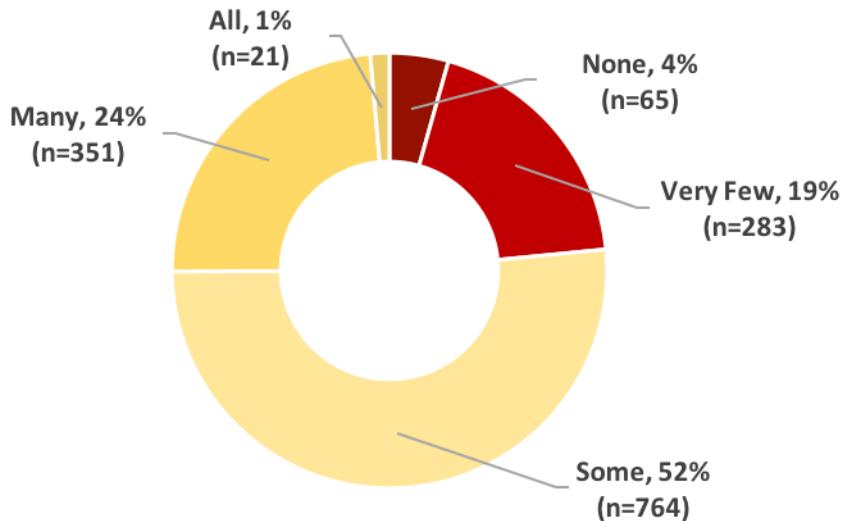


Figure 4. The approximate number of non-native English speaking students faculty and staff respondents reported working with.

Experience with Graduate vs. Undergraduate Students. The largest percentage of respondents (44%, n=618) indicated that they worked primarily with undergraduate students. Approximately 35% (n=494) identified working with both grad and undergrad populations, and 22% (n=307) indicated that they worked primarily with graduate students (see Figure 5).

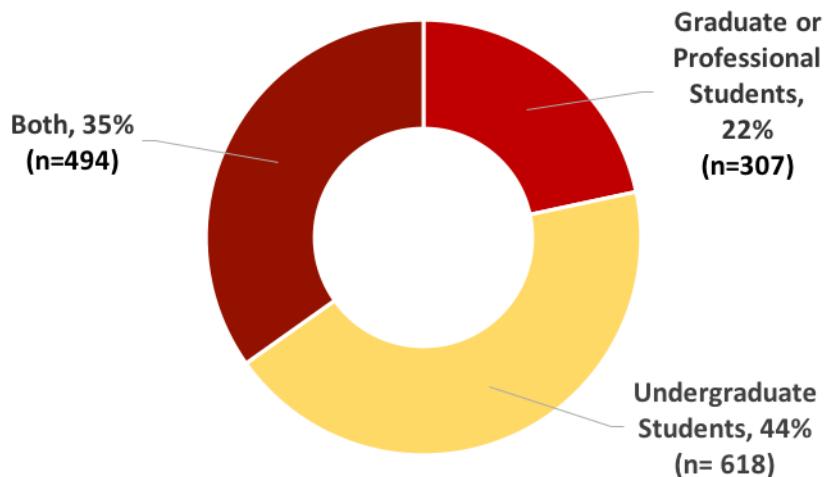


Figure 5. Type of students faculty and staff respondents identified primarily working with.

Findings

1. Benefits

Overview and Key Findings

Survey respondents were asked to express their level of agreement or disagreement regarding the ways in which having non-native English speakers on campus enhances the learning environment for all students. Figure 6 below illustrates the following:

- **Learning about diverse perspectives.** The majority of respondents (85%, n=1142) either expressed agreement or strong agreement that all students learn about diverse perspectives because of the presence of non-native English speakers, whereas only 4% of respondents (n=47) expressed some level of disagreement with this (from somewhat disagree - strongly disagree).
- **Developing intercultural communication skills.** A majority of survey respondents (82%, n=1114) also indicated agreement or strong agreement that all students develop intercultural communication skills because of the presence of NNES on campus. Only 3% of respondents (n=49) indicated some level of disagreement in response.
- **Developing critical thinking skills.** Similarly, most respondents indicated some agreement that all students develop greater critical thinking skills because of the presence of non-native English speakers on campus, with 64% (n=835) indicating agreement or strong agreement, though the number that strongly agreed was markedly lower than the percentage for understanding diverse perspectives. Approximately 12% (n=152) of respondents reported some level of disagreement in response to this item.

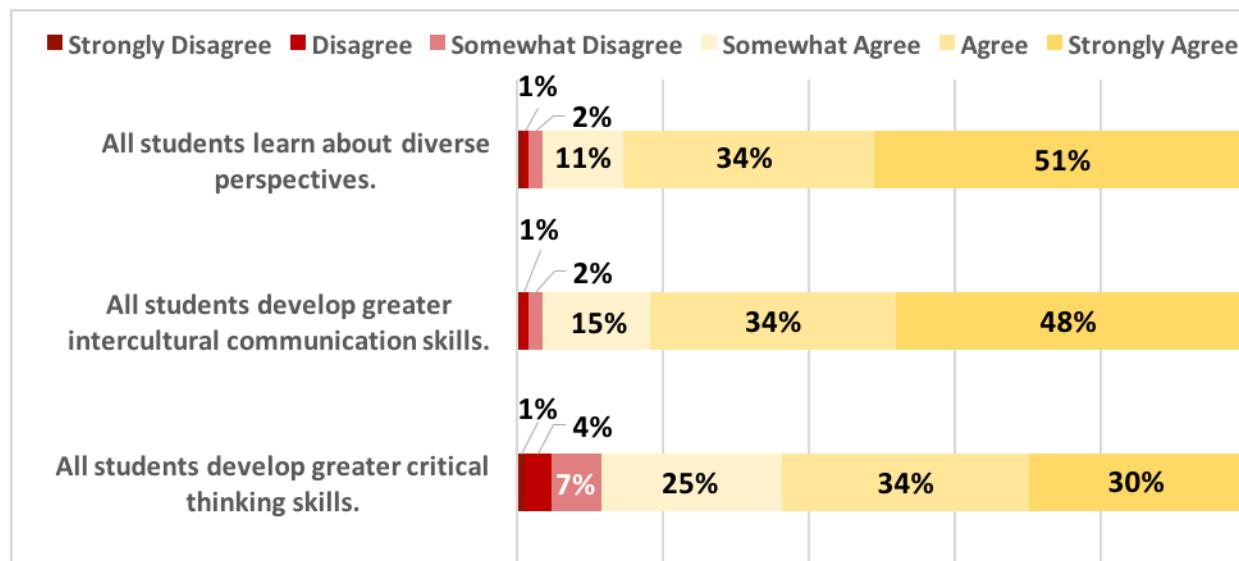


Figure 6. Faculty and staff respondents' level of agreement that having non-native English speakers on campus helps all students learn about diverse perspectives, develop critical thinking skills, and develop intercultural communication skills.

Qualitative Themes

In response to the open-ended question “Please list any other ways in which non-native English speakers enhance the learning environment,” staff and faculty respondents shared their views of the benefits of having non-native English speakers on campus. Many of these comments aligned with previous research on the benefits of having international students on campus, and the range of benefits discussed by both faculty and staff highlights the many positive contributions that these students bring to our campus. Because faculty and staff responded to the same open-ended questions, the data are combined here and the themes described below were coded without separating faculty and staff comments.

Comments about the perceived benefits were categorized into the following seven broad themes: 1) cultural diversity benefits; 2) communication skills improvement; 3) linguistic benefits; 4) relationship benefits; 5) ways in which NNES ‘raise the bar’; 6) teaching benefits; and 7) future preparation benefits.

Cultural Diversity Benefits. Many faculty and staff respondents (n=178) pointed out a range of positive effects on the campus community by having non-native English speaking students on campus. These positive effects related to experiencing cultural diversity, including increasing cultural awareness, learning about diverse perspectives, feeling more connected to the global community, and developing greater empathy and patience. Representative quotations that illustrate some of the ideas expressed by the respondents are included below:

- *They [NNES] are incredibly helpful in my field where international practice differs in many ways from practice in the USA* (faculty).
- *Non-native English speaking students also connect other students to international history, culture, and current events in a meaningful and personal way* (faculty).
- *It inspires domestic students to expand their horizons and possibly even study abroad* (staff).

Communication Skills Improvement. Other respondents (n=21) pointed to the ways in which all students’ communication skills may be positively impacted by having non-native English speakers on campus:

- *Understanding is enhanced through an appreciation of language variation since listening skills typically improve for everyone when individuals appreciate that peers may not understand what is being said, and may listen more carefully in [sic] their behalf* (faculty).
- *Cross-cultural interaction/collaboration encourages students to build effective active-listening skills and the ability to explain complex information in multiple ways, which ultimately better prepares them for graduate school and the workplace* (staff).

Linguistic Benefits. Several respondents (n=19) articulated specific linguistic benefits that all students could experience:

- *I often ask students who have a native language other than English to share words in their native language with the class. We also often compare languages* (faculty).
- *It may encourage domestic students to learn another language and see the benefit of being bilingual* (staff).

Relational Benefits. Other respondents (n=18) noted that students may benefit in interpersonal relationships:

- *I think students' lives are richer for having formed bonds with people from other*

cultures; they also learn that close relationships can form from underlying core values, despite any language or cultural barriers (staff).

Ways in Which NNES ‘Raise the Bar.’ Several faculty member respondents (n=18) explained how non-native English speakers work hard and set an excellent example for domestic students:

- *Non-native speakers who come to study at the UMN are often at the top of their class in their home country, smart and hard-working. They enrich the learning environment due to their intellectual capabilities, not just by bringing in a different perspective (faculty).*

Teaching Benefits. Some faculty respondents (n=15) commented that teaching non-native speakers of English served as a source of motivation to the faculty to improve their own teaching:

- *Non-native English speakers push instructors to reflect more carefully on their course materials ... to write more careful exam questions, to avoid potentially confusing errors or telegraphic writing in power points and assignment descriptions. To include examples that are meaningful and useful to a wider range of students (faculty).*

Future Preparation Benefits. A few faculty and staff respondents (n=11) also noted that all students may be more prepared for their future by having the opportunity to work with non-native English speakers:

- *It prepares them to live in a multicultural world where opinions and means of expressing one's self varies. It, hopefully, moves them away from established patterns of responding to difference and away from stereotypes of those different from themselves (faculty).*
- *It prepares students to interactive [sic] with non-native speakers in the workplace... (faculty).*

Limitations to Benefits. Although many respondents commented about the benefits of having non-native speakers on campus, it is important to note that a number of faculty and staff (n=59) expressed concerns that specific factors could limit the potential benefits of having NNES in class. These comments about the concerns parallel findings from other related studies (Leask, 2009). In their recent study of the educational impact of international students at the University of Minnesota, Yefanova et al. (2015) demonstrated the important role that faculty members play in structuring a learning environment that will facilitate positive, meaningful interactions between diverse students. Without this intentionality and careful planning, it is possible that students will not be likely to experience the full range of benefits, as noted by the survey respondents below.

The limitations described by faculty and staff respondents were categorized into the following 3 themes: 1) lack of interaction between students; 2) lack of NNES participation in class; and 3) course format/pedagogy. Representative comments are included below to illustrate these concerns:

- *From experience, non-native speakers rarely engage in conversation with native speakers in and out of the class for cultural or lack language skills reasons. Having non-native speakers in the student body in and of itself does not contribute to enhancing the learning environment (faculty).*
- *International students are not sharing their culture, they are trying to blend in. If they are worried about English ability, they tend not to contribute. So they don't*

elevate intercultural communication generally. They also tend not to share their cultural perspectives as they are trying [to] master course content and such, as delivered (staff).

- *In my experience, the presence of non-native English speakers has the potential to aid in the goals outlined above, but their presence does not automatically create these benefits. The course must be structured in a way that creates opportunities for cross-cultural interaction to occur and the students must be willing to interact. The potential positive impacts, therefore, are highly dependent on the course and the specific students and instructor (faculty).*

Concerns. Equally important to note, a few faculty and staff respondents ($n=14$) indicated that they saw no evidence of benefits, and in some cases, some faculty and staff described potentially negative impacts to non-native speakers, or to the learning environment more generally. These concerns ranged from more general concerns to specific concerns about stereotyping and racist behaviors:

- *I don't think non-native English speakers enhance the learning environment. In fact, they are a major impediment to smooth functioning of a class (faculty).*
- *I think sometimes other students are just as likely to typecast and ignore their non-native English speaking classmates as they are to learn from them (faculty).*
- *I've also seen enormously racist and anti-immigrant behavior from my white students, which I struggle with, which is traumatic for international students, and which is a real impediment to everyone's learning (faculty).*

Role of the Instructor. Some faculty and staff respondents ($n=17$) recommended strategies to maximize the benefits of working with multilingual students in class, and highlighted the importance of the instructor's role in creating a learning environment where the benefits of a multilingual population of students can be fully realized:

- *The above may happen but needs to be supported and facilitated by the broader University culture and specific initiatives/strategies (faculty).*
- *We need more mechanisms to encourage cross-cultural communication while not pointing out differences—and that is complex (faculty).*
- *In regard to teaching and learning strategies, the key 'enhancement' is really on the instructor as to figure out how to engage students in a broader, hopefully more inclusive manner (staff).*

Summary and Discussion Points:

- Faculty and staff survey respondents perceived that there are many benefits of having non-native English speakers on campus. This is clear from both the high levels of agreement in response to the multiple option questions in this section, and it is also evident from the range of comments faculty and staff provided to share their perspectives on the benefits.
- Some perceived benefits include increased intercultural communication skills, improved critical thinking skills, broadening of perspectives on the world, and better preparation to work in global contexts.
- Some faculty recognized that a benefit of having non-native English speakers in class is that it can improve their teaching.
- In some cases, the strengths offered by this population of students may be overshadowed by the challenges that they experience in adjusting to a new learning environment. However, as indicated by several respondents, faculty and staff can play

a key role in creating structure that will help to realize the potential benefits non-native English speakers have to offer, thereby supporting greater intercultural learning opportunities for all students.

2. Student Challenges

Overview and Key Findings

Part of the survey focused on what key challenges faculty and staff respondents perceive non-native English speakers facing. The faculty questions focused on working with these students in class and during class related meetings, while the staff questions focused more generally on interactions with them. Some initial questions were asked to get a sense of the extent to which language barriers produce challenges. These questions were followed by questions about specifically what the challenges are.

Faculty Perceptions about Student Challenges. In response to the multi-option question “about how many of the NNES in your classes struggle to meet course requirements due to challenges with English proficiency?,” Figure 7 shows that 35% of faculty respondents ($n=251$) perceived that some NNES students have challenges fulfilling course requirements, and 10% ($n=74$) reported that many experience this struggle. On the other hand, approximately 46% of faculty respondents ($n=325$) indicated that very few of the non-native English speakers in their classes struggle to meet course requirements, and 8% of faculty respondents ($n=57$) reported that none struggle to meet course requirements. Only 1% ($n=4$) indicated that all non-native English speakers struggled to meet course requirements.

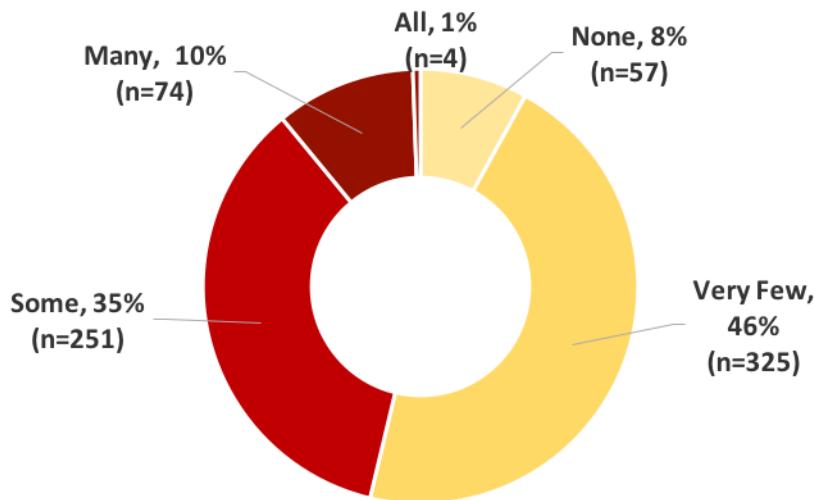


Figure 7. Faculty perceptions regarding the number of NNES who struggle to meet course requirements due to challenges with English proficiency.

Factors Influencing Students’ Ability to Meet Course Requirements. Faculty were also asked to identify possible reasons why NNES may struggle to meet course requirements. They were asked to express their agreement or disagreement in response to four options: a) low English proficiency; b) cultural differences; c) prior academic preparation; or d) study skills.

Faculty respondents indicated the strongest levels of agreement that NNES struggle with course requirements primarily due to low English proficiency, indicated in Figure 8, in which 59% of faculty ($n=415$) expressed agreement or strong agreement. Faculty expressed

considerably lower levels of agreement and strong agreement combined (31%, n=196) regarding study skills as a reason why NNES may have difficulty meeting course requirements. Faculty responses for all four data points are illustrated in Figure 8.

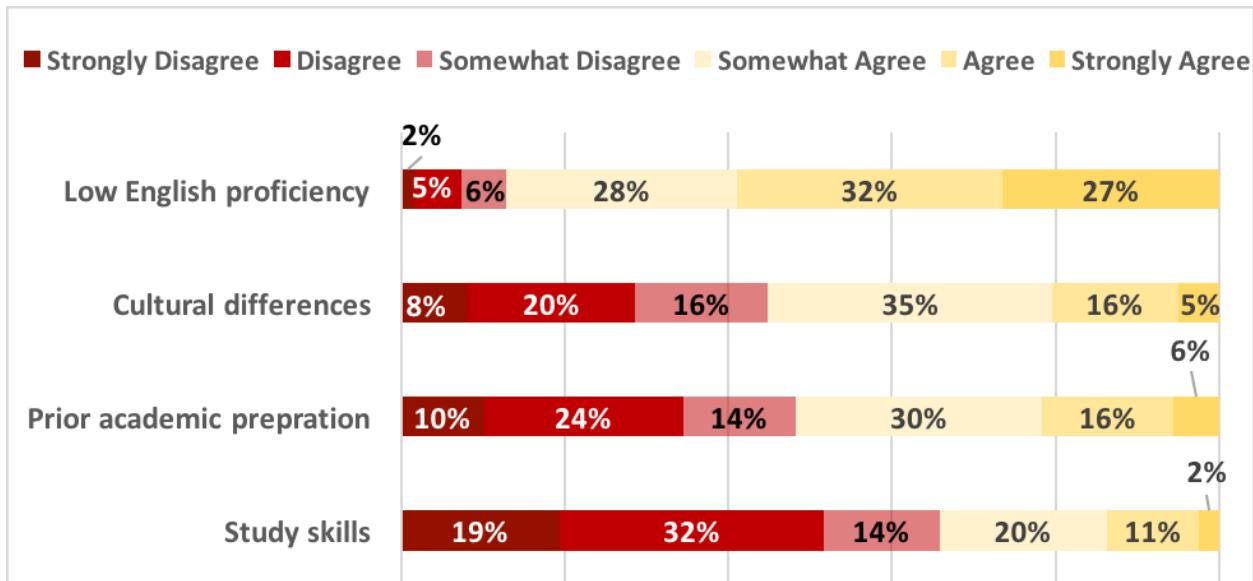


Figure 8. Faculty respondents' level of agreement regarding various factors that hinder students' abilities to meet course requirements.

Faculty Perceptions Regarding Students' English Language Abilities in the Classroom. After responding to the various factors that might affect students' abilities to meet course requirements, faculty respondents were asked "About how many of the non-native English speaking students in your classes have adequate English language skills to..." perform specific classroom tasks. The fourteen tasks listed for faculty to respond to represented a wide variety of skills that are important expectations for many courses, including reading, writing, listening, and speaking tasks (see Figure 9 for the complete list). In summary, faculty respondents indicated that they perceive more students to have adequate language skills for these classroom tasks:

- 80% of faculty respondents (n=390) indicated that many or all NNES work effectively in online environments
- 80% (n=544) reported that many or all NNES understand lectures
- 78% (n=551) indicated that many or all NNES understand assignment instructions

In contrast, faculty respondents perceived that fewer students have adequate English language skills for these classroom tasks:

- 47% of faculty respondents (n=277) indicated that many or all NNES cite sources accurately
- 46% (n=312) reported that many or all NNES ask any questions they may have in class
- 44% (n=297) indicated that many or all NNES express themselves effectively in class discussions

Faculty responses regarding students' abilities for all of the classroom tasks are represented in Figure 9 below.

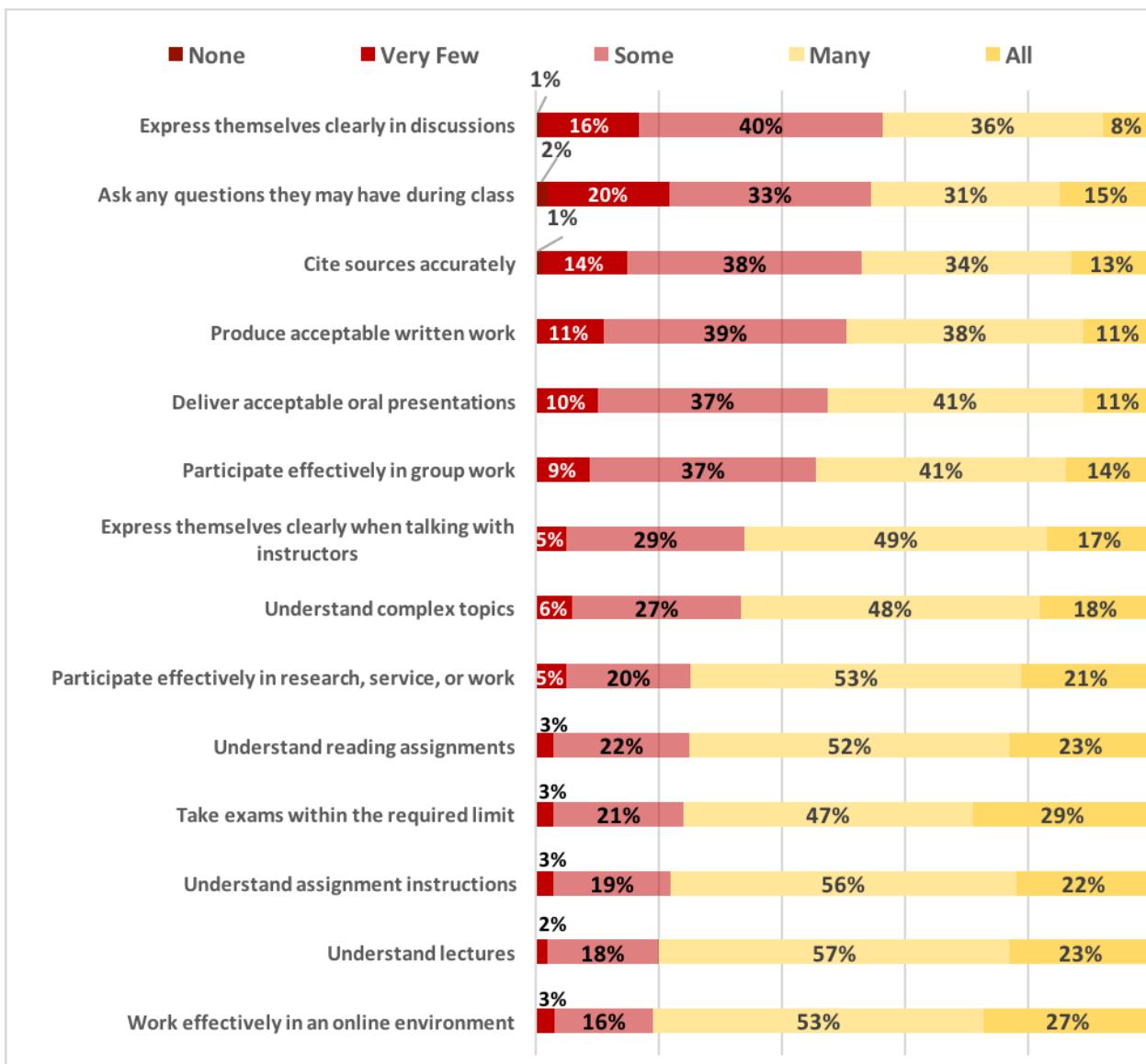


Figure 9. Faculty respondents' perceptions of NNES students' English language abilities in the classroom.

Staff Perceptions about Student Confidence and Communication Challenges. Staff were asked to share their perceptions regarding challenges by responding to the following multiple-choice question: "About how many of the NNES with whom you work a) lack confidence in their English abilities?" and b) "have communication challenges due to English proficiency?" In response to the first question, Figure 10 shows that 51% of staff respondents (n=329) indicated that some of the non-native English speakers lack confidence in their English abilities, and 21% (n=180) reported that many or all lack confidence. Approximately 28% of staff (n=180) reported that very few or none lack confidence.

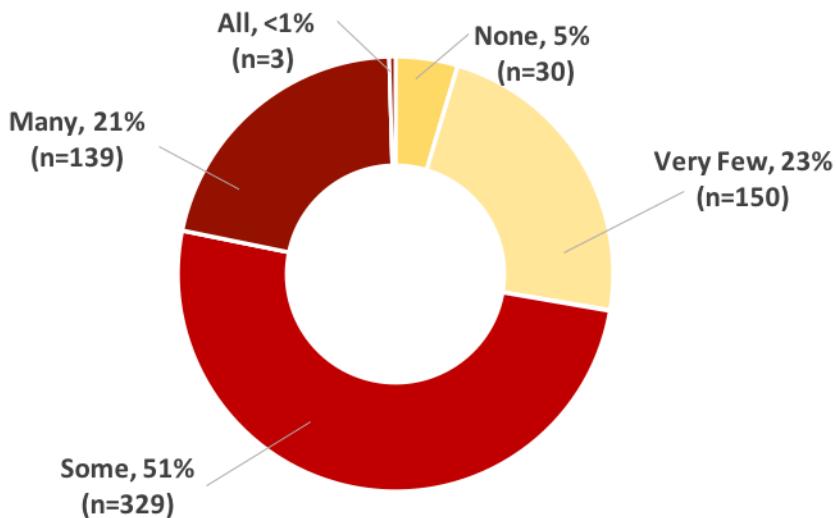


Figure 10. Staff respondents' perceptions of NNES students' confidence in English abilities.

In response to the second question about the extent to which students have communication challenges due to English proficiency, Figure 11 below shows that 49% of staff respondents ($n=318$) reported that some NNES have communication challenges due to English proficiency, and 23% ($n=153$) indicated that many or all NNES students experience these communication challenges. In contrast, approximately 28% ($n=183$) reported that very few or none experience communication challenges related to proficiency.

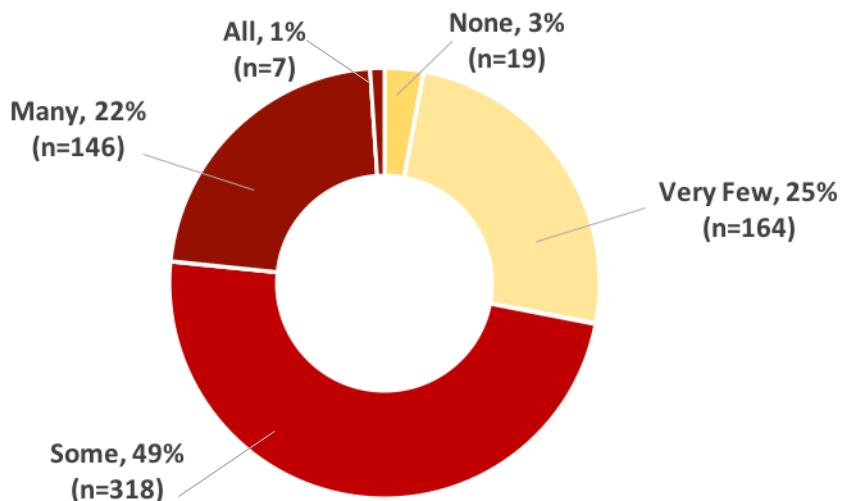


Figure 11. Staff respondents' perceptions of NNES students' communication challenges related to English proficiency.

Factors Influencing Students' Ability to Communicate Clearly. Staff respondents were asked to identify possible reasons why NNES may struggle to communicate effectively. They were asked to express their agreement or disagreement in response to three options: a) low English proficiency; b) confusion about university processes; and c) cultural differences. According to data in Figure 12, 50% of staff respondents indicated either "agree" or "strongly agree" that

NNES struggle to communicate clearly primarily due to low English proficiency, 48% of staff respondents expressed agreement or strong agreement that students' communication challenges were related to confusion about university processes, and only 20% of staff respondents indicated agreement or strong agreement that cultural differences are a reason why NNES may experience communication challenges.

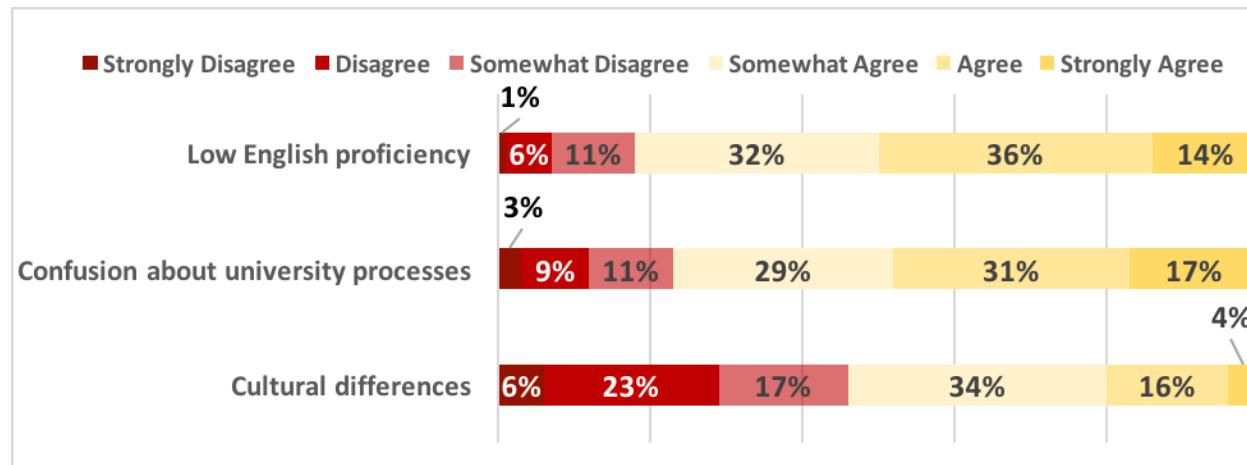


Figure 12. Staff respondents' level of agreement regarding various factors related to NNES students' communication challenges.

Staff Perceptions Regarding Students' English Language Abilities for Communication Tasks. Staff respondents were also asked "About how many of the NNES with whom you work have adequate English language skills to..." effectively engage in various communication tasks, including tasks that involve speaking, writing, and comprehension skills. As demonstrated by Figure 13 below, staff respondents expressed that more students have adequate language skills for these communication tasks:

- 90% (n=562) indicated that many or all NNES understand written materials
- 78% (n=339) perceived that many or all NNES perform student worker/volunteer responsibilities effectively
- 76% (n=483) reported that many or all NNES understand verbal explanations
- 68% (n=422) indicated that many or all NNES express themselves clearly when emailing

In contrast, staff respondents indicated fewer students as having adequate language skills for these communication tasks:

- 58% (n=373) reported that many or all NNES express themselves clearly when talking
- 61% (n=388) expressed that many or all NNES ask any questions they may have

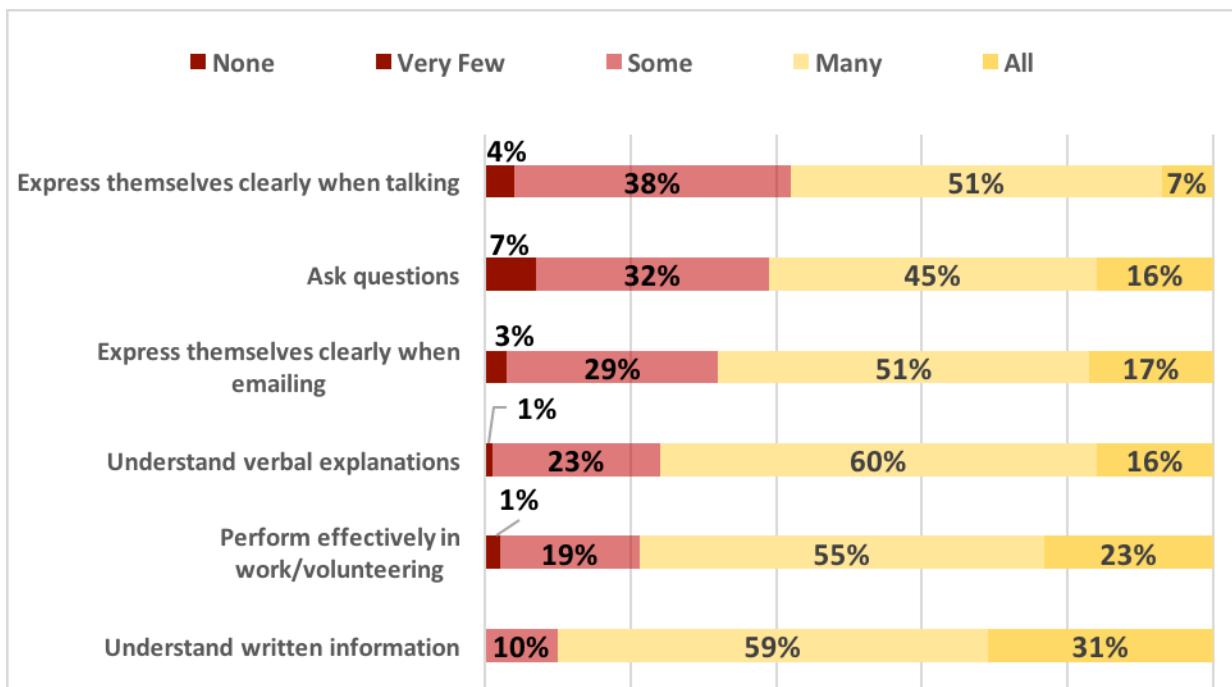


Figure 13. Staff respondents' perceptions of NNES students' English language abilities for various communication tasks.

Qualitative Themes

In response to open-ended questions about student challenges, faculty and staff respondents described challenges that they believe NNES face, and factors that limit their effectiveness in communication, and/or factors that hinder their academic progress. These comments demonstrate the range and complexity of challenges that non-native English speakers may encounter at an English-speaking university. Because faculty and staff responded to the same open-ended questions, the data are combined here and the themes described below were coded without separating faculty and staff comments.

Student challenges were categorized into the following 10 themes: 1) English proficiency challenges (n=347); 2) academic challenges (n=187); 3) cultural differences (n=121); 4) challenges with campus resources (n=91); 5) reluctance to ask for help (n=76); 6) challenges with peer interactions (n=58); 7) low confidence levels (n=43); 8) attitudes & expectations (n=22); 9) faculty interactions (n=20); and 10) miscellaneous comments.

English Proficiency Challenges. Faculty and staff respondents commented about a variety of difficulties that students experience related to their English skills. Writing emerged as a key theme in which faculty members expressed many concerns about students' abilities to meet expectations, but many other specific skills were discussed as well, including listening, speaking, and reading skills.

The responses in the English proficiency theme were categorized into the following sub-themes: 1) writing (n=106); 2) comprehension (n=48); 3) pronunciation (n=39); 4) speaking (n=35); 5) vocabulary (n=34); 6) general proficiency (n=25); 7) grammar (n=22); 8) reading (n=19); 9) disparity in skills (n=10); and 10) phone & email communication (n=9).

Representative comments corresponding with each theme are provided below:

- **Writing:** *My biggest concern regarding non-native, English-speaking students is their lack of writing proficiency. Many of them are woefully underprepared for the writing intensive work in my discipline* (faculty).
- **Comprehension:** *Sometimes they [NNES] will agree to what one might say, but they don't really seem to understand. It would appear they want to be polite and agree, rather than ask for clarification* (staff).
- **Pronunciation:** *A heavy accent, blurring of words, emphasizing wrong words that change the context or meaning of what they are trying to communicate* (staff).
- **Speaking:** *Presentations are an important part of our class, and even if they have good reading & comprehension skills, many still struggle with simply be [sic] understandable* (faculty).
- **Vocabulary:** *The students struggle with medical and nursing terminology and that impacts their studying and practical lab application* (faculty).
- **General Proficiency:** *I think that the primary factor that limits success is English proficiency* (faculty).
- **Grammar:** *They don't have basic grammar and writing skills and I can't teach them* (faculty).
- **Reading:** *Reading fluency is a primary concern since our program relies heavily on journal articles, which can be dense and highly technical. It seems to take non-native English speakers much longer to complete assigned readings, which makes a course disproportionately burdensome for them relative to their peers* (faculty).
- **Disparity in Skills:** *In many cases, these students have the capacity to understand verbal and written work from others, but it is more difficult to talk and write with the same level of proficiency* (faculty).
- **Phone & Email Communication:** *Other challenges I have faced is communicating administrative details over email. No matter how clear I have made an answer, they do not understand the information I have sent them* (faculty).

Academic Challenges. Faculty and staff respondents also expressed concerns about several challenges that non-native English speakers may experience related to academics. In these comments, many respondents acknowledged that learning to meet new academic expectations, acclimating to new cultural norms, and grappling with linguistic challenges complicated the academic pressures that NNES often experience.

The responses in the academic challenges theme were categorized into the following sub-themes: 1) participation & discussion (n=32); 2) academic honesty (n=30); 3) confusing processes (n=27); 4) content challenges (n=25); 5) time management (n=24); 6) critical thinking (n=20); 7) group work (n=17); 8) exams (n=16); 9) miscellaneous (n=13); and 10) prior preparation (n=10). Representative comments corresponding with each theme are provided below:

- **Participation & Discussion:** *I feel that many foreign students are not very open to active learning techniques, which I employ fairly heavily in my course. I believe they are worried about asking questions and participating due to not understanding or speaking English very well* (faculty).
- **Academic Honesty:** *One of the biggest problems is plagiarism. This relates both to different academic-cultural assumptions concerning plagiarism (whether or not it's okay to use others' text) and to language skills (compensating by using text from other sources)* (faculty).
- **Confusing Processes:** *Generally things can be very complex with the departmental*

and University policies, and it can be challenging to explain to students with low English proficiency (staff).

- **Content Challenges:** *Often they have high fluency, but the language needed is highly technical, or the context is complex. e.g., doing policy work requires understanding the US government, geography and complex cultural factors (staff).*
- **Time Management:** *I have noticed some time management problems, but they may be compounded by the low English proficiency really slowing down their progress (faculty).*
- **Critical Thinking:** *Some students are too used to rote memorization and feel lost when asked open-ended questions (faculty).*
- **Group Work:** *Our courses require a significant amount of group work and non-native English speakers do not always have the confidence to assert themselves in the conversation due to their confidence in spoken English and cultural norms (staff).*
- **Exams:** *Non-native English speakers often fail in-class essay exams due to their lack of proficiency in writing in English. They often can only write very basic, high-level information, and are not able to communicate their understanding of context or complex ideas (faculty).*
- **Miscellaneous:** *It's difficult to adjust the pace of the class to fit a wide variety of students with different skill levels. I try to go slowly enough so that non-native English speakers can follow appropriately. Sometimes if I go super slow and allow more time, native English speakers (and students who are generally more comfortable with the subject matter) get bored. But I don't want to leave anyone behind (faculty).*
- **Prior Preparation:** *Many of my students come directly from high school, and there seems to be a gap between what was expected of students in HS, and what is expected of students at the university level (faculty).*

Cultural Differences. Several survey respondents acknowledged the important role that cultural differences can play in the experiences that non-native English speakers have at the university. Many faculty members shared different ways in which cultural values can influence a student's classroom experience, and several staff respondents commented on the ways in which cultural values can influence students' interpretation of university policies. Respondents in both faculty and staff groups pointed out that cultural differences can sometimes complicate the interactions that faculty and staff have with non-native English speakers.

The responses in the cultural differences theme were categorized into the following sub-themes: 1) different cultural norms and expectations (n=47); 2) different education systems (n=42); 3) cultural jargon & references (n=22); and 4) cultural adjustment challenges (n=8). Representative comments corresponding with each theme are provided below:

- **Cultural Norms & Expectations:** *Cultural differences play a huge role. For example, students not willing to accept policy because they think if they push the decision will change. We see this with our Chinese students because the concept of rules and policies for them are more fluid than with the American perspective (staff).*
- **Different Education Systems:** *More specifically under cultural differences, different attitudes about the role of professors. Many of my international students see professors as infallible and thus are hesitant to participate actively in class discussions. They also see the role of professors to fill their heads with knowledge, rather than guide learning. They're also hesitant to ask for help, less the professor's opinion of them and their learning abilities are diminished (faculty).*
- **Cultural Jargon & References:** *American slang is very difficult for non-native English*

- speakers to catch and understand (staff).*
- **Cultural Adjustment Challenges:** *Many times, it is learning a different culture and they may not have had much exposure prior to coming to school in the US. It is also learning the different process in a new country (staff).*

Campus Resource Challenges. Several faculty and staff respondents commented about a range of challenges they believe that non-native English speakers experience with campus resources. Many expressed concerns that this population of students does not receive adequate support, either because there are not enough resources available to help them, they are not aware of the resources that could help them, or they are unwilling to use such resources because of the negative stigma that is often associated with seeking extra help.

The responses in the campus resources theme were categorized into the following sub-themes: 1) reluctance to use campus resources (n=32); 2) lack of support options (n=23); 3) stigma of campus resources (n=6); 4) advising challenges (n=6); and 5) lack of awareness of campus resources (n=5). Representative comments corresponding with each theme are provided below:

- **Reluctance to Use Campus Resources:** *Many seem reluctant to use the resources on campus and instead push themselves harder in studying to make up any deficits (staff).*
- **Lack of Support Options:** *There are few institutional resources to help students with language skills or working through courses that use specialized language. Ultimately, it seems like students are left to fend for themselves and perform poorly, but from no lack of effort on their part (faculty).*
- **Stigma of Campus Resources:** *Feeling stigmatized or singled out when asked to get help can lead to further frustration and inhibit a student from taking advantage of existing resources (faculty).*
- **Advising Challenges:** *I feel some international students are relying on their friends to tell them the best courses to take. If an advisor says something contrary, it is almost guaranteed in my experience, that the student will side with the friend. To sum up: Lack of understanding/respect for the advising role (staff).*
- **Lack of Awareness of Campus Resources:** *I wish non-native speakers were more aware, from the start, of the resources available to them on campus (faculty).*

Reluctance to Ask for Help. Related to use of campus resources, several faculty and staff (n=76) commented on students' reluctance to seek out help or admit that they didn't understand something, a perception that seemed to create distress in many respondents: how can they help if students will not ask? Faculty and staff respondents listed many reasons they believe that students are unlikely to ask for help, including differences in cultural values, lack of confidence in their English abilities, and a desire to save face, among other things:

- *I have noticed that many students that struggle with fluency in English are hesitant to ask for assistance or clarification. They often charge ahead without clarifying the parameters of the assignment or procedures (faculty).*
- *If an international student is unwilling to ask for clarification when they are not sure about something, whether it's shyness, pride or what, that makes it hard to train them to do our student jobs (staff).*

Peer Interactions. Faculty and staff respondents (n=58) also commented on the interaction challenges that exist between native and non-native English speaking students. These comments described concerns about both native speaker and non-native speaker groups

lacking awareness and/or willingness to initiate relationships.

- *Unwillingness of US students to reach out and connect with international students leaves them without immersive English language experiences outside of the classroom. This delays the development of strong English language skills and also leaves some international students feeling culturally isolated. It also leaves many US students culturally unaware (faculty).*
- *I have seen a lot of my international students hang out with other international students that speak the same language. This factor does not benefit them... (staff).*

Confidence. Some faculty and staff respondents (n=43) also indicated that they think many non-native English speaking students struggle with low confidence levels, which may contribute to other difficulties, such as a reluctance to ask for help or a lack of participation in class.

- *I think a lack of confidence means they are hesitant to speak up or make requests other students are more confident and willing to make. I think they are also hesitant to be seen as not as competent and so are hesitant to ask for assistance (staff).*

Attitudes & Expectations. Several faculty & staff respondents (n=22) discussed various attitudes and expectations that they believe non-native English speaking students possess, and how these can contribute to the challenges that students experience:

- *I think that most of the non-native speaking students have not tried to address that their language skill causes some problems with respect to learning process. Not only that, but they also have not tried to find a help (faculty).*
- *(1) Anxiety, (2) do not really want to succeed in academic work, (3) Studying in the US for social reasons (faculty).*
- *One problem I often encounter is the non-native speaker's lack of awareness that they are not performing like the native speaking students (faculty).*

Faculty Interactions. Finally, some respondents (n=20) described challenges that non-native English speaking students may have when interacting with faculty:

- *Instructors often aren't flexible or willing to adjust their style of teaching and grading (staff).*
- *I have dealt with many students who have had more problems with staff or faculty who have not been able to adapt to their attempts to communicate (staff).*
- *However, another very, very big barrier is the fundamental MOTIVATION for NN students to approach instructors. They are afraid! (faculty).*

Summary and Discussion Points:

- These data provide us with important information about the challenges that non-native English speakers face, as perceived by faculty and staff. They also demonstrate the complexity of these challenges that involve language ability, cultural differences, and confidence.
- While the majority of faculty respondents indicated that few of their non-native English speaking students lacked the adequate English skills to meet course requirements, a sizeable number indicated that at least some of their students did struggle and could use more support.
- Both faculty and staff respondents indicated that low English proficiency is a primary reason they perceive for the academic and communication challenges that students experience (see Figures 8 and 12). Overall, issues relating to oral communication were often seen as the greatest concern, however, writing and proper citation were also

identified as key areas of challenge for students.

- Language ability can be confounded with other factors. This may be the case because a student's English skills are more visible, whereas other factors such as cultural differences, personality traits, values, and motivations, may also play an important role but are harder to observe.
- From the survey data regarding students' abilities for specific classroom tasks and communication tasks (see Figures 9 and 13), it is evident that faculty and staff consider productive skills such as speaking and writing to be more challenging for students than receptive skills such as listening and understanding written information. This may be a matter of perception only because it is simply harder to measure what students understand, and it is difficult to gauge the extent to which comprehension challenges play a role in students' abilities to produce effective writing or speaking. However, speaking and writing are also reported to be key areas of challenge in other studies that investigate students' language abilities (Robertson et al., 2000).
- While some faculty and staff shared concerns that non-native speakers of English possess a lack of awareness or a lack of motivation to improve, it is important to note that many factors may be at play in what we perceive to be students' reluctance or apathy. As Kingston and Forland (2008) pointed out in their study, faculty and staff who work with a culturally and linguistically diverse group of students need to be prepared to make adjustments in their own assumptions and expectations, and furthermore, to do what is possible to help students to recognize and overcome the many barriers that threaten to impede their success.

3. Faculty and Staff Challenges

Overview and Key Findings

Faculty Awareness of NNES Learning Needs and Challenges.

In an effort to better understand what challenges faculty perceive to have when working with non-native English speakers, respondents were asked to rate their level of agreement in response to three different statements inquiring about their awareness of the learning needs and challenges of NNES. Figure 14 shows that faculty respondents indicated the greatest agreement (66% indicating either agreement or strong agreement, n= 453) that they can recognize when language errors are prohibiting students from meeting assignment goals. Demonstrating considerably lower levels of agreement, approximately 46% (n=319) of faculty reported either agreement or strong agreement that they feel confident in providing the type of feedback that NNES need to improve, and 44% of faculty respondents (n=305) reported either agreement or strong agreement that they are familiar with the variety of writing styles that students of different backgrounds bring to the classroom.

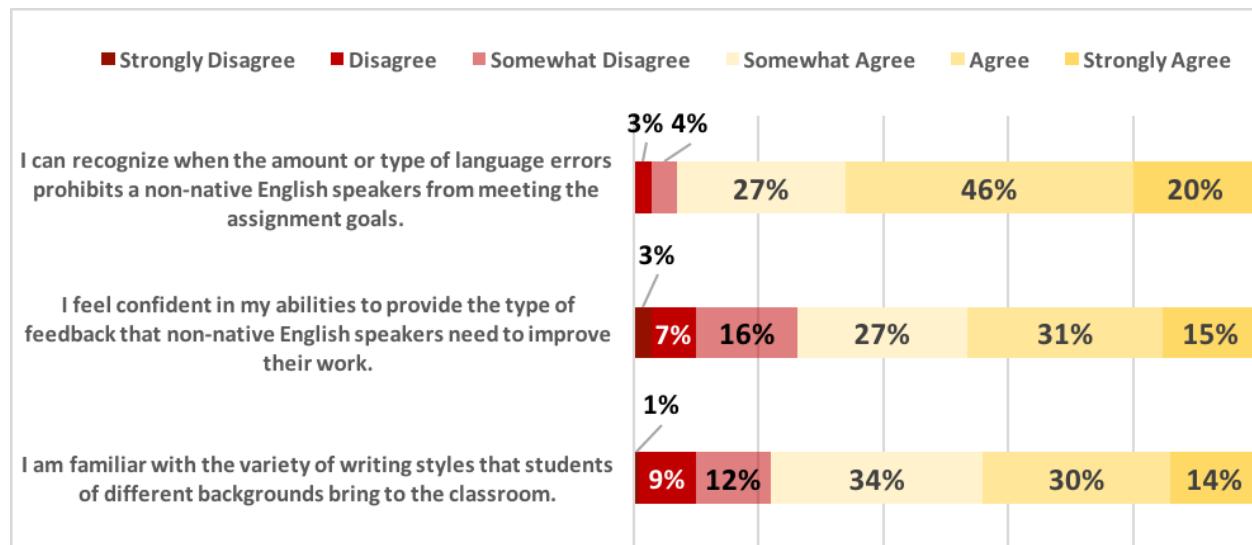


Figure 14. Faculty respondents' awareness of NNES students' learning needs and challenges.

Staff Awareness of NNES Learning Needs and Challenges.

Similar to faculty, staff respondents were asked to rate their level of agreement in response to three different statements inquiring about their awareness of the learning needs of NNES. Figure 15 shows the greatest number of staff respondents (60% indicating either agreement or strong agreement, n= 371) indicated that they can recognize when language errors are prohibiting effective communication. Fifty-eight percent of staff (n=369) reported either agreement or strong agreement that they know how to adapt their communication styles as needed. Demonstrating considerably lower levels of agreement, only 40% of staff respondents (n=224) reported either agreement or strong agreement that they can recognize when NNES need to be referred to a campus resource for language support.

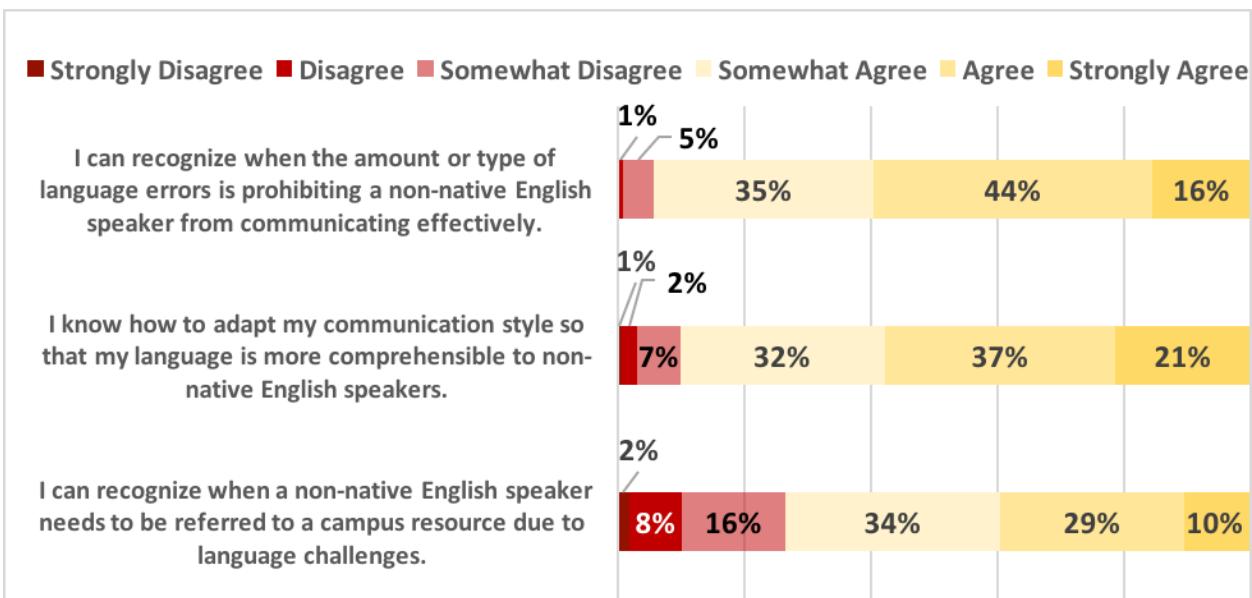


Figure 15. Staff respondents' awareness of NNES students' learning needs and challenges.

Qualitative Themes

Many faculty and staff respondents shared comments about the challenges they experienced when teaching or interacting with non-native English speakers on campus. Because faculty and staff responded to the same open-ended questions, the data are combined here and the themes described below were coded without separating faculty and staff comments. From these comments, faculty expressed concerns about making sure students meet proficiency standards, finding effective grading strategies, and trying to balance additional responsibilities when working with non-native English speakers, while staff tended to express more concern about how to respond to specific communication challenges. Respondents from both faculty and staff groups described concerns with resources and training, and difficulties they have knowing how to best approach students with their concerns.

These challenges were categorized into the following eight themes: 1) challenges with resources & training ($n=109$); 2) communication challenges ($n=42$); 3) proficiency standards ($n=41$); 4) grading & preparation challenges ($n=29$); 5) role perceptions ($n=20$); 6) unsure of how to help ($n=18$); 7) fear of offending students ($n=18$); and 8) comprehension checks ($n=16$).

Challenges with Resources and Training. In the previous section regarding student challenges, under the sub-theme “Campus Resource Challenges,” faculty and staff explained concerns they believed students had in using campus resources. In this section, faculty and staff described concerns they have about the resources and training they can access to help provide support to non-native English speakers. As the sub-themes below illustrate, many respondents explained that they are limited in the support they can offer due to limited time and training. Other respondents explained that they are not aware of resources available on campus that provide extra support to faculty and staff.

The responses in the challenges with resources and training were categorized into the following sub-themes: 1) limited time ($n=35$); 2) lack of awareness about campus resources ($n=21$); 3) inadequate resources to support faculty and staff ($n=9$); 4) inadequate TA training

(n=8); 5) lack of training in ESL (n=3); 6) lack of departmental support (n=3). Representative comments corresponding with each theme are provided below:

- **Limited Time:** *I think the question is not whether I have the abilities to help non-native English speakers, but whether I have the time required to do so. It is so often not a matter of willingness on the part of the instructor, but whether they have the time for the kind of extensive copy editing, student meeting, and revision that are required* (faculty).
- **Lack of Awareness about Campus Resources:** *I'm not sure what the campus resources are to help non-native English speakers who are having language challenges* (staff).
- **Inadequate Resources to Support Faculty and Staff:** *I think instructors often feel burdened by non-native English speakers in their courses because they don't feel they have adequate resources to support them* (faculty).
- **Inadequate Training for Teaching Assistants (TAs):** *TAs receive no training in working with non-native English speakers, and this has been a recurring source of frustration for me over the past four years (I have now TAed seven courses). This should be a mandatory part of all departments' graduate student orientations. Beyond writing notes on student papers that point out where they've plagiarized, or beyond telling them they should visit the writing center for additional help with writing in English, I don't feel like I have any means of helping non-native English speakers* (faculty).
- **Lack of Training in ESL:** *It is difficult to teach them basic grammatical and writing skills. It's not really my job and there are people who are trained in how to teach ESL writing who would do this more proficiently than I. Yet when I send some students to the writing center it does not always help* (faculty).
- **Lack of Departmental Support:** *There are extreme cultural barriers in my department in addressing the issue of non-English speaking students in the classroom; we're actively discouraged from sharing our concerns with students and encouraging them to take advantage of resources that are meant to help them develop their language skills. It is seen as not being sensitive to students' cultural and language differences, and wounding to the students' confidence* (faculty).

Communication Challenges. Other faculty and staff respondents (n=42) explained a range of specific communication challenges that they experience when working with NNES. Some respondents believed that the communication difficulties were due primarily to English proficiency, while others discussed the influence of cultural awareness and interpersonal skills:

- *I do not know the non-verbal cues common to different cultures. Some Chinese students, for example, will nod and smile even if they have no idea what you just said. There must be other non-verbal indicators I am missing in other cultures. And I have no idea what non-verbal cues I am conveying that are confusing* (staff).
- *This is also sometimes true of native speakers, but I find email is a challenge when students aren't sure what tone to take with a professional staff to get the results they want* (staff).
- *Proficiency is an issue, but the larger issue is that people are not patient enough to listen [to] what is being communicated. The lack of patience also impedes their confidence in communicating* (staff).
- *Having to repeat things over and over and yet still being challenged about the validity of my statements. For instance, telling a student about a deadline and having the student come back 3, 4, 5 times looking for different answers* (staff).
- *Generally things can be very complex with the departmental and University policies, and it can be challenging to explain to students with low English proficiency. I've also*

found that some students van [sic] be very abrasive in their communication, which can be off-putting to our staff, likely due to the cultural differences (staff).

Proficiency Standards. Several respondents (n=41) described concerns with the university's proficiency standards. Some faculty and staff described a lack of trust in standardized tests such as TOEFL to provide information about students' abilities to meet proficiency requirements, while others explained their perspectives that when students with weaker language skills are admitted, this can greatly complicate the teaching and learning experience.

- *There are instances I have encountered where a student has such poor communication skills, that I am uncertain how they met the requirements of the University for acceptance and am not certain how I should advise them as an instructor (faculty).*
- *At the grad level, I became skeptical of the TOEFL [sic] measurement; what is it really measuring; why is there not a Skype interview as part of this, both to test proficiency and to guarantee identity of student taking the evaluation (faculty).*
- *I have noticed over the last 5 years a steady increase in the number of Chinese-native speakers (and other languages) in my introductory 1000-level lecture and lab course who do NOT have sufficient proficiency in English to pass the course. This becomes a problem for my TA teaching staff and for the students themselves (faculty).*
- *This is a very serious issue. Increasing international presence on campus is a very important goal, but we are not serving anyone (students, faculty, staff) well by accepting students who are at the lowest end of language proficiency. I teach a large course and find I spend 60% of my time dealing with a small number of students who cannot understand English well enough, even when I have simplified much of the material and made other adjustments, such as open book exams. The U needs to consider bigger steps in serving these students, such as tightening up the TOEFL requirements and offering year-long intensive courses like a few other universities do (faculty).*
- *I think maybe I've been naive about this, but when I attended the ISSS workshop about working with students from Korea, I was surprised to learn that almost to a person, each student expressed that one of the primary reasons they came to the Univ of MN was to improve their English. I work with graduate students, and I expect them to have a fairly high level of competency and confidence before applying to study here, not come here in order to improve their English. That's a recipe for failure, at least at the graduate level (staff).*

Grading and Preparation Challenges. A number of faculty (n=29) described concerns with grading and class preparation. Several described uncertainties about how to provide feedback that would be clear and useful for non-native English speakers, and others explained how they felt generally overwhelmed by the various pressures they experienced in preparing for and grading work from a more diverse group of students.

- *Grading the written work of non-native speakers is a miserable and frustrating experience. I just finished grading a batch of papers from two different classes—by any measure, very easy-to-complete, short (2-3 pages) papers that involve a lot of personal narrative and no outside research—and there were several papers from non-native speakers that I literally could not understand. We are not talking about a misspelled word or a grammatically [sic] mistake here or there. We are talking about every single sentence being incomprehensible. How am I supposed to grade something like that? If a native speaker had submitted work like that, it would absolutely be a failing grade. But am I really supposed to fail a significant percentage of my non-*

- native students because they cannot write? (faculty)*
- *I am often uncertain if the feedback I provide is fully understood (faculty).*
- *Sometimes it seems a non-native English speaker has misinterpreted what an assignment required, and their submission does not meet the requirements because of this (faculty).*
- *In some cases the problems I see are twofold—The first is a poor ability to express thoughts in writing using correct English and the second is being able to think critically as opposed to simply reciting what has already been done before. Unfortunately, I spend more time correcting grammar and less time on improving content (faculty).*
- *In discussion-based courses, it is usually difficult to get non-native English speakers to engage with the conversation which creates issues re: assessment, equity, etc. across the entire class (faculty).*
- *My students don't struggle because of "lack of" anything (or cultural differences)—the only students who have struggled have been mis-evaluated [sic] due to TA biases (faculty).*
- *It takes me awhile at the start of each semester to recognize individual linguistic variations in my students' work. I have started to go back regrade early papers more generously once I realize what constitutes an error for a student as opposed to a grammatical trait of the English they learned/acquired (faculty).*

Role Perceptions. Some faculty and staff (n=20) explained that working with non-native English speakers requires them to do more than what should be required for their job responsibilities:

- *I am not an English language teacher. I feel very confident that I can provide the type of feedback about the content of my area, but I cannot assist with learning English grammar (faculty).*
- *I feel like too much of my work time is taken up with mandatory training, inspections, and other paperwork. To keep up with my own work, I'm already working additional hours on the nights and weekends. The responsibility for learning English is that of the students, not their instructors. Particularly when students come after faking their TOEFL scores, they are the only ones responsible (staff).*
- *My job is not to teach them English, it is to teach them economics. That's why the university has minimum language requirements. It is unreasonable to ask instructors to ask to put a lot of effort into this on top of everything else (faculty).*
- *It is not my job to teach people how to speak English. I am prepared, willing and always available to help my students with my course, but this is the university's responsibility (faculty).*
- *I do not feel that it is my place to refer students to get support or help with their communications. I work with the students [sic] advisers, and if there were an issue, I would communicate that with their adviser (staff).*

Unsure How to Help. For various reasons, other faculty and staff respondents (n=18) explained that they were not sure how to provide help for NNES:

- *I'm sometimes unsure of how to make myself more approachable and to reflect that I want to know what they have to say—to let them know that I want to support their success (staff).*
- *In work situations it is hard to know if one should comment on a student's language ability, or refer them to campus resources (staff).*
- *It is hard to know when the barrier is cultural and when it is linguistic (staff).*

- *I want to teach NNES students in appropriate ways and do not know how (faculty).*
- *I recognize when English is not a native language but I don't know the specific feedback they need to improve (other than what I already suggest). I do what I can and also suggest they use the writing tutors on campus but not many take me up on this (faculty).*

Fear of Offending Students. Some respondents (n=18) shared how they are apprehensive about offending NNES. These respondents explained how they are reluctant to suggest referrals to campus resources for fear of insulting students:

- *I really am not sure when to refer students to resources and how—and how to do so without being insulting (staff).*
- *I would like to be better at assisting students who are non-native English speakers. I find that many of these students do not want to be treated differently because of their language issues. On the other hand, I hate to see students fail when I suspect that a language barrier is contributing to the problem (faculty).*
- *I struggle with recommendations—I don't want to offend (staff).*
- *Giving feedback on language errors is something I only do if asked by the speaker. Otherwise I feel like I am making them uncomfortable about their English speaking skills. As far as recommending them to use campus resources, I am not really comfortable with that for the same reason (and I am not aware of what those are) (staff).*

Comprehension Checks. Related to communication challenges, some respondents (n=16) explained that it is difficult to know how to ensure students really understand the information that is being explained to them:

- *I don't know an effective way to clarify understanding. I ask if they understand learning material or directions that are given and I often get an affirmative answer but the work/tests sometimes show that they really don't understand (faculty).*
- *Challenges: how to check-in that the information I'm providing is being understood [sic] without insulting their comprehension skills or intelligence (staff).*
- *Often an email exchange requires several more messages asking for and confirming clarification (staff).*
- *Sometimes the way a non-native English speakers [sic] interacts can make it challenging. For example, if a NNE speaker nods his/her head up and down, I have to take extra care to find out if they really mean they understand, or are they nodding their head out of politeness and that they want me to believe they really understand (staff).*

Summary and Discussion Points:

- These data about faculty and staff challenges help us better understand the areas in which faculty and staff may need greater support. While many faculty and staff indicated moderate to high levels of confidence in discerning when a student had a significant language challenge (see Figures 14 and 15), it is more difficult to know how to approach a student about their language challenges, and in some cases, difficult to know where on campus to refer a student.
- The qualitative data in this section reveal other complicating factors regarding the challenges that faculty and staff face, including concerns about students meeting proficiency standards, grading dilemmas, and various other communication difficulties that can arise in faculty and staff interactions with non-native English speakers.
- Some faculty articulated concerns about students' English proficiency. When students

have English proficiency issues that are more significant than one would expect from a student being admitted to the University, it creates challenges for instructors around grading, referring students to resources, and helping students access the curriculum. Likewise, it puts the student in a difficult situation of trying to succeed in a class without adequate communication abilities. These concerns can be addressed by providing more coursework to help students build their language skills and integrating these courses into the curriculum, in addition to support and training for faculty working with multilingual students.

- Minimum English proficiency requirements should be, and are, reviewed on an ongoing basis. However, language testing is a complicated endeavor and sometimes test scores do not accurately represent a student's ability. This can be due to test preparation courses inflating students' scores or, in some cases, possible test fraud. Some schools have taken the approach of testing all incoming students on arrival in order to be able to provide students who need language support with the help they need early on in their academic careers, so that they are more likely to succeed and graduate on time.
- Faculty respondents indicated that time was a limitation in offering targeted support to multilingual students, as was adequate training in how to approach supporting these students.
- It may be challenging for faculty and staff to discern the best way to address a language concern with students while still making sure that the student does not feel insulted by the suggestion that they need additional help. Conversations with students about language concerns, therefore, should keep a focus on affirming students' strengths and their positive progress while being clear about how they need to improve, and the specific ways in which they may benefit from extra support.
- As indicated by one of the staff respondents under the "proficiency standards" sub-theme, it may be a surprise for faculty and staff that many non-native English speaking students have as one of their primary goals to improve and develop their English skills further *while* pursuing their academic studies. It may, therefore, be important for members of the university community to increase awareness about the many ways in which second language development is an ongoing process—even for students with high levels of English language ability. Integrating ways for all students to develop their language skills into the curriculum could help students access resources. When students demonstrate a need for extra resources, faculty and staff should avoid referring to language support as remedial, but instead affirm the complex work these students are undertaking by becoming highly proficient in a second language.

4. Faculty and Staff Strategies

Overview and Key Findings

Faculty Strategies to Support NNES. Faculty respondents were asked the following question, "How often do you use the following strategies to provide extra support for NNES in your classes?" Figure 16 shows that the greatest numbers of faculty reported that they use the following strategies with some degree of frequency (% of responses for often, most of the time, and always combined):

- Reportedly, 63% of faculty respondents (n=446) adapt their communication style to be more comprehensible with some degree of frequency
- Approximately 55% (n=396) recommend the use of campus resources when it might be helpful for NNES with some degree of frequency

In contrast, Figure 16 shows that fewer faculty respondents indicated that they use the following strategies with some degree of frequency (% of responses for often, most of the time, and always combined):

- Approximately 43% (n=293) take into account students' language background when assigning groups with some degree of frequency
- 40% of faculty respondents (n=266) allow the use of dictionaries when appropriate with some degree of frequency
- 39% (n=274) consider students' cultural background in course design with some degree of frequency
- 33% (n=220) provide extra time to take in-class exams with some degree of frequency

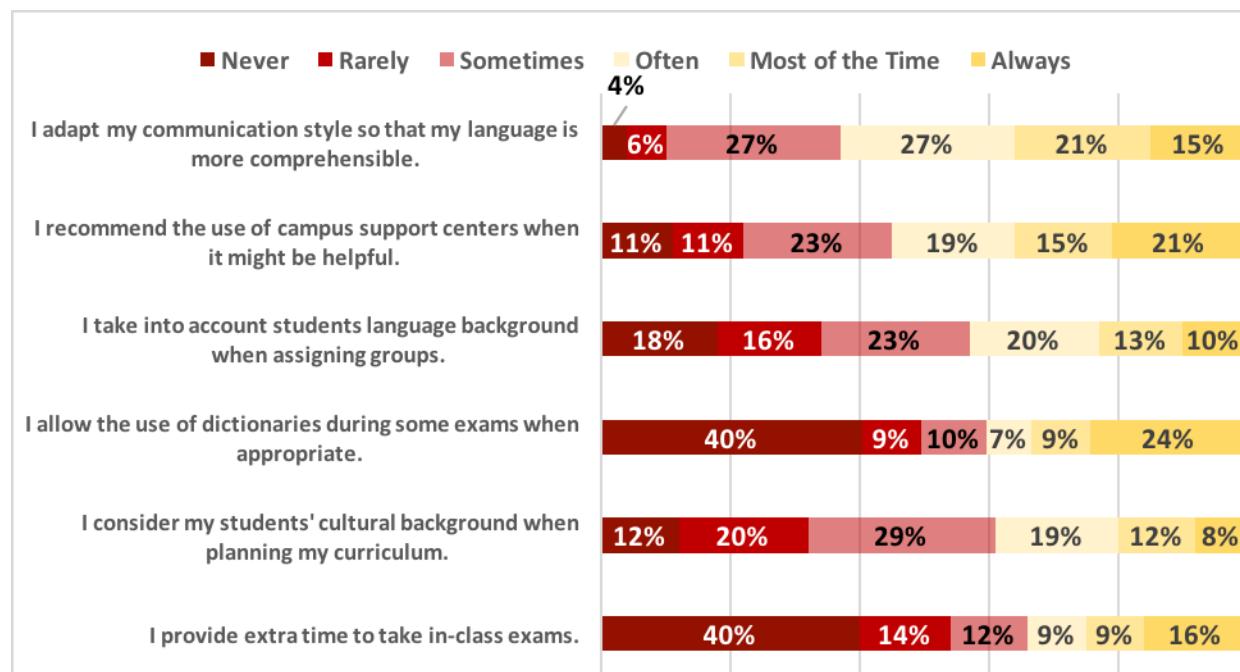


Figure 16. The frequency with which faculty report to use various strategies to support students who are non-native English speakers.

Staff Strategies to Support NNES. Staff were asked the following question, “How often do you use the following strategies to provide extra support for NNES in your classes?” Figure 17 shows that the majority of staff respondents (79%, n=512) indicated that they adapt their communication style to be more comprehensible for NNS with some degree of frequency (% of responses for often, most of the time, and always combined). Considerably fewer staff respondents (35%, n=222) reported that they refer students to campus resources with some degree of frequency, and even fewer staff (22%, n=145) reported to give feedback on language errors with some degree of frequency.

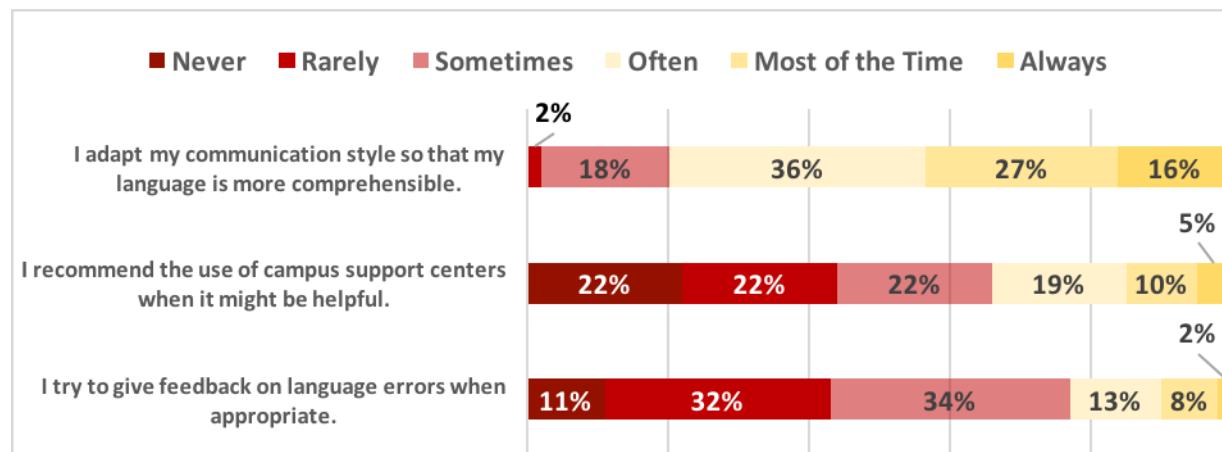


Figure 17. The frequency with which staff report to use various strategies to support students who are non-native English speakers.

Qualitative Themes

Many staff and faculty respondents shared comments about the strategies they use when working with non-native English speakers on campus. This data provides very helpful insights about how some students are currently being supported, and in some cases, what faculty and staff feel are the most useful or effective methods in providing this support. Because faculty and staff responded to the same open-ended questions, the data are combined here and the themes described below were coded without separating faculty and staff comments.

These strategies were categorized into the following 9 themes: 1) communication strategies (n=94); 2) accommodations (n=92); 3) one-on-one support (n=61); 4) visuals and handouts (n=37); 5) campus resource promotion (n=33); 6) strategies used to encourage students (n=30); 7) peer support (n=25); 8) linguistic resources (n=8); and 9) miscellaneous (n=13). Representative comments corresponding with each theme are provided below.

Communication Strategies. Several faculty and staff (n=94) described various communication strategies they used to enhance interactions with non-native English speakers. The strategies described include ways to check comprehension, paraphrase information, use non-verbal communication more effectively, and be generally more aware of what is happening in the communication process:

- *I occasionally need to define a word or rephrase. In one case, I learned a good deal of technical terminology in the student's native language, although we've got beyond that need (faculty).*
- *I have gotten much better over the years realizing when I need to repeat myself, use written instructions instead of verbal and maybe check on someone more often. I also*

- keep encouraging the students to ask if they are not sure (staff).*
- *I always allow the opportunity for students to ask questions or clarify information before moving on to the next level or concept (faculty).*
- *I check for clarification to make sure they understand me, restate what I think they are saying to me if I have difficulty understanding them, and follow up via e-mail if it seems clear that they didn't get verbal instructions (staff).*
- *I speak slower, very clearly, I use facial expressions and I eliminate casual, informal words or slang (staff).*

Accommodations. Approximately 92 faculty and staff respondents described the types of accommodations they use to help support NNES. Although not all of these were explicitly described to be accommodations by the respondents, they were categorized in this theme because the faculty or staff member typically described making adjustments in assignment or grading expectations, or providing some kind of additional support outside of what is normally expected.

These accommodations were categorized into the following 9 sub-themes: 1) exam support; 2) feedback opportunities; 3) translation help; 4) additional support; 5) grading accommodations; and 6) the need to reframe language challenges. A majority of these respondents (27%; n=25) described how they provided a specific type of exam support to NNES. Representative comments corresponding with each theme are provided below.

Exam Support:

- *I have shifted the language of the questions on quizzes and exams for simplicity and clarity. I really try to test on the subject of the question and avoid unnecessary logic or English comprehension (faculty).*
- *I think it is sometimes useful to give extra time on exams to the whole class, and this can benefit non-native English speakers if the exam involves a lot of reading or subtle wording distinctions (faculty).*

Feedback Opportunities:

- *I provide more written feedback than for native English-speaking students (faculty).*
- *I suggest that they turn in a draft of their paper, when a draft is not compulsory (faculty).*
- *On writing assignments, it is helpful not to correct or just mark off errors but to write a brief description of why it is an error, how to recognize it, and how to fix it (faculty).*

Translation and Translanguaging:

- *I do use Google translate to ask, clarify or explain—this helps a lot since all of my students do get the message I am trying to convey very clearly (faculty).*
- *I suggest and promote translanguaging (use of multiple shared languages) in my classes (faculty).*
- *Sometime [sic] offer translations of difficult readings (faculty).*

Additional Support:

- *I always give non-native speakers (along with anyone who has an accommodation) extra time to turn in written assignments (faculty).*
- *I provide extensive information on citation requirements... (faculty).*
- *I allow dictionary use during class meetings (faculty).*

Grading Accommodations:

- *We grade on whether or not their work makes sense, not on grammar, etc., but the difficulty is compounded by poor comprehension of written and spoken English (faculty).*
- *I tell them that although I mark grammatical errors, these don't affect their grade ... so that they can learn from my edits without pressure. I am also more forgiving with language usage, because often it's not so much a matter of mistakes as of the "written accent" that a non-native speaker might have (faculty).*
- *Non-native speakers are graded by different criteria on writing assignments in my classes (faculty).*
- *I would like better guidance on how to fairly assess non-native English speakers' writing and speaking skills. I have been grading by being more lenient than I am with my native speakers. But that always feels a bit "off" to me and I'm not sure if that's a fair approach ... (faculty).*

The Need to Reframe Language Challenges:

- *Instead of creating an environment where students expect native "Standard" fluency (a maximum of communication), why not promote tolerance of diversity by creating an expectation that speakers and audiences, writers and readers, must SHARE responsibility for making meaning? What if their non-native speaker status was an asset, rather than an inconvenience? (faculty)*
- *I'm a TA and don't have authority to do many of the things in this list. But I can and have brought problematic practices on the part of other instructors to the attention of higher-ups. For instance, a fellow TA was taking off points for poor grammar even when he could understand the student. This is othering and biased overall grades toward native speakers. We re-graded his work and he was not allowed to TA for this class again. I want to emphasize strongly here that, though this survey has mostly put the emphasis on the challenges presented by ESL students, these challenges can be met if the university fosters a paradigm of treating these students as part of the social and academic norm, rather than as problematic exceptions to that norm (faculty).*
- *It takes me awhile at the start of each semester to recognize individual linguistic variations in my students' work. I have started to go back [and] regrade early papers more generously once I realize what constitutes an error for a student as opposed to a grammatical trait of the English they learned/acquired. For example, my Malaysian students are all home language or near-native speakers of English, but Malaysian English and US English differ in certain respects, and it would be unfair to mark perfectly grammatical Malaysian English wrong. That being said, I also try to point out the differences for students when I notice them, since many professors will not realize that there are all kinds of Englishes and will continue to mark things wrong (faculty).*

Refusal to Use Accommodations. In contrast to those who explained the accommodations they use and their rationale for doing so, a few respondents also commented that they felt accommodations are unfair or not justified (n=12). Representative comments to demonstrate these perspectives are included below:

- *My non-native English speakers came to the US for career reasons, and they are not going to get jobs if they can't talk the talk. I am not going to waste their time by holding them to lower standards that will decrease their chances of getting a job—it's*

hard enough with visa issues (faculty).

- *I teach math. The use of dictionaries is not helpful, since I word the questions the same way as the book, and providing extra time would simply be unfair. The questions should be readily recognizable from their homework (faculty).*
- *In this set of questions, it is very difficult when working with students to "teach down" to those who might not fully understand. I do not want to jeopardize the learning experience for all by accommodating those who do not speak English proficiently (faculty).*
- *It should also not be the responsibility of the instructor or TA to cater support to international non-native speakers who have never been in a US/Canada education system. They chose to come to a US institution where the primary language spoken is English—they should be able to speak/listen/read/write English well enough to survive in a US academic setting. By only catering support to non-native speakers, I am ignoring my native speakers, my students with learning disabilities, and so forth (faculty).*
- *Why should I make the class easier for the rest of the students or dumb down my language just because there are some non-native speakers? It's their choice to come to an English university, isn't it? If I went to a foreign university I wouldn't expect to be able to understand 100% and get all A's (faculty).*

One-on-One Support. Several faculty and staff respondents (n=61) explained the value of having one-to-one interactions with students, whether through office hours, conferences, or special appointments:

- *Encourage students to take advantage of office hours or schedule meetings with me to discuss assignments (faculty).*
- *I schedule individual conferences with my NNS students (faculty).*
- *When students attend office hours, we have extended conversations about the meaning of the assignments, readings, test questions, etc. (faculty).*
- *Working one on one in office hours, for me, is the only way to really successfully address non-native speaker's individual needs (faculty).*

Visuals & Handouts. Other respondents (n=37) claimed that they found it useful to supplement their verbal instructions with some type of written materials or handouts:

- *I provide handouts and PowerPoint slides to students before class so that they can follow along. I make all handouts and PowerPoint slides available on Moodle for follow up work (faculty).*
- *Sometimes I write notes to supplement my spoken conversation (staff).*

Campus Resource Promotion. Some respondents (n=33) also emphasized the importance of recommending different types of campus resources to their NNES students:

- *I recommend the 3xxx ESL classes (staff).*
- *Refer students to ESL trained tutors (staff).*
- *I provide office hours and constantly remind students of the resources to help them (faculty).*
- *I recommend writing resources or study resources for all my students the first day of class (faculty).*

Strategies Used to Encourage Students. Other faculty and staff respondents (n=33) described ways in which they attempted to provide extra encouragement to non-native speakers through providing a comfortable atmosphere or affirming comments, and in many cases,

demonstrating an attitude of understanding of patience:

- *I encourage them to meet with me, one-on-one... ask questions if needed. I always try to be encouraging of all their attempts to learn and communicate effectively in English (faculty).*
- *I recognize that there might be cultural barriers that would cause international students to feel intimidated by faculty, and I do my best to be as friendly and approachable as possible (faculty).*
- *I always begin the semester by making jokes about my own accent when I speak English to break the ice and let everyone know that perfection is not a requirement for participation (faculty).*
- *Talking about the advantages of being in a multicultural class at the beginning of the semester and bringing up case studies where having different perspectives was instrumental in understanding the context of a situation (staff).*
- *I give them support, encouragement, and patience when they are frustrated or shy to speak due to their perceived lack of communication skills (staff).*
- *I've learned to try to reassure them that it's not just their problem but also my responsibility and that I want to be able to communicate effectively with them (staff).*

Peer Support. Other faculty and staff respondents (n=25) discussed ways in which they try to foster peer interaction to provide an extra layer of social support to non-native English speakers:

- *Encourage and try to support informal interaction among students of different backgrounds outside of the classroom (faculty).*

Linguistic Resources. A few respondents (n=8) explained how they provide specific language resources to give non-native English speakers extra support:

- *I add a tab in Moodle available to all students that lists grammar and style worksheets and quizzes. They can read through those documents any time. They aren't worth any points in my class; they serve as materials that students consult on their own (faculty).*
- *I encourage students to take advantage of other resources, such as reading books in English, watching TV, listening to MPR. If students have to give presentations, we make sure to schedule a practice session in advance and try to work out any major issues (staff).*
- *I give examples of common errors and how to correct them; I discuss the real-world consequences of repeated errors; I try to get alumni "voices" that reinforce the message of improving their English skills (staff).*

Miscellaneous. Finally, around 13 respondents described a variety of additional strategies they use to offer support to students who are non-native English speakers:

- *Consult with colleagues who have more experiences (staff).*
- *Avoid doing in-class reading, even for short selections; if I want to discuss a written piece, I make sure I give it to them ahead of time, or sometimes, I read it aloud while they follow along (faculty).*
- *I ask students to respond to writing prompts or gather responses to questions individually before soliciting group discussion (faculty).*

Summary and Discussion Points:

- From the data in this section, we now have insights about what faculty and staff

respondents perceive to be useful strategies to help support non-native English speakers. According to the results from Figures 16 and 17, we know that many faculty and staff members are most likely to adapt their communication style to be more comprehensible to students as a primary strategy, and that they may use a range of other strategies, but with less frequency.

- Various communication strategies are described by respondents in the qualitative data, many of which demonstrate an awareness of the complex needs of non-native speakers of English, and may provide practical ideas for other colleagues. Respondents discussed various methods for providing more comprehensive communication, including using visuals to supplement verbal instructions, paying closer attention to nonverbal communication, rephrasing idioms and other references that may be unfamiliar, and meeting with students one-on-one to provide more individual attention.
- Some of the comments in the “Refusal to Use Accommodations” sub-theme describe concerns from faculty members that making adjustments for non-native English speakers in a classroom setting will lower the standards for teaching and learning and thereby inhibit learning for students who are native speakers of English. However, as the student populations within institutions of higher education in the US increasingly diversify (see Institute for International Education, 2015), faculty and staff can anticipate that they will need to consider how to adapt traditional methods that may be successful in meeting the needs of monocultural and monolingual students but do not effectively support the needs of a diverse population of learners. Furthermore, many accommodations that enhance the learning experience for non-native English speakers represent principles of universal design that can improve learning for all (see <http://accessibility.umn.edu/instructors/universal-design>).
- Also of importance to note, the comments in the “Need to Reframe Language Challenges” suggest a shift in perspective, and one that emphasizes the importance of reframing the way that we as faculty and staff view non-native English speakers. As one of the respondents noted in the quotations under this sub-theme, “these challenges can be met if the university fosters a paradigm of treating these students as part of the social and academic norm, rather than as problematic exceptions to that norm.” We have a choice in how we approach our work with multilingual students: we can either reinforce the notion that because of the linguistic and cultural challenges they face, these students are in some ways deficient, or we can choose to employ a mindset that seeks to understand, value, and support the complexity of differences that these students contribute to our classrooms and campus community and encourage their continuing language development throughout their studies.

5. Faculty and Staff Support Needs

Overview and Key Findings

Support Options Perceived to be Most Helpful for NNES. Faculty and staff respondents were asked about what support options they perceived as being helpful to students. Figure 18 shows both faculty and staff respondents demonstrated the highest levels of agreement (78% indicating either strongly agree or agree, n=1006) that writing consultations are helpful to NNES. Respondents indicated moderate levels of agreement that the following types of English language support are helpful for NNES: English language consultations (70% indicating either strongly agree or agree, n=874); English language courses (66% indicating either strongly agree or agree, n=837), and English language courses that are content specific (65% indicating either strongly agree or agree, n=802).

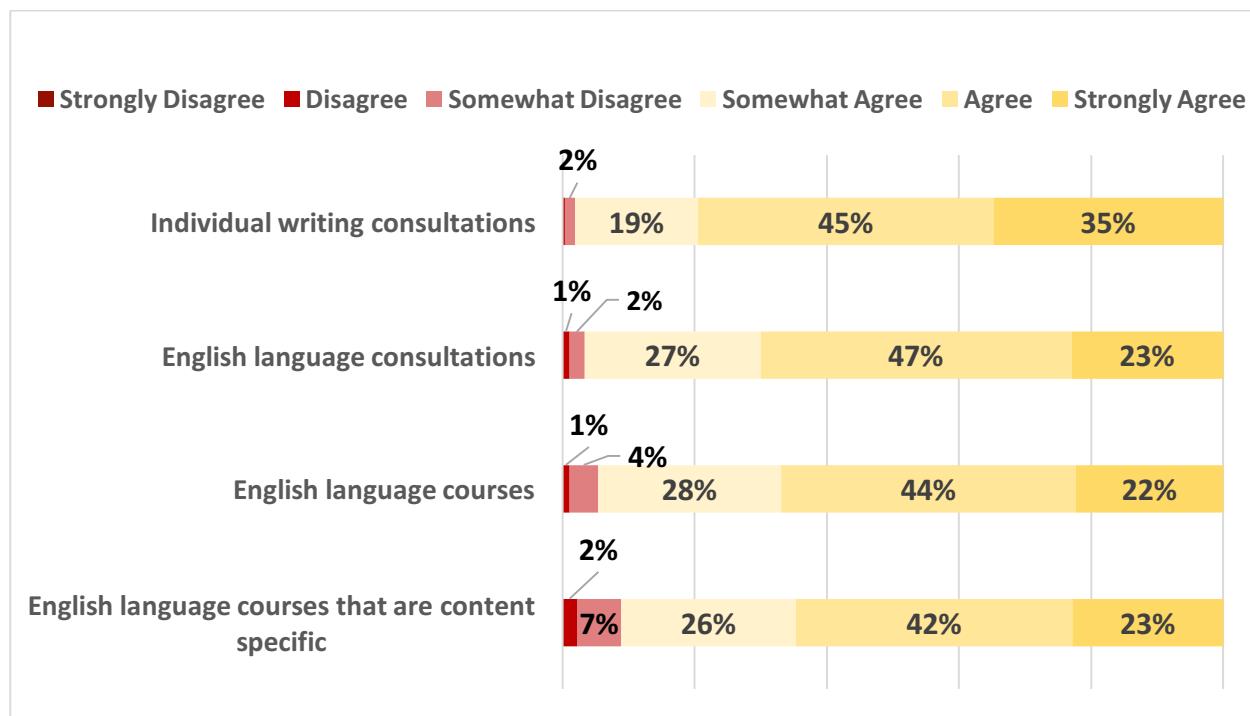


Figure 18. Campus support resources perceived by faculty and staff respondents to be most helpful for non-native English speakers.

Faculty and Staff Interest in Training Options. Faculty and staff respondents were also asked to express their level of interest in the following types of training to help better support NNES. Figure 19 shows that faculty and staff respondents indicated the highest levels of interest in strategies to help NNES improve comprehension (81% indicating interested or very interested, n=1066), strategies to encourage greater participation from NNES (78% indicating interested or very interested, n=1007), and information on language accommodations (77% indicating interested or very interested, n=997).

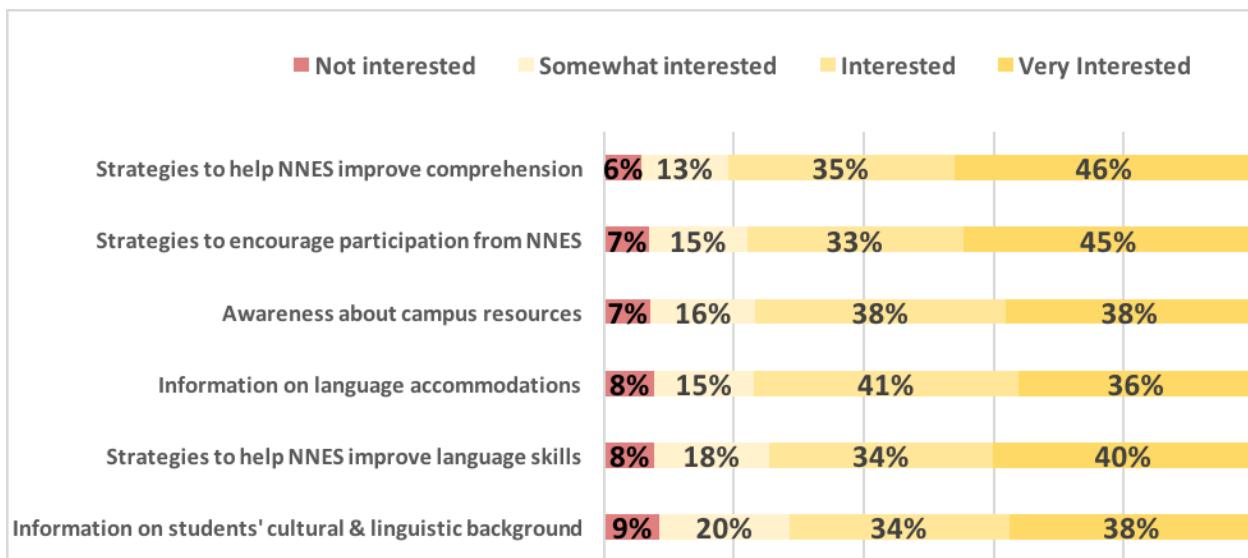


Figure 19. Level of interest from faculty and staff respondents regarding various training and support options.

Format for Support Options. As one of the final survey questions faculty and staff were asked to check all that apply in response to the multi-option question: “In which format would you prefer to receive support, training, or information to better support non-native English speakers?” As displayed in Figure 20 below, the majority of faculty and staff respondents indicated they would prefer to receive support for working with NNES through either online resources (59%, n=771) or through online training (52%, n=677). However, a considerable number of faculty and staff respondents expressed interest in attending a workshop (49%, n=649) and receiving a newsletter (42%, n=547). Overall, fewer faculty and staff respondents (20%, n=259) indicated interest in participating in individual consultations.

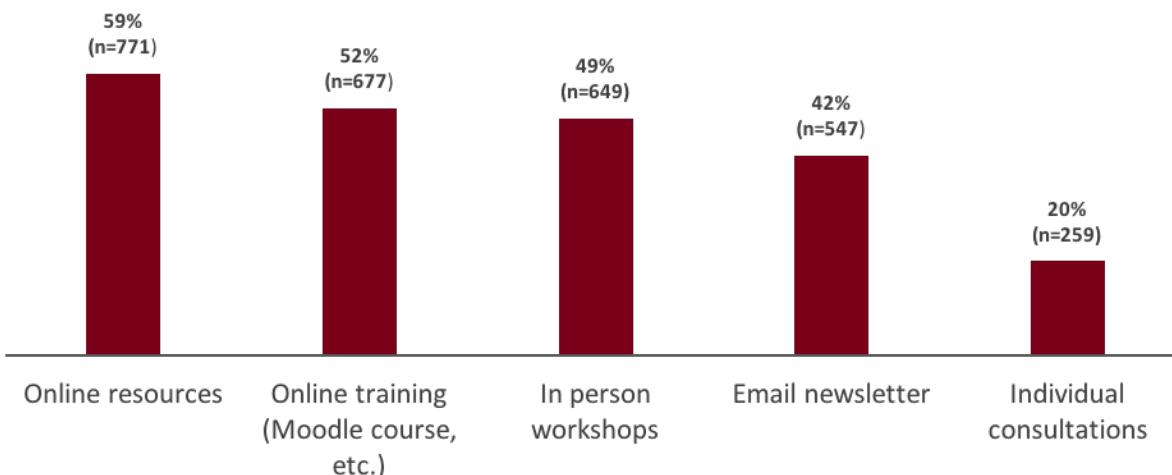


Figure 20. Faculty and staff perceptions of preferred format for support options.

Qualitative Themes

In response to open-ended questions about training and support options, faculty and staff

respondents shared ideas for enhancing resources to faculty and staff. While several respondents focused their comments on the types of content and the format of training that should be offered to faculty and staff, others explained the specific ideas they had to enhance support for students. Because faculty and staff responded to the same open-ended questions, the data are combined here and the themes described below were coded without separating faculty and staff comments.

Faculty and staff comments in this theme were categorized into the following four sub-themes: 1) training content suggestions (n=79); 2) student support suggestions (n=76); 3) training format suggestions (n=26); and 4) miscellaneous (n=18).

Training Content Suggestions. Many faculty and staff suggested that they would like more information about the campus resources that are available for students, and others described their desire to have more specific types of training for faculty and staff development, including cultural and linguistic training, and training about communication strategies and grading methods.

The responses in the training content suggestions theme were categorized into the following sub-themes: 1) information about campus resources (n=37); 2) culture & language training (n=18); 3) communication strategies (n=11); 4) feedback & grading strategies (n=9); 5) student needs assessment (n=7); and 6) guidance on accommodations (n=5). Representative comments corresponding with each theme are provided below:

Information about Campus Resources. Faculty and staff respondents (n=37) explained how important they feel it is to increase awareness about the campus resources that are available to non-native English speakers:

- *Some of the non-native English speakers in my (very large) class perform at a very high level. Some others struggle mightily to express themselves in either written or spoken English. When dealing with the latter group, I wish I knew what university resources are available to help them. As far as I'm aware, none of the faculty in my department know where to direct these students, so this is a problem that goes beyond my individual class or experience* (faculty).
- *I'd love to have a resource that I could call—a one-stop faculty help-desk number for discussing a student's language struggles with a professional that can take the student, counsel them on their current course load, and direct them to remedial work (when needed) or tutor them in the areas where they struggle most* (faculty).

Culture & Language Training. Other respondents (n=18) discussed how useful it would be to have professional development opportunities that focused on increasing cultural and/or linguistic competencies:

- *I would like to receive some training in at least the basics of a one or two of the languages that many of my non-native English speaking students speak. I also think we at the university should do a better job of gaining cultural competency, and not just ask our students to accommodate themselves to US culture, but also to learn something about the places and traditions they come from* (faculty).

Communication Styles. Some respondents (n=11) also explained that they would benefit from training designed to help improve or adapt their own communication styles:

- *I would love some tips on how to best change/adapt my communication style if I am noticing a language barrier. I want to make sure I am understood and the students*

know what is going on, but I also don't want to be condescending or "speak down" to anyone (staff).

Feedback & Grading Strategies. A few respondents (n=9) also described a need for improved strategies for feedback and grading processes:

- *General strategies for providing feedback on written work that is helpful to students but allows them to take ownership of making improvements in their English language skills (staff).*
- *I find it difficult to adequately grade students when I believe they are understanding the material, but due to language-skills [sic] their presentation of the material is incomprehensible (faculty).*

Student Needs Assessment. Having methods to better assess the learning needs and prior experiences of NNES was also mentioned by some respondents (n=7) as a way to help provide enhanced support to faculty and staff:

- *It would simply help to have a list of who is and who is not a native speaker before the first day of class (faculty).*
- *Information/feedback about non-native English speaker graduate students' background and experiences that would allow me to help with their transition and during their program of study in the department (staff).*

Guidance on Accommodations. A few respondents (n=5) expressed an interest in receiving more guidance on how to offer fair accommodations to students who are non-native English speakers:

- *Clarity on when it is the student's role/responsibility to work on language skills, and when we can do things like language accommodations (staff).*
- *I always consider different backgrounds, but have no formal training in what changes to make to better accommodate such backgrounds. We teachers could really use some guidance here, I am convinced (faculty).*

Student Support Suggestions. Beyond offering more support to faculty and staff, other respondents (n=76) felt strongly that support for multilingual students' needs to be enhanced as well. Faculty and staff respondents suggested a range of ideas to improve student support options, including recommendations to focus on facilitating peer interactions, mandating or offering more English language support, and providing more effective orientations for students upon arrival.

The responses in the student support suggestions theme were categorized into the following sub-themes: 1) peer integration (n=24); 2) more English language training (n=21); 3) writing support (n=16); 4) NNES orientation (n=8); 5) student feedback (n=6); and 6) miscellaneous (n=7). Representative comments corresponding with each theme are provided below:

- **Peer Integration:** *Strategies to promote productive interactions between native and non-native English speakers (staff).*
- **More English Language Training:** *I think a range of support is needed, from intensive English language courses, to workshops on study skills/writing for American-style courses, to one-on-one tutoring around assignments. Faculty can make adjustments in small classes and offer these kinds of support, but when teaching 100+ courses it is harder to intervene (faculty).*
- **Writing Support:** *These students need more resources to help improve their writing. After teaching Writing Studies for a few semesters, I strongly believe that all non-*

native speakers need to be enrolled in Writing Studies sections specifically for non-native speaking students (which do currently exist, but there are not enough of them) (faculty).

- **NNES Orientation:** *We generally just do things differently here and higher education has its own jargon and our use of it can contribute to communication barriers. While students need to learn elements of this hidden curriculum, we also need to find ways to help them do that effectively before they get here, or early on* (staff).
- **Miscellaneous:** *Provide "English Speaking" resources in languages commonly represented at the U of M. In other words, start from the perspective of the non-Native English Learner* (faculty).
- **Student Feedback:** *Collecting information on the experiences of non-native English speaking students should come first before designing any kind of program* (staff).

Training Format Suggestions. Faculty and staff respondents ($n=26$) also provided input about the type of format they would prefer for training and support. Several emphasized the importance of having convenient, accessible information, and a few favored workshops, while some preferred the customizability of consultations.

The responses in the training format suggestions theme were categorized into the following sub-themes: 1) informational resources ($n=11$); 2) workshops ($n=6$); 3) consultations ($n=4$); 4) time sensitive options ($n=4$); and 5) department meetings ($n=1$). Representative comments corresponding with each theme are provided below:

- **Informational Resources:** *Short one page cheat sheets—lots of graphics, little text—for faculty on understanding students* (staff).
- **Workshops:** *I would like to see a class on strategies for encouraging small-group discussion; this seems to be an area where many of my non-native English speakers struggle quite a lot* (faculty).
- **Consultations:** *I would rather have discussions of issues than training, because I often find training too elementary for the specific issues I face in large classes with a variety of languages, approaching sophisticated but non-mathematical issues* (faculty).
- **Time Sensitive Options:** *Time is the greatest limitation for all of us. It will be hard for instructors to find time to get comprehensive training on this subject. The key is to come up with accessible and rapid ways to help us do a better job* (faculty).
- **Department Meetings:** *You should visit faculty during Department meetings to raise these issues* (faculty).

Summary and Discussion Points:

- It is clear from the survey results that many faculty and staff respondents are interested in online forms of training, which provides strong support for developing various online resources. However, there is also considerable interest in other types of training, including workshops, newsletters, and consultations, so it may be best to consider a combined approach, to invest in resource websites that include information about the ways to access in-person training options.
- Qualitative comments in this section reveal even more specific information about the support options that may be the most useful for faculty and staff development. As indicated in different sub-themes in this section, survey respondents recommended considering the following when developing enhanced support:
 - Greater awareness of what campus resources are available to students who

- need extra support.
- Access to a “one-stop” resource center to provide consulting for students who are struggling.
- More background information about individual students provided to departments, so that faculty and staff can provide more informed support to students directly.
- Efficient and convenient training options, to account for the many pressures and time constraints that face faculty and staff. This could take the form of one-page “cheat sheets” about supporting student and visits to department meetings.
- Faculty and staff also expressed an interest in expanding support for students, in the following ways:
 - Learn methods to support more effective peer integration, in and out of the classroom.
 - Offer expanded English language training options for non-native speakers.
 - More effective orientation sessions that may help to decode unfamiliar academic expectations and processes.
- Overall, faculty and staff respondents expressed a desire for more support for both themselves and for students. Many of the recommendations they suggested are specifically related to language and can be addressed directly by faculty and staff at the Minnesota English Language Program. However, several suggestions may need to be addressed and implemented through a more collaborative approach of different units and departments working together to create a cohesive training and development strategy for University of Minnesota employees who work with non-native English speakers.

Conclusions and Recommendations

The purpose of this study was to better understand the experience of faculty and staff who support non-native speakers of English at the University of Minnesota, and to learn about the benefits and challenges faculty and staff encounter when working with this population of students so that supports can be developed where needed. The following are important highlights from this research.

Research-Based Evidence. One key outcome from this study is having empirical data to document the perceptions held by faculty and staff who work with multilingual learners. Too often policies can be implemented based on one experience or anecdotal evidence. We now have valuable information to report about faculty and staff perspectives. While this study also raises new questions, it can be used as a base for further research. As a point of further research, we hope to compare the findings from this study with other University of Minnesota studies that report on student data, to find areas of convergence or divergence across the data sources. Triangulating the data in this way will help to increase our understanding of the issues that students, staff, and faculty face.

Benefits of Multilingual Students. Most faculty and staff recognize the benefits of having multilingual students on campus. This is clearly indicated by the majority of survey respondents who expressed agreement that having non-native English speakers on campus helps all students learn about diverse perspectives, and helps to develop critical thinking and intercultural communication skills for all students. Furthermore, faculty and staff provided a more in-depth explanation of the benefits by sharing how these students help to enhance the campus environment in many other ways, including having a positive impact on instruction. The perspectives shared by faculty and staff respondents confirm that having multilingual learners participate actively in class and in the community is a key benefit to a global university, a finding that is demonstrated in other studies in the field of international education (Yefanova et al., 2015).

Language Support for Students. The survey data indicate that the perception of the role that language plays in student success varies. Most students come to the university with high levels of English proficiency, however, some aspects of academic language can still be a challenge for these students, especially discipline-specific language and genres of writing and speaking. The genres of academic language have been studied for some time (Swales, 1990), and all students (both fluent speakers and non-native speakers) are learning these genres as they study in their discipline. Some aspects of this advanced language development are more challenging for non-native speakers of English and cultural factors also play a role in how students use language in the classroom. The Conference on College Composition and Communication (CCCC, 2009), a leading professional organization in college writing, has recognized in policy that "...most second language writers are still in the process of acquiring syntactic and lexical competence—a process that will take a lifetime," and articulated various supports for training instructors across disciplines to work with multilingual writers (p. 1).

In addition, this study shows that some faculty and staff perceive that there are also students who arrive on campus with lower levels of English proficiency than expected, and that this is a serious issue. Students with lower proficiency than expected can struggle in their classes, in group work, and in working with their instructors. This can create problems for everyone. Since standardized proficiency tests may not capture the full picture of language proficiency for any given student, some students may arrive on campus needing extra support in certain

skill areas. It is important to determine which students need support early in their academic careers so that issues can be addressed and students can be set up for success.

Faculty and staff indicated that they believe students experience the greatest challenges when required to speak or participate in discussions, ask questions, and complete writing assignments. These data are confirmed by previous studies that have explored academic challenges faced by international students (Anderson, et al., 2012; Robertson et al., 2000). This information points to the need to determine also what oral language needs students have as soon as they arrive on campus, so that they can be supported and be successful in their coursework. It is important to build resources to support students' English language development and to support instructors in working with multilingual learners throughout the students' careers at the university. As students have a range of needs, resources should be offered in a variety of ways in order to support the full range of students and programs on campus.

Complexity of Challenges. The survey findings confirm the complexity of the academic and communication challenges that students face; there are a number of factors that play into faculty and staff perceptions of those challenges. The challenges that non-native English speakers experience not only relate to language but also cultural differences and learning about the academic environment and expectations. This is in addition to other challenges that all undergraduate students face in their transition to higher education. It may be at times difficult to discern if a non-native English speaker is primarily experiencing language or cultural difficulties, when in actuality, it is possible that a combination of factors may be influencing a student's experience. As noted by one respondent, "It is hard because culture confounds the relationship with a lot of these variables. A lot of my non-native English speaking students come from Eastern cultures where it may not be as culturally appropriate to ask questions, speak up in groups, etc. so I cannot tell you whether it is language or culture that impacts participation; thus, I answered not sure."

Support for Faculty and Staff. The findings in this survey demonstrate that while faculty and staff seem fairly confident in being able to identify challenges that students are experiencing, there are some areas where more support could be useful. For example, faculty and staff indicated that while they are comfortable adapting their communication style to be more comprehensible for students, they are less sure of when a student needs to be referred to a campus resource because of a challenge with their English proficiency. It is sometimes difficult for faculty and staff to talk to students about support resources, either because they are unaware of the correct resource to refer students to, or they are concerned that they may offend or insult students by making a referral. Additionally, some faculty indicated that time was a factor in addressing language issues with students in their classes and that they preferred getting information or support through a variety of modalities. Based on these data, it would be helpful to provide resources for faculty and staff who work with multilingual students, so that it is easy to support their students' language development. Resources and training in both online and in-person delivery would be useful, as would providing guidance on how to talk to international students about resources.

Reframing Language Development. Finally, the survey data revealed that there is a range of perspectives from faculty on what their role should be in supporting non-native English speakers. Some instructors felt it was not their job to support students in respect to language issues. Some people have a lower tolerance for language errors, while others recognize that language development is a natural process that should be supported for all students as we

prepare them to succeed in the global marketplace. As one respondent described,

Instead of creating an environment where students expect native fluency (a maximum of communication), why not promote tolerance of diversity by creating an expectation that speakers and audiences, writers and readers, must SHARE responsibility for making meaning? What if their non-native speaker status was an asset, rather than an inconvenience?

While no one would argue that students need a high level of English in order access the curriculum and thrive at a university, we need to also recognize that all students come to study at the university in order to acquire the language of their discipline. For those students for whom English is not their first language, we must strike a balance between maintaining rigorous standards of academic excellence which include language use, and teaching multilingual students the skills they need to meet those standards. As an institution, we have an opportunity to recognize the strengths that multilingual students bring to our classes and community and help them further develop their language abilities. This may be more easily accomplished if we see multilingualism as a strength and encourage all students to work together to build meaning through language. In addition, we must provide resources for students who arrive on campus with low English ability. These resources should be built into the curriculum or required for students so they get support right from the start. Likewise, we need to support all faculty in working with multilingual students, in understanding their unique challenges, and in being able to identify when a language issue is greater than one would expect so that they can help get students support.

When students feel that language errors will cause them to lose face with their peers, they are less likely to jump into conversations. When they feel that making an error will cause them to lose face with their instructor and perhaps affect their grade, they are less likely to speak up in class. If students are afraid of making a mistake because the expectation is that their language should like that of a native speaker, they may be more likely to use the words of a native speaker rather than their own words and, perhaps, plagiarize. As an institution, we must move away from seeing English language development as remedial, and instead encourage students to continue to develop their English skills throughout their time at the university. Supporting and encouraging language development through a variety of means benefits everyone and can help all students prepare to communicate cross-culturally and cross-linguistically.

Limitations and Directions for Future Research

While this study built on previous work with student perspectives (Anderson et al., 2012), it only includes the views of faculty and staff at the University of Minnesota–Twin Cities. Although there are clearly some parallel themes that emerged, between the previous data collected from students and this current data from faculty and staff, there are also some key gaps. For example, some of the questions that were asked of faculty and staff were not addressed with students, or vice versa. Furthermore, some of the data reported here by faculty and staff necessitate a clearer understanding of student perceptions on certain topics. Therefore, future research might benefit from incorporating the viewpoints of students and faculty using an intentional study design to gain a more comprehensive understanding of the key issues from both groups. In addition, some faculty and staff indicated that their perceptions have changed over time as evidenced by some of their responses (e.g., ‘It’s changed over the years,’ or ‘I used to think...’). Further studies might examine how these attitudes and perceptions change and what facilitates change.

When inviting participant feedback on the survey, we clearly specified that our goal was to learn about faculty and staff perceptions of non-native speakers of English. We clarified in the opening text of the survey that “this population may include international students, as well as domestic students whose first language is not English.” However, we recognize that faculty and staff are often limited in distinguishing which students are non-native speakers of English in their classes, and even more, it may be difficult to identify which non-native English speakers are domestic students versus which are international students. Therefore, because of these limitations, we cannot be certain which of these student populations faculty and staff were considering when they were answering the survey questions. It may be therefore beneficial for future research to explore how challenges are different between these different populations of students.

This study provided an opportunity for faculty and staff to identify their collegiate unit which thereby allows us to do a basic level of analysis for themes that are specific to disciplines. However, more in-depth information about how collegiate context influences faculty and staff perceptions of non-native English speakers might complement this study. Therefore, further analysis of the data could examine responses of subgroups and future research could focus on collecting data through qualitative inquiries, which would allow for the opportunity to understand the nuances about how context influences faculty and staff interactions with and perceptions of non-native English speakers at the University of Minnesota.

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Appendix A: Faculty Survey Questions²

The Minnesota English Language Program (MELP) provides coursework and consultations for students who are non-native speakers of English*, and is seeking to enhance visibility and access to resources for faculty and staff at the University of Minnesota-Twin Cities campus. Data from this survey will provide valuable information about how the university can support faculty and staff working with students who are non-native speakers of English. It is estimated that it should take you around 10-15 minutes to complete this survey. This survey is funded by the International Student Academic Services Fee. The funds provided through this fee support enhanced academic services for undergraduate international students. *The use of the term “non-native English speakers” is used consistently in this survey to provide a clear reference to students whose first language is not English. This population may include international students, as well as domestic students whose first language is not English.

Consent Information: You are invited to be in a research study of assessing the needs of University of Minnesota faculty and staff who support students who are non-native speakers of English. You were selected as a possible participant because your work at the U of M involves supporting non-native speakers of English. We ask that you read this form and ask any questions you may have before agreeing to be in this study. This study is being conducted by Bethany Peters, Minnesota English Language Program, College of Continuing Education. Procedures: If you agree to be in this study, we would ask you to do the following: Respond to a 10-15 minute survey about your experiences working with non-native speakers of English at the University of Minnesota. Confidentiality: The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records. Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota. If you decide to participate, you are free not to answer any question or withdraw at any time without affecting those relationships. Contacts and Questions: The researcher conducting the study is Bethany Peters. If you have questions, you are encouraged to contact Bethany at bethanyp@umn.edu, or by phone at 612-624-6655. If you have any questions or concerns regarding this study and would like to talk to some other than the researcher, you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware Street SE, Minneapolis, MN 55455; 612-625-1650.

1. Indicate whether you consent to participating in the study according to the terms outlined above.

- I agree.
- I do not agree.

If I do not agree. Is Selected, Then Skip To End of Survey

2. What is your primary role at the University of Minnesota?

- Faculty, Instructor, or Teaching Assistant
- Staff

² The survey instrument was adapted, with permission, from the questionnaire utilized in Andrade's (2010) study *Increasing Accountability: Faculty Perspectives on the English Language Competence of Nonnative English Speakers*.

3. In what area do you work? Choose your primary area:
- Advising (academics, international student advising, study abroad, etc.)
 - Student Services (career coaching, multicultural students, etc.)
 - Administration
 - Teaching
 - Other: _____

4. In what college or office do you work?
- Boynton Health
 - College of Biological Sciences
 - College of Continuing Education
 - College of Design
 - College of Education & Human Development
 - College of Food, Agriculture, and Natural Resource Sciences
 - College of Liberal Arts
 - College of Pharmacy
 - College of Science & Engineering
 - College of Veterinary Medicine
 - Carlson School of Management
 - Disability Resource Center
 - The Graduate School
 - Housing & Residential Life
 - Humphrey School of Public Affairs
 - International Student & Scholar Services
 - Office for Equity & Diversity
 - Office of Undergraduate Admissions
 - Office for Student Affairs
 - Office for Student Conduct & Academic Integrity
 - One Stop Student Services
 - School of Nursing
 - School of Public Health
 - School of Medicine
 - School of Dentistry
 - School of Law
 - Student Conflict Resolution Center
 - Student Counseling Services
 - University Libraries
 - Other

5. If your office is not included on the list above, please specify below:
6. List any language(s) other than English that you speak fluently:

7. How many of the students you work with are non-native English speakers?

- None
- Very Few
- Some
- Many
- All

If None Is Selected, Then Skip To End of Survey

8. What student population do you primarily work with?

- Grad or Professional
- Undergrad
- Both

9. Recent research demonstrates that when students have opportunities for cross-cultural interaction in the classroom, they experience several benefits (Yefanova, Baird, Montgomery, Woodruff, Kappler, and Johnstone, 2015). In what ways does having non-native English speakers on campus enhance the learning environment for all students?

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	Not Sure (9)
a. It helps all students learn about diverse perspectives.	<input type="radio"/>						
b. It helps all students develop greater critical thinking skills.	<input type="radio"/>						
c. It helps all students develop greater intercultural communication skills.	<input type="radio"/>						

10. Please list any other ways in which non-native English speakers enhance the learning environment.

11. About how many of the non-native English speakers in your classes struggle to meet course requirements due to challenges with English proficiency?

- None
- Very Few
- Some
- Many
- All

12. When non-native English speakers struggle with your course requirements it is due to:

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	Not Sure (9)
a. study skills	<input type="radio"/>						
b. cultural differences	<input type="radio"/>						
c. prior academic preparation	<input type="radio"/>						
d. low English proficiency	<input type="radio"/>						

13. Please list any other significant factors that you feel affect the ability of these students to meet your course requirements:

14. About how many of the non-native English speaking students in your classes have adequate English language skills to:

	None (1)	Very Few (2)	Some (3)	Many (4)	All (5)	Not Sure (6)
a. understand lectures	<input type="radio"/>					
b. understand instructions for assignments	<input type="radio"/>					
c. ask any questions they may have during class	<input type="radio"/>					
d. express themselves clearly in class discussions	<input type="radio"/>					
e. express themselves clearly when talking with instructors	<input type="radio"/>					
f. participate effectively in group work	<input type="radio"/>					
g. deliver comprehensible, acceptable oral presentations	<input type="radio"/>					

15. About how many of the non-native English speaking students in your classes have adequate English language skills to:

	None (1)	Very Few (2)	Some (3)	Many (4)	All (5)	Not Sure (6)
a. understand reading assignments	<input type="radio"/>					
b. understand complex topics	<input type="radio"/>					
c. produce comprehensible, acceptable written work	<input type="radio"/>					
d. cite sources accurately	<input type="radio"/>					
e. work effectively in an online environment	<input type="radio"/>					
f. take exams within the required time limit	<input type="radio"/>					
g. participate effectively in research, work, or service learning opportunities	<input type="radio"/>					

16. Rate your agreement with the following statements:

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	Not Sure (9)
a. I am familiar with the variety of writing styles students from different backgrounds bring to the classroom.	<input type="radio"/>						
b. I can recognize when the amount or type of language errors prohibits a non-native English speakers from meeting the assignment goals.	<input type="radio"/>						
c. I feel confident in my abilities to provide the type of feedback that non-native English speakers need to improve their work.	<input type="radio"/>						

17. Please list any other communication challenges that you experience when working with non-native English speakers:

18. How often do you use the following strategies to provide extra support for non-native English speakers in your class?:

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Most of the Time (5)	Always (6)
a. I recommend the use of campus support centers when it might be helpful.	<input type="radio"/>					
b. I consider my students' cultural background when planning my curriculum.	<input type="radio"/>					
c. I take into account students' language background when assigning groups.	<input type="radio"/>					
d. I allow the use of dictionaries during some exams when appropriate.	<input type="radio"/>					
e. I provide extra time to take in-class exams.	<input type="radio"/>					
f. I adapt my communication style so that my language is more comprehensible.	<input type="radio"/>					

19. Please list any other strategies that you use to provide extra support for non-native English speakers:

20. The following types of academic support are helpful to non-native English speakers taking academic classes:

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)
a. Individual English language consultations	<input type="radio"/>					
b. Individual writing consultations	<input type="radio"/>					
c. English language courses	<input type="radio"/>					
d. English language courses that are content specific (e.g., English for Physics)	<input type="radio"/>					

21. How interested are you in the following types of training to help you better support non-native English speakers?

	Not interested (1)	Somewhat interested (2)	Interested (3)	Very Interested (4)	Not Applicable (5)
a. Awareness about campus resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Information on common language accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Information about students' cultural and linguistic background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Strategies to help non-native English speakers better understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

content or information	<input type="radio"/>				
e. Strategies to encourage greater participation from non-native English speakers	<input type="radio"/>				
f. Strategies to help non-native English speakers improve their language skills	<input type="radio"/>				

22. Please list any other types of support or training that would help you better support non-native English speakers:

23. In which format would you prefer to receive support, training, or information to better support non-native English speakers? Check all that apply.

- In person workshops
- Online training (Moodle course or webinar)
- Online resources (articles, references, information)
- Email newsletter (providing resources and tips)
- Individual consultations

24. Before you submit the survey, please share any other comments you have:

25. Would you be interested in participating in a follow-up interview about this topic?

- Yes (enter email below) _____
- No

Appendix B: Staff Survey Questions³

The Minnesota English Language Program (MELP) provides coursework and consultations for students who are non-native speakers of English*, and is seeking to enhance visibility and access to resources for faculty and staff at the University of Minnesota-Twin Cities campus. Data from this survey will provide valuable information about how the university can support faculty and staff working with students who are non-native speakers of English. It is estimated that it should take you around 10-15 minutes to complete this survey. This survey is funded by the International Student Academic Services Fee. The funds provided through this fee support enhanced academic services for undergraduate international students. *The use of the term “non-native English speakers” is used consistently in this survey to provide a clear reference to students whose first language is not English. This population may include international students, as well as domestic students whose first language is not English.

Consent Information: You are invited to be in a research study of assessing the needs of University of Minnesota faculty and staff who support students who are non-native speakers of English. You were selected as a possible participant because your work at the U of M involves supporting non-native speakers of English. We ask that you read this form and ask any questions you may have before agreeing to be in this study. This study is being conducted by Bethany Peters, Minnesota English Language Program, College of Continuing Education. Procedures: If you agree to be in this study, we would ask you to do the following: Respond to a 10-15 minute survey about your experiences working with non-native speakers of English at the University of Minnesota. Confidentiality: The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only researchers will have access to the records. Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota. If you decide to participate, you are free not to answer any question or withdraw at any time without affecting those relationships. Contacts and Questions: The researcher conducting the study is Bethany Peters. If you have questions, you are encouraged to contact Bethany at bethanyp@umn.edu, or by phone at 612-624-6655. If you have any questions or concerns regarding this study and would like to talk to some other than the researcher, you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware Street SE, Minneapolis, MN 55455; 612-625-1650.

1. Indicate whether you consent to participating in the study according to the terms outlined above.

- I agree.
- I do not agree.

If I do not agree. Is Selected, Then Skip To End of Survey

2. What is your primary role at the University of Minnesota?

- Faculty, Instructor, or Teaching Assistant
- Staff

³ The survey instrument was adapted, with permission, from the questionnaire utilized in Andrade's (2010) study *Increasing Accountability: Faculty Perspectives on the English Language Competence of Nonnative English Speakers*.

3. In what area do you work? Choose your primary area:
- Advising (academics, international student advising, study abroad, etc.)
 - Student Services (career coaching, multicultural students, etc.)
 - Administration
 - Teaching
 - Other: _____

4. In what college or office do you work?
- Boynton Health
 - College of Biological Sciences
 - College of Continuing Education
 - College of Design
 - College of Education & Human Development
 - College of Food, Agriculture, and Natural Resource Sciences
 - College of Liberal Arts
 - College of Pharmacy
 - College of Science & Engineering
 - College of Veterinary Medicine
 - Carlson School of Management
 - Disability Resource Center
 - The Graduate School
 - Housing & Residential Life
 - Humphrey School of Public Affairs
 - International Student & Scholar Services
 - Office for Equity & Diversity
 - Office of Undergraduate Admissions
 - Office for Student Affairs
 - Office for Student Conduct & Academic Integrity
 - One Stop Student Services
 - School of Nursing
 - School of Public Health
 - School of Medicine
 - School of Dentistry
 - School of Law
 - Student Conflict Resolution Center
 - Student Counseling Services
 - University Libraries
 - Other

5. If your office is not included on the list above, please specify below:

6. List any language(s) other than English that you speak fluently:

7. How many of the students you work with are non-native English speakers?

- None
- Very Few
- Some
- Many
- All

If None Is Selected, Then Skip To End of Survey

8. What student population do you primarily work with?

- Grad or Professional
- Undergrad
- Both

9. Recent research demonstrates that when students have opportunities for cross-cultural interaction in the classroom, they experience several benefits (Yefanova, Baird, Montgomery, Woodruff, Kappler, and Johnstone, 2015). In what ways does having non-native English speakers on campus enhance the learning environment for all students?

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	Not Sure (9)
a. It helps all students learn about diverse perspectives.	<input type="radio"/>						
b. It helps all students develop greater critical thinking skills.	<input type="radio"/>						
c. It helps all students develop greater intercultural communication skills.	<input type="radio"/>						

10. Please list any other ways in which non-native English speakers enhance the learning environment.

11. About how many of the non-native English speakers with whom you work:

	None (1)	Very Few (2)	Some (3)	Many (4)	All (5)
a. lack confidence in their English abilities	<input type="radio"/>				
b. have communication challenges due to English proficiency	<input type="radio"/>				

12. When non-native English speakers struggle to communicate effectively with you it is due to:

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	Not Sure (9)
a. cultural differences	<input type="radio"/>						
b. low English proficiency	<input type="radio"/>						
c. confusion about university processes	<input type="radio"/>						

13. Please list any other significant factors that impact a non-native English speaker's ability to communicate effectively:

14. About how many of the non-native English speaking students with whom you work have adequate English language skills to:

	None (1)	Very Few (2)	Some (3)	Many (4)	All (5)	Not Sure (6)
a. understand information presented in written materials	<input type="radio"/>					
b. understand verbal explanations or instructions	<input type="radio"/>					
c. ask any questions they may have	<input type="radio"/>					
d. express themselves clearly when talking	<input type="radio"/>					
e. express themselves clearly when emailing	<input type="radio"/>					
f. perform student worker or volunteer responsibilities effectively	<input type="radio"/>					

15. To what extent do you agree with the statements below?

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)	Not Sure (9)
a. I can recognize when the amount or type of language errors is prohibiting a non-native English speaker from communicating effectively.	<input type="radio"/>						
b. I can recognize when a non-native English speaker needs to be referred to a campus resource due to language challenges.	<input type="radio"/>						
c. I know how to adapt my communication style so that my language is more comprehensible to non-native English speakers.	<input type="radio"/>						

16. Please list any other communication challenges that you experience when working with non-native English speakers:

17. How often do you use the following strategies to provide extra support for non-native English speakers?:

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Most of the Time (5)	Always (6)
a. I try to give feedback on language errors when appropriate.	<input type="radio"/>					
b. I recommend the use of campus support centers when it might be helpful.	<input type="radio"/>					
c. I adapt my communication style so that my language is more comprehensible.	<input type="radio"/>					

18. Please list any other strategies that you use to provide extra support for non-native English speakers:

19. The following types of academic support are helpful to non-native English speakers taking academic classes:

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)
a. Individual English language consultations	<input type="radio"/>					
b. Individual writing consultations	<input type="radio"/>					
c. English language courses	<input type="radio"/>					
d. English language courses that are content specific (e.g., English for Physics)	<input type="radio"/>					

20. How interested are you in the following types of training to help you better support non-native English speakers?

	Not interested (1)	Somewhat interested (2)	Interested (3)	Very Interested (4)	Not Applicable (5)
a. Awareness about campus resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Information on common language accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Information about students' cultural and linguistic background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Strategies to help non-native English speakers better understand content or information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Strategies to encourage greater participation from non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Strategies to help non-native English speakers improve their language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please list any other types of support or training that would help you better support non-native English speakers:

22. In which format would you prefer to receive support, training, or information to better support non-native English speakers? Check all that apply.

- In person workshops
- Online training (Moodle course or webinar)
- Online resources (articles, references, information)
- Email newsletter (providing resources and tips)
- Individual consultations

23. Before you submit the survey, please share any other comments you have:

24. Would you be interested in participating in a follow-up interview about this topic?

- Yes (enter email below) _____
- No