Perceptions of useful teaching methods and activities: A comparative study between faculty and international undergraduate non-native English speaking (NNES) students.

by

Rebecca Everley

B.A., Kansas State University, 2002
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M.S., Kansas State University, 2007

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Educational Leadership
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2019

Abstract

This quantitative study surveyed both the faculty and international undergraduate non-native English speaking (NNES) undergraduate students to see what they perceived as being useful to the students' learning. This research was done at Kansas State University (K-State), which is Midwestern land grant university. The research consisted of two surveys, one for faculty teaching undergraduate students and one for international undergraduate NNES students. The survey instruments were created by the researcher based on literature about teaching NNES students, first year college students, and student-centered teaching practices. The survey asked the participants to choose how useful they perceived different activities to be on a scale ranging from one (*extremely useful*) to five (*not at all useful*). The survey items on the two surveys mirrored one another, so that the results could be compared.

The researcher collected and analyzed the data from the surveys. The data was first analyzed to find the descriptive statistics for each data set. The mean for each of the six variables (the need for explicit instruction, the prevention of plagiarism, the use of visual aids, the usefulness of in-class activities, the usefulness of out-of-class activities, and the use of linguistic modifications) was calculated, as well as the mean for each item. For all the variables, the student mean scores were lower than faculty mean scores, indicating that the student participants perceived the survey items as more useful than faculty did.

Each item pair was analyzed using a t-tests to see if any item had a statistically significance difference, using $p < .05$. There were 36 pairs and 24 pairs were found to be statistically significant.

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Major Professor
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Chapter 1 - Introduction

In the past decade, the number of international college students in the United States has almost doubled, reaching over one million students in the 2017-2018 school year (Institute of International Education, 2018). International college students are not only welcomed, but also heavily recruited by American colleges to boost enrollment and income from tuition. Throughout this paper, the term "American" refers to people and items from the United States of America and the term "college" represents any post-secondary institution. An international student is defined by the Institute of International Exchange as:

> an individual enrolled for courses at an accredited, degree-granting higher education institution in the United States on a temporary visa that allows for academic study and who is not an immigrant (permanent resident with an 1-151 or Green Card), a citizen, an undocumented immigrant, an individual with deferred action status, or a refugee/asylee. (Farrugia & Bhandari, pp. 129 & 132)

International students bring in needed revenue and diversity to the colleges (Andrade, 2006; Bennell & Pearce, 2003; Fischer, 2011b; Halic, Greenberg, & Paulus, 2009; Lewin, 2012; Marcucci & Johnstone, 2007; Peterson, Briggs, Dreasher, Horner, & Nelson, 1999; Saul, 2016; Young, 2015). This added revenue is needed because the amount of revenue that colleges are receiving from the state and federal governments has been shrinking. According to Bennell and Pearce (2003), the internationalization of higher education institutions "in developed industrialized countries has been a constantly identifiable as a major trend since the late 1980's" (p. 215).

The rapid increase of international students who are non-native English speakers (NNES) has created new challenges for colleges and these students. One challenge for colleges that has

been researched is plagiarism and cheating by international students (Bartlett & Fischer, 2011; Fischer, 2011a; Gunnarsson, Kulesza, & Pettersson, 2014; Kisch, 2014; Shapiro, Farrelly, & Tomaš, 2014; Tompson & Tompson, 1996). Another challenge is how to assess writing assignments of NNES students, which might contain grammar errors or non-English structures (Angelova & Riazantseva, 1999; Bauer & Picciotto, 2013; Brilliant, 2000; Lee, 1997; Lewin, 2012; Moussu, 2013; Shapiro et al., 2014; Tomić, 1996). A third challenge for colleges is how to help international students adjust to their new environment (Al Murshidi, 2014; Alves, 2011; Berry, 1997; Brilliant, 2000; Fischer, 2011b; Kagan & Cohen, 1990; Kisch, 2014; Lee, 1997; Long, 2005; Razek & Coyner, 2014; Tomić, 1996; Tompson & Tompson, 1996; Watkins, 2000; White & Rosado, 2014). A fourth challenge is NNES students' lack of comfort and confidence when speaking out in class discussions or giving oral presentations in English (Halic et al., 2009; Kagan & Cohen, 1990; Krantz, 2017; Lee, 1997; Tinnesz, 2001; Tompson & Tompson, 1996). Finally, there is the challenge of NNES students taking college courses in a language that is not their own. This includes not having enough English vocabulary to fully express their ideas (Andrade, 2006; Halic et al., 2009; Tomić, 1996; Tompson & Tompson, 1996), having a harder time understanding a lecture due to cultural references, idioms, and collocations (Andrade, 2006; Hendrix, 2000; Kisch, 2014; Lee, 1997; Sasaki, 2011), and needing more time to read and understand materials, including tests and quizzes (Andrade, 2006; Halic et al., 2009; Hendrix, 2000; Shapiro et al., 2014; Tinnesz, 2001).

Often new NNES students who have a lower English proficiency are in an Intensive English Program (IEP) that provides shelter from the rigors of regular classes for at least their first semester. While they are in the IEP, they are only with other international student, as well as faculty and support staff, who are accustomed to working with international students. Often,

the number of students in an IEP course is small, usually about 10-15 students. In these courses, faculty can give much more attention to individual students than they will receive once they have exited the IEP. The faculty can also take more time to explain assignments to students and walk them through the different steps. However, once NNES students have an acceptable level of English proficiency, they are enrolled in courses with domestic students. At the freshman level, this often means large lecture classes. Faculty teaching these mixed classrooms (having both domestic and international students) may or may not be accustomed to working with NNES students.

This research surveyed faculty at Kansas State University (K-State) to explore what they perceive as useful to their international undergraduate NNES students. It also surveyed the international undergraduate NNES students at K-State who were enrolled in mixed classrooms to understand what activities they perceive as being most useful in their studies.

Background

Factors Leading to a Rise in International Students

There are several factors that have led to the increase of international students, including English being used as the lingua franca in global business, and changes in various global economies. This section details these various factors. One factor that has led to an increase in international students, particularly NNES students, in the United States is globalization. Bennell and Pearce (2003) wrote, "With rapid globalisation, trans-national corporations, and other foreign investors must ensure that all their employees worldwide have the same common set of skills" (p. 227). Also, since English is growing as the international language in business, having a degree from an English-speaking college increases NNES students' English language skills and therefore makes them more valuable to international businesses and organizations (Bennell &

Pearce, 2003; Shapiro et al., 2014; Tinnesz, 2001). Thus, having a degree from an English speaking country such as the United Kingdom, Australia, or the United States is desirable for many international students.

The largest group of both graduate and undergraduate international students in the United States is from China (Farrugia et al., 2017). During the 2005-2006 school year there were 62,723 Chinese students studying in the United States (Chin & Bhandari, 2006). This number included both graduate and undergraduate students. In the 2017-2018 school year, that overall number rose to 363,341 Chinese students in the United States with 148,593 undergraduates, 130,843 graduate students, 18,225 non-degree seeking students, and 65,680 enrolled in Optional Practical Training (Institute of International Education, 2018b). There are three major factors that account for the rise of Chinese students attending college abroad. The first is the fact that China has a growing middle class with enough disposable income to send their children to study abroad (Bartlett & Fischer, 2011). This is coupled with the second factor: until 2016, China had a one-child policy. Having only one child allows parents to focus all of their resources on their single child, and they are willing to make sacrifices for their child to go to a foreign university (Marcucci & Johnstone, 2007). A final factor is that, with China's large population there are literally not enough Chinese colleges to hold all of the students who want to attend college (Goodman, 1996).

Another country that has seen a tremendous rise in the number of students studying in the United States in the past decade is Saudi Arabia. The number of Saudi students in the United States during the 2005-2006 school year was 3,448 (Chin & Bhandari, 2006). Again, this number included both graduate and undergraduate students. Saudis are the second largest group of undergraduate international students studying in the United States. This overall number rose

to 44,432 in the 2017-2018 school year, including 27,646 undergraduates, 11,022 graduate students, 3,867 non-degree seeking students, and 1,897 students in Optional Practical Training (Institute of International Education, 2018b). The single factor that led to the rapid increase of Saudi students studying abroad is the creation of the King Abdullah Scholarship Fund. In 2005, the late King of Saudi Arabia, King Abdullah Bin Abdulaziz Al Saud, created a scholarship fund, which pays for tuition and living expenses for Saudi students who want to study abroad. According to the Saudi Arabian Cultural Bureau (2014), those who receive this scholarship are expected to return to Saudi Arabia after graduation to help with its development. Applicants are encouraged to seek graduate degrees so that they can return to Saudi Arabia and teach in their universities, and they are encouraged to major in engineering and science. Many engineering jobs in Saudi Arabia are held by foreigners due to a lack of qualified Saudi applicants. According to the Saudi Ministry of Education, over 200,000 Saudi citizens have earned degrees in over 30 countries since the creation of the scholarship (Saudi Arabian Cultural Bureau, 2014).

Another factor that has led to an overall increase in international students is that active recruiting of international students is becoming more and more common among colleges in the United States (Bartlett & Fischer, 2011). Recruiting usually occurs in larger markets such as China and India, or in countries with a growing middle-class, like Brazil and Vietnam.

In 2010, K-State created a 2025 strategic plan with the goal of becoming one of the top 50 public research universities. One part of this plan is the Internationalization Strategic Action Plan. Under "Student Experience, point 7," the goal is to "recruit, retain, and increase the number of qualified international undergraduate and graduate students" (Kansas State University, 2013, p. 2). With this goal in mind, K-State has sent recruiters out to many of the different emerging markets and college fairs around the world.

Even before developing the 2025 Strategic Plan, K-State was actively recruiting international students. In fact, they were one of the first universities to open a recruiting office in China. In China, there are consulting companies that use education agents to help students find colleges and fill out the required paperwork. Students often pay agents for this assistance, and the college in which the student enrolls also may pay the agent (Bartlett & Fischer, 2011; Saul, 2016; Young, 2015). Other colleges work to develop connections with foreign high school principals and colleges in targeted areas so that those schools will encourage their students to attend college in the United States. Some colleges use all of these avenues to increase their international population. The ideal international student population at a college is made up of students from many different countries, so that an economic crisis in one part of the world does not have a large negative effect on the international student population at the college.

Benefits of Having International Students

Because American colleges recognize that there are many benefits of having international students on their campuses, they need to make sure that they are meeting the academic needs of their international students and helping them become productive members in the classroom and on campus. One benefit is that international students strengthen student diversity and bring international perspectives (Gareis, 2012; Goodman, 1996). At the American Council on Education meeting in February of 1997, the then president of Harvard Neil Rudenstine stated:

> We really have to sustain our commitment to international students and faculty exchange programs. We need those international students. . . There is simply no substitute for direct contact with talented people from other countries and cultures. We benefit from

international students, they drive research and teaching in new directions that are very fruitful. (as cited in Peterson, Briggs, Dreasher, Horner, & Nelson, 1999, p. 67)

With this idea in mind, most universities strive to not only increase the number of international students attending their universities, but also increase the interactions between international and domestic students. Part of the 2025 Strategic Plan calls for an effort to "encourage cross-cultural interaction between and among international and domestic students" (Kansas State University 2015 Visionary Plan, 2013, point 5). White and Rosado (2014) found that "international students represent valuable primary sources for university students in majors" and are "a largely untapped human resource across college campuses" (p. 246). They also found that when domestic and international students have meaningful interactions, it benefits both the domestic and international students. It creates a "basis for intercultural communication ... a global worldview, … and a respect …for others' perspective" (p. 246).

Another benefit for the college is financial. The additional tuition dollars that international students are providing is invaluable to many universities that are seeing their federal and state funding being decreased due to shrinking government budgets (Bauer & Picciotto, 2013; Bennell & Pearce, 2003). In addition to the standard fees that colleges charge, many colleges also charge an extra fee to international students, so having these international students is more advantageous than having non-resident students and certainly more advantageous than students paying in-state tuition at public colleges and universities. One example is Purdue University, where international students were assessed an additional fee of $1,000 per semester (Lewin, 2012).

K-State also charges some additional fees for international students. K-State has three campuses located in different cities in Kansas. Table 1.1 shows the fees for the main campus for

the 2017-2018 school year that were different for undergraduates who were considered residents and those who were considered non-residents, which includes international students. The chart also shows the special fees that only international students had to pay. Any fees that were the same for residents and non-residents was not included in the chart. Different countries and programs may negotiate different fees; for example, Paraguayan students pay resident tuition because of a special agreement with the Kansas Board of Regents (Comité Paraguay Kansas, 2012). However, they are still considered international students, so they pay the additional fees for international students.

The benefits of a large population of international students are also realized by the local businesses because these students tend to buy needed supplies locally. According to NAFSA, international students contributed $39 billion to the American economy during the 2017-2018 school year (NAFSA 2018). These international dollars boost the local economies, especially in smaller college towns (Peterson et al., 1999).

An example of how an influx of international students has helped a community is the town of Flint, Michigan, home of University of Michigan-Flint, a commuter school. The town itself has been on a slow decline and has been in the news because of problems with the town's water supply. International students select this school because the tuition is lower, the cost of living is low, and the school does not require ACT or SAT scores (Young, 2015). Young (2015) also noted that city officials in Flint have seen a positive impact from the $25 million a year that international students contribute to the local economy. As a result, they have been working to make the town more international student-friendly.

Table 1.1.

Fees for the 2017-2018 school year

Fee Type	Residents	Non-residents	International students
Undergraduate tuition (per credit hour)	$309.10	$820.20	$820.20
Tuition for English Language Program courses (per credit hour)	$309.10	$645.00	$645.00
Special Fees (Equipment and other fees) for courses in the English Language Program (per credit hour)	$55.00	$55.00	$55.00
Application for first time admission to undergraduate program	$40.00	$40.00	$80.00
SEVIS compliance fee for all students with an F or J visa	not applicable	not applicable	$80.00
United HealthCare Insurance premiums will be assessed each term for all enrolled students with an F or J visa. (This fee is waived for students whose sponsorship includes health insurance or for students who have found alternative, qualifying health insurance from another provider.)	not applicable	not applicable	$6100.00 spring/fall
English Language Program application fee	$ 80.00	$ 80.00	$80.00
International admissions/materials special handling fee (FedEx)	not applicable	not applicable	$50.00
International sponsored student fee (per student/per term)	not applicable	not applicable	$220.00

*Note.*Table 1.1 data comes from Kansas State University Division of Financial Services (2017)

Demographics of International Students at K-State

According to the National Center for Education Statistics there were a projected 16,924,000 undergraduate students studying in the United States in 2017-2018 (U.S. Department of Education, 2018). International undergraduates comprise 2.6% of this total. During the 2017-2018 school year, international undergraduates at K-State totaled 4.5% of the total undergraduate population (Kansas State University Office of International Programs, 2017). So while raw numbers of international undergraduates may not seem impressive, when looked at comparatively, they are significant to the university. According to K-State's Office of International Programs (2017), there are over 100 different countries represented at the university. Table 1.2 shows the total number of undergraduate students by country of origin, and the total number of undergraduate students at the university from the top six countries nationally. These numbers are from the 2017-2018 school year as the national numbers for the 2018-2019 school year will not be available until November 2019. Nationally, China, Saudi Arabia, South Korea, India, Vietnam, and Canada are the top six countries. The numbers from Paraguay are also included. While the number of undergraduates from Paraguay in the United States is quite small compared to the other countries in the table, it is large proportionally at K-State. The reason for the comparatively large number of students from Paraguay at this university is that in 1986 the National University of Asuncion and the Catholic University of Asuncion made an agreement with Kansas Board of Regents allowing Paraguayan students to pay resident tuition at several of the state colleges (Comité Paraguay Kansas, 2012).

Table 1.2.

International Student Numbers for the 2017- 2018 school year

Country of origin	Total number of undergraduates by country in the U.S. in 2017-2018[a]	Total number of undergraduates by country at K-State in 2017-2018[b]
China	148,593	350
Saudi Arabia	27,646	129
South Korea	27,638	21
India	23,346	36
Vietnam	16,933	6
Canada	12,581	9
Paraguay	392	73
All countries	442,746	843

Note. [a]Institute of International Education, 2018b [b]Kansas State University Office of International Programs, 2017.

Table 1.2 shows that the two largest groups of undergraduates at K-State mirror the two largest groups of undergraduate students in the United States: China and Saudi Arabia. The third group, however, does not. The third largest group at K-State is the Paraguayans, most probably because of the tuition agreement, allowing them to pay resident tuition. All three groups of undergraduate students (Chinese, Saudi Arabian, and Paraguayan) have something in common. The expectation for them is that they will earn their degree and then return home to get jobs, making them sojourners, not immigrants. With their degree from an American university, it is expected that they will be able to get better jobs in their home countries. They will also be able to help out their families and improve the economy of their home countries. Since they are sojourners, there is little need for them to become assimilated into American society. That is to say that they will not become Americanized.

Student-Centered Classrooms

In his article, Berman (2014) stated, "If we want to help more students succeed academically, colleges need to adopt more student-centered instructional practices" (para 2). The student-centered classroom is known by many different names in the field of education, including the learner-centered classroom, learner-centered teaching, and student-centered teaching. Student-centered teaching is also associated with non-directive teaching approaches, humanistic educational philosophy, and pragmatism (Gorzycki, n.d.). No matter which name is used, the concept behind it is still the same, putting the student first when making decisions about course design and instruction (Gorzycki, n.d.; McCombs & Miller, 2007). Gorzycki (n.d.) defined it as a "practice that requires students to assume a large share of responsibility for conducting inquires, applying knowledge and making meaning of what they have learned" (para 1). McCombs and Miller (2007) stated, "learner-centered models of schooling …promote autonomy, personal responsibility, and trust, as well as a broader base of knowledge" (p. 5). They posited that this creates "critical thinkers who participate actively and productively both in their local societies and the global community" (pp. 5-6).

It should be pointed out that the idea of student-centered teaching is a Western concept. As stated earlier, the largest group of international students studying in the United States comes from China, where they follow a Confucian style of teaching. In this manner of teaching,

> Teachers have authority and power over students…Confucianism assumes that students need to receive knowledge from teachers, without critique, and then memorize it. In Confucianism, criticizing a teacher's opinion or having opinions different from those of classical works was seen as breaking the harmonious social order… (Merriam & Kim, 2008, p. 79)

Similar ideas of schooling are found in many Eastern countries, including Japan, Korea, India, Pakistan, the Gulf States, and Turkey as stated by Tomić (1996). Tomić stated that in these cultures students are not expected to ask questions in class and may not be expected to participate in the class. As a result, many of the tenets and activities done of student-centered teaching would be unfamiliar to these students and may lead to misunderstandings and apprehension.

The discussion about student-centered instruction versus teacher-centered instruction has been going on for decades. In his seminal 1954 article, McKeachie described some of the key differences between these two types of instructions. He stated the first difference was the setting of goals. In a teacher-centered classroom, the teacher defines all the goals for the class. In a student-centered class, the students and the instructor work together to define what the goals should be. These goals are often applied or affective goals meaning they can be applied to the students' lives. Another difference he determined was that in a student-centered class students are encouraged to participate verbally, discussing with one another, as well as with faculty. This discussion might not simply be about the material from the lecture or the book, but may include discussing personal experiences and problems to make personal connections with the material. In the student-centered classroom, the instructor may be more accepting of erroneous contributions and work with the student to come up with a different answer. The instructor might also create student work groups in the class. Finally, in a student-centered class, the student feels that he or she has a greater influence over his or her academic fate.

Early studies that examined teacher-centered instruction versus student-centered instruction found that there is no statistically significant difference in the amount of content that the students learned (Bills, 1952; McKeachie, 1954). However, the difference that was found

was related to student attitudes toward the class and instructional material. Students in student-centered classes reported the class helped them learn course material better and that they gained greater value from class discussions (McKeachie, 1954).

With the increasing popularity of using technology in the classroom, a new trend is the flipped classroom (Job & Sriraman, 2015). It is a student-centered approach that combines interactive learning activities with computer-created lessons, which the students do outside of class (Ozdamli & Asiksoy, 2016). Instructors post their lectures and other teacher-created videos or interactive lessons online. It allows more in-class time for active learning activities, such as discussions about the materials or hands-on activities. It transfers the responsibility of learning from the instructor to the student.

Flipping a classroom affords a great deal of flexibility to both the instructors and the students. First, instructors can choose which lessons they would like to flip, as well as how much of the lesson they choose to flip. They can also choose to create their own videos or find videos like those on YouTube® or Khan Academy®. This style of instruction can be used with a variety of different learning methods. Students can pause the videos to take notes, rewind to watch something again, and prepare questions about material or concepts that they do not understand. Students can also choose when and how to view materials. Learning Management Systems (LMS), such as Canvas® or Blackboard®, allow students to view materials via the internet on their computer or on their smartphones via an app. This gives students greater control over their learning environment and their rate of learning (Cantor, 1992; Job & Sriraman, 2015; Ozdamli &Asiksoy, 2016).

Statement of the Problem

As stated previously, colleges work hard to recruit international students to their campuses. Competition to get more international students has grown as colleges have realized the benefits of having them on their campus. The educational viewpoint is that international students bring can broaden the minds of not only their fellow students, but also the faculty. As Goodman (1996) stated, "American viewpoints and theoretical prescriptions still dominate what [is taught] and what [students are asked] to read" (para 8). In order to encourage more international students to apply for admissions, some colleges like K-State do not require the International English Language Testing System (IELTS) or the Test of English as a Foreign Language (TOEFL) scores to be admitted into the university. These colleges have an IEP where NNES students can increase their English proficiency, after which they transition into their chosen academic program. At K-State, students who do not submit proof of English proficiency with their admissions application are required to take the English Proficiency Test (EPT), which is a test developed by the English Language Program (ELP) at K-State and which is free for students to take. Students who do not demonstrate the required level of English proficiency are required to take courses in the ELP to bring their English skills up to the required level. In the fall of 2018, 68% of the new international undergraduate students at K-State were required to spend at least one semester in the ELP (Kansas State University English Language Program, 2018). The students who need English courses will end up spending more time at the college, paying more tuition, and contributing more to the local economy. It is important to be sure that these international students are getting the education and services for which they have paid. Colleges need to focus on retaining international students so that they are able to earn their

degree (Fischer, 2011b; Fischer, 2014; Tompson & Tompson, 1996). Academic success is a large component of student retention.

Statement of Study Purpose

One purpose of this study is to examine what teaching methods and activities faculty perceive to be useful to international undergraduate NNES students. Secondly, it examines what teaching methods and activities international undergraduate NNES students perceive as being useful to them. Finally, it looks to see what differences exist between the two groups.

Research Questions

This exploratory study is focused on one main research question. However, in order to answer this principle question, there are six null hypotheses that must be accepted or rejected. The primary question is:

> Are there any significant statistical differences between what international undergraduate NNES students and faculty perceive as benefiting student instruction?

The six null hypotheses are:

$H1_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of explicit instruction.

$H2_0$ – There is no significant statistical difference between faculty and student perceptions about the ways to prevent plagiarism.

$H3_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of visual aids.

$H4_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of in-class activities.

$H5_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of linguistic modifications.

$H6_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of out-of-class activities.

Methodology

In order to answer these research questions, it is necessary to find out what the faculty and international undergraduate NNES students perceive as beneficial from as many members of the faculty and students as possible. Faculty in this research includes anyone with teaching duties, such as instructors, professors, and other teaching staff. This totals over 1,000 members (Kansas State University, 2018a). However, the demographic information does not discern between which faculty only teach graduate students and which teach undergraduates. GTAs also teach many undergraduate classes, and they are also included in the faculty survey. There were 668 GTAs at K-State in the fall of 2018 (Kansas State University, 2018b). In fall 2018, there were 749 undergraduate international NNES students attending K-State (Kansas State University Office of International Programs, 2018).

A survey is the most efficient method for determining information about a large population and "the ultimate goal of survey research is to allow researchers to generalize about a large population by studying only a small portion of that population" (Rea & Parker, 1992, p. 2). In this case, the undergraduate students and faculty at K-State represent the smaller portion of the larger national population. The two surveys were created using Qualtrics® software, one survey for faculty, and one for students. The International Student and Scholars Services (ISSS) has a listserv that goes to all the international students enrolled, making it easy to disseminate the survey to the entire international student population. The student survey contained two exclusion

questions. The first was to ensure that the students were non-native English speakers. The second was to ensure that students were undergraduates and were not taking classes in the ELP. There is a daily e-mail that goes out to faculty and staff where the call for survey participants went out. Again, the faculty survey had an exclusion question, which identified which instructors teach only graduate students, only undergraduate students, or both graduate students and undergraduate students.

This research is a quantitative exploratory study. As there is not a stand-alone survey instrument that matches the research questions being asked, both the faculty and student surveys are original instruments created by the researcher. Therefore, pilot surveys were required to test the survey instructions and identify errors in the questions to reduce the chance of unreliable results, which will increase the reliability and validity of the instrument. The purpose of the pilot test helps to ensure that the researcher will be able to do the things that she intends to do with the data (Babbie, 1973). The pilot surveys were self-administered online surveys so that their format matched that of the final surveys. The pilot surveys also insured that the wording of the surveys ware easy to understand. Since overlap was not a problem, the same students and instructors could be a part of the pilot study and the final study.

In order to compare the perceptions of the international undergraduate NNES students and the perceptions of the faculty, the items on the two surveys mirror one another. Part of the questions in the surveys include items created by the researcher based on the literature about the practices that are considered to be part of effective teaching and/or student-centered teaching (Berman, 2014; Brookfield, 2015; Cantor, 1992, Chickering & Gamson, 1991; Erickson, 2006; Gorzycki, n.d.; Job & Sriraman, 2015; Knowles, 1972). The other questions were created by the researcher based on various books and articles about teaching methods recommended to help

international students (Andrade, 2006; Bartlett & Fischer, 2011; Chamot & O'Malley, 1994; Fischer, 2011b; Fischer, 2014; Gunnarsson et al., 2014; Halic et al., 2009; Hendrix, 2000; Kisch, 2014; Lee, 1997; Lewin, 2012; Moussu, 2013; Nieto & Booth, 2010; Rubenstein, 2006; Sasaki, 2011; Shapiro et al., 2014; Tinnesz, 2001).

Rationale for Examining Perceptions of Teaching Methods

Berman (2014) observed that while professors, especially those on a tenure track, routinely share their research ideas and seek input from their colleagues, they do not often seek input about their teaching. He added that if colleges want students to be successful, a shift is needed in the academic culture to a more student-centered classroom. He also noted that more colleges are developing a lecture series on learning skills to provide the scaffolding that first-year college students need in order to be successful. Even though Berman (2014) did not mention international students specifically, his ideas still apply. Many of the ideas written for aiding first-year students mirror those written about aiding international students (Chamot & O'Malley, 1994; Chickering & Gamson, 1991; Erickson et al., 2006; Lee, 1997; Lieberg, 2008; Shapiro et al., 2014). K-State also recognizes that good teaching is an important part of student success. Theme 2 of their 2025 is "Undergraduate Educational Experience", which has two activities that specifically address teaching undergraduates. They are activities 6c "promoting good teaching skills, both online and in the classroom" and 6d "implementing comprehensive, effective professional development programs targeted to improving the quality of teaching" (Kansas State University, 2011, para. 6c-d). This research looks at whether or not the perceptions of the instructors and the perceptions of the international students align with one another. In areas where their perceptions do not align, a professional development program has been proposed to better prepare and train instructors. Lawrence H. Bell, the Executive Director of International

Education at the University of Colorado at Boulder suggested, "Faculty members, for instance, may need to slightly alter their teaching styles for Second Language Learners and those who come from pedagogical backgrounds that don't encourage the questioning of professors" (Fischer, 2014, para 6). As mentioned earlier, this fits many of the international students who are accustomed to a non-Western style of teaching, especially those who were educated using Confucian teaching methods (Merriam & Kim, 2008).

Role of Researcher

As the instrument of this study is a self-administered survey, the role of the researcher is that of an outsider (Vogt et al., 2012). The researcher has a responsibility to remain ethical. This is important not only in administering the survey, but also in reporting the findings of the survey. The researcher should not manipulate the data to skew the results. The researcher also needs to maintain the anonymity and confidentiality of the survey participants. In order to make sure that the subjects are not harmed, the researcher gained permission from the university's Institutional Review Board (IRB) before administering the survey.

Potential Limitations of the Study

This study consists of two self-administered surveys: one for faculty who teach undergraduate students and the other for undergraduate international NNES students. Since they are self-reported, the responses are perceptions rather than factually supported responses. The survey describes the activities being asked about rather than using pedagogical jargon so that instructors without a background in teaching methodology can accurately assess what activities they are doing in the classroom. The student survey items are written in such a way as to elicit factual responses about what instructors have done and then perceptions of how much this has aided the student. This limits the amount of feedback the participants can give.

Another limitation is that participation is voluntary. So it is not possible to force either the faculty or the students to take the survey. This may result in too few participants for make the findings valid.

A final limitation is language because this survey will only be administered in English. Since the survey is being administered to students who are not currently studying in the ELP as they have demonstrated a higher level of English proficiency, the students should be able to comprehend the survey. However, to mitigate further this limitation, the researcher has used simplified English. The researcher has been teaching English courses in the ELP for over 10 years, and thereby has experience writing information, questions, and directions that can be easily understood by NNES students.

Significance of the Study

As previously stated, many colleges in the United States, including K-State, are actively recruiting undergraduate international students (Bartlett & Fischer, 2011; Saul, 2016; Young, 2015). These students are paying tens of thousands of dollars in tuition, which is significantly more than resident students are paying. Andrade (2006) stated in her article on adjustment factors for NNES students in English-speaking universities, "[institutions] cannot simply admit foreign students and expect them to adjust to life in a new country and educational system without appropriate support and programming" (p. 133). A similar theme was repeated in 2012 by the then president of the Western Kentucky University Student Association, Jay Todd Richey, in an interview: "It is ethically wrong to bring students to the university and let them believe that they can be successful when we have nothing in place to make sure they're successful" (Saul, 2016, para. 8). The results of this study will allow colleges to understand better what the NNES students perceive to be useful and to ensure that the instruction the international students are

being given facilitates their success. These results may be useful to improve existing programs or creating new programs that guide instructors to improve their teaching methods and strategies.

Definitions of Terms for the Study

American - Someone or something originating in the United States of America

College - A post-secondary school where students earn a degree

Domestic student - a student from the United States of America

Education agent - This is someone who works in a foreign country and is paid to help students get into universities abroad. They help students fill out paperwork and write essays (Bartlett & Fischer, 2011).

ELL - English language learners

ELP- The English Language Program is the name of the IEP at K-State.

EPT – The English Proficiency Test is a test developed by faculty at K-State to determine if students can demonstrate the required level of English to begin their chosen academic field.

Faculty - This is any person who is employed to teach classes at a post-secondary school. This ranges from the rank of instructor to full professor.

Flipped classroom - A flipped classroom is when the instructor posts the lectures or other teacher-created videos or interactive lessons online for the students to do at home (Job & Sriraman, 2015, p. 216).

GTA - Graduate Teaching Assistant

IEP - Intensive English Program

IELTS - International English Language Testing System

International students - "an individual enrolled for courses at an accredited, degree-granting higher education institution in the United States on a temporary visa that allows for academic study and who is not an immigrant (permanent resident with an 1-151 or Green Card), a citizen, an undocumented immigrant, an individual with deferred action status, or a refugee/asylee" (Farrugia & Bhandari, 2016, pp 129 & 132).

ISSS - International Student and Scholars Services at K-State

IRB – Institutional Review Board

K-State – Kansas State University

LMS – Learning Management System

Mixed classroom – A classroom that has both domestic and international students.

NNES student - This refers to a student who is classified as international student and who is non-native English speakers.

Non-resident alien - An individual who is not a U.S. citizen and has not met the green card test or substantial presence test to be considered a resident alien (Kansas State University Division of Financial Services, 2019).

State college - Public colleges and universities that are subsidized through state taxes and offer lower tuition rates to students who are residents of the state.

Student-centered instruction - A "practice that requires students to assume a large share of responsibility for conducting inquires, applying knowledge and making meaning of what they have learned" (Gorzycki, n.d., para. 1).

Teacher-centered instruction - A traditional method of teaching that focuses on teachers planning courses, what content to teach, and how they will organize the content without input from the students (Blumberg, 2009).

Think Time (or wait time) – It is the period of silence between the time a teacher asks a question and when the student begins to answer the question, or when the teacher answers it or call on another student believing the first student is unable to answer. Teachers should be waiting at least 3-5 seconds to allow respond (Stahl, 1994).

TOEFL – Test of English as a Foreign Language

U.S. or United States – The United States of America.

Chapter 2 - Literature Review

The purpose of this study was to examine what faculty at K-State perceive as useful in aiding undergraduate international NNES students in their mixed classrooms, and to explore what undergraduate international NNES students perceive as being most useful in their studies. In order to understand better what sort of aide students may need, this literature review will begin by providing a comprehensive review of student-centered instruction, this research's theoretical framework. Then this chapter examines literature on the academic problems that NNES students have had due to a lack of English proficiency and not knowing English as well as a native speaker. It will include an analysis of the literature on the academic problems that NNES international students have had due to a lack of understanding of how the American college education system works. Next, it will look at some suggestions that have been made to aid NNES students and make them more comfortable in the mixed classroom. Finally, this chapter also examines research for best practices on teaching undergraduate students.

Theoretical Framework – Student-Centered Teaching

The idea of the student-centered classroom has been around for decades and is defined differently by various authors. But the heart of the idea is that the student or learner is at the center of the any decisions made regarding the course (Gorzycki, n.d.; McCombs & Miller, 2007). Student-centered teaching is important to NNES students because "[they] learn best when they are engaged as active participants in the learning process, not merely as passive and inactive vessels to be filled with content that is neither meaningful nor valuable to their lives and experiences" (Rodriguez-Valls & Ponce, 2013, p. 3). Student-centered teaching will engage not only the NNES students in the classroom, but the native English speaking students as well.

Student-centered teaching is also sometimes referred to as the student-centered classroom, the learner-centered classroom, learner-centered teaching, and learner-centered principles. Gorzycki (n.d.) wrote, "Student-centered teaching has been shaped and informed by humanistic educational philosophy, constructivism, pragmatism, and contemporary neurological science" (para. 3). It is also related to the non-directive teaching approaches in which many students make many decisions.

Often teacher-centered classroom is considered the opposite of student-centered classroom. This is not a fair assessment of the two styles. These two styles are on a continuum, with classes being designed more toward one style than another. A course that is 100% student-centered would have the students making all of the teaching and learning decisions. In an accredited college program, the courses could never be 100% student-centered. The instructor, as the content expert, must make some of the decisions, such as which content materials to use. Students do not have the background knowledge to make those decisions. This is especially true in a professional program like architecture where students must take a licensing exam after graduation. In most university courses, there is specific material that must be covered for the students to be knowledgeable about the subject.

McKeachie (1954) developed a comparison of student-centered teaching and instructor-centered styles. He stated:

> When someone says he has used student-centered teaching he usually means that as compared with instructor-centered teaching, his class has had a higher degree of one or more of these qualities:
>
> 1) Student participation in goal setting.
> 2) Emphasis on affective goals.

3) Student participation and student interaction.
4) Instructor acceptance of inaccurate statements.
5) Group cohesiveness.
6) Ability to determine its own fate.
7) Amount of time devoted to discussing personal experiences and problems. (pp. 146-147)

McKeachie (1954) devoted part of the article explaining each of these qualities further. The first quality is in the setting of goals. Who sets the goals for the students? In a teacher-centered classroom, all the goals are pre-determined by the instructor with no input from the students. In a student-centered classroom, students and the instructor work together to develop course goals. According to McKeachie, the goals are guided by the content of the course and are often applied or affective goals. Students are also given choices on how they accomplish those goals, allowing students to tailor their learning to fit their personal learning styles. This is part of the sixth quality articulated by McKeachie, "determining one's own fate" (p. 146). McKeachie stated that another difference is the degree to which students are encouraged to participate verbally in the course. This participation includes not only talking to the instructor, but also talking with their classmates, what McKeachie called inter-student participation. This can be done through pair work, in small groups, or even as a class discussion. It includes talking about personal experiences that help them connect to the content material. In the teacher-centered classroom, student participation is limited to the instructor asking questions and calling on individual students to answer. The content of the discussion is rarely personal in nature. During these discussions, instructors in the student-centered classroom allow for more "erroneous or irrelevant student contributions … without negative evaluation" (p. 145). Finally, the sharing of personal

stories and experiences helps to create a group of the class and a sense that the students can trust and help one another.

McKeachie (1954) included findings of several studies that were done with a control class and an experimental class to research if there was a difference in the amount of content between teacher-centered and student-centered instruction. Bills (1952) did experimental research on the same topic. All of the studies at the time showed that there were small variations in the difference in the amount of content that the students learned. In Bills' (1952) research, he used two sections of a general psychology class. The same experienced instructor taught both the control class and the experimental. The four tests that were given were not written by the instructor. These were the same tests given to all the sections of general psychology class. As previously stated, the test scores showed no statistical differences in this study. The differences were the students' evaluations of the class and their own learning, which showed that student evaluations administered at the end of the semester student attitudes in the experimental class were much more positive than those in the control group, and "the opinions of the students in the student-centered class revealed that they believed the course was of personal value but the students in the lecture-discussion class did not concur in this opinion" (Bills, 1952, p. 317). The studies that McKeachie (1954) shared reached the same conclusion as Bills' (1952) work. Some students in this study reported that they learned more from the student-centered class; when, in fact, their test scores were slightly lower.

Gorzycki (n.d.) shared some ideas on how to make choices when developing a student-centered classroom on the San Francisco State University Center for Teaching and Faculty Development website. The first thing she suggested is for faculty to know their students. One thing that faculty can to in order to know about the students in a specific class is to do a pre-test

of their prior knowledge, also known as a prior knowledge inventory. Through this inventory, faculty can see where gaps are and know the general profile of the students who take the class by looking at what courses majors generally take compared to what previous courses they had in actually taken. The next step is to determine what knowledge is essential for students to gain in the course and make sure it is explicitly covered. Once the content that students need to know is determined, then the instructor can determine the best assessment to measure this knowledge. Gorzycki (n.d.) then recommended that instructors determine what activities would be best for students to make connections with content material so that it becomes meaningful. She also warned that students need explicit instruction so they understand what they need to do in order to be successful in the course. This helps students understand why assignments are important. Finally, she argued that lectures could be very effective tools for teaching.

Berman (2014) stressed changes that faculty need to make in order become more student-centered in their teaching. One way to develop student-centered teaching within and across disciplines is for faculty to spend time discussing their curricula and teaching methods with one another. He cited Stanford University's Division of Literatures, Cultures, and Languages as an example because they have begun sharing their syllabi in their core classes to promote student growth and development in students who are taking a series of courses. Berman (2014) also suggested using peer mentoring as tool to improve teaching and used the University of West Florida's peer mentoring program as an example. In the program faculty observe one another's classrooms and give feedback. Faculty members are encouraged to pair with someone from a different discipline so that the focus of the observation remains on the teaching and does not become a discussion about the content of the course. Berman (2014) also argued that more

senior tenured faculty should become part of the conversation about teaching methodology because they can help change the culture of the campus.

Part of student-centered teaching is for students to be able to evaluate their learning. At the time Berman's article was written (2014), Stanford University was beginning to use a student evaluation form that contained the specific learning goals for each course. Students were able to evaluate how well they reached each of the learning goals. This strategy can be used as another way to measure student learning. This type of teacher evaluation could be used in the tenure process to put more emphasis on teaching and would lead to increased teacher preparation in graduate programs, according to Berman (2014).

In their book, Chickering and Gamson (1991) did not specifically discuss student-centered teaching but instead described their seven principles of effective instruction. When examined, these principles fall under the tenets of student-centered teaching. The first principle is to encourage student-faculty contact. If the students and faculty know one another, classroom trust is created, which allows students a safe place to discuss ideas. The second principle is to encourage cooperation among students. By sharing their ideas and experiences, students create a deeper understanding of the material. This is what Bills (1952) and McKeachie (1954) found to be true in their classrooms. Their third principle is to encourage active learning, which is directly related to the second principle. Students need to talk about learning and to think about their own learning. These activities can take place in the classroom or out of the classroom and can be done as group projects. The fourth principle is to give prompt feedback. Students need to know what they do not know and allows them to see if their study method is effective. They pointed out that feedback does not need to come from formal assessments such as tests, but can come from smaller homework or interactions. Their fifth principle is to emphasize time on task.

This principle focuses on effective time management both on the part of the student and on the part of the instructor. Instructors need to make good use of their class time. The sixth principle is to communicate high expectations for students. By expecting more, instructors will get more from their students. Their seventh and final principle is to respect diverse talents and ways of learning. Instructors need to give their students the freedom to make choices about their learning (Chickering and Gamson, 1991). One of the basic tenets of student-centered learning is that students are allowed to make choices in their learning or to personalize their learning or as McKeachie (1954) called it determining your own fate.

Chickering and Gamson (1991) included a "faculty inventory" that faculty can use to see how well they are incorporating each of the seven principles. The instructor survey being used for this research paper mirrors the ideas from Chickering and Gamson's (1991) inventory, which fit the research questions in this dissertation. Their inventory instrument has been reviewed to test its applicability to instructors in many different disciplines. Faculty and institutions have found it a very useful tool as they had had requests for over 500,000 inventories by the time their writing was published in 1991.

Brookfield (2015) addressed the idea that being completely student-centered is impossible because teachers "will never connect with everyone's preferred learning style 100 percent of the time because of the diversity of [their] students' personalities, experiences, racial and cultural traditions, and perceptual filters" (p. 6). An activity that can be very useful to one student's learning, can be confusing to another student. He stated that the key is not to be everything to all people, rather "the key to being a good college teacher is regularly collecting data from your students concerning how they are learning, week in week out, and then using that

information to guide your decisions" (p. 8). Doing this will keep the students' changing needs at the center of all decision-making.

Student-Centered Teaching as a Tenet of Andragogy

Brookfield (2015) recognized that college students are in transitional time in their life, moving away from childhood and into adulthood. Brookfield (2015) expressed this idea by writing:

> … something college teachers can and should do is treat their students as the adults they actually are, or the adults they are becoming [because college teachers are] preparing young adults for participation in the adult world, with the need to take responsibility for their lives. (p. 23)

He stated that their learning also reflects this. They are often moving away from a pedagogical learning style to an andragogical learning style. Faculty's manner of teaching should also reflect this.

Many tenets of andragogy, which is "the art and science of helping adults learn," are tenets of student-centered learning (Knowles, 1972, p. 32). Knowles (1972) identified four assumptions that can be made of adult learners. First, adult learners are becoming self-directed. Second, instructors must take into account the role of experience that learners have. Adult learners have accumulated experiences. These experiences can help them relate to new learning and can be a resource for the learning. They can analyze their own experiences and think critically about them. Third, adult learners have a readiness to learn. They are ready to learn the things that they need to be better employees, spouses, and parents. Finally, they have a more problem-centered orientation to learning. Knowles (1972) stated that "[they] want to apply

tomorrow what [they] learn today" (p. 36). This idea reflects McKeachie's (1954) idea that student-centered learning has more affective goals.

The process of moving away from pedagogy and toward andragogy can be seen in the types of courses that students take. Many of the courses they take their freshman and sophomore years are building foundational knowledge as well as theories and principles in their field. This is function of pedagogy, where instructors are transmitters of content (Knowles, 1972). However, as students move into their junior and senior years the types of learning activities that they are asked to do change. Students are asked to do more project-based learning. They are encouraged to do practicums and internships to make connections with the materials they have learned and to come back with more questions and problems they need to solve. This, according to Knowles (1972), is moving an andragogical approach.

Literature on Teaching Undergraduate Students

There are many books that have been written to help faculty teach undergraduate students. A cursory search of the K-State library by the researcher found over 250 books on college teaching in the United States. This literature is important to examine so that a comparison can be made of what is recommend and how it might be applied to teaching NNES students. The researcher attempted to get a variety of books written in the past 25 years to look at the common themes that emerged.

One theme that emerged was that these books failed specifically to reference teaching undergraduate NNES students. Generally, references made to teaching diverse populations focused on socio-economic and racial diversity found in domestic students. In 2006, roughly 4% of college students in America were international students (Farrugia & Bhandari, 2016). However, in their book, Erickson, Peters, and Strommer (2006) failed to include international

students as a part of the demographics of the American classroom. Erickson et al. (2006) cited their demographic information as coming from the *American Freshman Project*. The *American Freshman Project* was a 50-year longitudinal survey project about the beliefs that freshman in American colleges held. The surveys included demographic information on the freshman survey. They did not include the option of "international student" as a citizenship choice until 2014 (Eagan et al., 2016).

It has become clear that "first-year [college] students require particular pedagogies to ease their transition into college" (Berman, 2014, para. 3). For example, the general education program at Stanford University requested that faculty members develop lectures to facilitate new student learning. These lectures provide scaffolding and enable growth in fundamental academic skills. The common learning goals that these lectures and their discussion groups strive to fulfill are to "[equip] students with the ability to ask good questions, participate in discussion effectively, and reason critically" (Berman, 2014, para. 4). They are explicitly trying to teach students good learning habits.

Erickson et al. (2006) described college as a foreign land for first year students since this educational experience differed from what they have experienced their previous 13 years of schooling. Many of the problems that Erickson et al. (2006) describe as problems that first yeas students experience are similar to what international students experience. First year students may suffer homesickness, especially if they have chosen to attend a college that is in another part of the United States. The culture where the university is may be very different from where the student grew up, for example, someone from a small town in Kansas who attends UCLA in Los Angeles, California or someone from New England who attends the Savannah College of Art and Design in Savannah, Georgia. Another problem first year students report is that faculty need

to write on the blackboard more. They speak too quickly and it is difficult for the students to keep up while taking notes. First year students also need more faculty support. They can be confused by assignments and class activities, since they are not like what they experienced in high school. They can also become frustrated when they do not understand how they are being graded. Erickson et al. (2006) stated that "first year students say they have never worked harder in their lives; they frequently feel overwhelmed by the work expected" (p. 119). Finally, they feel abandoned because they believe that their professors are too busy to see them.

Erickson et al. (2006) included some strategies to help first year students succeed and grow. One strategy that they recommended instructors employ is explicitly teach problem solving and critical thinking skills because "studying more does little good, of course, unless students know how to study productively" (Erickson et al., 2006, p. 120). They should also teach learning strategies. Students need to learn to think about their thinking and learning. Another strategy is for faculty give lots of instruction at the beginning of the semester and progressively give students less instruction throughout the semester. Explicit instructions should be given on all homework, projects, papers, quizzes, and tests. These instructions should include how each assignment will be graded. If faculty are using assessment rubrics, then this should be shared with students beforehand in order "to communicate exactly what it is they are expected to learn" (Brookfield, 2015, p. 186). Rubrics also provide a checklist for the student to make sure that they have included all parts of the assignment.

Students also should be taught study skills, including how to take notes. This can be done by giving a skeleton of the main ideas and then having the students fill them in and encouraging the students to add their own examples into the notes (Erickson et al., 2006). This helps the students to connect what is being discussed in class with their lives and create a deeper

meaning for students. Erickson et al. (2006) warned that simply giving students the instructor's notes forms passive learning behaviors. Students should also be given instruction on how to read texts. They may not understand that they may need to change their approach for different subjects. They should also be shown how to take notes from their reading assignments. Instructors should have students share their notes from the reading assignments with other students to help build a community of learners (Erickson et al., 2006).

Erickson et al. (2006) argued that instructors should make an effort to get to know students and also to have the students get to know one another. This can be done with first day activities like an icebreaker or having the students fill out an introduction survey about themselves. This mirrors Shapiro et al.'s (2014) idea that instructors should facilitate an icebreaker so students get to know one another. Brookfield (2015) also expressed the importance of what he termed "gauging diversity" in a classroom (p. 99). He pointed out that within any given classroom there may be a number of different races, nationalities, learning styles, and personality types. He described a number of different ways that instructors can gain insight into their students and pointed out that some instruments like the Myers-Briggs Personality Test Inventory are not necessarily an effective measure for NNES international students, because this style of self-reflection is unfamiliar to them. Both Erickson et al. (2006) and Shapiro et al. (2014) highlighted the importance of instructors' inviting students to come to their office as a way of getting to know them better.

Brookfield (2015) and Erickson et al. (2006) emphasized the need to check for understanding. Erickson et al. (2006) stated that the instructor cannot simply ask, "Are there any questions?" to check for understanding (p. 96). Students need to be asked to do something with their knowledge to see if they have learned what the instructor has set out for them to learn.

Brookfield (2015) believed that one way to ensure students are learning is receiving continual feedback from students as a form of informal formative assessment. Throughout his book, he provided many examples of how this can be done. Students can be asked to write a "one-minute paper" at the end of class in response to what they learned that day (p. 28). Another technique is the "muddiest point" where students are asked at the end of class or the end of the week to write down what was most confusing to them or what concept they still do not understand (pp. 28-29). Instructors can phrase this question to fit their class best. Students can be asked to do a weekly learning audit so they think about what they have actually learned in the past week. There are also technological tools that can be used to gain immediate feedback from students. Instructors can use classroom response systems, such as clickers to poll students on their opinions on a topic or to see what percentage of the students can correctly answer a question about the topic being discussed. There are also numerous smartphone apps, such as Kahoot! ® which instructors can use to poll students during the course from students. Instructors can also use these strategies to learn more about their students. They can also use live streaming technology such as Twitter® or TodaysMeet®, where students can post a question or an opinion during the class and the instructor can immediately see it and respond to it. If instructors are comfortable with it, they can use texting during class to let students ask questions or give feedback. His final example of feedback is using the Critical Incident Questionnaire (CIQ), which is a five-question form that students fill out anonymously at the end of the week (Brookfield, 2015).

Brookfield (2015) also stressed the importance of evaluating students. Evaluations of students' work by instructors can build students up or devastate them. He stated that instructors should be "constantly asking [themselves] whether [their] evaluative judgments are fair and helpful, whether they are expressed understandably, and whether [they're] avoiding the traps of

favoritism or prejudice" (p. 186). He distinguished between helpful and unhelpful evaluation. He stated that helpful and unhelpful are not the same as positive and negative evaluations. One can write an unhelpful positive evaluation. The characteristics of helpful evaluation are that it clearly communicates criteria, provides specific examples, is given as soon as possible, is given regularly, uses language that is easily understood by the student, is affirming even if it is an unfavorable evaluation, is future-oriented, is justifiable, and is something the students can learn from. Unhelpful evaluations, on the other hand, contain no specifics as to what was good or bad, what the student has improved on or needs to improve on. It may be inaccurate or poorly communicated. It also may not be given in a timely manner.

Academic Problems Due to Linguistic Challenges

According to Andrade (2006), "Underlying many of the problems experienced by international students is lack of language proficiency and cultural knowledge" (p. 143). Linguists have found that it takes seven years to learn a language (Bennell & Pearce, 2003). While the majority of NNES undergraduate students have studied English for several years, only a small group has enough English skills to function in a college classroom without any additional English training, which highlights the need for IEPs and English learning centers. Having an IEP allows the schools to grant conditional admission to students who score low on one of the standardized English proficiency tests such as the IELTS or TOEFL, or for students who have no test scores.

Bartlett and Fischer (2011) wrote about some of the problems with education agents in China. In China, the education agents are not only helping families fill out their application forms, but in some cases are also writing the student's essays. This leads the admitting college to believe the student's English is better than it really is. Once the student arrives, it becomes

obvious that the student's English skills are lacking and without some sort of help, they will not be successful in their courses. Bartlett and Fischer (2011) reported that

> college officials and consultants say they are seeing widespread fabrication on applications, whether that means a personal essay written by an agent or an English-proficiency score that doesn't jibe with the student's speaking ability…[and] in the classroom, students with limited English labor to keep up with discussions. (para. 5-6)

The ability to write a coherent, grammatically error-free paper is generally considered a problem for NNES students. Moussu (2013) found in her study on university writing centers that instructors did not see it as their job to teach students how to write since their course was not a writing class. She included that writing center tutors are often instructed not to correct grammar errors in students' papers, but to focus on the overall content of the paper. She added that this guideline should not be applied when the tutor is working with an NNES student and grammar errors should be noted to allow students to make corrections. Angelova and Riazantseva (1999) also found in their case study that grammar in writing is a problem for NNES students. Angelova and Riazantseva (1999) interviewed four NNES graduate students who were in their first year of study in the United States. They also interviewed faculty at the university that the four students attended as well as analyzed the students writing to see how writing conventions changed across cultures. The faculty they interviewed stated that they were more lenient of grammar mistakes in papers of NNES students as long as it does not interfere with the content.

Grammar errors are not the only concern with NNES students' writing, as plagiarism is also a growing problem (Gunnarsson et al., 2014). The problem of plagiarism is two-fold. It can be caused by a lack of linguistic skills, a lack of cultural understanding of what plagiarism is, or a combination of the two. Students' limited linguistic skills can lead them to use inappropriate

sources. Their lack of vocabulary might make it more difficult for them to paraphrase ideas. They may also feel that they cannot readily express their ideas in English; therefore, it is easier to copy someone else's ideas.

Halic, Greenburg, and Paulus (2009) did a phenomenological study with eight NNES graduate students who were attending a large public research university in the southeast. The focus of the study was on the students' language skills and their cultural identity and how the interplay of the two effect their educational experience. Halic et al. (2009) discovered in their interviews with NNES students that a lack of English vocabulary hampered the students' ability to express fully their thoughts and ideas. This made it difficult to participate in class discussions or answer questions. As stated earlier, grammar errors are common in the writing of NNES students. This is an even greater problem when students have to write in class (e.g., responding to an essay question on a test but not having time to proofread). One student shared that he had to break through his fears about speaking English in order to "make his voice heard in class" (Halic et al., 2009, p. 83). This lack of proficiency also hampered students' ability to finish work in a timely fashion. They often found it easier to read or write in their native language. As a result, they were often the first ones finished when they were taking a test in their native language, but when taking a test in English they were one of the last ones to finish. It took them extra time to comprehend the test question and then to make sure they were using the correct English vocabulary when answering the questions.

Andrade (2006) addressed about problems that students have comprehending lectures. This can come from a lack of vocabulary, from the instructor speaking too quickly, or from the instructor's including too many pop culture references. Hendrix (2000) and Kisch (2014) also discussed how NNES students could have a harder time following the lecture if there were many

unknown cultural references or topics. Lee (1997) added that idiomatic language and use of reduced forms such as "gonna" can also make it more difficult for NNES students. Another impediment she found was that students often learned British English and were less accustomed to an American accent and style of speaking. Sasaki's (2011) did research regarding the amount and type of metaphors that native English speaking faculty use by observing three different faculty members and transcribing their speech. Sasaki (2011) compared the amount of metaphors used by faculty within the university's IEP and faculty outside of the IEP. Sasaki (2011) found that the amount of metaphors that the native English speaker faculty member uses in class could cause a NNES student to struggle in their understanding the material that is being presented. Faculty need to be cognizant of their use of U.S. based cultural examples and reduce speech patterns and metaphors to make the content clear to NNES students.

There can also be problems connecting with their American classmates. When NNES students gave oral presentations there are some complaints by domestic students that they cannot understand the presentation (Bartlett & Fischer, 2011). The reverse can also be a problem. NNES students cannot understand their classmates when the native English-speaking classmate speaks too quickly (Hendrix, 2000). Students need to be patient with one another in order to overcome any language barriers. Gareis (2012) wrote about the need of NNES students to create meaningful interactions with native English speakers. These interactions benefit both students because they are able to learn about topics from a different point of view.

Academic Challenges Due to a Lack of Understanding the American College Culture

Fischer's article (2011b) described some of the different challenges that colleges encounter with the influx of international undergraduates. Students from countries where

courses are centered around studying for a single test at the end of the year, such as India, need to understand that in American courses, all the work throughout the semester counts toward the final grade. Another challenge is getting students to speak up in class or to ask questions. This is especially true for students from eastern Asia, where this behavior is seen as disrespectful. The following sections will highlight the different challenges that NNES students are encountering due to their lack of understanding the academic culture of American colleges.

Writing Assignments and Plagiarism

As part of their study, Angelova and Riazantseva (1999) examined problems in writing as a cultural issue rather a language issue. Their research found that "the underlying issue is not that students cannot write but rather that they think and write in ways different from the dominant discourses of U.S. academia" (p. 494). Also, it is less common for high school students in other countries to write academic papers. The students in their study were unaware of the large amount of writing they would have to do before enrolling in a U.S. college. Angelova and Riazantseva (1999) learned that the lack of practice, as well as different ideas on what good writing is, made it more difficult to produce good writing, especially when instructors were not explicit about what they want for each writing assignment. The students in the study relayed that it was more difficult to write about personal experiences or to express their opinions, especially for those from Arab or Asian cultures, as they had never really been asked to do this in their home country. In order to avoid having to express their personal ideas, they may be tempted to copy from another text (Angelova and Riazantseva, 1999).

The ideas from Bauer and Picciotto (2013) supported those of Angelova and Riazantseva's (1999). They also found that many of the NNES students "have never written an academic paper in any language, not just English" (p. 79). They agree that students find it easier

to produce good writing when they are given instructions that are more explicit on how to write the assignment. They looked at writing centers to see what was being done for NNES students. Bauer and Picciotto (2013) saw writing centers becoming a writing lab for non-native English speakers. These writing centers are often staffed with other students who may or may not have received any special training on how to interact with NNES students.

The concept of plagiarism may not seem like a cultural construct, but it is. Gunnarsson, Kulesza, and Pettersson (2014) agreed that "the problem of plagiarism is not only closely related to ethical, but also cultural aspects" (p. 414). Their study, involved incorporating a unit on plagiarism in a research methodology course. This course was made up exclusively of NNES. In total, they had a group of 35 international graduate students mainly from Africa and Asia. Gunnarsson et al. (2014) surveyed the students after they completed the anti-plagiarism tutorial. The students were asked what ideas were new to them. Eighty-five percent of those surveyed said writing references, 79% said how to paraphrase/cite, and 12% answered that everything was new to them (Gunnarsson et al., 2014). Since these were graduate students being surveyed, it shows that they had not been taught these concepts in high school or even in their undergraduate studies. Another illustration of how plagiarism is a cultural construct is how in China, copying is not seen the same as it is in the United States, where individualism and intellectual property are seen as sacred (Bartlett & Fischer, 2011). When students turn in papers that have been copied word for word from other sources, they may not understand the problem because in their culture this is may be seen as respectful; however, in the United States this is considered plagiarism (Fischer, 2011b; Gunnarsson et al., 2014).

In cultures that emphasize rote memorization, the American educational ideas of critical thinking, class discussion on topics, and coming to one's own conclusion about ideas is not

something they have experienced before (Merriam & Kim, 2008). This is another reason for plagiarism. They copy someone else's opinion because they are unsure how to express their opinion in an essay (Halic et al., 2009).

Innovative Strategies to Aid NNES Students in a Mixed Classroom

While there is a wealth of research on how to teach a mixed class in the K-12 setting, there has been much less written on teaching a mixed classroom in a college setting. The ideas promoted by K-12 researchers cannot be directly applied to a college classroom because the set up and the student-teacher dynamic are very different. However, several scholars have begun to look at the problem of how best to teach in a mixed college classroom (Angelova & Riazantseva, 1999; Bauer & Picciotto, 2013; Fischer, 2014; Gunnarsson et al., 2014; Hendrix, 2000; Kisch, 2014; Lee, 1997; Moussu, 2013; Paldy, 2015) In her article, Fischer (2014) suggested that "faculty members, for instance, may need to slightly alter their teaching styles for second-language learners and those who come from pedagogical backgrounds that don't encourage the questioning of professors" (para. 6). The following sections review various books and articles on activities and strategies that faculty could do that would be beneficial for their NNES students.

Explicit Instruction

Shapiro, Farrelly, and Tomaš (2014) shared many techniques for helping NNES students. They stated that faculty should not change their assignments because the international students are not intellectually inferior, but they may need instructions that are more explicit since they are less familiar with the format or concept. They encouraged instructors to add materials that reflect diverse cultural perspectives.

Angelova and Riazantseva (1999) also suggested that faculty should be more explicit in the directions that they give for writing assignments and should clearly explain how the

assignment will be graded. This idea is echoed in much of the other literature on how to aid NNES students. Bauer and Picciotto (2013) stated, "[NNES students] may need more explicit explanations of discourse conventions and assignment expectations than their domestic counterparts" (p. 80). Chamot and O'Malley (1994) stated the importance of giving explicit instructions to aid in learning strategies, and Kisch (2014) also wrote about the need to clarify the overall class expectations as well.

It is also important to be explicit in what plagiarism is and explain to students how they can avoid plagiarizing (Fischer, 2011b). Gunnarsson, Kulesza, and Pettersson (2014) agreed, "being explicit is especially important when teaching students who come from a different academic tradition" (p. 414). As stated earlier, their study involved incorporating a unit on plagiarism in a research methodology course. This course was made up exclusively of NNES. At the end of the course, they gave the students a survey to determine whether this unit was useful to the students and which concepts were new to them. Twelve percent indicated that everything in the unit was new. The students were also asked if they should continue to include this unit. Ninety-seven of the students stated that they should continue to include the unit on plagiarism (Gunnarsson et al., 2014).

If instructors choose to use a flipped classroom approach, they also need to be explicit about what is expected of students. This will prevent students from coming to class unprepared to work with the course materials (Ozdamli & Asiksoy, 2016). It may also involve spending time explaining the LMS to students and how to access the materials as students might not have used these technologies before. It is important that students are able to use the program independently (Cantor, 1992).

Use of Visual Aids

One helpful technique recommended by Shapiro et al (2014) and Hendrix (2000) is to use more visual materials. Visual materials include a wide range of things. They could be using graphic organizers, PowerPoints, or Prezi presentations. They could be using short video clips to illustrate an idea. They could also be as simple as writing information on the board. A visual aid could even be a handout. Handouts are very useful for introducing new vocabulary as well as the names of unfamiliar people or places. Angelova and Riazantseva (1999) asserted that faculty should also raise students' awareness of the appropriate content vocabulary, which will give student the vocabulary they need to use in their writing.

Visual aids allow the NNES students to focus better their attention on what might be important in a lecture. It is even better for NNES if they are given access to the materials before the class, so they can look up any unfamiliar words. Researchers (Erickson et al., 2006; Lee, 1997; Shapiro et al., 2014) have found that having visual aids and materials available before class is not only useful to NNES students, but also to domestic students, especially those who are visual learners. Therefore, all the students in the class benefit from the use of visual aids.

In-Class Learning Activities

There are many different activities that can happen during class time that should be useful to NNES international students. Gorzycki (n.d.) explained that lecturing could be a very effective way to share information with students. For some students, especially those from non-Western countries, this is the style of teaching they are most familiar with, so they are very comfortable with this technique (Merriam & Kim, 2008). Shapiro et al. (2014) encouraged instructors to add materials that reflect diverse cultural perspectives. Several authors (Andrade, 2006; Goodman, 1996; Sasaki, 2011; Shapiro et al., 2014) stressed the importance of being

aware of the number of pop culture references, metaphors, idioms, and other figures of speech that instructors use when they are lecturing. Goodman (1996) added, "despite rhetoric from college administrators about multiculturalism, the curricula in many fields are still deeply grounded in Eurocentric approaches and outlooks" (para. 7). Figures of speech are culturally based and can make it more difficult for international NNES students to follow what is being said in the lecture. This is especially true for their first year or two in the United States.

Instructors need to know when the students have questions or do not understand a concept. Simply asking "Any questions?" may not elicit a response. Students may be afraid to ask questions because they do not want to be seen as unintelligent or may be too self-conscious. Some students also come from a culture where it is considered rude to ask questions of the instructor (Fischer, 2011b). Brookfield (2014) and Chickering and Gamson (1991) suggested using a post-class assessment to get student feedback on the day's or week's lessons. This allows students to write down their question or share what they did not understand in a manner where they do not feel singled out. The instructor can do this type of formative assessment many different ways. Brookfield (2014) even suggested using a live feed during the class, so that the feedback is even more immediate.

An important tenet found in the literature related to student-centered teaching and effective teaching methods is for faculty to know their students (Brookfield, 2015; Erickson et al., 2006; Gorzycki, n.d.; Shapiro et al., 2014). An understanding of where students are from and their cultural norms can also help prevent awkward situations and misunderstandings. There are several examples given of awkward situations or cultural misunderstanding that may occur.

One example is students might answer a question in an unexpected way because the students' cultural backgrounds may result in their having different connotations or interpretations

of words and events (Lee, 1997). An example of this would be if a student were asked to complete the sentence "Because it was raining, …" A student from Kansas might complete the sentence with "we cancelled the picnic," whereas a student from Saudi Arabia might complete the sentence with "we had a picnic." The instructor might question the Saudi student's understanding. The instructor would need to look at both of those sentences through the cultural lens of the student to see that both answers are equally valid since Saudis live in a desert climate and find the rain to be refreshing and often go outside when it is raining. Kansans, on the other hand, are not likely to have a picnic if it is raining because it is usually too cold and windy.

Another example is in many Muslim countries, schools or classes are segregated by sex, which might create an awkward situation when an instructor puts the class into pairs or groups. Working with students of the opposite sex can be quite a cultural shock to students from this type of cultural background (Al Murshidi, 2014; Fischer, 2011b; Kisch, 2014). A woman from Saudi Arabia may be paired with an American man or maybe a man from another country. Al Murshidi (2014) noted that often women from Saudi Arabia will work with an American man or a non-Middle Eastern man, especially if there is another female in the group, but will avoid working with Saudi men or men from other Middle Eastern countries because there is a greater cultural stigma attached to speaking to with these men. If a faculty member was unaware of this, he/she may try to pair a Saudi man and woman together, thinking it would be easier for them to work together because they come from the same culture. However, it would create a situation where both parties were uncomfortable. Of course, not every student has the same comfort level, so getting feedback from individual students is important.

One way to learn about students is by having an icebreaker activity (Shapiro et al., 2014). An icebreaker allows the student a chance to introduce himself or herself to the class and tell

where he or she is from. It informs not only the instructor, but also the other students in the class. This can help prevent any embarrassment caused by mistaken assumptions of nationality, for example believing a student is from Paraguay when he/she is from Brazil.

Shapiro et al. (2014) echoed McKeachie's (1954) and Knowles' (1972) idea of creating a community of learners, which allows the students to have a safe space to express their ideas. This can be accomplished using group work in the classroom where students can share their personal experiences and create a connection with others while the topic is being discussed. It also allows students to learn from their peers, enriching the experience for both the domestic student and the international NNES student (White & Rosado, 2014).

Linguistic Modifications

Shapiro et al. (2014) addressed the importance of time. They discussed the amount of time it takes to learn another language. They mention that it takes NNES students two to three times as long to complete readings and assignments. Instructors may also consider giving extra time on in-class quizzes and tests (Lee, 1997; Shapiro et al., 2014). Finally, there is a need for additional "think time" or "wait time". Typically, instructors need to give at least three seconds (Stahl, 1994). With NNES students, wait time needs to be extended to 15-20 seconds (Hendrix, 2000; Lee, 1997; Shapiro et al., 2014).

Instructors should also focus on speaking more slowly and clearly to make it easier for NNES students to understand and take notes. Shapiro et al. (2014) stated that "the goal of this rethinking is not to lower standards for international students (or any students) but rather to help all students do their very best work" (p. 71). Erickson et al. (2006) and Lee (1997) also wrote about how this has been found to benefit, not only NNES students, but domestic students as well.

Activities Outside of the Classroom

There are several studies on how to help students produce and assess writing (Angelova & Riazantseva, 1999; Bauer & Picciotto, 2013; Moussu, 2013). Students need to know if their instructors are assessing grammar and structure or strength of content. John Webster, director of writing at University of Washington's College of Arts and Science, said in a *New York Times* interview, "We recognize that people from other countries often speak with an accent … we have to recognize that they may write with an accent as well" (Lewin, 2012, para. 14). This means that while grammar mistakes should be noted for students to correct, small grammar errors should not affect the student's grade (Lewin, 2012; Shapiro et al., 2014). Webster agreed with these ideas and believed that instructors should focus less on making the essays technically correct and more understandable (Lewin, 2012). Angelova and Riazantseva (1999) suggested having students turn in a draft so the instructor is able to see where the student is struggling and make suggestions on what to correct, improve and clarify, including grammatical errors. Shapiro et al. (2014) agreed that allowing students to turn in drafts or turn in work early lets the instructor give more feedback and better assess the students' strengths and weaknesses.

Angelova and Riazantseva (1999) stated that instructors need to inform students about the different university resources available to them: including computer labs, library databases, tutors, writing centers, and internet sites that might aid them with formatting and citing. Faculty also need to share that they too are a resource, and that their office hours are an opportunity to get individualized help and instruction. Other researchers (Brookfield, 2015; Erickson et al., 2006; Gorzycki, n.d.; Shapiro et al., 2014) also suggested inviting students to visit them during their office hours. This helps faculty members and students to get to know one another better

and create a deeper level of trust. It also encourages students to feel comfortable returning when they have a question.

Many of the activities that are recommended for student-centered classes involve students or students and the instructor working together in the classroom, however, these types of activities can leave little time for lecturing. One solution to this problem is using a flipped classroom (Job & Sriraman, 2015). Having the lecture and perhaps some comprehension activities done outside of class allows more class time to create a deeper understanding of the material or do a hands-on activity, and allows students more control over their mode of learning (Job & Sriraman, 2015; Ozdamli & Asiksoy, 2016). Instructors can also create their own type of tutorials where they present smaller pieces of information and then present questions about the materials that the learner must answer before continuing. This provides the student with immediate feedback about whether or not they understand the materials that are being presented (Cantor, 1992).

Ozdamli and Asiksoy (2016) described three styles of a flipped classroom. The first is what they call a "traditional flipped classroom" (p. 102). This is when lectures are posted for students to watch before class and then instructors use the in-class time to expand on the lectures with discussion and hands-on activities. The second is the "partially flipped classroom" (p. 102). In this style of flipped classroom, students are encouraged to watch the online materials, but it is not necessary. This would be more common in areas where not all students have the resources to view the online materials. The final style is the "holistic flipped classroom" (p. 102). These flipped classrooms not only are there online materials that students need to view, there are also synchronous online class sessions that are recorded and can be viewed later. Students also have asynchronous activities that they complete. An example of this would be taking an online quiz.

Students have been recording instructors' lectures so they can listen to them again outside of class has been around since the advent of the cassette recorder. Cantor (1992) stated, "Media development can be a time-consuming process, but good media products that are appropriately related to the instructional objective yield dividends for your course and your learners" (p. 191). Technological updates and the use of flipped classrooms have made this even easier for students and instructors (Job & Sriraman, 2015). When faculty decides to use a flipped classroom, they can pre-record their lectures and post them online for students to watch. Online LMS, such as Canvas® or Blackboard®, make it easy for teachers to record themselves and provide a venue to post the online materials (Ozdamli & Asiksoy, 2016). Faculty can also choose to find lectures that have already been created such as those found on Khan Academy® or YouTube® and post them for students (Job & Sriraman, 2015; Ozdamli & Asiksoy, 2016).

Having a flipped classroom where students listen to the lectures outside of class can be very helpful to NNES students because comprehending lectures can be a challenge. This challenge is due to several factors; NNES students report that instructors speak too quickly for the students to be able to catch everything being said and the instructors often use colloquialisms and pop culture references that are unfamiliar to the students (Andrade, 2006; Hendrix, 2000; Kisch, 2014; Lee, 1997; Sasaki, 2011). Since the lectures in a flipped classroom are pre-recorded, NNES students can rewind them to listen to something they did not understand again. Students are able to re-watch part they may not have understood or pause it while they add to their notes, which allows them to work at their own rate (Cantor, 1992; Job & Sriraman, 2015; Ozdamli & Asiksoy, 2016). They even have the chance to look up concepts or words they do not know. Another challenge is the use of new or unfamiliar vocabulary. Students can also pause the recording to look up an unfamiliar word. They are also able to ask a friend about the

meaning of something if they cannot understand what is being said. It gives them the additional time they might need to comprehend the materials.

Summary

Chapter 2 began by providing a literature review of student-centered teaching, which is the theoretical framework underlying this research. Then it provided a review of literature on teaching undergraduate students. Finally, it reviewed the literature on the different academic challenges faced by undergraduate NNES international students, as well as literature on how instructors can mitigate these challenges. This literature informed the survey items that were created for both the faculty and student surveys.

Chapter 3 - Methodology

The purpose of this study was to learn how useful undergraduate international NNES students perceive certain instructional methods to be. It also found how useful faculty perceived those same instructional methods in aiding undergraduate international NNES students' learning. As both of these are very large populations, a survey was the most effective vehicle to gain the needed information. There were two surveys, one for students and one for faculty. The two surveys are cross-sectional surveys meaning they were "collected at one point in time from a sample selected to describe some larger population at that time" (Babbie, 1973, pp. 62-63). This is a frequently used survey design. The faculty and students surveyed were at K-State in the fall of 2018.

This chapter will first present the research questions. Then it will share the rationale for the research design and methodology. It will give a description of the sample population as well as the procedures that were followed. Finally, it describes the survey instruments and the rationale for questions.

Research Questions

The primary question is:

> Are there any significant statistical differences between what international undergraduate NNES students and faculty perceive as benefiting student instruction?

The six null hypotheses are:

$H1_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of explicit instruction.

$H2_0$ – There is no significant statistical difference between faculty and student perceptions about the ways to prevent plagiarism.

$H3_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of visual aids.

$H4_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of in-class activities.

$H5_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of linguistic modifications.

$H6_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of out-of-class activities.

Research Design

Survey research is often used to gather primary data when the information is not available and if the researcher wants to be able to generalize the findings and apply them to a larger population (Rea & Parker, 1992). This was an exploratory study done to find out how useful international undergraduate NNES students and faculty perceive certain activities and where their perceptions differed. Because each of these populations, faculty and undergraduate international NNES students, contains hundreds of people, to interview all of them would take an enormous amount of time, energy, and resources. Also, when interviewing such a large group, the data collected is less reliable (Babbie, 1973). Therefore, a survey is the most efficient method for determining information about a large population. These surveys were done to compare two different populations. Since it looked from both the view of faculty and the view of the student, there are two surveys; however, items on the two surveys mirror one another so that a comparative analysis could be made of the results.

Sample Population

This research was done in the fall of 2018 at K-State, which has three campuses located in three different cities. As all three campuses offer undergraduate courses and have international students, all three were used in this study. It involved two different sample populations. The first sample population is made up of undergraduate international NNES students. In the fall of 2018, 17,869 undergraduate students were enrolled and 749 of them, or 4.2%, were international students representing 74 different countries (Kansas State University Office of International Programs, 2018). The majority of the international undergraduate students come from countries where English is not the primary language. However, not all of these students fit the parameters of the study. The survey asked students about their experience in classes outside the ELP. Therefore any student enrolled in classes in the ELP in the spring, summer, or fall of 2018 would not be eligible for the student survey, for a total of 188 students (Kansas State University English Language Program, 2018). It was not possible for the researcher to determine whether or not an international student is a native English speaker simply by looking at the country of origin, as those student records were not available. For example, a student from Canada may consider himself/herself a native French speaker and a student from India may consider himself/herself a native English speaker. However, the researcher decided not to include the number of students who come from "English speaking" countries. This includes Australia, the Bahamas, Canada, Jamaica, New Zealand, and the United Kingdom. Some may be argue that Jamaica should not be on the list because even though English is the official language, most people grow up speaking Jamaican Patois at home. However, since it is a spoken language and all schooling and official business is done in English, the researcher decided to leave them on the list. The total number of students in this group was 24 (Kansas

State University Office of International Programs, 2018). This left a total of 537 students who fit the parameters of the study.

In order to ensure that only international undergraduate NNES students were participating in the survey, the student survey included exclusion questions. One question was about the type of classes that the student took the previous semester. This excluded any students who took graduate courses as well as students who took courses in the ELP. There was also a question about native language to exclude any students who identified themselves as native English speakers.

The second population surveyed was university faculty. This includes GTAs and anyone else who taught an undergraduate class in the spring or summer of 2018. The total number of possible faculty at the university in the fall of 2018 was 1,805 (Kansas State University, 2018a; Kansas State University, 2018b). This number excludes any faculty that are designated as being in research, extension, or administrative offices as they do not teach, faculty in the College of Veterinary Medicine, who only teach graduate students, and the faculty that teach in the university's IEP since these courses do not have any domestic students in them. However, the exact number of faculty who actually taught an undergraduate class is unknown, as that data was not available. It is unknown how many of the 1,805 faculty only taught graduate students, may have been on sabbatical or some other type of leave at the time, or may have been GTAs who assisted in a class and were not the primary instructor in the class. The faculty survey included an exclusion question about the ranking of the students that the participant taught. It prevented anyone who only teaches graduate students from responding to the survey.

Procedures

IRB Approval and Assurance of Human Rights Protection

Before conducting any research, the researcher obtained approval from the Institutional Review Board (IRB) the university to ensure that no harm would come to the research participants. A copy of the IRB approval can be found in Appendix A.

There were several measures in place to protect the rights of the participants. First, in compliance with the IRB, there was a statement informing the participants about the study and their right to end the survey at any time without consequence and an assurance that their responses would remain anonymous. It also let the participants know that this survey had been approved by the IRB and they could contact the IRB with any concerns. This was the first question in the survey. It asked participants if they understood and agreed to participate in the survey. If the participant chose "No", the survey ended.

Both the faculty survey and the student survey were electronic surveys created using Qualtrics® software. Qualtrics® creates a secure link that can be e-mailed to subjects. Because the link created makes an anonymous survey, it did not capture any of the participants' personal data and only recorded the demographic data that they participant provided.

Finally, survey results, along with any other research materials, permissions, and copies of all IRB documents are stored on an external hard drive for a minimum of three years, and this data maintained by the researcher.

Pilot Test

As the survey instruments were created by the researcher, they needed to be pilot tested. The surveys were first reviewed by the director of the university's Teaching and Learning Center, Dr. Jana Fallin, as an expert consultant. She reviewed them to see if were any items

should be added, excluded, or modified. She also looked at the wording used to ensure that it was easy to understand. Revisions were made based on her recommendations.

The second step was to run a pilot test. Babbie (1973) stated that a pilot test should be conducted in the exact manner that the final test will be done from the selecting of the respondents to the analysis of the data. Since overlap was not a concern, the respondents of the pilot test were also eligible to take the final survey. The pilot test participants (those who responded) consisted of 14 faculty and 11 undergraduate international NNES students who were known to the researcher. The pilot surveys included one additional question requesting feedback on the instrument itself from the participants. This pilot test was important because, "while the survey analyst inevitably does things with [her] data that [she] did not initially intend to do, [she] must insure that [she] will be able to do those things [she] does intend to do" (Babbie, 1973, p. 210). The surveys were slightly modified after the pilot test in response to the participants' recommendations. These modifications were not to the questions or choices themselves, but were to the mechanics of the survey and how it displayed on the survey-taker's screen.

Dissemination of the Survey

K-State's International Student and Scholar Services maintains a listserv that goes out to all the international students and scholars. This made it possible to send out the survey to all of the international students. The email sent out contained a brief explanation from the researcher about the purpose of the survey, a copy of approval from the IRB, and a link to the student survey. A call for participants also went in the student version of the *K-State Today*, which is an email that is sent out to students every day that the university is in session and are archived on their website. Lastly, the researcher sent out emails through Qualtrics® to students who had matriculated from the ELP asking for their participation. In order to prevent one student from

submitting multiple responses, the researcher enabled the "Prevent Ballot Box Stuffing" function in Qualtrics®. This function allows the participants IP address to be captured and then does not allow anyone from the same IP address to access the survey again.

In order to reach faculty, the researcher sent out a call for participants in the faculty and staff version of the *K-State Today*. This communication email goes out every weekday that the university is open. It included a brief explanation from the researcher about the purpose of the survey, a copy of approval from the IRB, informed consent information, and a link to the faculty survey. The researcher also sent out an email invitation to participate to all those in the pilot group. Since GTAs receive the student version of *K-State Today* and not the faculty and staff version, a separate announcement went out on a different day in the student version calling for GTAs to participate in the survey.

In order to increase the number of participants, the researcher offered an incentive for taking the survey. Participants had the opportunity to sign-up to enter a drawing for a $25 dollar gift card from Amazon. In order to do this, the participants had to complete the entire survey and then include their email address, so they could be contacted if they were chosen. To ensure they completed the entire survey, the request for their email address was the last question. Two participants from the student survey were chosen as well as two participants from the faculty survey were randomly selected to receive the gift cards.

Data Collection and Analysis

The survey responses were collected through Qualtrics®. Once the data collection was complete, the surveys were closed. The survey data was then exported from Qualtrics® to an Excel CSV file. Some participants did not complete the entire survey, but the researcher decided to use the part that they did complete as part of the results. For any item they did not answer,

Qualtrics® left the cell empty in the exported CSV file. The file was reviewed for any missing values as any empty cells would not be read correctly by the analytical software, and "." was put in any empty cells so not as to skew any of the results.

The student and faculty results were combined into a single data set so that the two could be compared. The group data was then run through SAS analytical software. First, the data was analyzed for descriptive statistics. This includes the means, standard deviations, and frequency for each item pair, as well at the mean and standard deviation for each of the six variables. This research is interested in "discovering the distribution of certain traits or attributes. In this regard, the researcher is not concerned with why the observed distribution exists, but merely what that distribution is" (Babbie, 1973, pp. 57-58). This allowed the researcher to find any patterns or outliers in the data. Then the responses about perception were then analyzed using t-tests. Each item pair was analyzed with its own t-tests. The results of the analysis with be covered in Chapter 4.

Instrumentation

The survey instruments were created by the researcher, as there was not an existing instrument that could be used to answer the research questions. The survey items were informed by the existing literature on student-centered teaching, teaching domestic undergraduate students, and teaching international NNES university students. The researcher divided the survey items into six subsets of questions. In order to identify the literature that informed each item, the researcher created a chart. The chart shows the research question, the question subset, the survey items, and the literature informing each survey item. This chart can be found in Appendix B.

Both the faculty and student surveys were created and disseminated via an e-mail link using Qualtrics® software. Since many students and faculty use their smartphones to check email, the survey was designed so that it could be read and completed on a smartphone.

Faculty Survey

The survey for the faculty consisted of 34 items and required approximately 10-15 minutes to complete. The entire survey can be found in Appendix C. It included demographic questions, which allowed the researcher to sort data using and explore if there were any differences within faculty responses.

The survey items were devised using a combination of different sources. Some of the items were based on the research literature about general undergraduate teaching practices (Berman, 2014; Brookfield, 2015; Chickering & Gamson, 1991; Erickson, 2006; Gorzycki, 2018; Job & Sriraman, 2015; Knowles, 1972; Lieberg, 2008). The remaining questions were created by the researcher based on what the existing literature cites as good or useful teaching practices in a mixed classroom (Andrade, 2006; Angelova & Riazantseva, 1999; Bauer & Picciotto, 2011; Fischer, 2014; Gunnarsson et al., 2014; Halic et al., 2009; Hendrix, 2000; Kisch, 2014; Lee, 1997; Moussu, 2013; Paldy, 2015; Shapiro et al., 2014; Tinnesz, 2001; Tomić, 1996; Tompson & Tompson, 1996).

The activities the survey asked about are examples of student-centered teaching strategies that are used. The activities were described in detail so as to avoid using pedagogical jargon. This was important since not all faculty have a training in teaching methods and might not be familiar with the terms, even if they employ those activities in their classrooms.

They were first asked the exclusion questions. Then they were asked a series of questions about their perceptions of how useful certain activities are to undergraduate

international NNES students. Participants responded using a Likert scale ranging from one (*extremely useful*) to five (*not at all useful*). The last question at the end of this set of questions was an open-ended question asking what else faculty could do to help undergraduate international NNES students. The purpose of the open-ended question was to let the researcher see if there were any relevant factors that the researcher did not consider (Babbie, 1973).

The second half of the survey was asking about the same activities that were in the first half of the survey, but here the questions were about whether or not they did the activities and how often they did the activities in their classes the previous semester. For some questions the choices were a six point scale with "Always", "Most of the time", "About half the time", "Sometimes", "I had this type of assignment, but never did this," and "I did not have this type of assignment last semester" as the choices. This was to allow that different types of classes might not assign all of those activities. For example, a large lecture class is probably not going to have all the students do oral presentations. For other items, it was a five-point scale ranging from one (*always*) to five (*never*). There were also six open-ended questions asking faculty to describe the activity they did in their class and/or how they used the activity in their class. These follow-up items were only asked if the participant had answered that they had done that type of activity the previous semester. For example the item was "Did you use some sort of icebreaker activity on the first day of class in your undergraduate classes last semester?" If they answered "yes", then the next item was "Briefly describe any icebreaker activities you did in your undergraduate classes last semester." However, if they answered "no", then the follow-up question was not displayed.

Faculty were then asked if they had attended any professional development activities related to teaching NNES students and, if so, what topics were discussed. Finally, they were

asked the set of demographic questions about their gender, their native language, their position at the university, the length of their teaching career, and the department in which they taught classes the previous semester.

Student Survey

The student survey mirrored the instructor survey in most aspects. This survey contained 36 questions and required approximately 10-15 minutes for the student to complete. The entire survey can be found in Appendix D. Throughout this survey, the wording was a bit different from the faculty survey. This was done to simplify the language, as all the participants were NNES students. This included the consent question. The survey began as the faculty survey did with the consent form and exclusion questions. They had two exclusion questions, whereas the faculty survey only had one.

Next, they were asked how helpful they perceived certain activities to be. These were the same activities and in the same order as the faculty survey. It also used the same five point Likert scales ranging from one (*extremely useful*) to five (*not at all useful*). Again, several of the activities were described, so that the students were not confused by pedagogical jargon. At the end of this set of questions, they were asked the same open-ended question as the faculty.

The next set of questions also mirrored the faculty survey. Here they were asked a series of questions about what activities their teachers had done the past semester and how often they did them. Again these were the same activities and in the same order as the faculty survey. This part asked the same open-ended follow-up questions that were on the faculty survey. Like the faculty survey, these questions were only displayed if the student responded that their teacher had done that activity.

Next, there were three questions about the students' experience with visiting their teacher during their office hours. These questions were not on the faculty survey. The first asked if the student had gone to any of their teachers' office hours the previous semester. If they had, then two follow-up questions were displayed. The first was a set of responses they may have had to the visit, and they were asked to check all that were true about their visit. Next, there was an open-ended question allowing them to share any other thoughts or feelings they had about their visit. Finally, they were asked demographic questions about their gender, their country of origin, the length of time they had been at the university, their age, if they had taken classes in the ELP, and in which departments their classes were.

Summary

The aim of this research was to determine if there is a difference of the perceived usefulness of certain learning activities by the international undergraduate NNES students and the faculty at K-State. This chapter focuses on the methodology used in this research. The research employed an exploratory quantitative method by means of two surveys designed by the researcher. The survey items were created based on a review of the current literature on effective teaching methods for undergraduate students, tenets of student-centered teaching, and teaching NNES students.

Chapter 4 - Data Results and Analysis

This research was conducted to find if there were differences in how useful undergraduate international NNES students and faculty perceived certain learning activities. This research also measured how frequently students reported experiencing those activities, as well as how frequently faculty reported doing those activities. This study consists of two surveys. Both of these surveys were sent out during the 2018 fall semester. One survey went out to the undergraduate international non-native English-speaking student population at K-State. The other survey went out to the faculty at the same university.

Student Survey Results

Demographics

Although the number of undergraduate international students enrolled at the university in the fall 2018 semester was 749, not all of these students fit the parameters of the study (Kansas State University Office of International Programs, 2018). Students who were taking courses in the ELP or had taken courses in the ELP the semester before were not eligible to take the study. Also, international students who were native English speakers were not eligible. This brought the total number of international students down to approximately 537. The number of students who took the survey was 84. However, only 60 of the students reported their demographic information, leaving 24 participants as "unknown". Rea and Parker (1992) stated, "the ultimate goal of survey research is to allow researchers to generalize about a large population by studying only a small portion of that population" (p. 2). The larger population in this case would be all of the undergraduate international NNES students at the university.

Within the university's undergraduate international population, 69% were male and 31% were female (Kansas State University Office of International Programs, 2018). Of the "known"

survey participants, 51.67% marked male, 43.33% marked female, 5% marked “prefer not to answer”.

As for the country of origin, there are 74 countries represented in the undergraduate international population (ibid). Of the known countries of origin reported in the survey, there were participants from 18 different countries. Again, there were 24 participants for whom the country of origin is unknown, since they did not answer the question. Table 4.1 shows the country of origin for the participants, the number of the participants from that country that were eligible to take the survey (undergraduates who were not taking courses in the ELP), the percentage of the eligible international students that this group made up, the number participants from that country, and the percentage that group made up of the total survey participants.

Table 4.1.

Student Participants Countries of Origin

Country of origin	Number of eligible participants from that country	Percentage of total eligible international population	Number of participants	Percentage of total participants
Bangladesh	2	0.4%	1	1.2%
China	200	37.2%	24	28.6%
Ethiopia	1	0.2%	1	1.2%
France	4	0.7%	1	1.2%
Greece	1	0.2%	1	1.2%
Hungary	1	0.2%	1	1.2%
India	32	6.0%	4	4.8%
Japan	11	2.0%	5	6.0%
Korea/ South Korea	13	2.4%	3	3.6%
Kuwait	35	6.5%	1	1.2%
Nigeria	6	1.1%	1	1.2%
Norway	2	0.4%	1	1.2%
Pakistan	5	0.9%	1	1.2%
Paraguay	63	11.7%	7	8.3%
Portugal	1	0.2%	1	1.2%
Saudi Arabia	84	15.6%	5	6.0%
Taiwan	4	0.7%	1	1.2%
The Netherlands	3	0.6%	1	1.2%
Unknown	-	-	24	28.6%
Total	468	87.2%	84	100%

Note. Sources for the numbers Kansas State University English Language Program, 2018; Kansas State University Office of International Programs, 2018. Percentages determined for the total eligible were determined using the eligible number from the country of origin over 537. Percentages determined for the percentage of total participants were determined using the number of participants from that country over 84.

As previously mentioned, the three largest groups of international undergraduates at the university are from China, Saudi Arabia, and Paraguay. Their numbers were 278, 125, and 79

respectively (Kansas State University Office of International Programs, 2018). These three groups account for roughly 64% of the international undergraduate population. The researcher hoped to get a large enough response from each of these groups to see if there are any significant differences in the students' perceptions of what is considered useful. These countries represent three distinct cultures, and any differences between them might imply that there were cultural differences in what is perceived as useful. However, there were not enough participants who identified as Saudi to make this possible. Saudis represented 15% of the eligible student population, but were only 8% of the participants.

Participants were asked the number of years they had been enrolled at the university. The number of unknown students was not included in this chart. The data shows that the breakdown of students by years enrolled was fairly equal. The percentage of students of students that reported it was their first year was 18.33%. The second year percentage was 26.67%. The percentage of students who reported it was their third year was 21.67%. Twenty-five percent reported that it was their fourth year, while 8.33% reported having been at the university more than four years.

Faculty Survey Results

Demographics

The university reported a total of 1,387 teachers ranking from professor to instructor in the fall of 2018 (Kansas State University, 2018a). They also reported 665 GTAs in the fall of 2018 for a total of 2,052 (Kansas State University, 2018b). However, not all faculty were eligible to take the survey as they may have only taught graduate classes or perhaps did not teach at the university in the spring or summer of 2018. Unfortunately, the researcher was not able to determine the exact number of faculty undergraduate classes. The reports generated by the

university did not break down faculty by the type of course that they taught (graduate or undergraduate). There was a report on which undergraduate courses were taught at the time, but the instructor on record was not necessarily the instructor. Often, a department head or staff member was listed when a GTA was teaching the course because they are unsure which GTA will teach what section. Because of these factors, the researcher was unable to determine the precise number of faculty eligible to take the survey.

A total of 171 faculty members participated in the survey. There were participants from all academic ranks within the faculty. The question about ranking was at the end of the survey and only 138 participants answered it, leaving the academic rank of 33 participants unknown. Of the known participants, 47 were GTAs; 49 were instructors of any rank (the university has several different ranks of instructor); 15 were assistant professors; 14 were associate professors; 11 were professors; and 2 were "other".

As for gender, of the known group of participants, 64.49% identified as male; 31.88% identified as female; and 3.62% chose "prefer not to answer". The percentage of male and female faculty ranking professor to instructor for the entire university is 60% and 40%, respectively. However, the data on the number/percentage of male and female GTAs was not available. Faculty members were also asked if they identified themselves as a native English speaker or a NNES. Of the known participants, 86.23% identified as a native English speaker, and 13.77% identified as a NNES. The researcher could not find faculty data on how many were NNES. There was data on how many were non-resident aliens, but no country of origin is not part of this, so it is unknown how many are from countries where English is not the first language. The data also does not account for faculty members who have become naturalized citizens of the United States. They may be NNES, but would not be considered non-resident

aliens since they are citizens. Therefore, it remains unknown if the percentage of native English speakers and NNES who participated is representative of the eligible faculty.

Findings

Statistically Significant Differences

This study was conducted to determine if there are statistical significant differences between international undergraduate NNES students and faculty perceptions that benefit student instruction. The student survey and the faculty survey had questions that mirrored one another. The items in the first half of the surveys asked the faculty and students to choose how helpful different teaching practices were using a five-point Likert scale. Each choice was given a numerical value for analysis with 1 being "extremely useful," 2 being "very useful," 3 being "moderately useful," 4 being "slightly useful," and 5 being "not at all useful." Therefore, the lower the mean score, the more useful it could be assumed that the participants found each item.

The student and faculty response pairs about perception were analyzed using a t-tests for each pair. For the pairs for which there is evidence to say there is a statistically significant difference, the p-value was set at $p < .05$. There were a total of 36 items in this section of the survey. Of those 36 items, 24 items were found to have a statistically significant difference.

The question numbers on the two surveys were not identical since there were more exclusion items on the student survey. Therefore, in order to compare the two sets of data, a new numbering system had to be created. The pair numbers for the t-tests can be found in Appendix B. These pairs were grouped together based on the six variables represented in the six null hypotheses and were labeled G1- G6. These new numbers will be used throughout this paper to show which items are being discussed. The survey questions can be found in Appendix C and Appendix D.

Using the assumption that a lower mean score indicates that the item was found to be more useful, the student participants found all of the activities useful for all of the items in groups G1-G6. The range of student mean scores was 1.425 for item G6_Q1 (providing additional resources such as handouts, for students on Canvas®) to 2.781 for item G6_Q7 (taking off points for grammar errors on in-class writing activities). The faculty mean scores did not show the same thing; the faculty mean scores ranged from 1.655 for item G1_Q4 (providing explicit written instructions for oral presentations) to 3.859 for item G6_Q7 (taking off points for grammar errors on in-class writing activities). Any mean score over three may indicate that those activities are considered "moderately useful" to "slightly useful". There were three items for which the faculty mean was over three, G4_Q1 (lecturing most of the class time), G6_Q7 (taking off points for grammar errors on in-class writing activities), and G6_Q8 (taking off points for grammar errors on out-of-class writing assignments). These three items will be discussed in more detail in further sections.

Group G1- Explicit Instruction

$H1_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of explicit instruction.

This was found to be a valid null hypothesis as none of the items in G1 had a statistically significance difference. The mean and standard deviation for the first variable, perceived usefulness of explicit instruction, as well as each of the items in G1 are found in Table 4.2. These items in this group were about faculty proving students with explicit instructions for assignments and how they grade assignments. The items included using a rubric to grade writing assignments, giving the grading rubric before the assignment is due, providing a rubric before

giving an oral presentation, and offering detailed written instructions for an oral presentation. These items will be discussed further in the next chapter.

Table 4.2.

Group G1 – Perceptions about Usefulness of Explicit Instructions

	Faculty		Student		
New item number	M	SD	M	SD	p
G1_Q1	2.088	0.926	1.857	0.852	.0501
G1_Q2	1.836	0.925	1.750	0.849	.4600
G1_Q3	1.801	0.918	1.691	0.821	.3320
G1_Q4	1.655	0.870	1.631	0.741	.8188
Overall G1	1.845	0.921	1.732	0.818	

Group G2 – Preventing Plagiarism

$H2_0$ – There is no significant statistical difference between faculty and student perceptions about the ways to prevent plagiarism.

This null hypothesis proved to be invalid as half of the items in G2 were found to have a statistically significant difference. The items in G2 explored how useful different activities were in preventing plagiarism. Table 4.3 shows the means, standard deviation, and p value for each item in G2.

Table 4.3.

Group G2 – Perceptions about the Ways to Prevent Plagiarism

	Faculty		Student		
New item number	M	SD	M	SD	p
G2_Q1	2.926	1.223	2.225	1.169	<.0001*
G2_Q2	2.609	1.073	2.138	1.064	.0015*
G2_Q3	2.453	1.000	2.375	1.084	.5882
G2_Q4	2.938	1.187	2.763	1.333	.3207
G2_Q5	2.099	1.026	2.100	1.165	.9968
G2_Q6	2.534	1.113	2.088	1.149	.0047*
Overall G2	2.593	1.140	2.281	1.182	

Note. *p. < .05

Item number G2_Q1 was about the usefulness of teachers including the university's Academic Integrity and Honesty policy in their syllabi in helping undergraduate international

NNES students not to plagiarize. The mean score for the student participants was lower than the mean score for the faculty participants. This may indicate that students perceive the inclusion of this as being more useful than faculty do. The distribution of the responses can be found in Figure 4.1. Items FQ11 and SQ12 asked which of the activities group G2 were done the previous semester. These results are found in Table 4.4. Table 4.4 shows how often faculty and student participants reported that the course syllabus included a statement about the university's Academic Integrity and Honesty policy. Faculty reported that they included in 97.26 % of the time in the previous semester, while students reported that it was included 84.29% of the time in the syllabi they received the previous semester. It should be noted that the percentage for this should be 100% for both faculty and students as it is university policy that a statement about Academic Integrity and Honesty must be included in every course syllabus (Kansas State University, 2018c).

Figure 4.1. Distribution of Item G2_Q1 (usefulness of teachers including the university's Academic Integrity and Honesty policy in the syllabus)

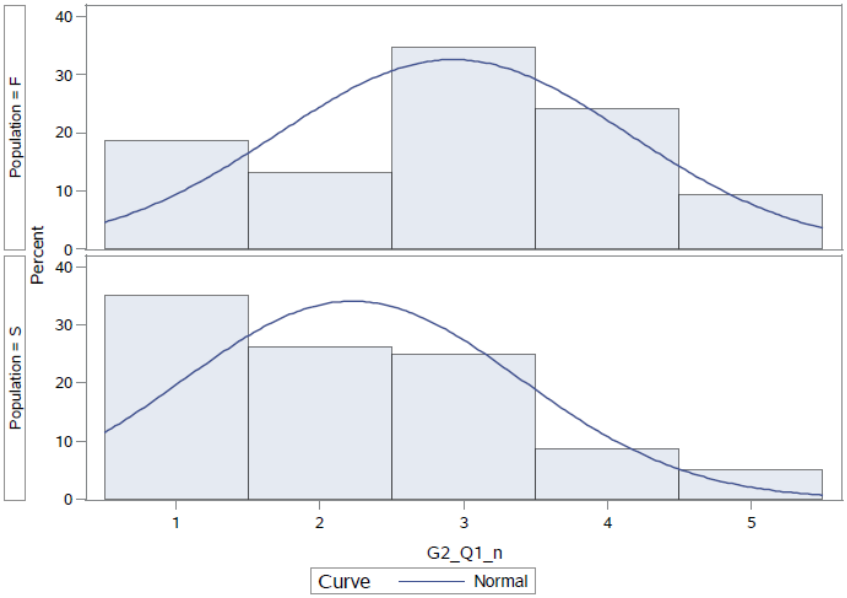

Figure 4.1. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Item G2_Q2 asked how useful it is when the teacher takes the students to the library for a class on ways to research and how to cite sources in preventing plagiarism among undergraduate international NNES students. The distribution of the scores is found in Figure 4.2. A greater percentage of students reported that one of their teachers had taken them to the library the previous semester for a class on research and citing than faculty reported they had done. As the faculty mean was higher, it could indicate that they find this activity less useful. Only 11.64% of the faculty reported that they had taken their class to the library the previous semester. Even if they did not go to the library, Table 4.4 shows that over 50% of the student and faculty participants reported that faculty had spent at least one class period discussing plagiarism.

Figure 4.2. Distribution of Item G2_Q2 (usefulness of the teacher taking the students to the library for a class on ways to research and cite sources)

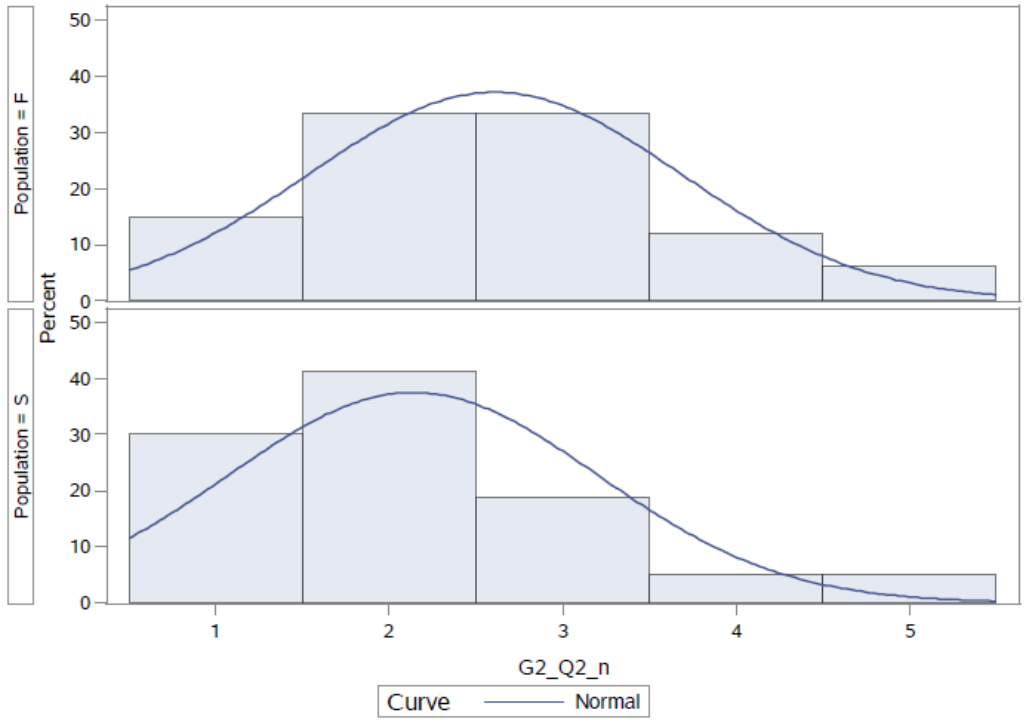

Figure 4.2. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Item G2_Q6 asked how useful using software such as Turnitin® is in preventing undergraduate international NNES students from plagiarizing. Turnitin® is software that compares student papers to those in a database to see if any parts have been plagiarized. As with the other two pairs in this group, the faculty mean is higher than the student mean.

Figure 4.3. Distribution of Item G2_Q6 (usefulness of using software such as Turnitin® to prevent plagiarism)

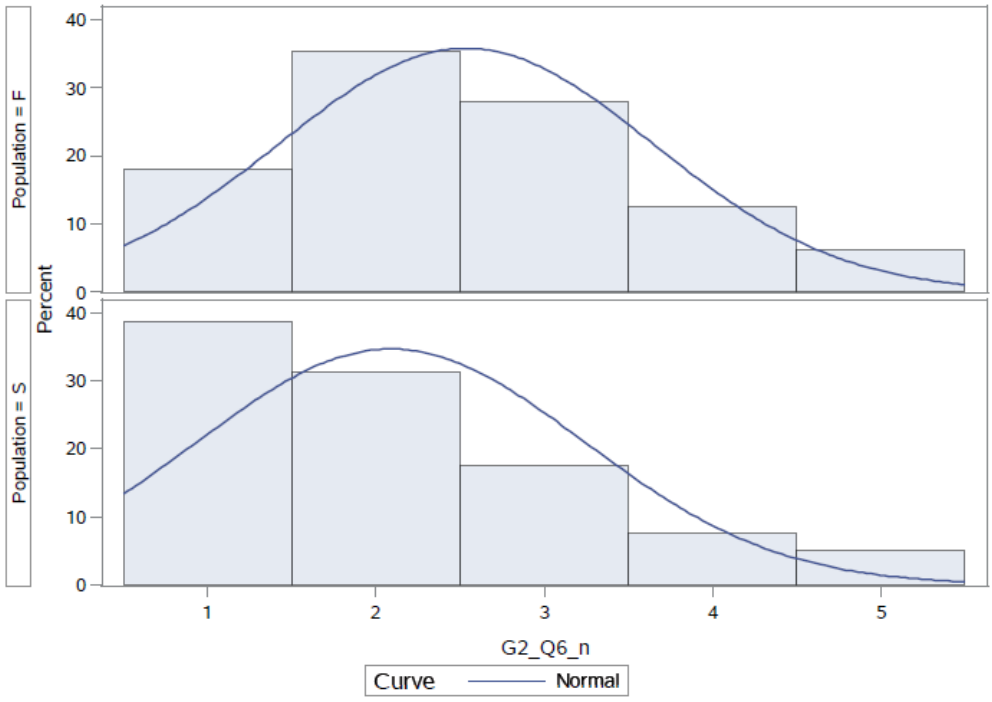

Figure 4.3. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Table 4.4.

FQ11 and SQ12 – Frequency of G2 Items, Activities Done to Prevent Plagiarism

Response	% of faculty	% of students
Included the university's Academic Integrity and Honesty policy in the syllabus	97.26	84.29
Took the class to the library for a class on research and citing sources	11.64	18.57
Spent time during a single class period discussing plagiarism	50.00	47.14
Spent more than one class period discussing plagiarism	15.07	8.57
Created an activity to see if the students understood what plagiarism is	13.70	17.14
Used some sort of software, such as Turnitin® to check if the students plagiarized	6.85	12.86
Other	6.85	4.29

Note. Participants were asked to choose all of the responses that were applicable to them, so column totals equal more than 100%.

Group G3 – Visual Aids

$H3_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of visual aids.

This null hypothesis proved to be invalid as all of the items in G3 were found to have a statistically significant difference. The items in G3 asked about how useful different visual aids were to international undergraduate NNES students. For each item, the mean score of the faculty was higher than the student mean score, indicating that faculty participants did not find the items as useful as the student participants found them to be. All of the mean scores in G3 were under three, which indicates that both faculty and students found them to be more than "moderately useful." The mean scores for each item, as well as the overall means, can be found in Table 4.5.

Table 4.5.

Group G3 – Perceptions about the Usefulness of Visual Aids

	Faculty		Student		
New item number	M	SD	M	SD	p
G3_Q1	2.071	0.830	1.731	0.863	.0046*
G3_Q2	2.374	1.135	1.513	0.7161	<.0001*
G3_Q3	2.374	1.067	1.654	0.923	<.0001*
G3_Q4	2.626	0.975	1.821	0.950	<.0001*
G3_Q5	2.232	0.986	1.795	0.812	.0004*
G3_Q6	2.497	1.159	1.949	0.881	<.0001*
G3_Q7	2.284	0.931	1.987	1.000	.0304*
Overall G3	2.351	1.029	1.778	0.891	

Note. *p. < .05

Item G3_Q1 asked how useful it is when faculty use a presentation software such as PowerPoint®, or Prezi® when teaching. Over 70% of both faculty and student participants chose either "extremely useful" or "very useful" for this item. Table 4.6 shows how often faculty and students reported presentation software having been used their classes the previous semester. Over 70% of faculty reported that they used presentation software when they taught "always" or "most of the time". The percentage of students who reported that their teachers did this was even higher, about 85%.

Figure 4.4. Distribution of Item G3_Q1 (usefulness of using presentation software during class)

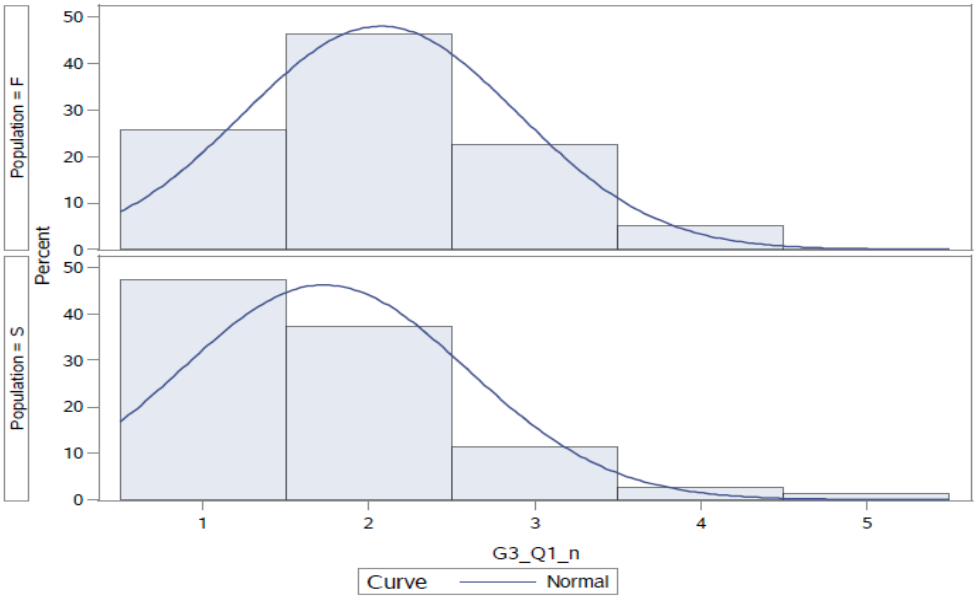

Figure 4.4. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Item G3_Q2 asked about the usefulness of faculty making their presentations available before class. An example of this would be posting the PowerPoint® on the course's LMS. Figure 4.4 shows that none of the student participants chose "not at all useful". In fact, nearly 90% of the students chose "extremely useful" or "very useful" as their response. This item had the lowest student mean score of all the items in the G3 group. This would indicate that NNES students

find having the presentation before class to be the most useful visual aid. This supports Shapiro et al.'s (2014) suggestion of giving materials to students before class so they have the opportunity to look up any unfamiliar words or concepts. Table 4.6 shows how often faculty reported providing the students their presentations. The percentage of faculty who chose "always" or "most of the time" for item FQ12_2 (providing the presentation before class) was much lower than the percentage who chose "always" or "most of the time" for item FQ12_1 (using presentation software during class). Roughly 47% of faculty reported making their presentations available before class and 62% of students reported that their teachers made the presentations available before class. Around 30% of faculty reported "never" making their presentations available before class.

Figure 4.5. Distribution of Item G3_Q2 (usefulness of providing the presentation to students before class)

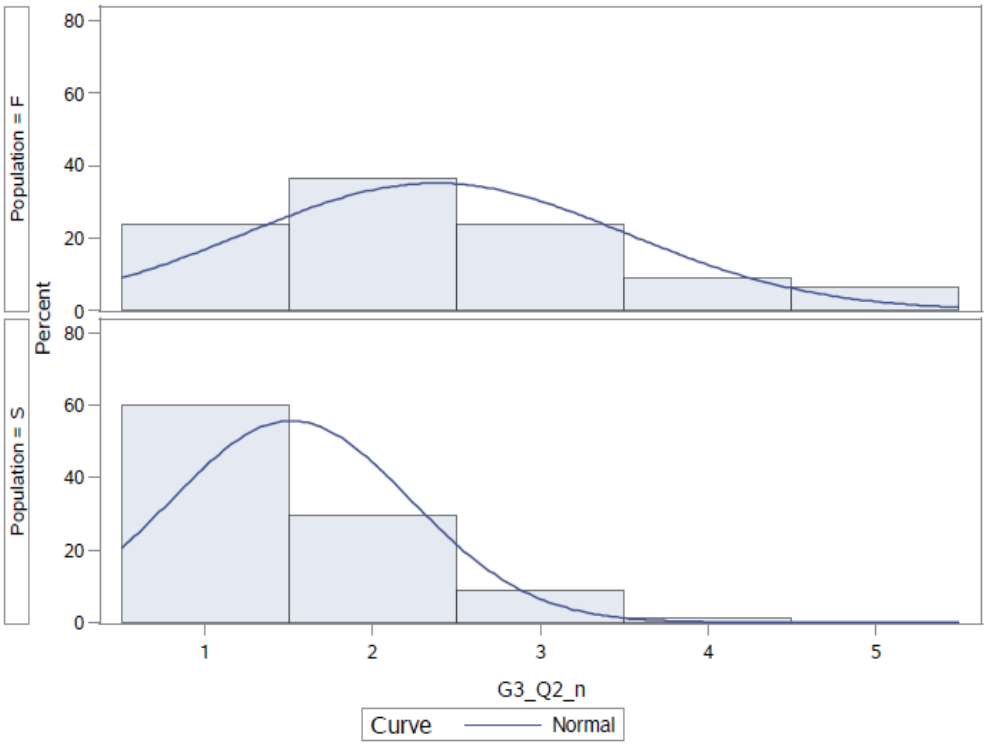

Figure 4.5. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Item G3_Q3 looked at the usefulness of faculty's making their presentations available after class. The faculty mean score for this item was the same as for Item G3_Q2 (providing the presentation before class). Table 4.6 shows that both faculty and students reported that the presentations were made available after class more often than they were before class.

Figure 4.6. Distribution of Item G3_Q3 (usefulness of providing the presentation to students after class)

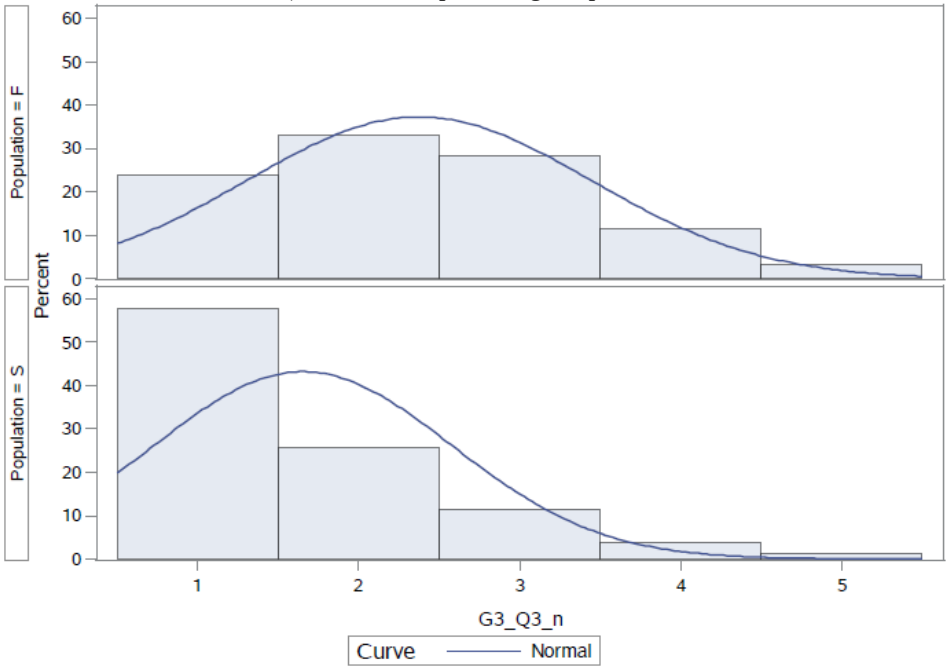

Figure 4.6. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Item G3_Q4 asked about how useful it is when faculty use videos during class. The faculty mean for this item was the highest of G3, which may indicate that faculty finds it to be the least useful of the group. This is validated when looking at how often it was reported that it was done. Table 4.6 shows that the largest percentage of faculty and students reported that videos were shown "sometimes" in their classes the previous semester. There percentages were 39.04% and 27.14% respectively. Roughly 22% of the faculty reported that they "never" used videos in class the previous semester.

Figure 4.7. Distribution of Item G3_Q4 (usefulness of using videos in class)

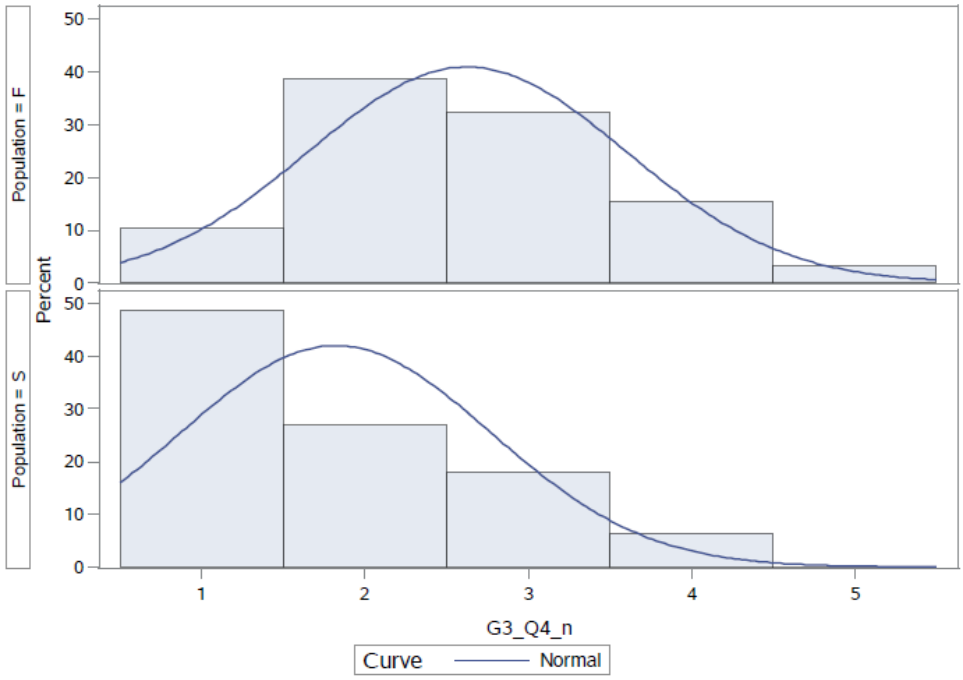

Figure 4.7. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Both items G3_Q5 and G3_Q6 were about the usefulness of faculty's giving handouts to students (see Figures 4.8 and 4.9). Item G3_Q5 asked about giving the handouts to students during class, whereas item G3_Q6 asked about providing the handouts before class. These

choices about when it is most useful to give handouts to students are similar to the choices about when it is most useful to make presentations available. When looking at the mean scores of these two items in Table 4.5, one can see that both the faculty and student mean scores are lower for G3_Q5 (giving handouts during class) than for G3_Q6 (giving handouts before class). This may indicate that both the faculty and students agree that giving a handout during class is more useful than giving it before class. Interestingly, the student mean scores indicate that students would prefer to have access to the presentations before class, but to be given handouts during class.

Figure 4.8. Distribution of Item G3_Q5 (usefulness of providing handouts to students during class)

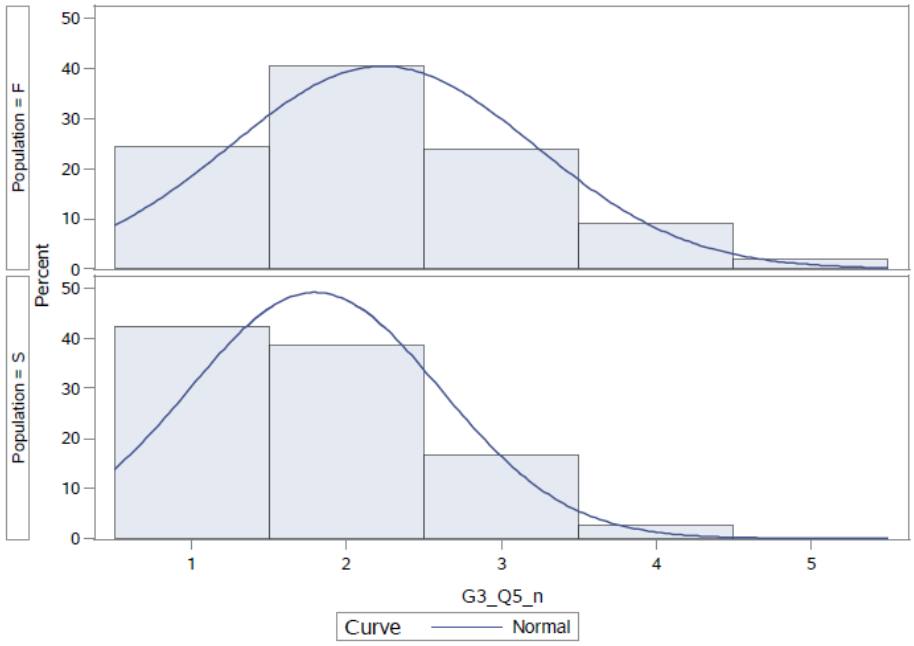

Figure 4.8. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Figure 4.9. Distribution of Item G3_Q6 (usefulness of providing handouts to students before class)

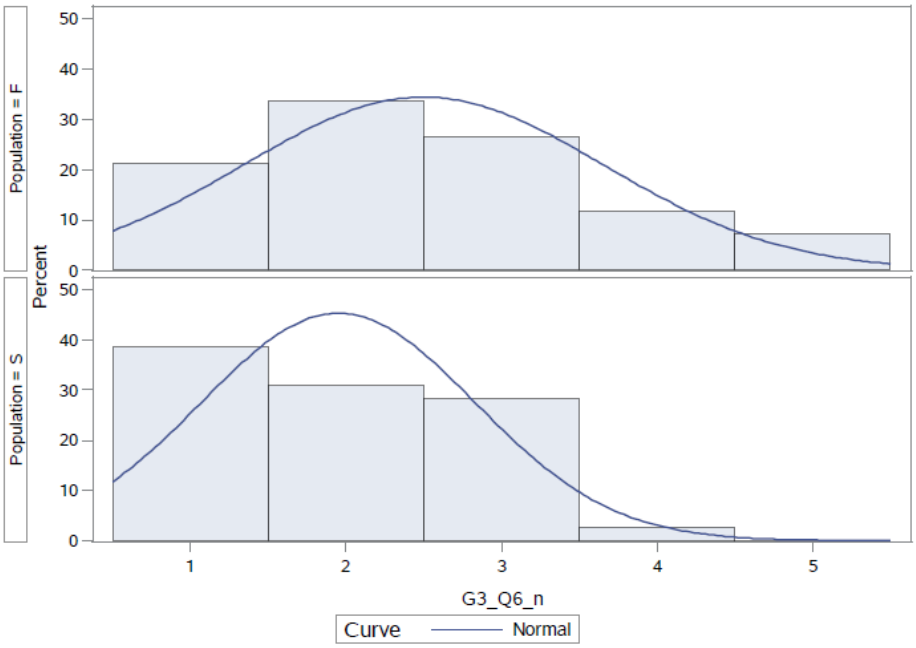

Figure 4.9. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

The final item in G3 was G3_Q7. It asked about the usefulness of faculty writing on the chalkboard, whiteboard, etc. Items FQ12_7 and SQ13_7, shown in Table 4.6 asked how faculty and students how often this was done in their classes last semester. These two mean scores were the same.

Figure 4.10. Distribution of Item G3_Q7 (usefulness of writing on a chalkboard, white board, etc.)

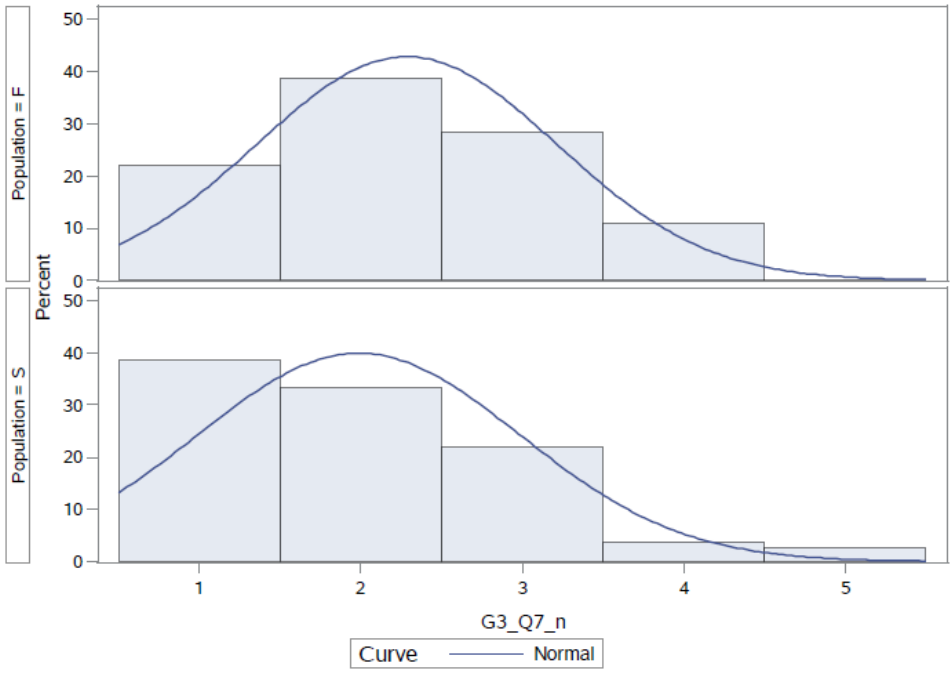

Figure 4.10. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Table 4.6.

FQ12 and SQ13 – Frequency of the G3 Items, Use of Visual Aids

	Percentage of participants					
Item	1	2	3	4	5	M
			Faculty			
FQ12_1	41.78	30.14	7.53	8.90	11.64	2.18
FQ12_2	30.14	17.12	9.59	12.33	30.82	2.97
FQ12_3	40.41	12.33	9.59	14.38	23.29	2.68
FQ12_4	6.85	19.86	18.49	39.04	15.75	3.37
FQ12_5	10.96	17.12	14.38	34.93	22.60	3.41
FQ12_6	18.49	10.27	10.27	25.34	35.62	3.49
FQ12_7	28.77	26.03	14.38	24.66	6.16	2.53
			Students			
SQ13_1	54.29	31.43	8.57	1.43	4.29	1.70
SQ13_2	27.14	35.71	17.14	8.57	11.43	2.41
SQ13_3	35.71	22.86	18.57	17.14	5.71	2.34
SQ13_4	20.00	22.86	25.71	27.14	4.29	2.73
SQ13_5	21.43	24.29	28.57	18.57	7.14	2.66
SQ13_6	14.29	22.86	24.29	22.86	15.71	3.03
SQ13_7	25.71	28.57	21.43	15.71	8.57	2.53

Note. 1 = always, 2 = most of the time, 3= about half of the time, 4 = sometimes, 5 = never

Group G4 – In-class Activities

$H4_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of in-class activities.

This null hypothesis was found to be invalid as five of the seven items in G4 had statistically significant differences. This group of items, G4, had to do with the perception of how useful certain in-class activities were to international undergraduate NNES students. For each item that showed a statistically significant difference in this group, the mean score for faculty participants was higher than the mean score for student participants.

Table 4.7.

Group G4 – Perceptions about the Usefulness of In-class Activities

	Faculty		Student		
New item number	M	SD	M	SD	p
G4_Q1	3.513	0.857	2.382	0.799	<.0001*
G4_Q2	2.240	0.841	1.842	0.817	.0007*
G4_Q3	2.403	0.960	2.316	1.086	.5548
G4_Q4	2.899	1.094	2.329	1.182	.0007*
G4_Q5	2.351	0.980	2.421	1.203	.6587
G4_Q6	2.864	1.126	2.013	1.0391	<.0001*
G4_Q7	2.507	1.227	2.118	1.032	.0128*
Overall G4	2.681	1.098	2.203	1.047	

Note. *p. < .05

Item G4_Q1 was about the usefulness of faculty's spending most of the class time lecturing. The largest percentage of participants in each group, 45.45% of faculty and 42.11% of students chose "moderately useful" for their response, the remaining participants in each group did not choose the same responses. Figure 4.11 shows that the majority of the remaining faculty chose the less useful responses, while the majority of the students chose the more useful responses. This item had the largest difference in mean scores between the two groups of participants. The student participants' mean score indicated that they found lecturing most of the class time more useful than faculty did.

Items FQ15_1 and SQ16_1 asked faculty and students how often faculty lectured for most of the class period. The mean score for faculty, as seen in Table 4.8, is higher, meaning that they do it less frequently, with only 7.75% of the faculty choosing "Always". Students on the other hand reported this happening much more frequently. Forty-two percent of students reported that their teachers "Always" lecture for the most of the class period.

Figure 4.11. Distribution of Item G4_Q1 (usefulness of lecturing most of the class time)

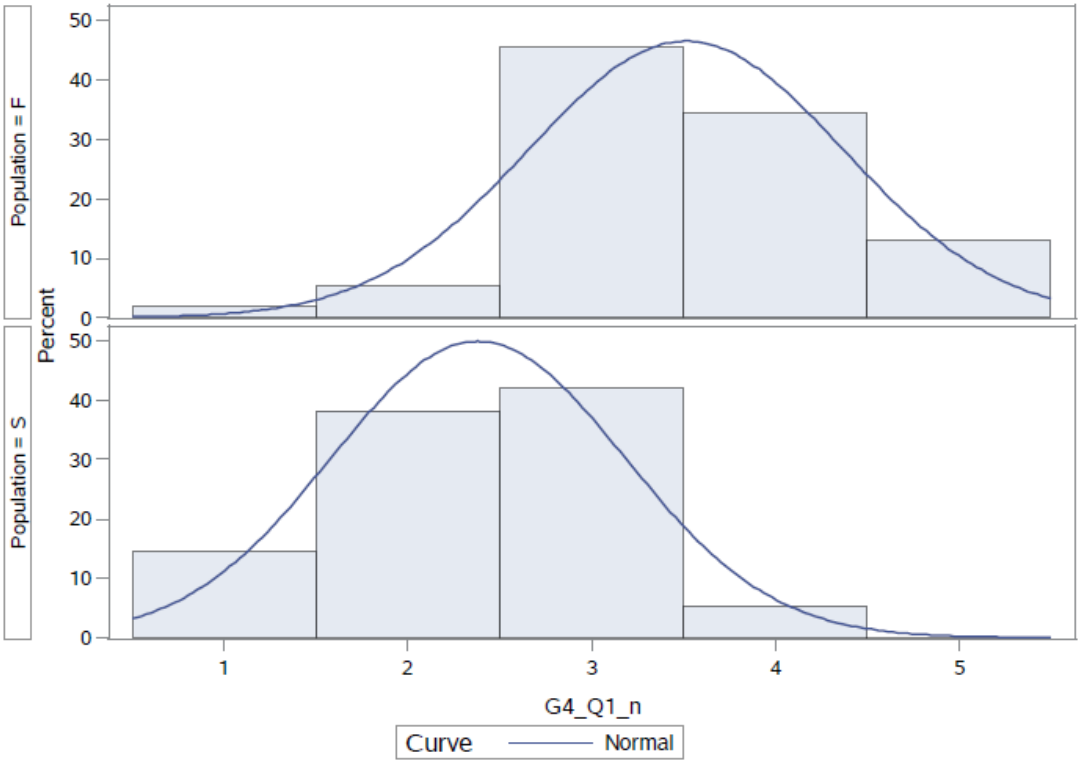

Figure 4.11. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Item G4_Q2 asked about the usefulness of faculty's using examples that are not based on American culture. As with the other items, the mean score for faculty was higher than the mean score for students. Conversely, the mean score for SQ16_2 (the question asking students how often their teachers used examples not based on American culture) was higher than the mean score for FQ15_2 (the question asking faculty how often they used examples not based on American culture). These scores can be found in Table 4.8. This means that faculty reported using non-American based examples in their classes more frequently than students reported their teachers using non-American based examples.

Figure 4.12. Distribution of Item G4_Q2 (usefulness of using examples that are less culturally based)

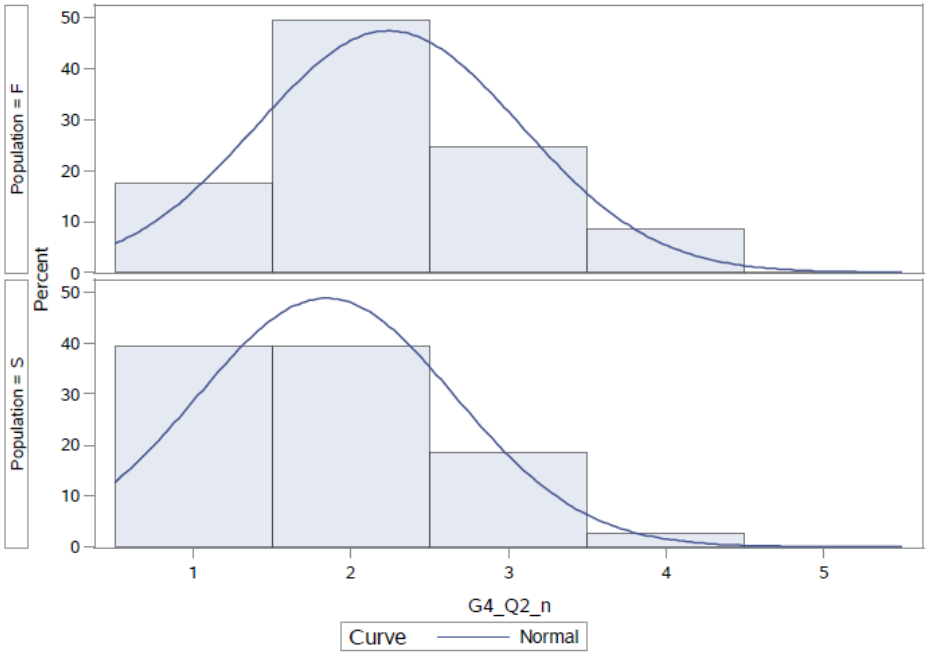

Figure 4.12. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Item G4_ Q4 asked about how useful it would be for faculty to have a live feed available where students could ask questions or give feedback in real time. This could be possible using Twitter®, Facebook®, a chat function on a university's LMS, or any other number of programs.

This item had the second highest percentage of faculty participants in this group who responded that they "never" did this. For item FQ15_4 (the question asking faculty how often the used a live feed in their class the previous semester), 61.27% of faculty chose "never". For item SQ16_4 (the question asking students how often their teachers used a live feed in their class the previous semester), students reported that 50% of their teachers never did this. For the student responses in this group, the response of "never" had the highest percentage.

Figure 4.13. Distribution of Item G4_Q4 (usefulness of using a live feed in class where students can ask questions)

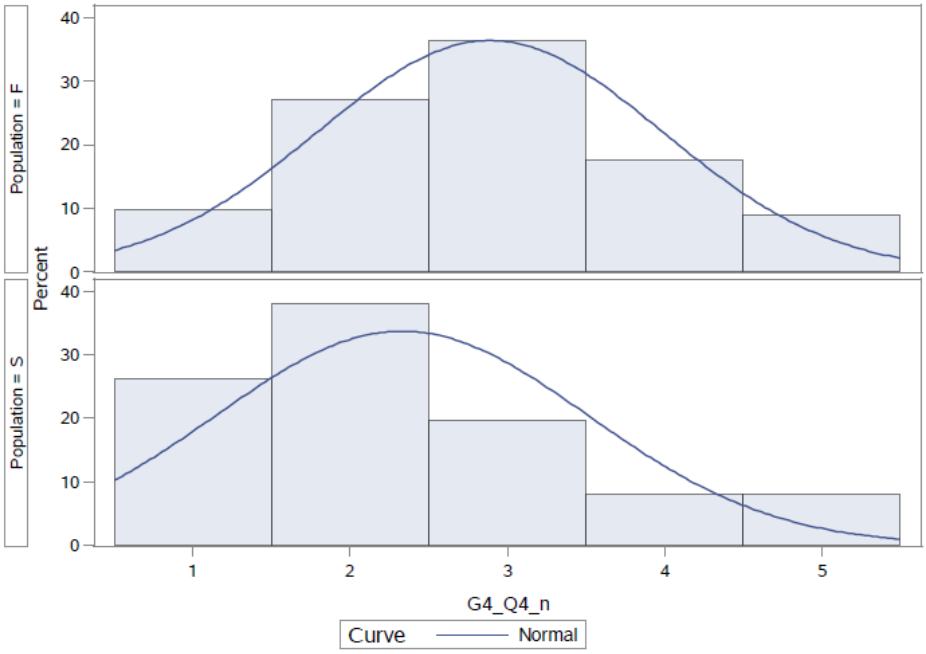

Figure 4.13. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Item G4_Q6 asked about using a classroom response system. An example of this would be using clickers in class, a tool such as Microsoft Forms®, or an app such as *Kahoot!*® where faculty can ask a question and get an immediate response from the students. In fact, 73% of the students chose "extremely useful" or "very useful", whereas only 37% of faculty chose the same level of usefulness. Figure 4.14 shows the distribution of responses. This type of interaction could be

very appealing to student participants because an activity like this allows students to engage in the class material, while not having to speak and remaining anonymous.

Figure 4.14. Distribution of Item G4_Q6

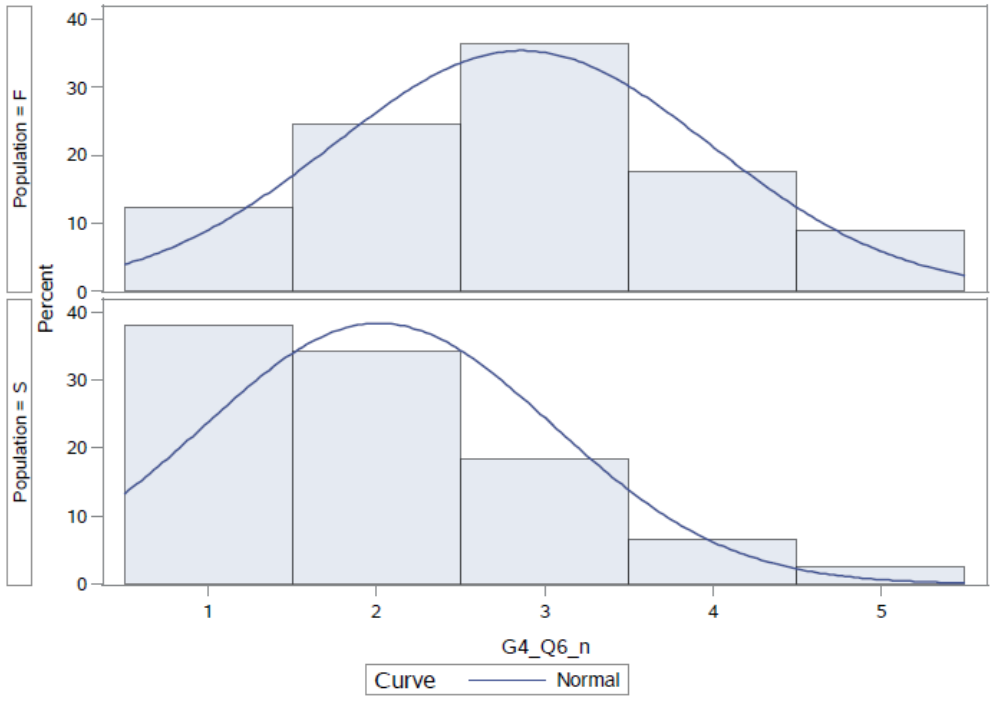

Figure 4.16. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = Extremely useful, 2 = Very useful, 3 = Moderately useful, 4= Slightly useful, 5 = Not at all useful

Item G4_Q7 asked about having an activity on the first day where the students introduced themselves. This is often called an icebreaker activity and can take many different forms. While both the majority of student participants and faculty participants responded that this type of activity was useful, the degree of usefulness showed a significant difference. This type of activity can be useful to undergraduate international NNES students, as well as whomever is teaching them. It can very quickly let the teacher know that the student is from another country and which country that is, so that the teacher does not have to infer where the student is from and may make an incorrect inference, causing embarrassment for the teacher and possibly the

student. It can also give the student a chance to share the correct way to pronounce his or her name, which may be tricky for native English speakers.

Figure 4.15. Distribution of Item G4_Q7 (usefulness of having an icebreaker activity on the first day of class)

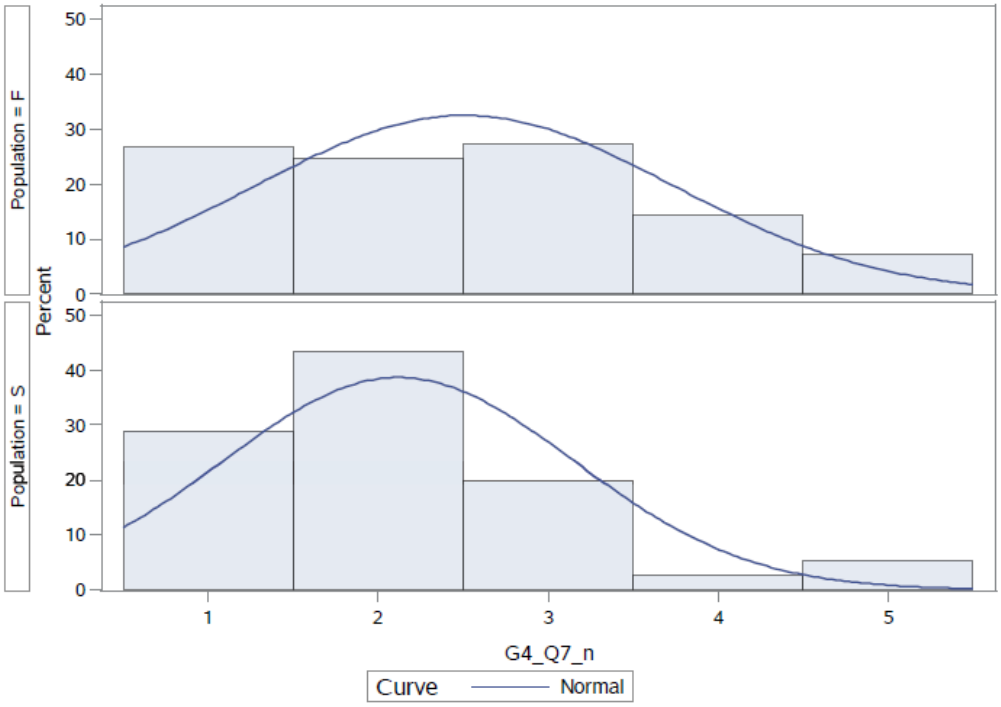

Figure 4.15. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Table 4.8.

FQ15, FQ16, FQ18, SQ16, SQ17, and SQ19 – Frequency of G4 Items, In-class Activities

	Percentage of participants					
Item	1	2	3	4	5	M
			Faculty			
FQ15_1	7.75	31.69	26.76	14.79	19.01	3.06
FQ15_2	8.45	30.28	23.24	30.28	7.75	2.99
FQ15_3	8.45	11.27	9.15	39.44	31.69	3.75
FQ15_4	7.04	5.63	7.04	19.01	61.27	4.22
FQ16	16.20	21.83	23.94	28.17	9.86	2.94
FQ18	4.96	4.26	4.96	18.44	67.38	4.39
			Students			
SQ16_1	42.19	35.94	17.19	1.56	3.13	1.88
SQ16_2	12.50	25.00	18.75	29.69	14.06	3.08
SQ16_3	14.06	17.19	10.94	7.81	50.00	3.63
SQ16_4	12.50	23.44	14.06	10.94	39.06	3.41
SQ17	10.94	26.56	25.00	32.81	4.69	2.94
SQ19	6.35	22.22	14.29	38.05	19.05	3.41

Note. 1 = always, 2 = most of the time, 3 = about half of the time, 4 = sometimes, 5 = never

Group G5 – Linguistic Modifications

$H5_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of linguistic modifications.

This null hypothesis was found to be invalid because three of the four items in G5 had significant statistical differences. The items in G5 were about linguistic modifications that faculty could make to accommodate the linguistic challenges that NNES students face.

Table 4.9.

Group G5 – Perception of the Usefulness of Linguistic Modifications

	Faculty		Student		
New item number	M	SD	M	SD	p
G5_Q1	2.676	1.146	1.693	0.753	<.0001*
G5_Q2	2.702	1.176	1.880	0.986	<.0001*
G5_Q3	2.219	0.944	1.920	0.897	.0219*
G5_Q4	2.364	1.152	2.200	1.151	.314
Overall G5	2.490	1.125	1.923	0.970	

Note. *p. < .05

Item G5_Q1 was about the usefulness of giving students extra time to complete in-class writing assignments. In response to FQ24_1, which asked faculty how often they gave students extra time to complete an in-class writing assignment during the previous semester, 28.16% of faculty reported "never" having done this. Students reported in SQ24_1, which asked students how often their teachers had given them extra time to complete a writing assignment the previous semester, that 19.35 % of their teachers had "never" done this. Responses to FQ24_1 and SQ24_1 can be found in Table 4.10.

Figure 4.16. Distribution of Item G5_Q1 (usefulness of giving students extra time to complete in-class writing activities)

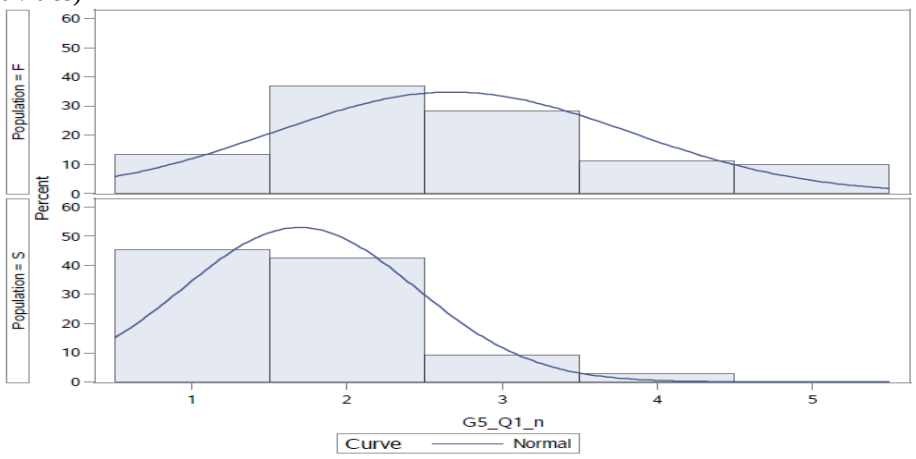

Figure 4.16. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Item G5_Q2 was about how useful it is to give extra time for students to complete in-class quizzes and tests. For this item, the percentage of faculty who "never" did this was even higher. For item FQ24_2, which asked faculty how often they gave students extra time to complete in-class tests or quizzes during the previous semester, 39.5% of faculty reported that they had not done this. Students reported in item SQ24_2, which asked students how often their teachers gave them extra time to complete an in-class tests or quizzes during the previous semester

that 29.03% of their teachers had not done this. The full range of percentages for FQ24_2 and SQ24_2 can be found in Table 4.10.

Figure 4.17. Distribution of Item G5_Q2 (usefulness of giving students extra time to complete in-class tests or quizzes)

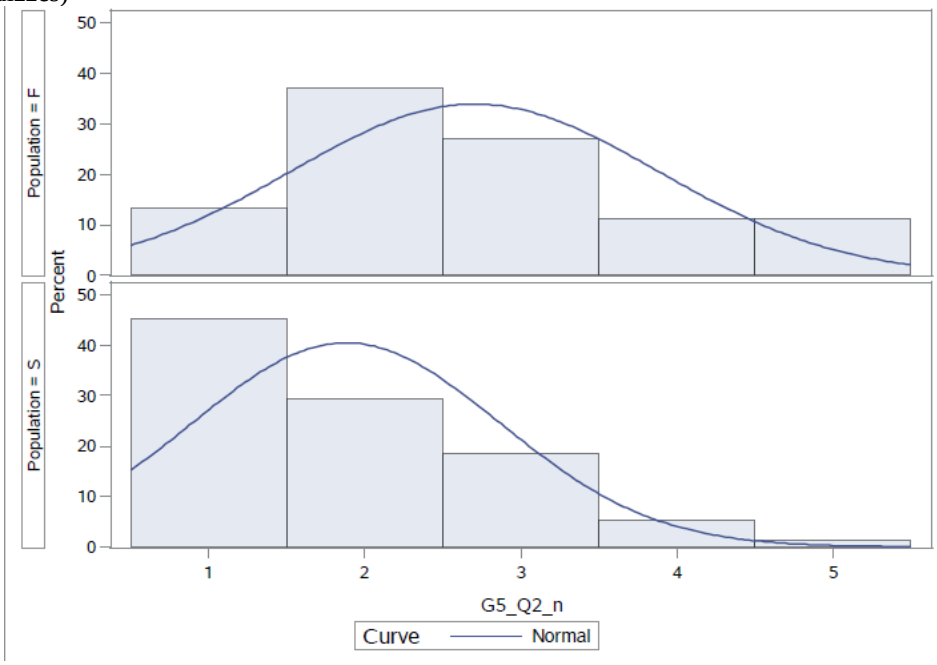

Figure 4.17. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Item G5_Q3 asked about the usefulness of giving students extra "think time" when they ask a question. Table 4.9 shows that for item G5_Q3, there was significant difference on the perception of the usefulness to give NNES students extra "think time". The mean scores for this item are lower than the previous two items, indicating that it is more useful than the previous two. As stated previously, the mean score for faculty participants was higher than that of students, indicating that faculty found it less useful.

Items FQ24_3 and SQ24_3 reported the frequency of how often faculty had given extra "think time" the previous semester. The percentages shown in Table 4.10 also show that it was done more often. Only 43.47% of faculty participants responded that they "always" or "most of

the time" gave extra "think time". Student participants responded similarly to SQ24_3, also in Table 4.10. They responded that 40.32% of the time their teachers "always" or "most of the time" gave them extra "think time".

Figure 4.18. Distribution of Item G5_Q3 (usefulness of giving students extra "think time")

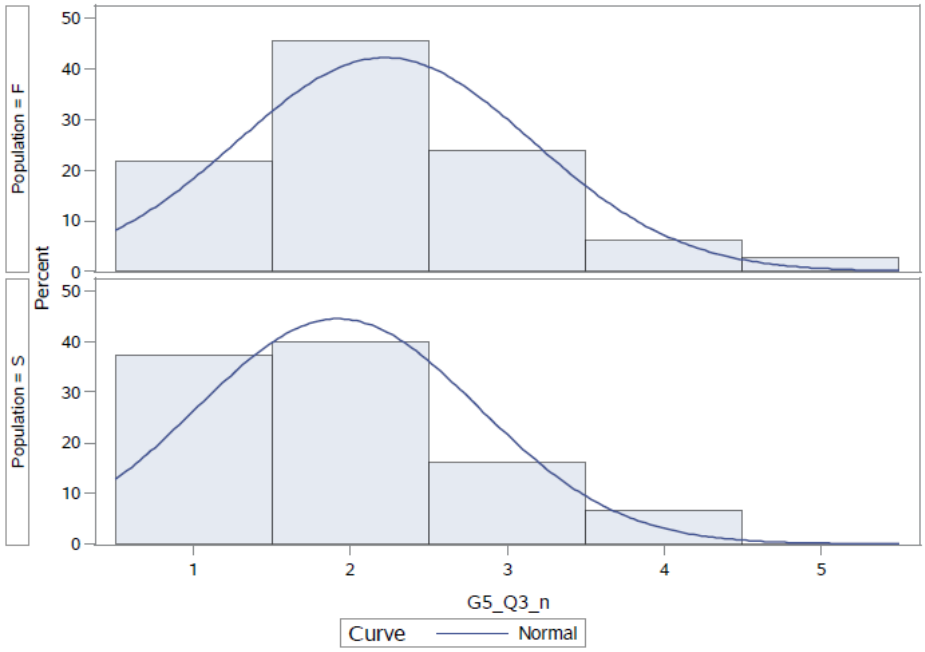

Figure 4.18. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Table 4.10.

FQ24 and SQ24- Frequency of G5, Linguistic Modifications

	Percentage of participants						
Item	1	2	3	4	5	6	M
				Faculty			
FQ24_1	4.35	11.96	3.26	9.78	28.26	42.39	4.73
FQ24_2	7.69	12.09	4.40	8.79	39.56	27.47	4.43
FQ24_3	27.17	16.30	2.17	20.65	17.39	16.30	3.34
FQ24_4	9.78	23.91	13.04	22.83	21.74	8.70	3.49
				Students			
SQ24_1	12.90	14.52	29.03	12.90	19.35	11.29	3.45
SQ24_2	11.29	16.13	16.13	17.74	29.03	9.68	3.66
SQ24_3	12.90	27.42	20.97	12.90	14.52	11.29	3.23
SQ24_4	11.29	19.35	20.97	27.42	11.29	9.68	3.37

Note. 1 = always, 2 = most of the time, 3 = about half of the time, 4 = sometimes, 5 = I had this type of assignment, but never did this, 6 = I did not have this type of assignment last semester.

Group G6 – Out-of-class Activities

$H6_0$ – There is no significant statistical difference between faculty and student perceptions about usefulness of out-of-class activities.

This null hypothesis was found to be invalid as six of the eight items in G6 were statistically significant. The items in G6 were about how useful certain activities that faculty could do outside of class time were to international undergraduate NNES students.

Table 4.11.

Group G6 – Perceptions about Various Out-of-class Activities

	Faculty		Student		
New item number	M	SD	M	SD	p
G6_Q1	2.054	0.914	1.425	0.622	<.0001*
G6_Q2	2.530	1.063	1.753	0.846	<.0001*
G6_Q3	2.799	1.202	2.000	1.041	<.0001*
G6_Q4	2.752	1.006	2.343	1.108	.0087*
G6_Q5	2.195	0.906	2.041	0.992	.2672
G6_Q6	1.966	0.976	1.822	0.805	.244
G6_Q7	3.859	1.127	2.781	1.387	<.0001*
G6_Q8	3.322	1.192	2.685	1.311	.0006*
Overall G6	2.685	1.215	2.106	1.125	

Note. *p. < .05

Item G6_ Q1 asked about the usefulness of providing additional resource, such as handouts, on the university's LMS. For this item, none of the student participants chose "slightly useful" or "not at all useful". This item had the lowest mean score for student participants of any item on the survey, indicating that they find provide additional resources to be the most useful of any of the survey items. The reported frequency of this happening the previous semester can be found in Table 4.12. Both faculty and students reported that it happened frequently. Around 68% of faculty reported that they did this "always" or "most of the time" and 70% of student participants reported that their teacher did this "always" or "most of the time".

Figure 4.19. Distribution of Item G6_Q1 (usefulness of providing additional handouts on the LMS)

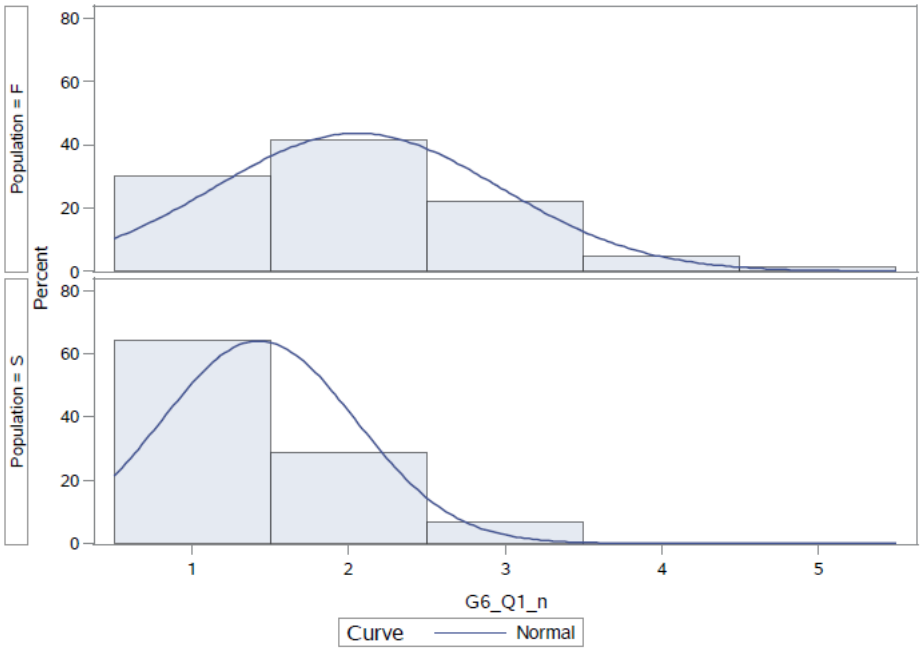

Figure 4.19. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Item G6_Q2 asked about the usefulness of giving tests or quizzes online using the university's LMS or another online venue. Table 4.12 shows that 25.36% of faculty reported that they "always" gave their quizzes online, while 37.68% reported that they "never" gave quizzes online. The students reported a slightly different experience. Twenty-three percent reported that their teachers "always" gave the exams online, while only 7% reported that their teachers "never" did this.

Figure 4.20. Distribution of Item G6_Q2 (usefulness of giving tests and quizzes online)

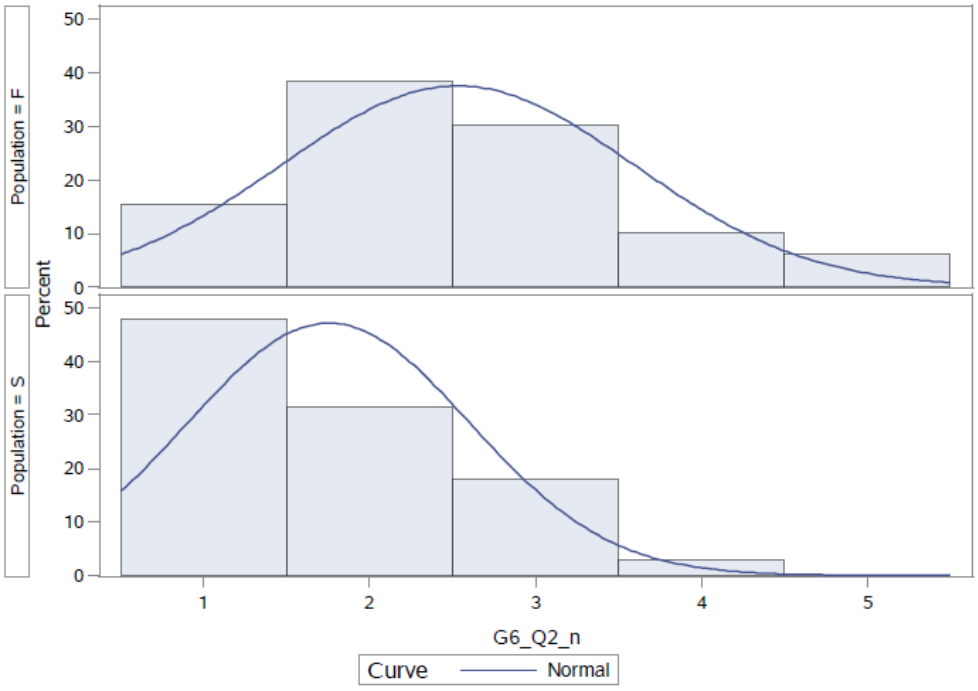

Figure 4.20. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Item G6_Q3 asked about how useful it is when faculty flip the class. The faculty mean was higher for this item, indicating that they find flipping the class to be less useful. This is reflected in the how often they reported doing this. For item FQ26_3, which asked faculty how often they flipped their classroom the previous semester, 61.59% of the faculty reported that they "never" did this.

Figure 4.21. Distribution of Item G6_Q3 (usefulness of flipping the class)

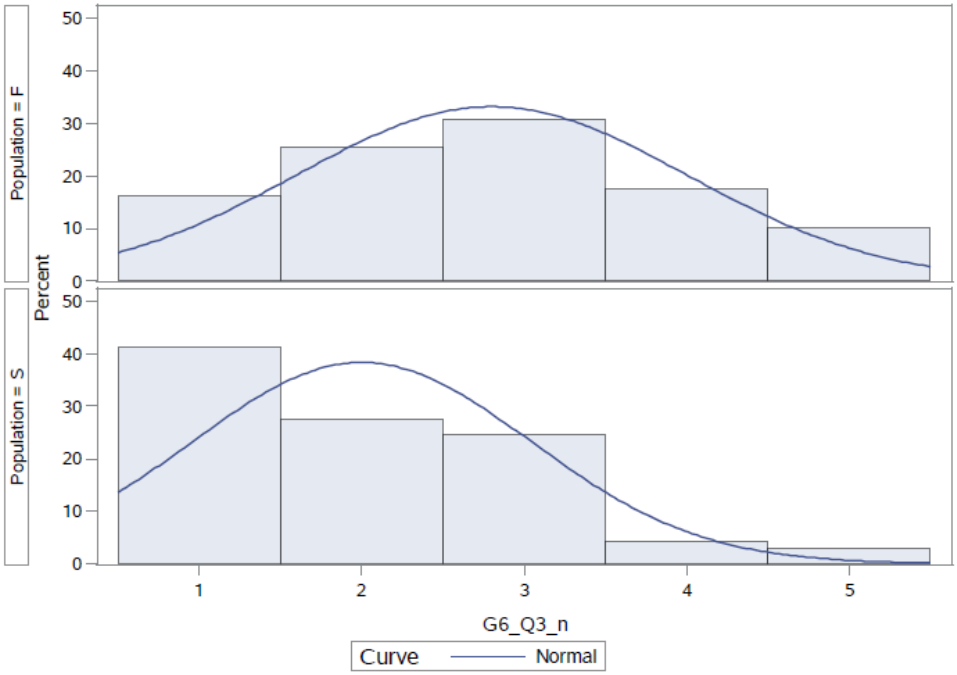

Figure 4.21. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Item G6_ Q4 was also found to be statistically significant. It asked how useful it is for faculty to assign group projects. Table 4.12 shows that over 50% of faculty reported that they "sometimes" or "never" had group projects the previous semester while over 50% of the students reported that their teachers gave them group projects "always" or "most of the time".

Figure 4.22. Distribution of Item G6_Q4 (usefulness of assigning group projects)

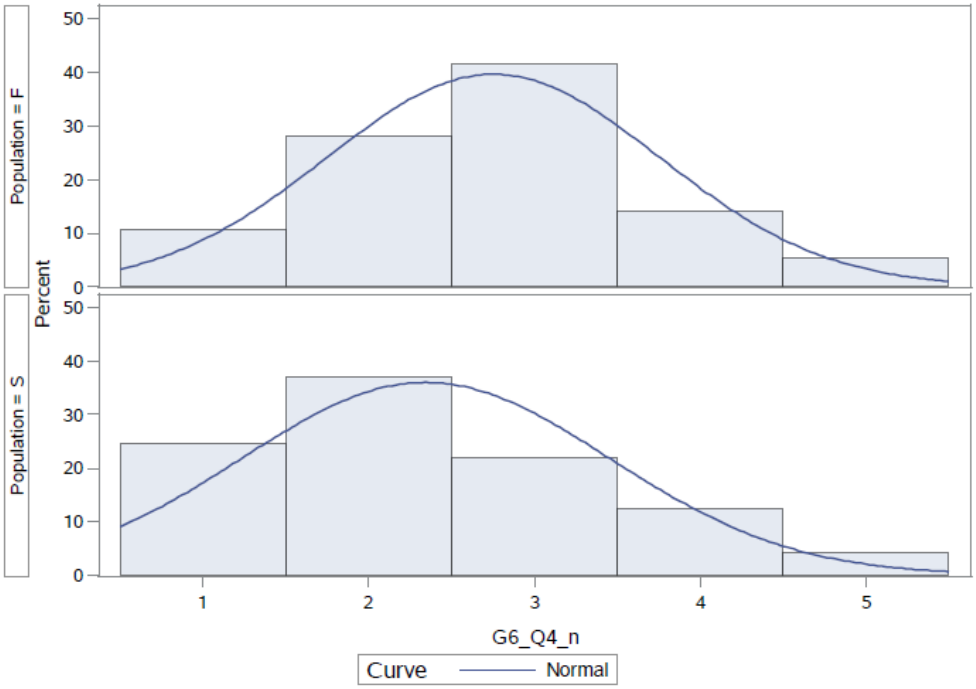

Figure 4.22. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

The next item in this group that showed evidence of having a statistically significant difference was item G6_Q7. This item asked how useful it is to take off points for grammar errors on in-class writing activities. When looking at the mean scores, the faculty mean score was higher and the student mean score was lower. The distribution of the responses can be found in Figure 4.23.

This was one of the three items that had a faculty mean score over three. In fact, item G6_Q7 had the highest faculty mean score in the survey. It could indicate that it is the activity that faculty find the least useful for NNES students. This is reflected in how often faculty reported taking off points for grammar on an in-class writing assignment. Item F26_Q8 asked faculty how often they took off points. Only 2.90% responded that they "always" do this, while 61.59% of the faculty participants responded that they "never" did this.

Figure 4.23. Distribution of Item G6_Q7 (usefulness of taking of points for grammar errors on in-class writing activities)

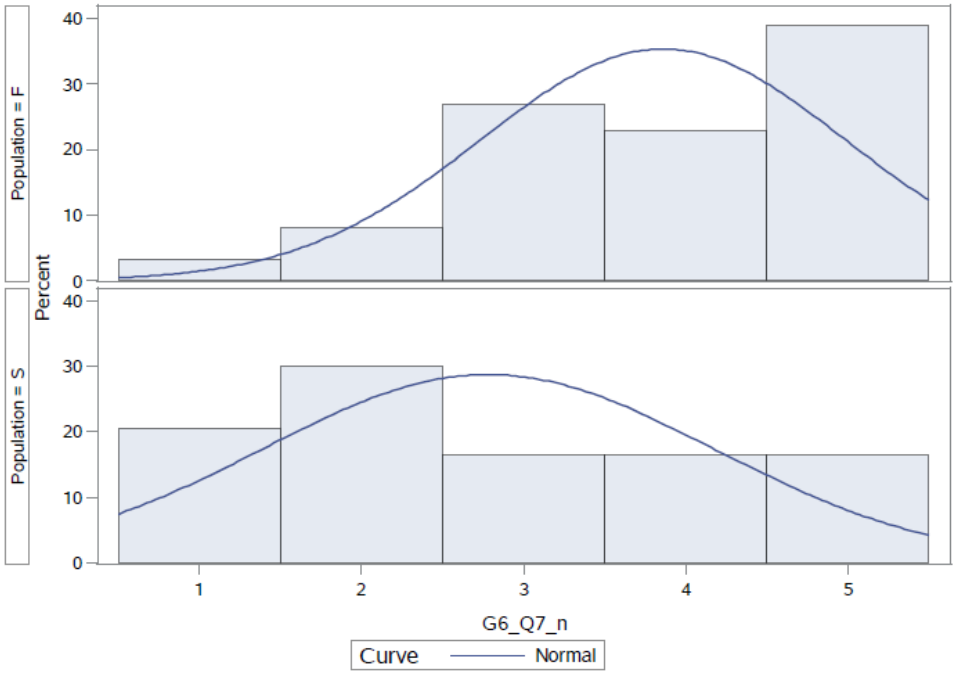

Figure 4.23. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

The final item that was found to be statistically significant was G6_Q8. This asked about the usefulness of taking off points for grammar errors in an out-of-class writing assignment. The mean scores for this item were lower for both the student participants and the faculty participants than the mean scores for G6_Q7. This may indicate that faculty and students find it more useful to take off points for grammar in an out-of-class assignment than for an in-class assignment.

This was the third item that had a faculty mean over three; indicating that faculty found it less useful. Item F26_Q9 (see table 4.12) asked how often faculty took off points for grammar errors on an out-of-class writing assignment during the previous semester. Twenty-two percent chose "sometimes" and 36.23% chose "never".

Figure 4.24. Distribution of Item G4_Q8 (usefulness of taking off points for grammar errors in an out-of-class writing assignment)

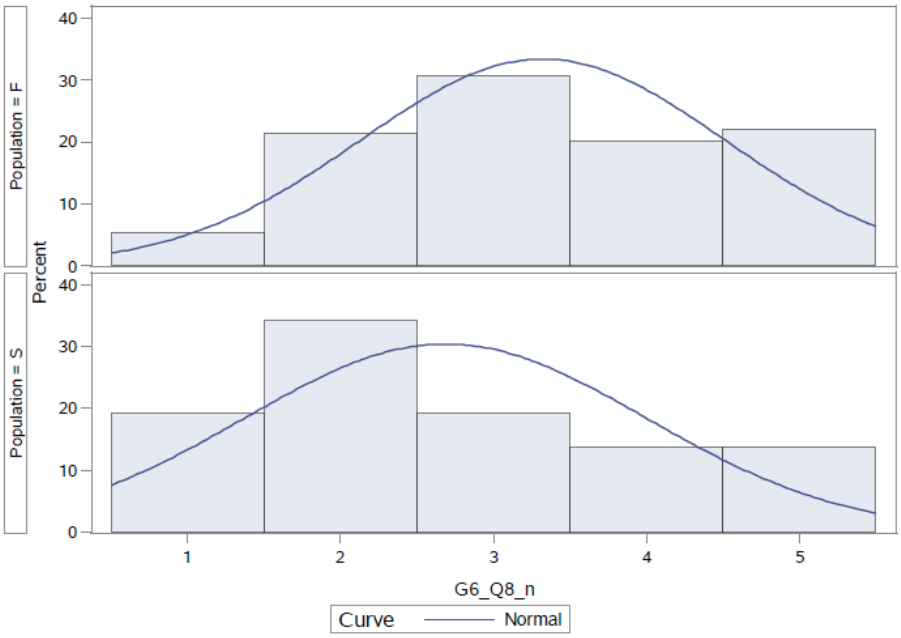

Figure 4.24. Population F bar graph represents the distribution of faculty responses. Population S bar graph represents the distribution of student responses. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not at all useful

Table 4.12.

FQ26 and SQ26 – Frequency of G6, Out-of-class Activities

	Percentage of participants					
Item	1	2	3	4	5	M
Faculty						
FQ26_1	39.86	28.26	10.87	16.67	4.35	2.17
FQ26_2	25.36	12.32	8.70	15.94	37.68	3.28
FQ26_3	7.97	7.25	7.97	15.22	61.59	4.15
FQ26_4	16.67	13.04	13.04	26.81	30.43	3.41
FQ26_5	23.19	25.36	18.12	17.39	15.94	2.78
FQ26_6	64.49	20.29	5.80	7.97	1.45	1.62
FQ26_7	26.09	24.64	24.64	19.57	5.07	2.53
FQ26_8	2.90	8.70	8.70	18.12	61.59	4.27
FQ26_9	10.14	14.49	16.67	22.46	36.23	3.60
			Students			
SQ26_1	26.67	43.33	15.00	11.67	3.33	2.22
SQ26_2	23.33	35.00	26.67	8.33	6.67	2.40
SQ26_3	15.00	23.33	18.33	16.67	26.67	3.17
SQ26_4	23.33	35.00	21.67	13.33	6.67	2.45
SQ26_5	18.33	38.33	18.33	18.33	6.67	2.57
SQ26_6	38.33	26.67	15.00	10.00	10.00	2.27
SQ26_7	11.67	25.00	13.33	26.67	23.33	3.25
SQ26_8	11.67	23.33	23.33	23.33	18.33	3.13

Note. 1 = always, 2 = most of the time, 3 = about half of the time, 4 = sometimes, 5 = never

Other Findings

The faculty survey contained two items that were different from the student survey as they asked about professional development. The results for these two items can be found in Table 4.13 and Table 4.14.

Item FQ8_7 asked faculty how useful it was to talk with other faculty about what they found to work well or not work in their classes. As the mean score for this is below two, it indicates that faculty found it very useful to talk with colleagues. This is reiterated by how often faculty reported in FQ26_7 that they did discussed with colleagues the previous semester. Over 50% reported that they “always” did this or did this “most of the time”.

Table 4.13.

FQ8_7 - Usefulness of Talking with Other Faculty

	Percentage of participants					
Item	1	2	3	4	5	M
FQ8_7	38.26	39.60	14.77	6.71	0.67	1.92

Note. 1 = extremely useful, 2 = very useful, 3 = moderately useful, 4= slightly useful, 5 = not as all useful

Item FQ27 asked faculty about any faculty development opportunities they had attended regarding teaching international students. Nearly half of the faculty participants responded that they had never attended any training regarding international students.

Table 4.14.

FQ27 - Faculty Professional Development

Response choices	%
A conference	8.70
A workshop	23.91
A seminar	15.22
Peer mentoring	15.22
Haven't attended any	59.42
Other	3.62

Note. Participants could choose more than one response for this item, so total percentage will add to more than 100.

The student survey also contained a couple of questions that were different from the faculty survey. These questions had to do with visiting faculty during their office hours. The responses to the first question, SQ27, asked students if they had visited one of their teachers during their office hours. Eighty-three percent of the students answered “yes”. If the student responded “yes” to this question, he/she was asked two follow-up questions. The first follow-up question was SQ28, their experience visiting with faculty during office hours. The second question was SQ29, which was an open-ended question asking if there was anything else that students wanted to share about their visit to faculty during office hours.

Table 4.15.

SQ28 - Visits with Faculty during Office Hours

Response choices	%
I felt welcomed.	76.00
I felt like my teacher did not want me in his/her office.	6.00
I had my questions answered.	48.00
I did not have any questions for my teacher.	2.00
The visit was pleasant and I would visit them again if I needed something.	46.00

Note. Participants could choose more than one response for this item, so total percentage will add to more than 100.

There was only item, G4_Q5, where the mean score for the faculty responses was lower than that of the student responses. For all other items, the faculty mean score was higher than the student mean score. Item G4_Q5 asked about the usefulness of putting students into small groups to discuss a topic. The overall distribution of responses for both groups was similar as seen in Figure 4.25.

Figure 4.25. Distribution of Item G4_Q5 (usefulness of having small group discussions)

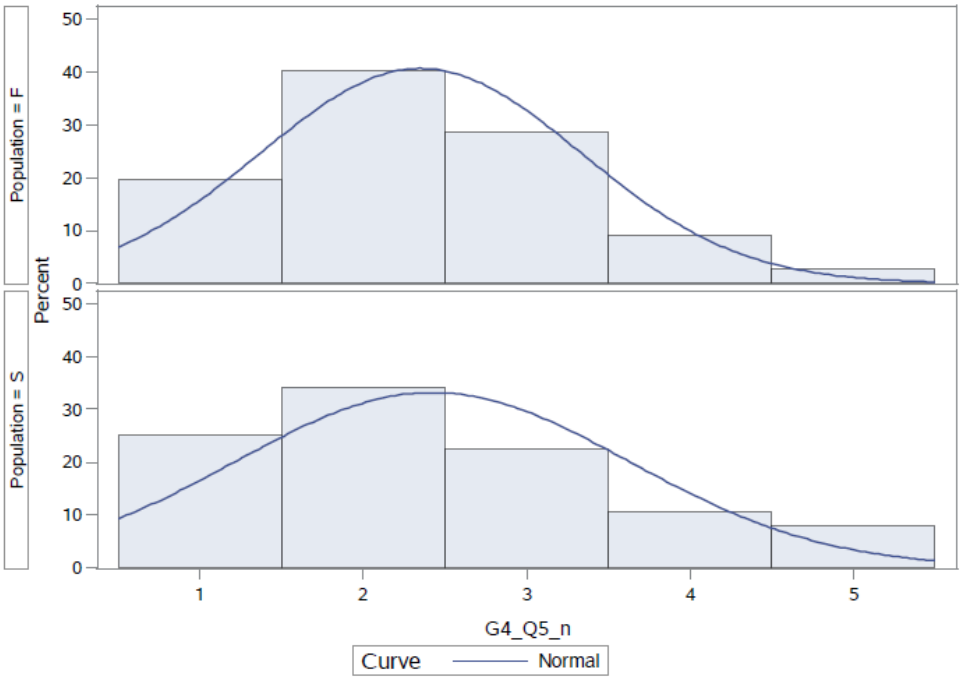

Figure 4.25. The F bar graph represents the distribution of faculty responses. The S bar graph represents the distribution of student responses.

Open-ended Responses

Each survey had four questions asking whether or not the participants had done a particular activity the previous semester. For those who answered "Yes" an open-ended follow-up question was asked participants to explain the activity that was done. Although some qualitative data was gathered from the open-ended questions, the data was not fully analyzed for this study. In addition, three questions were asked: What other visual aids (FQ13, SQ14); what else did faculty do to help NNES students (FQ25, SQ25); and what else could be useful to NNES students (FQ9, SQ10).

Regarding this question, "What else could faculty do that you believe would be useful to the undergraduate international NNES students in their class" (FQ9), the majority of the answers and examples faculty gave were related to items in the survey, including several responses about the need for faculty training. However, two of the answers were not addressed in the survey and are thereby worth noting. One faculty member wrote:

> Language issues can be a problem in any class and provide a barrier to learning for international students. I encourage my students to ask, even during exams, if there is a word they are not familiar with. I will help them if I can and will tell them if I can't. This often reduces exam errors that are totally language based but not content based, helping international students.

Another faculty member wrote a different suggestion:

> Better university support for captioning services. Videos need to be captioned not only for hearing-impaired students but for ESL students as well. This is a burdensome and time-consuming activity for faculty which is why most of us do not so it with our class

videos. If the university were to provide captioning services for faculty, I think this would improve student understanding of videos.

Captioning videos could help improve comprehension, but most faculty do not use captioned videos.

Summary

The purpose of this study was to find what activities faculty and international undergraduate NNES students perceived as useful to international undergraduate NNES students. It was also to determine whether there were any significant differences between the two groups. Surveys were used to find what each group perceived as useful or helpful. Then a t-test was run on each pair. In total, there were 36 pairs. Of those 36 pairs, 24 pairs or two-thirds had evidence of a statistically significant difference. The second part of the survey asked faculty how often they did each of the activities from the first half of the survey during the past semester, as well as asking students how often their teachers did those activities during the past semester.

Chapter 5 - Discussion of Findings

Rodriguez-Valls and Ponce (2013) stated that NNES students learn best when they are engaged in their own learning experiences, which is an important tenet of a student-centered classroom. Several other authors (Brookfield, 2015; Chickering and Gamson, 1991; Knowles, 1972, McKeachie, 1954) also wrote about the different components of creating a student-centered classroom. The purpose of this study was to look for significant differences in how faculty and international undergraduate NNES students perceive the usefulness of certain learning activities. A student-centered framework was used to create to the survey instruments used in this research. The students and faculty surveyed were at K-State in the fall of 2018. After the surveys were completed, the results were compared using a t-test on each pair of responses. Two-thirds of the activities were found to have significant differences. Overall, this study found that students ranked the activities as more useful than faculty did (see Table 5.1). The differences in this study could be used to make faculty aware of what activities undergraduate international NNES students perceive to be useful. They could also be used to create training materials with tips to help faculty members implement these activities in their classrooms.

Table 5.1.

G1-G6 - Overall Mean and Standard Deviation

	Faculty		Student	
Group	M	SD	M	SD
G1	1.845	0.921	1.732	0.818
G2	2.593	1.140	2.281	1.182
G3	2.351	1.029	1.778	0.891
G4	2.681	1.098	2.203	1.047
G5	2.490	1.125	1.923	0.970
G6	2.685	1.215	2.106	1.125

Implications Based on Findings

G1 - Explicit Instruction

Several authors (Bauer & Picciotto, 2013; Brookfield, 2015; Chamot & O'Malley, 1994; Erickson et al., 2006; Gorzycki, n.d.) wrote about the need for giving students the grading rubric when giving a writing assignment or assigning an oral presentation. Items in G1 asked about how useful they perceived this to be. The mean scores for both students and faculty were fairly low on these items. Also, none of them were statistically significant, indicating that faculty and students agreed on the degree of their usefulness. In response to the questions about how often faculty were giving the rubric or explicit instructions, both faculty and students reported that it frequently happened during the previous semester. The responses to frequency can be found in Appendix E.

G2 - Preventing Plagiarism

There is concern about how to prevent plagiarism, not only with international students but with all students. All of the items in the G2 group were about how to prevent plagiarism. Gunnarsson et al. (2014) stated that "being explicit is especially important when teaching students who come from a different academic tradition, as the problem of plagiarism is not only closely related to ethical, but also cultural aspects" (p. 414). Fischer (2011b) also wrote about the importance of being explicit about what plagiarism is and how students can be prevented from doing it. Overall, the results from G2 show that both faculty and students agree with Gunnarsson et al. (2014) and Fischer (2011b). The mean scores for G2_5, which asked about the usefulness of creating an activity to see if students understand what plagiarism is, indicated that faculty and students were in agreement on how useful it is to create an activity, in order to prevent plagiarism. The faculty mean score was 2.099 and the mean score for students was 2.1.

Sixty-eight percent of the participants in both groups chose either “extremely useful” or “very useful” for this item. They want instruction and guidelines in order to understand what plagiarism is so that they do not do it. However, they do not want too much class time spent on this topic. Item G2_Q4 found having more than one class period on plagiarism to be less useful. Fifty-five percent of student participants and 62.11% of the faculty participants chose “moderately useful” to “not at all useful” regarding this item. This would indicate that students want faculty to spend a class period discussing plagiarism and a follow-up activity to make sure they fully grasp the concept.

G3 - Visual Aids

Hendrix (2000) and Lee (1997) wrote about the importance of using visual aids in class to help NNES students. However, the use of visual aids in the classroom is not only useful to NNES students, but to all visual learners (Erickson et al., 2006; Shapiro et al., 2014). Items in G3 were about the usefulness of different visual aids and when they should be given to students. The mean scores for the student responses in this group were all below two, indicating that the student participants find visual aids to be very useful. The lowest student mean score in G3 was G3_Q2, which was about giving students access to the class presentation before class. Shapiro et al. (2014) wrote about the need to give students access to these materials before class so that students can review them and research any unfamiliar words or concepts, allowing them to focus more on what the teacher is saying during class. Around 30% of faculty reported that they “always” do this and around 30% reported that they “never” do this. Faculty should be made aware of how this can be useful to students, to that more will make it available before class. Faculty may be choosing not to do this because they are afraid students will not attend class if they already have the presentation. This could be mitigated by limiting what is posted. For

example if the PowerPoint contains only an outline of what will be discussed as well as key vocabulary, then students will need to attend in order to fill in the outline.

G4 - In-class Activities

Group G4 had questions about activities that faculty could do in class. The first of these was how useful lecturing most of the class period was. Gorzycki (n.d.) stated that sometimes the best way to share information with students is through lecturing. Student participants in this survey agreed. This could be in part because the majority of the student participants came from an educational background where lecturing is the most common form of teaching (Andrade, 2006; Merriam & Kim, 2008; Tomić, 1996).

One area in which faculty need to improve is giving examples that are less culturally based. Several authors (Andrade, 2006; Goodman, 1996; Shapiro et al., 2014) wrote about the need to make examples less culturally based in order for them to be understood by more students. Student participants reported that overall, faculty are not doing this very often (see Table 4.8).

In order for faculty to know if students comprehend the materials, there is a need for constant feedback from students (Brookfield, 2015; Chickering & Gamson, 1991). There are several ways to get feedback from students. One is to have a post-class assessment, such as having the students writing the muddiest point. This was item G4_Q3 and was one of the items not found to have statistical significance, indicating the faculty and students agree on its degree of usefulness. When looking at how often faculty are reporting doing this in Table 4.8, it can be seen that faculty are not using this activity for feedback. Over 70% of faculty reported that they did this only “sometimes” or “never”. Students reported that 50% of faculty “never” do this. Another way to increase feedback from students is to have a live stream going where students

can ask questions or comment on what is happening in the class. Brookfield (2015) suggested several ways to do this, such as using Twitter® or text messaging. As technology is changing, there is an increasing number of ways that this can be done. Even with all of these different ways, 61.27% of faculty reported "never" doing this during the previous semester. It may be that faculty are choosing not to do this because they find it distracting while they are teaching. It could also be that faculty are unfamiliar with the new technology and are hesitant to try it.

A final way to get student feedback that Brookfield (2015) suggested is using a classroom response system. This type of system could be using clickers which the students buy as part of their materials or having students use their smartphones; however, they may not all have working smart phones. Item G4_Q7 asked about the usefulness of a classroom response system and 72% of students chose "extremely useful" or "very useful" to this item. For item SQ19, 80.95% of student participants responded that they had had a teacher who used it at least sometimes the previous semester. Item FQ18 asked faculty how often they had used a classroom response system during the previous semester and 67.38% of faculty reported never using it. Because a large percentage of the faculty reported never using it the previous semester, it could be that faculty do not understand how useful this could be to students or, again, it could be a reluctance to work with new technology. There are many different types of classroom response systems, and they can be used for a variety of different reasons. Both faculty (FQ19) and students (SQ20) were asked how classroom response systems were used in their classrooms the previous semester. The responses included a variety of ways, e.g. to check for comprehension of the material, to do a review, to play a review game, to take attendance through answering a question, to gauge opinions. One faculty member even responded that their system was low-tech as they simply had their students raise their hands. To mitigate this problem, faculty could invest their

time learning about classroom response systems and how they can be utilized them in their classroom to keep students engaged. This will allow them to receive instant feedback and let them know when students are struggling with a concept.

One important point that was not addressed specifically in the survey was teacher feedback to students. This was brought up in one of the open-ended questions. One student wrote in response to SQ10, which asked students what other things would be useful to them, "Gives the [previous] assignment feedback before posting the next assignment. So that I can learn from the feedback and do better on the next assignments." Several authors (Brookfield, 2015; Chickering and Gamson, 1991; Erickson et al., 2006; Shapiro et al., 2014) also wrote about the need for giving students prompt feedback in their books. Students, especially international NNES students, need to know if they have understood the assignment before they do the next assignment, so they do not continue making the same mistake.

Although the student responses on item G4_Q5, asking about the usefulness of group discussion, indicates that they find group discussions less useful, small group discussion are an important tenet in student-centered teaching, as they allow students to connect with the material and share their thoughts and feelings with their classmates (Chickering & Gamson, 1991; Frederick, 1994; Gorzycki, n.d.; Erickson et al., 2006; Knowles, 1972; McKeachie, 1954; Rodriguez-Valls & Ponce, 2013). NNES students may not find them useful for a couple of reasons. First, this could be because their educational background did not include this type of activity, and so they are less familiar with it (Andrade, 2006; Merriam & Kim, 2008; Tomić, 1996). Second, it could also be that they feel marginalized when put into a group with domestic students or find it hard to express their ideas due to linguistic barriers (Gareis, 2012; Halic et al., 2009; Kisch, 2014). As stated earlier, the literature indicates that small group discussions can

actually be very beneficial to NNES students by providing an opportunity for NNES students to practice their academic English in a smaller setting and express their ideas aloud (Halic et al., 2009; Kagan & Cohen, 1990). This can be especially helpful to students who have a roommate that speaks the same native language. It is also beneficial for the domestic students in the class because they can hear different viewpoints and can develop a stronger rapport with their international classmates (Gareis, 2012; Goodman, 1996; Peterson et al., 1999; Shapiro et al., 2014; Tomić, 1996; Will, 2015). Frederick (1994) wrote, "Effective discussions, then, hinge on instructors' … ability to guide students (and themselves) through the minefield of interpersonal interactions, especially those in multicultural classrooms" (p. 99). Therefore, it is important for the faculty to monitor the small group discussions, so that NNES students are not marginalized, nor are there any fights that arise over cultural misunderstandings (Gareis, 2012; Halic et al., 2009; Kisch, 2014).

Getting to know the students can help both the faculty and student become more comfortable with one another (Brookfield, 2015; Chickering and Gamson, 1991; Erickson et al.; Gorzycki, n.d.; Shapiro et al., 2014). An example of how this can make students feel more comfortable in the classroom can be found in a response to FQ25, which was an open-ended question asking faculty about what they had done the previous semester to help the NNES in their class. One faculty member wrote, "One international NNES student expressed concern with being called on in class so I avoided cold calling the student. Allowing more time for the student to think and share when ready."

There are many ways for faculty to learn about the students in their class. The first is by having icebreaker activity on the first day of class (Brookfield, 2015; Erickson et al., 2006; Shapiro et al., 2014). According to the responses in the survey, most faculty members are

already doing this. Items FQ20 and SQ21 asked faculty and students, respectively, if they had an icebreaker activity the first day of class the previous semester and 66.67% of the faculty participants and 80.95% of the student participants responded "yes". In response to SQ22, which asked students describe the icebreaker activity that they had to do, one student wrote:

> He asked us to write down what is the most funniest thing about us. Then all of us introduced ourselves first and then we laughed at each our stories. This made us easy to go for the next conversation with our classmate.

These simple activities can help students connect with one another. Allowing students to write down what they want to share can help them to organize their thoughts and make them feel comfortable speaking in front of a group of new people. It is important to make sure the activity is not too culturally based. In response to FQ21, which asked faculty to describe the icebreaker activity they used in their class, one faculty member shared:

> Last semester, we played "two truths and a lie" (myself included). While funny and engaging overall, I did notice that my NNES did not understand the game. At all. This year I completely ditched that activity and did something small group oriented to solve that problem. Worked much better.

Activities like these may not be feasible with a very large lecture class, but faculty could have students fill out a short survey, so they can learn about who is in their classroom. For a large class, using a classroom response system can also be used to learn about students. Another way for faculty to learn about students is by talking with them before or after class. A final way to do this is to invite students to visit during office hours. This will be discussed more in the section on out-of-class activities.

G5 - Linguistic Modifications

Attending college courses taught in a language that is not the student's native language can create linguistic challenges. Different authors (Halic et al., 2009; Lee, 1997; Shapiro et al., 2014) have provided some suggestions on ways to mitigate these challenges, such as giving more time on in-class assignments, giving more time on quizzes and tests, giving more time to answer oral questions, and speaking slower. The survey items in G5 asked faculty and students about the usefulness of these four suggestions. All three items related to giving more time were statically significant. Shapiro et al. (2014) suggested giving all students more time and not just the NNES students so as to benefit everyone. When faculty were asked what else they had done the previous semester to help NNES in their class (SQ25), one faculty member shared: "I noticed that one of my international students was not completing the timed online quizzes. I decided to give the whole class additional time rather than just the international students." Allowing all students more time can also prevent the internationals students from feeling uncomfortable because they are being singled out (Shapiro et al., 2014).

Another modification is to give students extra "think time" when asking them a question Shapiro et al., 2014). A higher percentage of students responded that this was useful than faculty. Students were asked: "What else could your teachers do that you would find useful" (SQ10)? One student's response was, "…we can think and feel the same, but sometimes we don't speak as fast or as good as other native speakers, some people think that we have no feeling or no brain to think. We do." This student response captures on the fact that NNES students need a little more time to comprehend and answer questions. Stahl's research (1994) found that students, not just NNES, benefit from being given a few extra seconds to think about the question before having to answer.

A final suggestion by Erickson et al. (2006) and Lee (1997) was for faculty to speak slower. This survey item had a higher student mean than the other three in this group, suggesting that students do not find it as useful. This was the one item in this group that was not statistically significant, indicating that faculty participants also found it not to be as useful.

G6 - Out-of-class Activities

Several activities can be done outside of class that are useful to students. One of these is providing additional resources to student on the university's LMS (Cantor, 1992; Job & Sriraman, 2015; Ozdamli & Asiksoy, 2016). The survey responses (G6_1) agreed as both faculty and students responded that this is useful. For students, this item had the lowest mean score of any of the items. Faculty and students also responded that faculty had done this the previous semester (FQ26_1 and SQ26_1). Less than 5% of faculty and students reported that this had not been done the previous semester. Another activity is for faculty to give online test and quizzes (Cantor, 1992; Job & Sriraman, 2015; Ozdamli & Asiksoy, 2016), which will allow more class time for faculty and students to discuss the material. Few faculty reported doing this. A third activity is flipping the classroom where students can watch the videos and lecture outside the classroom (Cantor, 1992; Job & Sriraman, 2015; Ozdamli & Asiksoy, 2016; Rodriguez-Valls & Ponce, 2013), which allows students to go at their own pace through the material. Creating materials for this can be time consuming and may seem daunting for faculty who are not tech savvy. This could be why 61.59% of the faculty reported "never" doing this. If faculty are interested in this, they should start slowly, perhaps flipping one class period, to see what works for them and their students.

A fourth activity is assigning a group project (Chickering & Gamson, 1991; Erikson et al., 2006; McKeachie, 1954; Shapiro et al., 2014) The survey responses to this question, G6_Q4,

indicated the faculty and students do not find this as useful. A higher percentage of students responded that their teachers had assigned a group project than faculty had responded that they had assigned a group project the previous semester.

The literature recommends that faculty should encourage students to create learning communities such as study groups (Chickering & Gamson, 1991; Knowles, 1972; McKeachie, 1954). This survey items was not found to be statistically significant. Both faculty and staff participants report this being done. Nearly 84% of faculty reported in FQ26_5 that they encouraged students to form learning communities, and 93.33% of the student participants reported in SQ26_5 that faculty encouraged them to form learning communities. A simple way for faculty to encourage this is to have students exchange contact information. In response to FQ21 (describing their icebreaker activity), many of the participants wrote that this exchanging of information was part of their icebreaker activity.

As stated previously, it is important for faculty and students to get to know about one another. One way to get to know students is to invite them to office hours (Brookfield, 2015; Chickering & Gamson, 1991; Erickson et al., 2006; Gorzycki, n.d.; Shapiro et al., 2014). In response to FQ22 (how did faculty learn about their students), several faculty members shared that they had obligatory meetings during their office hours for students. These meetings were described as only three to five minutes long. This mandated meeting time can be very instructional for international students who come from an educational background where this type of student-teacher interaction may not happen. Shapiro et al. (2014) wrote about the importance of asking students to visit during office hours instead of merely suggesting it and stated that "instructors who take proactive steps tend to see positive results in the participation rates, work quality, overall academic performance of their international students" (p. 76). For

item SQ27, which asked students if they had visited as least one teacher during office hours the previous semester, 83.33% of student participants responded that they had. Several students responded in SQ25, asking students what else faculty had done the previous semester to help them, that their teachers gave them extra help during office hours or provided additional office hours for them. Table 4.15 shows that students the majority of students who visited during office hours had a positive experience.

Another out-of-class activity is grading. One challenge that NNES students face is using correct grammar when writing in English. Items G6_Q7 and G6_Q8 were about the usefulness of taking off points for grammar errors. These two items had the highest faculty mean scores of any of the items, indicating that faculty did not find it useful to take off points for grammar errors. The mean for G6_7 (taking off points for grammar errors on in-class assignments) was higher than the mean for G6_8 (taking off points for grammar errors on out-of-class assignments). This may be because students have time when working on an out-of-class assignment to double-check their grammar or have someone else proofread for them. Many authors (Angelova & Riazantseva, 1999; Halic et al., 2009; Lewin, 2012; Moussu, 2013; Shapiro et al., 2014) agreed that taking off points for grammar errors is not useful to the students, although they state that grammar errors should be pointed out to students, so that can continue learning good grammar.

Limitations of the Study

One of the main limitations of this study was having unknown data. The demographic questions were at the end of each survey, including the student's country of origin, gender, and age, as well as faculty's ranking, identification as a native English speaker or not, and gender. The participant could leave the study without having to complete these questions, leaving this

data unknown. If this data were known for every participant, it would have been possible to compare perceptions within the student or faculty populations and study for trends that might be attributed to differences in culture, gender, and other factors.

Another unknown was the exact number of students and faculty who were eligible to take the survey. This was due to the fact that the researcher was limited to the available reports. The data reports available were not created using the same parameters as the research. The student data was more precise than the faculty data. Because of these factors that could affect the number of eligible faculty, the total faculty population size could not be determined. Therefore, the researcher was not able to conduct a power analysis to see if the number of faculty participants represented a valid sample size for the faculty survey.

A third limitation was that this was a voluntary survey. Students and faculty did not have to take the survey and once they started it, they did not have to complete it. Also, the surveys may not have reached all the eligible students and faculty. The researcher tried to mitigate these circumstances to get a higher return rate by placing announcements in the daily newsletters sent out all faculty and students. The researcher offered participants the chance to win a $25 Amazon gift card if they completed the survey. Overall, the response rate was not as high as expected, especially from students from certain countries. The overall student response rate was 16% of the eligible population, which equates to a 90% confidence level with an 8% margin of error.

Recommendations for Future Studies

If this study were to be done again, the demographic question about nationality for students would be at the beginning of the survey instead of the end. This would allow for the nationality of all of the students to be known. This would also allow for the researcher to disaggregate data by country and find if there are differences between participants from different

countries. On the faculty survey, the question about being a native English speaker should be moved to the beginning so this data could be disaggregated to see if there are differences between faculty who are native English speakers and those who are not.

Future research could also include domestic first year students to compare their perceptions with international NNES. Research comparing the two groups could help faculty know which activities are most useful to all of the students in their classes.

The student and faculty responses on the second part of the survey concerning what activities are being done in the classroom could be compared if a couple of questions were added. There would need to be a statement asking faculty and students to think about only one class the previous semester. Then there would need to be a question about the type of class it is, so that similar class types could be compared. This research did not compare types similar types of classes based on class size or discipline. Future research could be designed to include these class characteristics.

One of the findings of this research was that faculty either need training in teaching international NNES students or resource materials on this topic. Berman (2014), Fischer (2011b), and Kisch (2014) write that one resource available to faculty is other faculty. Over 50% of the faculty reported that they are doing this.

A final recommendation would be to conduct research on the efficacy of faculty training and professional development. Several authors (Berman, 2014; Fischer, 2011b; Kisch, 2014; Paldy, 2015; Peterson et al., 1999) wrote about the need for faculty training. When faculty were asked what type of professional development activities they had participated that focused on NNES or international students (FQ27), 59.42% of faculty participants responded that they had never participated in any activities related to teaching international NNES students (see Table

4.14). In addition, in item FQ9, which asked what else would be useful, several faculty members responded that having some sort of training or resource materials for this population of students would be very useful. One faculty member wrote:

> Faculty should have access to resources explaining specific challenges faced by NNES students. Workshops and other pedagogical training should also be provided. I have had access to these resources, and it has helped immeasurably. Many faculty members do not understand the challenge[s] faced by NNES students, especially in writing assignments.

Summary

This study found that there were significant differences in between faculty and undergraduate international NNES students perceptions in the usefulness of certain activities. This study also found that K-State faculty are already doing most of these activities at least part of the time. However, over half (59.42%) of the faculty participants had no training in teaching international NNES students. In summary, this research affirms that many of the faculty activities benefit their NNES students. Faculty training and resource materials could be created based on the activities that were found most useful for undergraduate international NNES students.

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Appendix A - IRB Approval

KANSAS STATE UNIVERSITY | University Research Compliance Office

TO: Dr. Jeffrey Zacharakis
Educational Leadership
324 Bluemont Hall

Proposal Number: 9428

FROM: Rick Scheidt, Chair
Committee on Research Involving Human Subjects

DATE: 09/14/2018

RE: Proposal Entitled, "Perceived usefulness of teaching activities to undergraduate international immersive English speaking students"

The Committee on Research Involving Human Subjects / Institutional Review Board (IRB) for Kansas State University has reviewed the proposal identified above and has determined that it is EXEMPT from further IRB review. This exemption applies only to the proposal - as written – and currently on file with the IRB. Any change potentially affecting human subjects must be approved by the IRB prior to implementation and may disqualify the proposal from exemption.

Based upon information provided to the IRB, this activity is exempt under the criteria set forth in the Federal Policy for the Protection of Human Subjects, **45 CFR §46.101, paragraph b, category: 2, subsection: ii.**

Certain research is exempt from the requirements of HHS/OHRP regulations. A determination that research is exempt does not imply that investigators have no ethical responsibilities to subjects in such research; it means only that the regulatory requirements related to IRB review, informed consent, and assurance of compliance do not apply to the research.

Any unanticipated problems involving risk to subjects or to others must be reported immediately to the Chair of the Committee on Research Involving Human Subjects, the University Research Compliance Office, and if the subjects are KSU students, to the Director of the Student Health Center.

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Appendix B - References for Individual Survey Items

Variable	Faculty Item	Student Item	Activity Type	Item References
	FQ1	SQ1	Informed Consent	
	FQ2	SQ2	Exclusion Question	
		SQ3	Exclusion Question	

Variable	Faculty Item	Student Item	t-test new item	Activity Type	Item References
G1 -Usefulness of explicit instruction	FQ3_1	SQ4_1	G1_Q1	Using a rubric to grade out-of-class writing assignments.	Brookfield (2015) Chickering & Gamson (1991) Erickson et al. (2006)
	FQ10_1	SQ11_1			
	FQ3_2	SQ4_2	G1_Q2	Providing students the grading rubric before they write their out-of-class writing assignments	Bauer & Picciotto (2013) Brookfield (2015) Chamot & O'Malley (1994) Erickson et al. (2006) Gorzycki (n.d.)
	FQ10_2	SQ11_2			
	FQ3_3	SQ4_3	G1_Q3	Providing the grading rubric to students before they give an oral presentation	Brookfield (2015) Chamot & O'Malley (1994) Erickson et al. (2006) Gorzycki (n.d.)
	FQ10_3	SQ11_3			
	FQ3_4	SQ4_4	G1_Q4	Providing explicit written instructions for oral presentations	Bauer & Picciotto (2013) Brookfield (2015) Chamot & O'Malley (1994) Erickson et al. (2006) Gorzycki (n.d.)
	FQ10_4	SQ11_4			

Variable	Faculty Item	Student Item	t-test new item	Activity Type	Item References
G2 – Preventing Plagiarism	FQ4_1	SQ5_1	G2_Q1	Including the university's Academic Integrity and Honesty policy in the syllabus	Fischer (2011b) Gorzycki (n.d.) Gunnarsson et al. (2014) Halic et al. (2009) Hendrix (2000) Shapiro et al. (2014)
	FQ11	SQ12			
	FQ4_2	SQ5_2	G2_Q2	Taking the class to the library for a class on research and citing sources	Fischer (2011b) Gorzycki (n.d.) Gunnarsson et al. (2014) Halic et al. (2009) Hendrix (2000) Shapiro et al. (2014)
	FQ11	SQ12			
	FQ4_3	SQ5_3	G2_Q3	Spending time during a single class period discussing plagiarism	Fischer (2011b) Gorzycki (n.d.) Gunnarsson et al. (2014) Halic et al. (2009) Hendrix (2000) Shapiro et al. (2014)
	FQ11	SQ12			
	FQ4_4	SQ5_4	G2_Q4	Spending more than one class period discussing plagiarism	Fischer (2011b) Gorzycki (n.d.) Gunnarsson et al. (2014) Halic et al. (2009) Hendrix (2000) Shapiro et al. (2014)
	FQ11	SQ12			
	FQ4_5	SQ5_5	G2_Q5	Creating some sort of activity to see if students understand what plagiarism is	Fischer (2011b) Gorzycki (n.d.) Gunnarsson et al. (2014) Halic et al. (2009) Hendrix (2000) Shapiro et al. (2014)
	FQ11	SQ12			
	FQ4_6	SQ5_6	G2_Q6	Using some sort of software, such as *Turnitin*®, to check if students had plagiarized	Fischer (2011b) Gorzycki (n.d.) Gunnarsson et al. (2014) Halic et al. (2009) Hendrix (2000) Shapiro et al. (2014)
	FQ11	SQ12			

Variable	Faculty Item	Student Item	t-test new item	Activity Type	Item References
G3 – Usefulness of visual aids	FQ5_1	SQ6_1	G3_Q1	Using PowerPoint®, Prezi®, or similar presentation software during class	Erickson et al. (2006) Hendrix (2000) Lee (1997) Shapiro et al. (2014)
	FQ12_1	SQ13_1			
	FQ5_2	SQ6_2	G3_Q2	Provide the presentations to students before class	Erickson et al. (2006) Hendrix (2000) Lee (1997) Shapiro et al. (2014)
	FQ12_2	SQ13_2			
	FQ5_3	SQ6_3	G3_Q3	Providing the visual presentation to students after class	Erickson et al. (2006) Hendrix (2000) Lee (1997) Shapiro et al. (2014)
	FQ12_3	SQ13_3			
	FQ5_4	SQ6_4	G3_Q4	Using videos during class	Erickson et al. (2006) Hendrix (2000) Lee (1997) Shapiro et al. (2014)
	FQ12_4	SQ13_4			
	FQ5_5	SQ6_5	G3_Q5	Providing handouts to students during class	Erickson et al. (2006) Hendrix (2000) Lee (1997) Shapiro et al. (2014)
	FQ12_5	SQ13_5			
	FQ5_6	SQ6_6	G3_Q6	Providing handouts to students before class	Erickson et al. (2006) Hendrix (2000) Lee (1997) Shapiro et al. (2014)
	FQ12_6	SQ13_6			
	FQ5_7	SQ6_7	G3_Q7	Writing on the chalk board, white board, or equivalent	Erickson et al. (2006) Hendrix (2000) Lee (1997) Shapiro et al. (2014)
	FQ12_7	SQ13_7			

Variable	Faculty Item	Student Item	Activity Type	Item References
	FQ13	SQ14	What other visual aids were used last semester?	
	FQ14	SQ15	Think only about last semester	

Variable	Faculty Item	Student Item	t-test new item	Activity Type	Item References
G4 – Usefulness of in-class activities	FQ6_1	SQ7_1	G4_Q1	Lecturing most of the class time.	Gorzycki (n.d.)
	FQ15_1	SQ16_1			
	FQ6_2	SQ7_2	G4_Q2	Coming up with examples that are less culturally based	Andrade (2006) Goodman (1996) Shapiro et al. (2014)
	FQ15_2	SQ16_2			
	FQ6_3	SQ7_3	G4_Q3	Using a post-class assessment (e.g., muddiest point, one minute paper)	Brookfield (2015) Chickering & Gamson (1991)
	FQ15_3	SQ16_3			
	FQ6_4	SQ7_4	G4_Q4	Using some sort of live feed in class where students can ask questions or give feedback (e.g., Twitter®, Facebook, text messaging, Canvas®)	Brookfield (2015)
	FQ15_4	SQ16_4			
	FQ6_5	SQ7_5	G4_Q5	Having small group discussions in class	Chickering & Gamson (1991) Frederick (1994) Gareis (2012) Knowles (1972) McKeachie (1954)
	FQ16	SQ17			
	FQ17	SQ18		How were small group discussions used last semester?	
	FQ6_6	SQ7_6	G4_Q6	Using a classroom response system for example using clickers or an app such as *Kahoot!*®	Brookfield (2015)
	FQ18	SQ19			
	FQ19	SQ20		How were classroom response systems used last semester?	
	FQ6_7	SQ7_7	G4_Q7	Having an icebreaker activity on the first day of class	Brookfield (2015) Erickson et al. (2006) Gorzycki (n.d.) Shapiro et al. (2014)
	FQ20	SQ21			
	FQ21	SQ22		Describe the icebreaker activity.	
	FQ22	SQ23		How did teachers learn about students?	Brookfield (2015) Erickson et al. (2006) Shapiro et al. (2014)

Variable	Faculty Item	Student Item	t-test new item	Activity Type	Item References
G5 -Usefulness of linguistic modifications	FQ23			Were there any NNES students in your classes last semester?	
	FQ7_1	SQ8_1	G5_Q1	Giving students extra time to complete in-class writing activities	Halic et al. (2009) Lee (1997) Shapiro et al. (2014)
	FQ24_1	SQ24_1			
	FQ7_2	SQ8_2	G5_Q2	Giving students extra time to complete in-class tests/quizzes	Halic et al. (2009) Lee (1997) Shapiro et al. (2014)
	FQ24_2	SQ24_2			
	FQ7_3	SQ8_3	G5_Q3	Giving students extra "think time" when asked them a question.	Halic et al. (2009) Lee (1997) Shapiro et al. (2014) Stahl (1994)
	FQ24_3	SQ24_3			
	FQ7_4	SQ8_4	G5_Q4	Speaking slower when teaching a class with international NNES students in it	Erickson et al. (2006) Lee (1997)
	FQ24_4	SQ24_4			
	FQ25	SQ25		Anything else teachers did to help NNES students	

Variable	Faculty Item	Student Item	t-test new item	Activity Type	Item References
G6 - Usefulness of out-of-class activities	FQ8_1	SQ9_1	G6_Q1	Providing additional resources, such as hand-outs, for students on Canvas®	Cantor (1992) Job & Sriraman (2015) Ozdamli & Asiksoy (2016)
	FQ26_1	SQ26_1			
	FQ8_2	SQ9_2	G6_Q2	Giving tests or quizzes online using Canvas® or another online venue	Cantor (1992) Job & Sriraman (2015) Ozdamli & Asiksoy (2016)
	FQ26_2	SQ26_2			
	FQ8_3	SQ9_3	G6_Q3	Flipping the class	Cantor (1992) Job & Sriraman (2015) Ozdamli & Asiksoy (2016) Rodriguez-Valls & Ponce (2013)
	FQ26_3	SQ26_3			
	FQ8_4	SQ9_4	G6_Q4	Assigning a group project	Chickering & Gamson (1991) Erickson et al. (2006) McKeachie (1954) Shapiro et al. (2014)
	FQ26_4	SQ26_4			
	FQ8_5	SQ9_5	G6_Q5	Encouraging students to create learning communities or study groups with their classmates to study and share ideas	Chickering & Gamson (1991) Knowles (1972) McKeachie (1954)
	FQ26_5	SQ26_5			
	FQ8_6	SQ9_6	G6_Q6	Inviting student to visit during office hours	Brookfield (2015) Erickson et al. (2006) Gorzycki (n.d.) Shapiro et al. (2014)
	FQ26_6	SQ26_6			
	FQ8_7			Talking with other faculty about what works or doesn't work in class	Berman (2014) Fischer (2011b) Kisch (2014)
	FQ26_7				
	FQ8_8	SQ9_7	G6_Q7	Taking off points for grammar errors on in-	Angelova & Riazantseva (1999)

Variable	Faculty Item	Student Item	t-test new item	Activity Type	Item References
	FQ26_8	SQ26_7		class writing activities	Halic et al. (2009) Lewin (2012) Moussu (2013) Shapiro et al. (2014)
	FQ8_9	SQ9_8	G6_Q8	Taking off points for grammar errors out-of-class writing assignments	Angelova & Riazantseva (1999) Halic et al. (2009) Lewin (2012) Moussu (2013) Shapiro et al. (2014)
	FQ26_9	SQ26_8			
	FQ9	SQ10		What else would be useful?	
	FQ27			professional development activities for teaching	Berman (2014) Fischer (2011b) Kisch (2014) Paldy (2015) Peterson (1999)
	FQ28			describe the professional development activity you attended	
		SQ27		Did the student visit as least one teacher during office hours last semester?	Brookfield (2015) Erickson et al. (2006) Gorzycki (n.d.) Shapiro et al. (2014)
		SQ28		Which of choices was true about the office visit?	
		SQ29		Anything to add about the office visit?	

Variable	Faculty Item	Student Item	Activity Type	Item References
	FQ29	SQ30	gender	demographic question
	FQ30		native English speaker of NNES	demographic question
		SQ31	country of origin	demographic question
	FQ31		professional ranking	demographic question
		SQ32	How long at K-State?	demographic question
	FQ32		How long teaching	demographic question
		SQ33	age	demographic question
		SQ34	took classes in the ELP	demographic question
	FQ33	SQ35	had classes in which of the following places	demographic question
	FQ34	SQ36	Type in e-mail for a chance to win a $25 Amazon gift card	incentive question

Appendix C - Faculty Survey

Q1 **Welcome to the teaching activities research study!** This research is being conducted as part of my doctoral dissertation. I am interested in what teaching activities are most beneficial to the academic success of our undergraduate international non-native English-speaking students. You will be asked to answer some questions about various teaching activities and how useful you perceive those activities to be to undergraduate international non-native English speaking students. Please be assured that your responses will be kept completely confidential.

The study should take you around 10 minutes to complete. Your participation in this research is voluntary. You have the right to withdraw at any point during the study, for any reason, and without any prejudice.

At the end of the survey, you will be given the chance to enter a drawing for one of two $25 Amazon gift cards. This research protocol was approved by Kansas State University's Institutional Review Board #9428. If you would like to contact the Principal Investigator in the study to discuss this research, please e-mail Dr. Jeff Zacharakis at jzachara@ksu.edu or you may contact me at everley@ksu.edu.

By clicking the button below, you acknowledge that your participation in the study is voluntary, you are 18 years of age, and that you are aware that you may choose to terminate your participation in the study at any time and for any reason.

Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device. I appreciate you taking the time to complete this survey. Becky Everley PhD Candidate in Adult Education and Leadership

- ○ I consent, begin the study
- ○ I do not consent, I do not wish to participate

Q2 I teach ...

- ○ only undergraduate students
- ○ some undergraduate students and some graduate students
- ○ only graduate students

Q3 Think about undergraduate international non-native English speaking students. In your opinion, how helpful is each of the following to these students?

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful
Using a rubric to grade out-of-class writing assignments. (1)	○	○	○	○	○
Providing students the grading rubric before they write their out-of-class writing assignments (2)	○	○	○	○	○
Providing the grading rubric to students before they give an oral presentation (3)	○	○	○	○	○
Providing explicit written instructions for oral presentations (4)	○	○	○	○	○

Q4 Think about undergraduate international non-native English speaking students. In your opinion, how helpful is each of the following in preventing plagiarism by these students?

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful
Including the university's Academic Integrity and Honesty policy in the syllabus (1)	○	○	○	○	○
Taking the class to the library for a class on research and citing sources (2)	○	○	○	○	○
Spending time during a single class period discussing plagiarism (3)	○	○	○	○	○
Spending more than one class period discussing plagiarism (4)	○	○	○	○	○
Creating some sort of activity to see if students understand what plagiarism is (5)	○	○	○	○	○
Using some sort of software, such as *Turnitin*®, to check if students had plagiarized (6)	○	○	○	○	○

Q5 Think about undergraduate international non-native English speaking students. In your opinion, how helpful is each of the following visual aids to these students?

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful
Using PowerPoint®, Prezi®, or similar presentation software during class (1)	○	○	○	○	○
Providing the visual presentations to students before class (2)	○	○	○	○	○
Providing the visual presentation to my student after class (3)	○	○	○	○	○
Using videos during class (4)	○	○	○	○	○
Providing handouts to students during class (5)	○	○	○	○	○
Providing handouts to students before class (6)	○	○	○	○	○
Writing on the chalk board, white board, or equivalent (7)	○	○	○	○	○

Q6 Think about undergraduate international non-native English speaking students. In your opinion, how helpful is each of the following to these students?

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful
Lecturing most of the class time. (1)	○	○	○	○	○
Coming up with examples that are less culturally based (2)	○	○	○	○	○
Using a post-class assessment (e.g., muddiest point, one minute paper) (3)	○	○	○	○	○
Using some sort of live feed in class where students can ask questions or give feedback (e.g., Twitter®, Facebook, text messaging, Canvas®) (4)	○	○	○	○	○
Having small group discussions in class (5)	○	○	○	○	○
Using a classroom response system for example using clickers or an app such as *Kahoot!*® (6)	○	○	○	○	○
Having an icebreaker activity on the first day of class (7)	○	○	○	○	○

Q7 Think about undergraduate international non-native English speaking (NNES) students. In your opinion, how helpful is each of the following to these students?

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful
Giving international NNES students extra time to complete in-class writing activities (1)	○	○	○	○	○
Giving international NNES students extra time to complete in-class tests/quizzes (2)	○	○	○	○	○
Giving international NNES students extra "think time" when I ask them a question. ("Think time" is generally 5-10 seconds.) (3)	○	○	○	○	○
Speaking slower when teaching a class with international NNES students in it (4)	○	○	○	○	○

Q8 Think about undergraduate international non-native English speaking students. In your opinion, how helpful is each of the following to these students?

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful
Providing additional resources, such as hand-outs, for students on Canvas® (1)	○	○	○	○	○
Giving students tests or quizzes online using Canvas® or another online venue (2)	○	○	○	○	○
Flipping classes (posting the lectures online for students to watch before class instead of lecturing in class) (3)	○	○	○	○	○
Having students do a group project (4)	○	○	○	○	○
Encouraging students to create learning communities to study and share ideas (5)	○	○	○	○	○
Inviting students to visit faculty offices during office hours (6)	○	○	○	○	○
Talking with other faculty about what works or doesn't work in class (7)	○	○	○	○	○
Taking off points for grammar errors made on in-class writing activities (8)	○	○	○	○	○
Taking off points for grammar errors made on out-of-class writing assignments (9)	○	○	○	○	○

Q9 What else could faculty do that you believe would be useful to the undergraduate international non-native English speaking students in their class?

_____

_____

Q10 Think about your undergraduate classes last semester and answer how often you did the following:

	Always	Most of the time	About half the time	Sometimes	I had this type of assignment, but never did this.	I did not have this type of assignment last semester.
Used a rubric to grade out-of-class writing assignments. (1)	○	○	○	○	○	○
Provided students the grading rubric before they wrote their out-of-class writing assignments (2)	○	○	○	○	○	○
Provided the grading rubric to students before they gave an oral presentation (3)	○	○	○	○	○	○
Provided explicit written instructions for oral presentations (4)	○	○	○	○	○	○

Q11 Last semester, which of the following did you do to prevent plagiarism? (Check all that apply.)

- ☐ Included the university's Academic Integrity and Honesty policy in my syllabus
- ☐ Took my class to the library for a class on research and citing sources
- ☐ Spent time during a single class period discussing plagiarism
- ☐ Spent more than one class period discussing plagiarism
- ☐ Created some sort of activity to see if my students understood what plagiarism is
- ☐ Used some sort of software, such as *Turnitin®,* to check if students plagiarized
- ☐ Other _____

Q12 Think about the undergraduate classes you taught last semester and answer how often you used the following visual aids.

	Always	Most of the time	About half the time	Sometimes	Never
Used PowerPoint®, Prezi®, or similar presentation software during class (1)	○	○	○	○	○
Provided my visual presentations to students before class (2)	○	○	○	○	○
Provided my visual presentations to my student after class (3)	○	○	○	○	○
Used videos during class (4)	○	○	○	○	○
Provided handouts to students during class (5)	○	○	○	○	○
Provided handouts to students before class (6)	○	○	○	○	○
Wrote on the chalkboard, white board, or equivalent (7)	○	○	○	○	○

Q13 Other visual aids I used last semester with my undergraduate students were . . .

_____

_____

Q14 When answering the following questions, think only about your classes last semester with undergraduate students in them.

Q15 How often last semester did you do the following?

	Always	Most of the time	About half the time	Sometimes	Never
Lectured most of the class time. (1)	○	○	○	○	○
Tried to come up with examples that are less culturally based (2)	○	○	○	○	○
Used a post-class assessment (e.g., muddiest point, one minute paper) (3)	○	○	○	○	○
Used some sort of live feed in class where students could ask questions or give feedback (e.g., Twitter®, Facebook, text messaging, Canvas®) (4)	○	○	○	○	○

Q16 How often did you use small group discussions in your undergraduate classes last semester?

- ○ Always
- ○ Most of the time
- ○ About half the time
- ○ Sometimes
- ○ Never

Q17 How did you use small group discussions last semester? (e.g., to review material, to discuss lectures or readings, to do some role playing)

_____

_____

Q18 How often did you use a classroom response system for example using clickers or an app such as *Kahoot!*® in your undergraduate classes last semester?

- ○ Always
- ○ Most of the time
- ○ About half the time
- ○ Sometimes
- ○ Never

Q19 How did you use a classroom response system last semester? (e.g., to test students' comprehension of the material, to find out students' feelings on a topic)

_____

_____

Q20 Did you use some sort of icebreaker activity on the first day of class in your undergraduate classes last semester?

- ○ Yes
- ○ No

Q21 Briefly describe any icebreaker activities you did in your undergraduate classes last semester.

_____

_____

Q22 What do you do to learn about your undergraduate students? (E.g. learning about their interests, learning styles, past education, backgrounds)

_____

_____

Q23 Did you have any international non-native English speaking students in your undergraduate classes last semester?

- ○ Yes
- ○ No

Q24 Think about the undergraduate classes you taught last semester and answer how often you did the following activities for international non-native English speaking (NNES) students.

	Always	Most of the time	About half the time	Sometimes	I had this type of assignment, but never did this.	I did not have this type of assignment last semester.
Gave international NNES students extra time to complete in-class writing activities (1)	○	○	○	○	○	○
Gave international NNES students extra time to complete in-class tests/quizzes (2)	○	○	○	○	○	○
Gave international NNES students extra "think time" when I asked them a question. ("Think time" is generally 5-10 seconds.) (3)	○	○	○	○	○	○
Spoke a little slower in my classes that had international NNES students (4)	○	○	○	○	○	○

Q25 Is there anything else you did specifically did to help the undergraduate international NNES students in your classes last semester?

_____

_____

Q26 Think about the undergraduate classes you taught last semester and answer how often you used the following:

	Always	Most of the time	About half the time	Sometimes	Never
Provided additional resources, such as handouts, for students on Canvas® (1)	○	○	○	○	○
Gave students tests or quizzes online using Canvas® or another online venue (2)	○	○	○	○	○
Flipped my classes (posting the lectures online for students to watch before class instead of lecturing in class) (3)	○	○	○	○	○
Had students do a group project (4)	○	○	○	○	○
Encouraged students to create learning communities to study and share ideas (5)	○	○	○	○	○
Invited students to visit my office during office hours (6)	○	○	○	○	○
Talked with other faculty about what works or doesn't work in class (7)	○	○	○	○	○
Took off points for grammar errors in in-class writing activities (8)	○	○	○	○	○
Took off points for grammar errors made in out-of-class writing assignments (9)	○	○	○	○	○

Q27 Which of the following professional development activities related to teaching international non-native English speaking students have you participated in?

- [ ] a Conference
- [ ] a Workshop
- [ ] a Seminar
- [ ] Peer Mentoring
- [ ] Haven't attended any
- [ ] Other _____

Q28 In a sentence or two, give a brief description of the topics relating to teaching international non-native English speaking students that were covered at the professional development activity you attended.

_____

_____

Q29 I consider myself ...

- ○ Female
- ○ Male
- ○ Prefer not to Answer

Q30 I consider myself a ...

- ○ native English speaker
- ○ a non-native English speaker

Q31 I am a/an ...

- ○ GTA
- ○ Instructor (any rank)
- ○ Assistant Professor
- ○ Associate Professor
- ○ Professor
- ○ Other _____

Q32 I have been teaching...

- ○ less than 2 years
- ○ 2-5 years
- ○ 6-10 years
- ○ more than 10 years

Q33 Last semester, I taught undergraduate classes in/on the....
(Check all that apply)

- [ ] College of Agriculture
- [ ] College of Architecture, Planning, and Design
- [ ] College of Arts and Sciences
- [ ] College of Business Administration
- [ ] College of Education
- [ ] College of Engineering
- [ ] College of Human Ecology
- [ ] K-State Polytechnic Campus
- [ ] K-State Global Campus
- [ ] K-State Olathe Campus

Q34 IF you would like to be entered into a drawing for one of two $25 Amazon gift cards, please type in your e-mail address.

_____

Appendix D - Student Survey

Q1

Welcome to the teaching research study! This research is being conducted as part of my doctoral dissertation. I am interested in finding out what teaching activities being done here at K-State and how helpful or useful you find those activities. You will be asked to answer some questions about various teaching activities that your teachers did last semester and how useful you think different teaching activities are. Please do not worry that anyone will know what you wrote because your answers will be kept completely confidential.

The study should take you around 10 minutes to complete. Your participation in this research is voluntary. You do not have to do it. You have the right to stop at any point during the study, for any reason, and without any prejudice.

At the end of the survey, you have the chance to enter a drawing to win one of two $25 Amazon gift cards.

This research protocol was approved by Kansas State University's Institutional Review Board #9428. If you would like to contact the Principal Investigator in the study to discuss this research, please e-mail Dr. Jeff Zacharakis at jzachara@ksu.edu or you can e-mail me at everley@ksu.edu.

By clicking the button below, you acknowledge that your participation in the study is voluntary, you are 18 years of age, and that you are aware that you may choose to end your participation in the study at any time and for any reason.

Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device. I appreciate you taking the time to complete this survey. Becky Everley PhD Candidate in Adult Education and Leadership

- ○ I consent, begin the study
- ○ I do not consent, I do not wish to participate

Q2 My first language/ native language / home language is English.

- ○ Yes, it is English
- ○ No, it is not English.

Q3 Last semester, what type of classes did you take?

- ○ only ELP classes
- ○ some ELP classes and some university classes
- ○ only undergraduate university classes
- ○ only graduate university classes

Q4 In your opinion, how helpful is it when teachers do the following?

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful
Use a rubric to grade out-of-class writing assignments (1)	○	○	○	○	○
Provide me the grading rubric before I write my out-of-class writing assignments (2)	○	○	○	○	○
Provide me the grading rubric before I give an oral presentation (3)	○	○	○	○	○
Give me detailed written instructions for oral presentations (4)	○	○	○	○	○

Q5 In your opinion, how helpful are each of the following in helping you to not plagiarize?

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful
The teacher includes the university's Academic Integrity and Honesty policy in the syllabus (1)	○	○	○	○	○
The teacher takes the class to the library for a class on research and citing sources (2)	○	○	○	○	○
The teacher spends time during a single class period discussing plagiarism (3)	○	○	○	○	○
The teacher spends more than one class period discussing plagiarism (4)	○	○	○	○	○
The teacher creates some sort of activity to see if students understand what plagiarism is (5)	○	○	○	○	○
The teacher uses some sort of software, such as Turnitin®, to check if students have plagiarized (6)	○	○	○	○	○

Q6 In your opinion, how helpful is it when teachers do the following?

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful
Use PowerPoint, Prezi, or similar presentation software during class (1)	○	○	○	○	○
Make the presentations available before class, for example putting them on Canvas® (2)	○	○	○	○	○
Make the presentations available after class, for example putting them on Canvas® (3)	○	○	○	○	○
Use videos during class (4)	○	○	○	○	○
Give handouts to students during class (5)	○	○	○	○	○
Give handouts to students before class (6)	○	○	○	○	○
Write on the chalkboard, whiteboard, or equivalent (7)	○	○	○	○	○

Q7 In your opinion, how helpful is it when teachers do the following?

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful
Lectures most of the class time (1)	○	○	○	○	○
Uses examples that are not based on U.S. culture (2)	○	○	○	○	○
At the end of class, the teacher has me write down a sentence about what I did or did not understand about the class. (Sometimes this is called the muddiest point or a one minute paper) (3)	○	○	○	○	○
Uses some sort of live feed in class where I can ask questions or give feedback (e.g. Twitter®, Facebook®, texting, Canvas®, etc.) (4)	○	○	○	○	○
Puts us in small groups to discuss a topic (5)	○	○	○	○	○
Uses a classroom response system for example using clickers or an app such as Kahoot!® (6)	○	○	○	○	○
Has an activity on the first day of class where my classmates and I introduced ourselves (7)	○	○	○	○	○

Q8 In your opinion, how helpful is it when teachers do the following?

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful
Gives me extra time to complete in-class writing activities (1)	○	○	○	○	○
Gives me extra time to complete in-class tests/quizzes (2)	○	○	○	○	○
Gives me extra "think time" when they ask me a question. ("Think time" is generally 5-10 seconds.) (3)	○	○	○	○	○
Speaks slower when teaching my class (4)	○	○	○	○	○

Q9 In your opinion, how helpful is it when teachers do the following?

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful
Provides additional resources, such as hand-outs, for students on Canvas® (1)	○	○	○	○	○
Gives tests or quizzes online using Canvas® or another online venue (2)	○	○	○	○	○
Flips the class (posting the lectures online for me to watch before class instead of lecturing during class) (3)	○	○	○	○	○
Assigns a group project (4)	○	○	○	○	○
Encourages me to create learning communities or study groups with my classmates to study and share ideas (5)	○	○	○	○	○
Invites me to visit my teacher's offices during office hours (6)	○	○	○	○	○
Takes off points for grammar errors that I made on in-class writing activities (7)	○	○	○	○	○
Takes off points for grammar errors that I made on out-of-class writing assignments (8)	○	○	○	○	○

Q10 What else could your teachers do that you would find useful?

_____

_____

Q11 Think about your classes last semester and answer how often your teachers did the following.

	Always	Most of the time	About half the time	Sometimes	I had this type of assignment, but my teacher never did this.	I did not have this type of assignment last semester.
Used a rubric to grade out-of-class writing assignments. (1)	○	○	○	○	○	○
Provided the grading rubric before I wrote my out-of-class writing assignments (2)	○	○	○	○	○	○
Provided the grading rubric to before I gave an oral presentation (3)	○	○	○	○	○	○
Provided detailed written instructions for oral presentations (4)	○	○	○	○	○	○

Q12 Last semester, which of the following did your teachers do to prevent plagiarism? (Check all that apply.)

- ☐ Included the university's Academic Integrity and Honesty policy in the syllabus
- ☐ Took the class to the library for a class on research and citing sources
- ☐ Spent time during a single class period discussing plagiarism
- ☐ Spent more than one class period discussing plagiarism
- ☐ Created an activity to see if I understood what plagiarism is
- ☐ Used some sort of software, such as Turnitin® to check if the students plagiarized
- ☐ Other _____

Q13 Think about the classes that you took last semester and answer how often your teacher used the following visual aids.

	Always	Most of the time	About half the time	Sometimes	Never
Used PowerPoint, Prezi, or similar presentation software during class (1)	○	○	○	○	○
Provided their presentations before class (2)	○	○	○	○	○
Provided their presentation after class (3)	○	○	○	○	○
Used videos during class (4)	○	○	○	○	○
Provided handouts during class (5)	○	○	○	○	○
Provided handouts before class (6)	○	○	○	○	○
Wrote on the chalkboard, white board, or equivalent (7)	○	○	○	○	○

Q14 Other visual aids I that my teachers used last semester were . . .

_____

_____

Q15 When answering the following questions, think only about your classes last semester.

Q16 Last semester, how often did your teacher do the following?

	Always	Most of the time	About half the time	Sometimes	Never
Lectured most of the class time (1)	○	○	○	○	○
Tried to come up with examples that are not based on U.S. culture (2)	○	○	○	○	○
At the end of class, the teacher had me write down a sentence about what I did or did not understand about the class. (Sometimes this is called the muddiest point or a one minute paper.) (3)	○	○	○	○	○
Used some sort of live feed in class where students could ask questions or give feedback (e.g., Twitter®, Facebook®, texting, Canvas®) (4)	○	○	○	○	○

Q17 How often did your teacher use small group discussions in your classes last semester?

- ○ Always
- ○ Most of the time
- ○ About half the time
- ○ Sometimes
- ○ Never

Q18 How did your teacher use small group discussions last semester? (e.g., to review material, to discuss lectures or readings, to do some role-playing, etc.)

_____

_____

Q19 How often did your teacher use a classroom response system for example using clickers or an app such as Kahoot!® in your undergraduate classes last semester?

- ○ Always
- ○ Most of the time
- ○ About half the time
- ○ Sometimes
- ○ Never

Q20 How did your teacher use a classroom response system last semester? (e.g., to test students' comprehension of the material, to find out students' feelings on a topic)

_____

_____

Q21 Did any of your teachers have an activity on the first day of class where your classmates and you introduced yourselves?

- ○ Yes
- ○ No

Q22 Briefly describe any first day activities that the teachers had you do where you and your classmates introduced yourselves.

_____

_____

Q23 Last semester, what did your teachers do to learn about you? (e.g., learning about your interests, learning styles, past education, backgrounds)

_____

_____

Q24 Think about your classes last semester and answer how often your teacher did the following activities.

	Always	Most of the time	About half the time	Sometimes	I had this type of assignment, but my teacher never did this.	I did not have this type of assignment last semester
Gave me extra time to complete in-class writing activities (1)	○	○	○	○	○	○
Gave me extra time to complete in-class tests/quizzes (2)	○	○	○	○	○	○
Gave me extra "think time" when they asked me a question. ("Think time" is generally 5-10 seconds.) (3)	○	○	○	○	○	○
Spoke a little slower in my classes (4)	○	○	○	○	○	○

Q25 Is there anything else your teacher did specifically to help you last semester?

_____

_____

Q26 Think about your classes last semester and answer how often your teacher did the following activities.

	Always	Most of the time	About half the time	Sometimes	Never
Provided additional resources, such as handouts, for you on Canvas® (1)	○	○	○	○	○
Gave tests or quizzes online using Canvas® or another online venue (2)	○	○	○	○	○
Flipped the class (posting the lectures online for you to watch before class instead of lecturing in class) (3)	○	○	○	○	○
Assigned a group project (4)	○	○	○	○	○
Encouraged you to create learning communities or study group to study and share ideas (5)	○	○	○	○	○
Invited you to visit their office during office hours (6)	○	○	○	○	○
Took off points for grammar errors in in-class writing activities (7)	○	○	○	○	○
Took off points for grammar errors made in out-of-class writing assignments (8)	○	○	○	○	○

Q27 Last semester, I visited at least one teacher during their office hours.

- ○ Yes
- ○ No

Q28 Which of the following is TRUE about my visit with my teacher? (Check all that are TRUE.)

- [ ] I felt welcomed.
- [ ] I felt like my teacher did not want me in his/her office.
- [ ] I had my questions answered.
- [ ] I did not have any questions for my teacher.
- [ ] The visit was pleasant and I would visit them again if I needed something.

Q29 Please share anything else you would like to say about your visit(s) to your teacher's office(s).

_____

_____

Q30 I consider myself ...

- ○ Female
- ○ Male
- ○ Prefer not to answer

Q31 I am from ...

- ○ China
- ○ India
- ○ Kuwait
- ○ Paraguay
- ○ Saudi Arabia
- ○ If not one of the above countries, please write in your country_____

Q32 How long have been at K-State?

- ○ This is my first year.
- ○ This is my second year.
- ○ This is my third year.
- ○ This is my fourth year.
- ○ I have been here more than four years.

Q33 How old are you?

- ○ 18 - 20 years old
- ○ 21- 24 years old
- ○ 25-40 years old
- ○ More than 40 years old

Q34 I took ELP classes at K-State.

- ○ Yes
- ○ No

Q35 Last semester, I took classes in/on the ....
(check all that apply)

- [ ] College of Agriculture
- [ ] College of Architecture, Planning, and Design
- [ ] College of Arts and Sciences
- [ ] College of Business Administration
- [ ] College of Education
- [ ] College of Engineering
- [ ] College of Human Ecology
- [ ] K-State Polytechnic Campus
- [ ] K-State Global Campus
- [ ] K-State Olathe Campus

Q36 IF you would like to be entered into a drawing for one of two $25 Amazon gift cards, please type in your e-mail address.

_____

_____

Appendix E - Responses to Frequency Questions

Frequency of FQ10 and SQ11

Item	Percentage of participants						
	1	2	3	4	5	6	M
				Faculty			
FQ10_1	40.82	19.73	6.80	7.48	1.36	23.81	2.80
FQ10_2	42.86	18.37	4.76	6.80	2.72	24.49	2.82
FQ10_3	31.97	10.88	6.12	6.80	5.44	38.78	3.59
FQ10_4	37.41	12.93	6.12	4.08	1.36	38.10	3.33
				Students			
SQ11_1	28.57	31.43	21.43	8.57	0.00	10.00	2.50
SQ11_2	25.71	28.57	27.14	8.57	1.43	8.57	2.57
SQ11_3	24.29	28.57	21.43	12.86	1.43	11.43	2.73
SQ11_4	25.71	22.86	24.29	12.86	2.86	11.43	2.79

Note. 1 = always, 2 = most of the time, 3 = about half of the time, 4 = sometimes, 5 = I had this type of assignment, but never did this, 6 = I did not have this type of assignment last semester

Frequency of FQ11 and SQ12

Response	% of students	% of faculty
Included the university's Academic Integrity and Honesty policy in the syllabus	84.29	97.26
Took the class to the library for a class on research and citing sources	18.57	11.64
Spent time during a single class period discussing plagiarism	47.14	50.00
Spent more than one class period discussing plagiarism	8.57	15.07
Created an activity to see if the students understood what plagiarism is	17.14	13.70
Used some sort of software, such as Turnitin® to check if the students plagiarized	12.86	6.85
Other	4.29	6.85

Note. Participants could choose more than one item, so the columns add up to more than 100%.

Frequency of FQ12 and SQ13

Item	Percentage of participants					M
	1	2	3	4	5	
			Faculty			
FQ12_1	41.78	30.14	7.53	8.90	11.64	2.18
FQ12_2	30.14	17.12	9.59	12.33	30.82	2.97
FQ12_3	40.41	12.33	9.59	14.38	23.29	2.68
FQ12_4	6.85	19.86	18.49	39.04	15.75	3.37
FQ12_5	10.96	17.12	14.38	34.93	22.60	3.41
FQ12_6	18.49	10.27	10.27	25.34	35.62	3.49
FQ12_7	28.77	26.03	14.38	24.66	6.16	2.53
			Students			
SQ13_1	54.29	31.43	8.57	1.43	4.29	1.70
SQ13_2	27.14	35.71	17.14	8.57	11.43	2.41
SQ13_3	35.71	22.86	18.57	17.14	5.71	2.34
SQ13_4	20.00	22.86	25.71	27.14	4.29	2.73
SQ13_5	21.43	24.29	28.57	18.57	7.14	2.66
SQ13_6	14.29	22.86	24.29	22.86	15.71	3.03
SQ13_7	25.71	28.57	21.43	15.71	8.57	2.53

Note. 1 =always, 2 = most of the time, 3= about half of the time, 4 = sometimes, 5 = never

Frequency of FQ15, FQ16, FQ18, SQ16, SQ17, and SQ19

Item	Percentage of participants					M
	1	2	3	4	5	
			Faculty			
FQ15_1	7.75	31.69	26.76	14.79	19.01	3.06
FQ15_2	8.45	30.28	23.24	30.28	7.75	2.99
FQ15_3	8.45	11.27	9.15	39.44	31.69	3.75
FQ15_4	7.04	5.63	7.04	19.01	61.27	4.22
FQ16	16.20	21.83	23.94	28.17	9.86	2.94
FQ18	4.96	4.26	4.96	18.44	67.38	4.39
			Students			
SQ16_1	42.19	35.94	17.19	1.56	3.13	1.88
SQ16_2	12.50	25.00	18.75	29.69	14.06	3.08
SQ16_3	14.06	17.19	10.94	7.81	50.00	3.63
SQ16_4	12.50	23.44	14.06	10.94	39.06	3.41
SQ17	10.94	26.56	25.00	32.81	4.69	2.94
SQ19	6.35	22.22	14.29	38.05	19.05	3.41

Note. 1 =always, 2 = most of the time, 3= about half of the time, 4 = sometimes, 5 = never

Frequency of FQ24 and SQ24

	Percentage of participants						
Item	1	2	3	4	5	6	M
				Faculty			
FQ24_1	4.35	11.96	3.26	9.78	28.26	42.39	4.73
FQ24_2	7.69	12.09	4.40	8.79	39.56	27.47	4.43
FQ24_3	27.17	16.30	2.17	20.65	17.39	16.30	3.34
FQ24_4	9.78	23.91	13.04	22.83	21.74	8.70	3.49
				Students			
SQ24_1	12.90	14.52	29.03	12.90	19.35	11.29	3.45
SQ24_2	11.29	16.13	16.13	17.74	29.03	9.68	3.66
SQ24_3	12.90	27.42	20.97	12.90	14.52	11.29	3.23
SQ24_4	11.29	19.35	20.97	27.42	11.29	9.68	3.37

Note. 1 = always, 2 = most of the time, 3 = about half of the time, 4 = sometimes, 5 = I had this type of assignment, but never did this, 6 = I did not have this type of assignment last semester

Frequency of FQ26 and SQ26

	Percentage of participants					
Item	1	2	3	4	5	M
			Faculty			
FQ26_1	39.86	28.26	10.87	16.67	4.35	2.17
FQ26_2	25.36	12.32	8.70	15.94	37.68	3.28
FQ26_3	7.97	7.25	7.97	15.22	61.59	4.15
FQ26_4	16.67	13.04	13.04	26.81	30.43	3.41
FQ26_5	23.19	25.36	18.12	17.39	15.94	2.78
FQ26_6	64.49	20.29	5.80	7.97	1.45	1.62
FQ26_7	26.09	24.64	24.64	19.57	5.07	2.53
FQ26_8	2.90	8.70	8.70	18.12	61.59	4.27
FQ26_9	10.14	14.49	16.67	22.46	36.23	3.60

Item	Percentage of participants					
	1	2	3	4	5	M
			Students			
SQ26_1	26.67	43.33	15.00	11.67	3.33	2.22
SQ26_2	23.33	35.00	26.67	8.33	6.67	2.40
SQ26_3	15.00	23.33	18.33	16.67	26.67	3.17
SQ26_4	23.33	35.00	21.67	13.33	6.67	2.45
SQ26_5	18.33	38.33	18.33	18.33	6.67	2.57
SQ26_6	38.33	26.67	15.00	10.00	10.00	2.27
SQ26_7	11.67	25.00	13.33	26.67	23.33	3.25
SQ26_8	11.67	23.33	23.33	23.33	18.33	3.13

Note. 1 =always, 2 = most of the time, 3= about half of the time, 4 = sometimes, 5 = never