

Teaching international students: supporting lecturers in their work with students whose first language is not English.

PTAS Project Report.

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1. Background

Teaching international students has been the subject of a number of studies over the past two decades. While some studies investigate international students' perceptions of the challenges of studying in a new academic and linguistic context (e.g. Lee 1997; Lynch 2015), others explore the perceptions of lecturers and academic staff (e.g. Flowerdew and Miller 1996; Flowerdew, Miller and Li 2000; Barron, Gourlay and Gannon-Leary 2010). Lee points out that 'student-perceived issues do not always match educator-perceived issues' (1997:100) so some studies aim to bridge this gap (Kingston and Forland 2008; Arkoudis and Tran 2010, Hennebry, Lo and Macaro, 2012). While some of these studies conclude by recommending professional development for academics with regard to supporting their international students, there is a dearth of research about lecturers' perceptions of their own development needs.

The overall aim of this research was therefore to explore lecturers' perceptions of working with those international students whose first language is not English (IS), with the goal of strengthening and expanding the support for academic staff in their work with these students.

Such support is provided by several organisations across the university, but the particular focus of this research project was to generate findings to inform the development of workshops focused on helping staff address the linguistic needs of international students whose first language is not English. English Language Education (ELE) occupies a unique position in being able to do so as the particular strength of the *centre* lies in the experience and expertise of staff in working with IS and in the knowledge and awareness of the specific linguistic, academic and communication needs of these students.

The study used questionnaires and interviews to explore lecturers' perceptions of the challenges, benefits, strategies and their professional development needs, with regard to working in an international teaching environment with students from different language backgrounds. It was envisaged that project would have the following practical outcomes:

- a wider series of workshops offering need-driven and focused support for university academic staff in working with the linguistic needs of IS, and providing feedback to these students which addresses their particular learning needs

- the possibility of developing School-based, targeted provision of support for academic staff which addresses needs and demand specific to individual Schools.

2. The study

Our research followed an iterative approach, beginning with exploratory interviews which then informed the questionnaire design and concluding with follow-up interviews, intended for the further in-depth exploration of particular views. Most of this report focusses on the results obtained from the survey.

2.1 – Data collection: questionnaire survey

The questionnaire survey of staff at Edinburgh University (henceforth known as the ‘University’) was conducted between early July and the 15th of August 2015. The questionnaire can be found in Appendix 1. It was an online survey based on a convenience sample of University teaching staff and was filtered through administrative gatekeepers within each of the academic schools and departments at the University. Before beginning the questionnaire, respondents were asked to give informed consent, and the ethical research guidelines of the University were adhered to.

The questionnaire combined closed and open questions, informed by previous interviews with staff with respect to the ‘benefits’, ‘challenges’ and development needs of staff relating to support in teaching IS. The survey was administered using the Bristol Online Survey questionnaire, and was piloted among the School of Education teaching staff in June. Feedback on the pilot questionnaire was generally positive; some small changes in wording were made. Additional requests for information were added, relating to the length of respondents’ teaching within the University, in UK Higher Educational Institutions (HEI) and abroad, and information about their College, School and subject areas.

Initial email contacts with potential School contacts were made in early June to invite administrative gatekeepers to send out an online link to the questionnaire to teaching staff in their Schools. The questionnaire went live online from early July 2015 and respondents were given 30-40 days to complete the questionnaire. By the 15th of August 143 questionnaires had been completed.

2.2 – Findings from the survey

The results of the survey are divided into four parts. The first part provides respondents’ quantitative biodata. The second part focuses on the quantitative responses from the University as a whole (Questions 2, 2b, 3, 3b, 6 and 7), and by department (Questions 6 and 7). The third part reports on a thematic analysis of the qualitative responses to questions 2a, 2c, 3a, 3c, 4, 5,

6a, 6a.i, 7a, 7a.i and 13. The final part presents some ‘Word trees’ based on an analysis of key words through NVIVO.

2.2.1 - Biodata data for the university as a whole

The responses broken down by College are illustrated in *Table 1 (Appendix 2)*. The largest response rate was from CHSS, followed by CSE, with only one response from CMVM. If CMVM is excluded, the proportion of responses mirrors well the actual proportion of students in the CHSS (72%) and CSE (28%).

The response rate by School is illustrated in *Table 2 (Appendix 2)*.. The two largest response rates were from the School of Language and Literature and Culture (LLC) and Moray House School of Education (MHSE), accounting for about one third of the total responses. The Law School, Business School and School of Chemistry account for around 8% each, with the above five Schools making up well over half of all the responses.

Fewer respondents indicated their specific subject area.

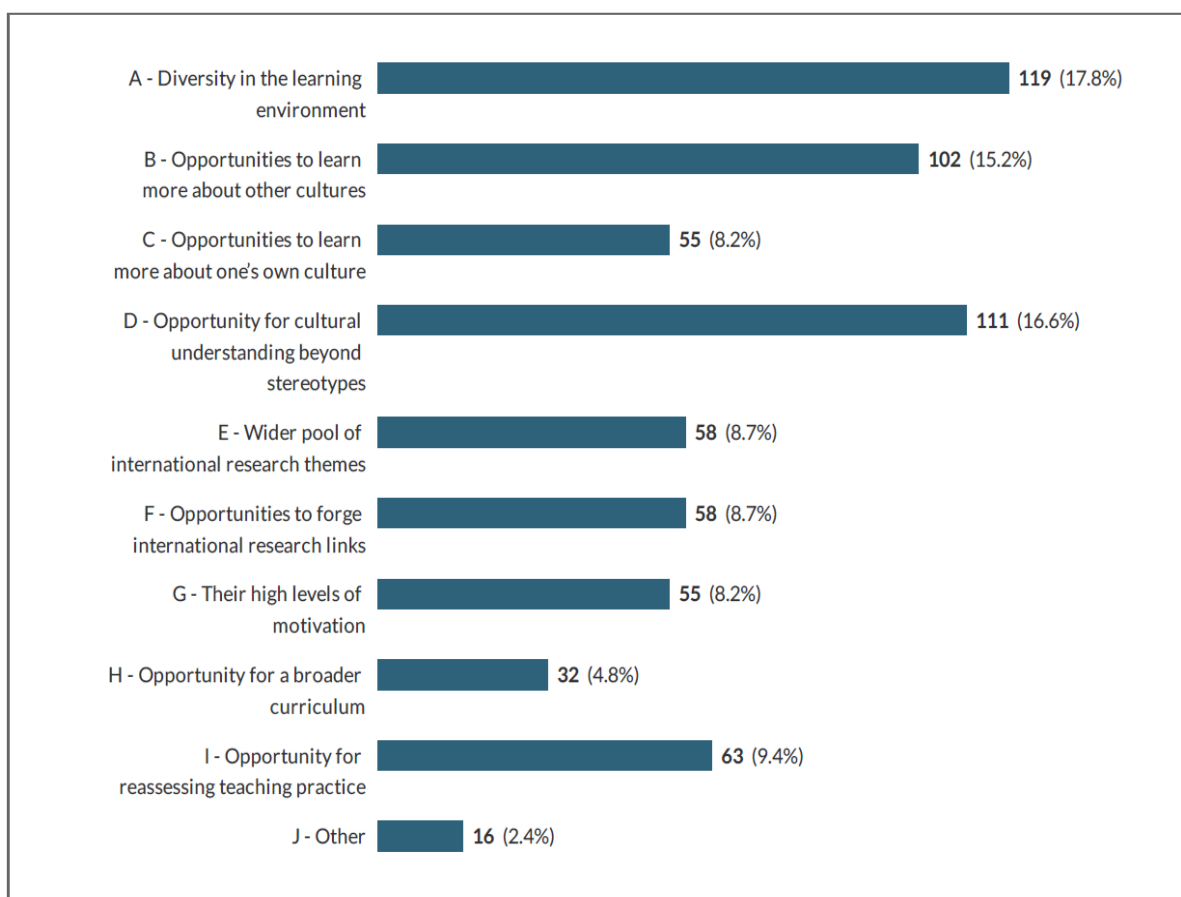
In regards to teaching experience in HEIs, the majority of respondents had from 0-10 years of experience teaching at the University (*Table 4, Appendix 2.*) and/or HEIs in the UK (*Table 5, Appendix 2*), with the vast majority not having teaching experience outside the UK (*Table 6, Appendix 2*).

Regarding the academic level of students respondents had taught, the largest category was postgraduate taught (125), followed by undergraduate (120) and postgraduate by research (95).

2.2.2 – Perception of benefits, challenges and staff development opportunities – quantitative data

The top three cited benefits of working with IS were: ‘Diversity in the learning environment’ (119 responses), ‘Opportunity for cultural understanding beyond stereotypes’ (111 responses) and ‘Opportunities to learn more about other cultures’ (102 responses) (see Table 7 below)

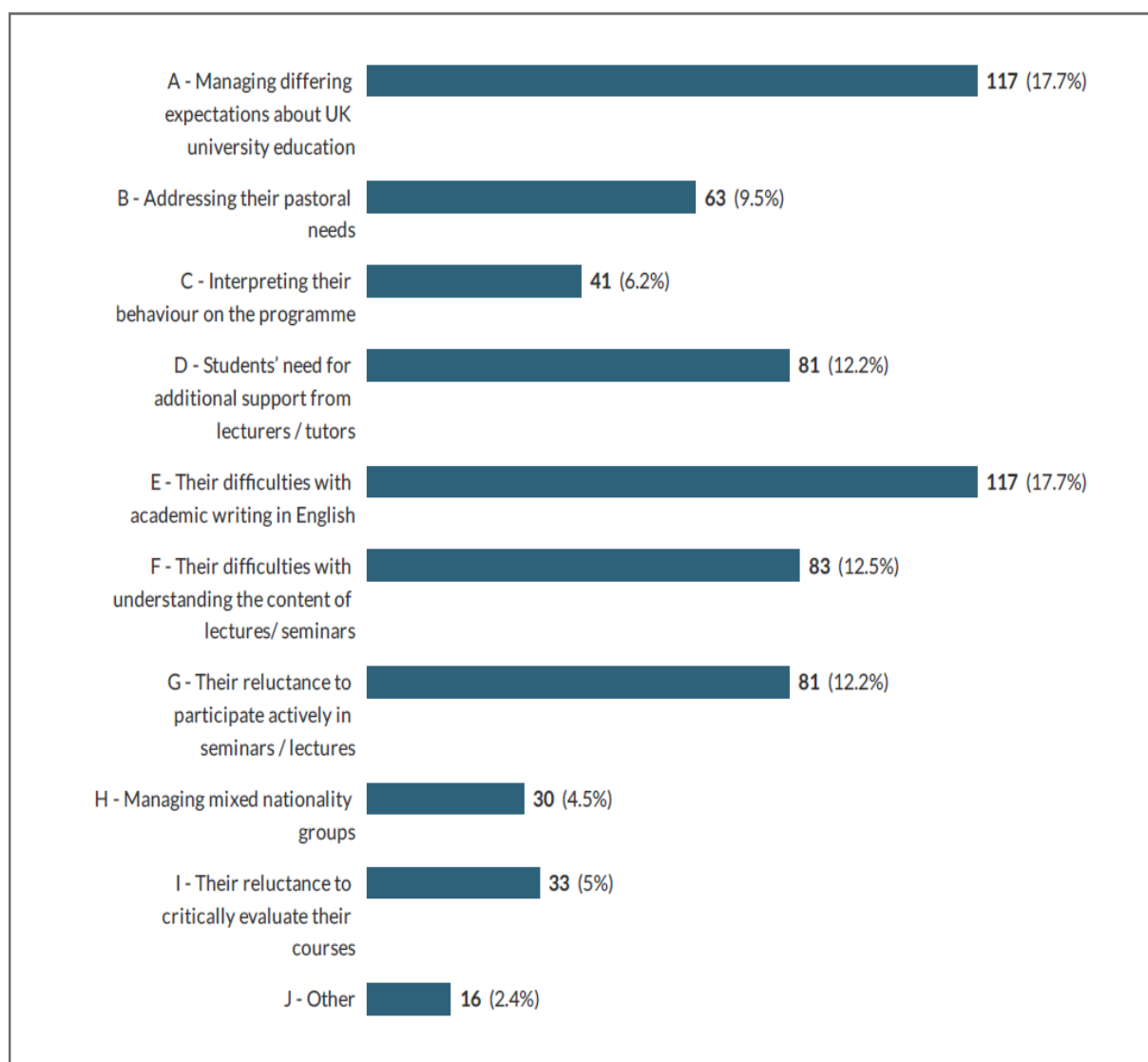
Table 7. Benefits of working with international students for whom English is a foreign language? – Question 2



A follow-up question asked respondents to highlight which two of the above items were considered to be of the greatest benefit, 'Diversity in the learning environment' stood out as the clearest 'benefit' (*Table 8, Appendix 2*).

When asked about the perceived challenges of working with IS two features stood out: 'Managing differing expectations about UK university education' and 'Their difficulties with academic writing in English' (117 responses each). Three other statements garnered just over 80 responses: 'Their difficulties with understanding the content of lectures/ seminars' (83), 'Students' need for additional support from lecturers / tutors' (81) and 'Their reluctance to participate actively in seminars / lectures' (81) (*Table 9 below*).

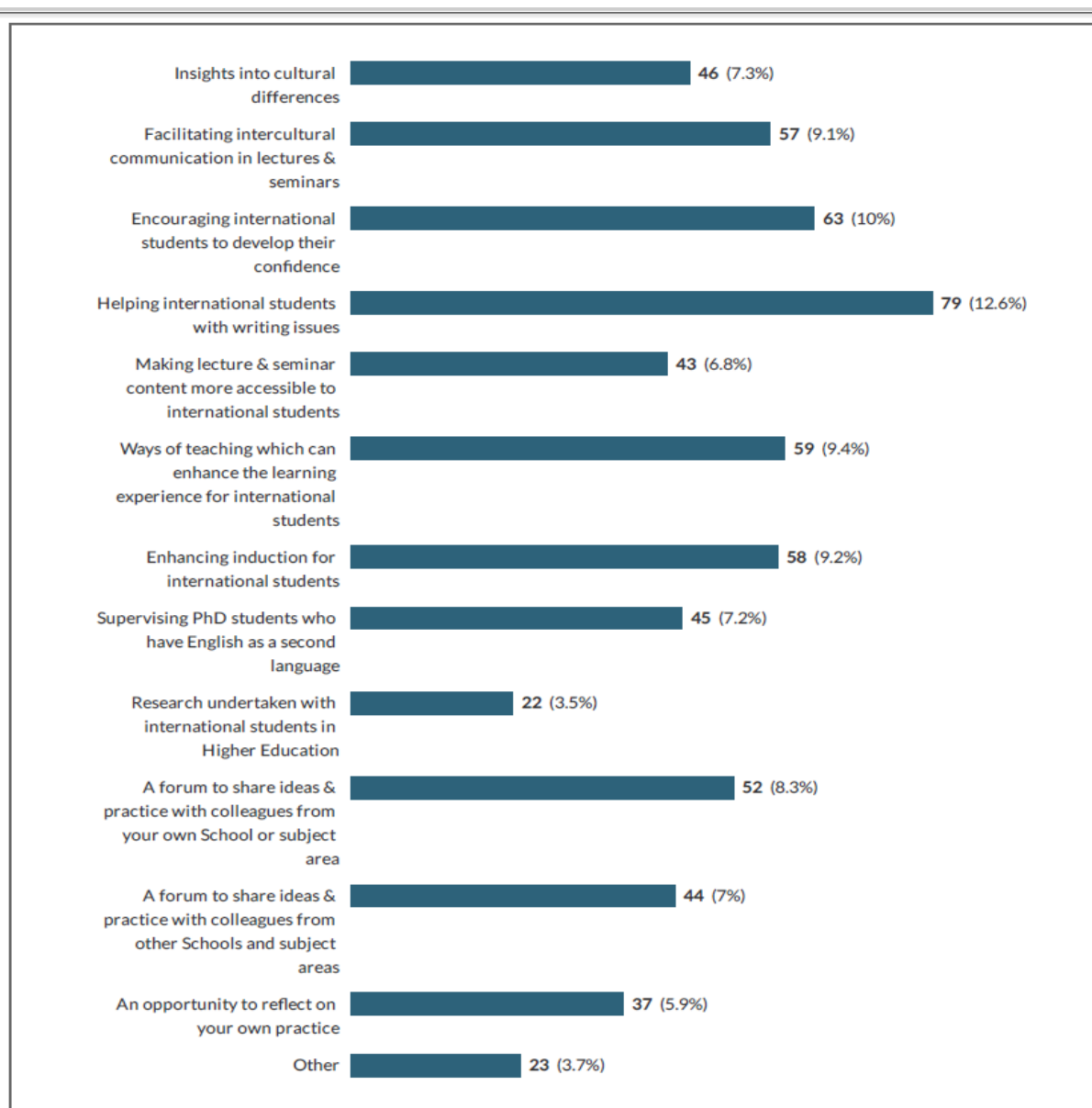
Table 9. Challenges of working with international students for whom English is a foreign language – Question 3



When respondents were requested to highlight which two of the above items they considered to be the greatest challenge, ‘Their difficulties with academic writing in English’ stood out as the biggest challenge, followed by ‘Managing differing expectations about UK university education’ and ‘Their difficulties with understanding the content of lectures/ seminars’ (*Table 10, appendix 2*).

When asked to select which topics would be useful for workshops to support staff working with IS, the following were the most popular: ‘Helping international students with writing issues’ (79), ‘Encouraging international students to develop their confidence’ (63), ‘Ways of teaching which can enhance the learning experience for international students’ (59), ‘Enhancing induction for international students’ (58), and ‘Facilitating intercultural communication in lectures & seminars’ (57) (*Table 11, below*)

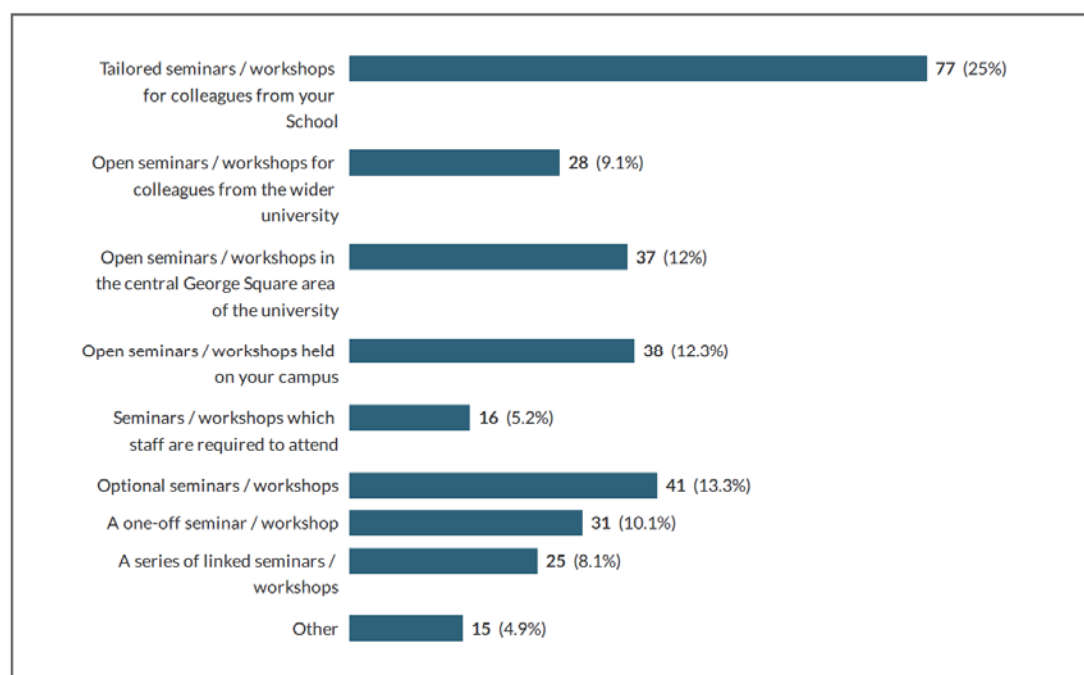
Table 11. Useful seminars/workshops – Question 6



The response to this question was also analysed according to School : Law, Business, Language, Literature and Culture, Education, Science and Maths, and Other Departments. ‘Helping international students with writing issues’ ranked as the top or second in each case, with the three others cited above appearing in the top four. , The Schhol of Education differed very slightly from this pattern, with ‘A forum to share ideas & practice with colleagues from you own school’ being ranked third.

Finally, respondents were asked, if they were to attend any seminars / workshops, which modes would be most suitable for themselves and their colleagues; ‘Tailored seminars / workshops for colleagues from your School’ were the most popular overall (*Table 12, appendix 2*), ; however, the Business School favoured open / one-off seminars in the George Square area (where the Business School is located).

Table 12 – Suitable modes for seminars and workshops – Question 7



2.2.3 – Qualitative data

The analysis of the qualitative data focuses on the written responses provided to the open questions: 2a, 2c, 3a, 3c, 4, 5, 6a, 6ai, 7a, 7ai and 13, which follow on from the previous, closed questions. This data was analysed using procedures based on Braun and Clarke's (2006) six phase approach to thematic analysis, involving: a familiarisation with the data, 'generating initial codes', 'searching for themes', 'reviewing themes', 'defining and naming themes', and finally producing a report.

The report covers the qualitative responses to the questions above and highlights re-occurring themes. Numbers quoted in parentheses () refer to the *times* a specific theme was deemed to have occurred based on a semantic interpretation of the data (Braun and Clarke, 2006, p.13), or to the number of *responses*. The numbers in square brackets [] refer to the questionnaire number (1-143). Individual responses often included more than one theme, hence there are more numbered themes than responses in many cases.

2.2.3.1. - Benefits of working with international students for whom English is a foreign language

The largest set of comments referred to the financial benefits of IS (5). For example:

Financial benefit for the University of Edinburgh [42]

Financial benefits through international fees [48]

A second major theme involves the fresh perspective on their subject provided by international students (4). For example:

Challenges me as a lecturer to broaden my reading and engagement from a more euro western centric view of a truly global examination. [120]

... when discussing educational themes and ideas, having a cohort of students who have first hand experience of varied and contrasting systems and ways of conceptualising purposes, policies and practices enhances everybody's knowledge and critical understanding of questions and ideas. [94]

Further comments on the benefits of working with IS included

My MSc option simply would not work without a diversity of international perspectives. [128]

I think the presence of international students can bring benefits to home students. [96]

...many international students do have high levels of motivation, but this varies greatly between students, as it does between UK students [74]

2.2.3.2 - Challenges of working with international students for whom English is a foreign language

The largest set of comments referred to the linguistic ability of IS (5), in particular their writing skills. For example:

Although they are assessed, often their quality of written, spoken and understanding of English is poor and creates anxiety for them, lower grades and issues when assigning reading/case study work. [102]

Not all international students are the same! But from some, access across writing/ oral/ reading in terms of English, and differing academic cultures. [112]

Students from some foreign cultures, but by no means all, struggle not only with the language, but also with the requirements of writing critical essays, based on their own ideas and opinions. [91]

A second major theme involves lack of participation in class discussion (4). For example:

Other students might become impatient and question the worthiness of a program made duller by non-active foreigners. [20]

Their difficulty in contributing to critical discussions. [57]

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As can be seen from some of the comments above, not all comments were universally critical of IS vis a vis first language speakers. Consider also:

E, F and G I think relate mostly to Chinese students, as I find that non-Chinese students for whom English is a second language are very often as linguistically competent as - or even more linguistically competent than - native speakers of English, whose degree of illiteracy has become simply appalling. [101]

Another main theme was the need for additional support for international students, although, it was also noted that first language speakers of English also often need additional support.

The poor level of English in many cases is a severe drain on time and energy. The University should be providing more additional support. [142]

If the university admits students with a particular profile, it has a responsibility to provide extra resources in order to support those students to achieve at the level the university expects. This principle holds for UK national students from deprived areas who are admitted with lower marks but then struggle due to the lack of support, particularly for academic writing. [55]

The next main theme (hinted at above), emphasises the diverse needs and differences among international students:

Varies depending on nationality. Many have extremely good English, and these considerations hardly apply - others, particularly from some Asian countries, have great difficulty. [119]

The categories assume an undifferentiated visiting student group. My experience is that, in common with UK student groups, visiting students present a wide array of abilities and attitudes and it is not helpful to generalise about them. [35]

2.2.3.3 - In what ways do you address any challenges involved in working with international students?

Question 4 asked respondents in what ways they addressed challenges involved in working with international students.. There were 110 responses which have been divided into three major themes with numerous sub-themes, and four minor themes.

1 - The first main theme entailed improving the academic interaction between tutor/content and student.

Within this broad theme five sub-themes were identified, namely:

- a) Adapting teaching methods to accommodate international students (26)
- b) Giving extra time to help international students (12)
- c) Giving specific academic feedback or feedforward to international students (11)
- d) Providing additional 1-2-1 opportunities with international students at their initiative or as a personal tutorial group (21)
- e) Developing a positive relationship with students by being friendly and approachable/available (10)

2 – The second major theme was to refer students to additional linguistic support (25). For example:

Doing my best direct them to services [8]

Direct them to university support [39]

Ensuring I am aware of all the support the university offers [42]

3 - The third major theme involved methods to encourage more cross-cultural and communicative interaction; this was divided into four sub-themes:

- a) Using cross cultural views as an asset to learning, to share differences or to do activities that encourage such sharing (12)
- b) Encouraging mixed nationality groups in seminar/workshops (12)
- c) Encourage active participation in seminars/workshops through speaking in groups (15)
- d) Encourage students to help each other through peer reading and reading groups (3)

There were also some ‘minor but recurrent themes’. The first involved ‘Sharing ideas and cultural awareness among staff’ (9). This could involve providing staff with cultural awareness sessions and giving tutors the opportunity to share ideas and work together to be consistent and share good practice. The second minor but recurrent theme was ‘Using student feedback/dialogue to improve your course’ (6). The third was to ‘Make (international) students aware of UK academic expectations’ (10). The last minor theme was ‘Encourage better critical thinking’ (6). Finally, there were respondents who considered there to be no real ‘problem’, or that it was ‘not their problem’ (6). This was especially the case relating to the level of English of international students.

2.2.3.4 – Staff development opportunities

Question 5 in the questionnaire asked what kind of development opportunities staff thought could be offered to support them in their work with international students. There were 102 responses to this question; four main themes with some sub-themes, and some minor themes, were identified.

1 - The first was identified as the sharing of ideas among staff and students, with the following sub-themes:

- a) Staff/workshops sharing good practice (13)
- b) Feedback from students / their needs (6)
- c) Understanding of other countries teaching/teaching environment/intercultural awareness (16)

2 – The second major theme involved - More time, training, linguistic and technological solutions/methods, with the following sub-themes identified:

- a) More time allocation (8)
- b) EFL training support/L2 /awareness for staff/language training (6)
- c) Technological solutions/opportunities (5)

3 – The third major theme, ‘It is more of a university wide/college issue’, included the following sub-themes:

- a) Admissions (increase entry score) (6)
- b) Better academic support (18)

4 - The final major theme seemed to represent a more disengaged or even negative response compared to the more pro-active responses to Question 4 in the survey and was labelled ‘Depends/difficult/ not a staff problem / it’s okay as it is’ (22).,

Minor themes related to encouraging more international students’ participation, and support for staff for this, the explicit expectations of international students, and the fostering of critical thinking (7).

Overall, respondents were more cautious towards staff development. The issue of the linguistic ability of international students tended to be seen as something that was difficult to solve though staff workshops. However, the more positive and pro-active responses seemed to favour a sharing of ideas within department or Schools. The responsibility to solve the ‘challenges’ of international students, such as academic writing issues, was placed in the hands of the admissions and language support services.

Respondents who responded ‘Other’ to the question of which topics would be suitable for a seminar were asked for further comment. There were 23 responses. The largest theme identified was a preference not to have any seminars (9), followed by academic and pastoral support for students (6) and referring to admissions (4). This would tend to reflect the more passive or negative tone of responses to Question 5.

Responses to the request for further comments on topics for seminars, in Question 6a.(i), , revealed two main themes. The first suggested that teaching staff should be made more aware of academic support services, which should be available to all students, not just IS (13). The second main theme returned to the relevance, or lack of relevance, of seminars (11), These were not seen as useful in solving the main problems; perhaps there was insufficient time in their workload for seminars, or it was considered that the lower English language levels was an admissions issue.

Respondents who responded 'Other' to question 7a were asked to comment on what types of seminar they would be most interested in attending. There were 14 responses. The largest response was that they did not want to attend, or they were not relevant or useful (8). The more positive responses suggested that tailored or online seminars would be preferable (5). The request for further comments (Question 7a.i) elicited 22 responses, many quite negative; that seminars were not necessary, or should not be obligatory, or if they were the attendees should be paid to attend. Other responses focused more positively on the sharing of ideas (8).

The final open-end question (Question 13), asked for any other comments in relation to working with international students. The 30 responses yielded four themes: that the main solutions to the challenges of English language proficiency should be provided by additional support services (12), that it is the responsibility of the admissions departments to filter international student with appropriate English language abilities (10), that working with IS was hard but rewarding (6), and that within the diversity of the international student community, there were able and less able students irrespective of national or language background (7).

2.2.4 – Word trees analysis

A more subjective qualitative analysis of the text was deemed the most appropriate method to interpret the data due to the complexity of language and associative meanings involved in the responses. In addition, however, a word tree analysis of key words was done carried out using NVIVO to search for word associations that may add an extra dimension to the qualitative analysis above. Three examples are given in *Figures 2 – 4*. These refer to the key words 'support', 'time' and 'academic writing'. In each case these key words are surrounded by other phrases that give an idea of the types of statements they are embedded within. They tend to be expressing the need for more support for academic writing (both of these key words are connected), and more time to deal with the challenges of international students. This seems to reflect the more in depth thematic analysis above around these terms.

3. Conclusions

The quantitative results seem to be reflected in the more open-ended qualitative findings. The main benefits of working with IS at the University was perceived to be the diversity of the learning environment and the opportunity to share this diversity in the learning experience. One of the greatest challenges was perceived to be the difficulties with academic English of international students, particularly academic writing. However, students whose first language was English were not immune to criticism in this area. The other main challenge was managing the different expectations of international students. The largest open-ended response provided numerous suggestions of how staff addressed these challenges, from adapting their teaching methods, providing additional one-to-one support, encouraging more active participation in seminars, to referring to additional linguistic support.

When asked what kind of seminars staff would be interested in attending to help them to address the challenges, understanding other countries' teaching environment and sharing of good practice scored highly. However, there was a strong tide of opinion that seemed to view

the many ‘solutions’ to the ‘problems’, specifically of linguistic proficiency, as being the responsibility of academic support services. Support for students whose first language was English was also seen as necessary in some cases.

Further comments seemed to express the view that teaching staff were trying their best to accommodate international students. However, other areas of the university, specifically through its admissions policy, also influence the type of students admitted. Other areas of the university also have a responsibility to help support international students. For example, the view was often offered that if students with ‘lower’ English language and/or academic qualification were allowed entry into the university, it was the university’s responsibility to provide them with appropriate academic writing support specifically.

The major limitations of the research include the lack of responses from one of the three Colleges. We received only one response from CMVM. Moreover, the largest number of questionnaire responses and all five post-survey interviews were from CHSS. It is, therefore, not possible for us to claim that this is a complete picture of academic staff views across the university. The views expressed regarding working with IS, however, resonate with similar research conducted in other UK universities, whether traditional or post-1992 (for an example of the latter, see Barron, Gourlay & Gannon-Leary 2010).

4. Practical outcomes

The research findings indicated that there is little desire or energy amongst university academic staff for a further set of generic workshops. In line with other research, the strongest preferences were for departmental or discipline-based workshops aimed at sharing good practice (cf Quinn 2012:74).

As a result we are focussing our generic support within the existing IAD structures, offering in both semesters, for example, a workshop for staff developing PhD students’ writing skills. We will also explore the possibilities for developing online versions of the existing workshops which respond to the issues our survey respondents considered of relevance. We are continuing to develop our Schools-based work and, to date, have offered workshops with both the Vet School and Nursing Studies. Our research is also informing the advice we offer colleagues at School and College level who are increasingly dealing with the challenges faced in integrating international student groups. Other international ELE initiatives have benefitted from this research, including courses for EMI (English Medium Instruction) academics at both Cordoba, (Spain) and Niigata Prefecture Universities (Japan).

We are intending to use the research for publications to be submitted to higher education journals and are currently conducting further analysis of both the survey and interview data to compare individual strategies for dealing with the challenges reported from different disciplinary perspectives.

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Appendix 1: Survey questionnaire

Teaching international students - staff survey

1. Informed consent

The aim of this questionnaire is to seek the views of teaching staff at the University of Edinburgh who work with international students for whom English is a foreign language. Please read the informed consent information below and tick the box before completing the questionnaire. If you would be willing to participate in a follow-up interview, we would be very grateful if you could please provide your contact details at the end of the questionnaire.

I have read and understood the information giving details of this study. My decision to consent is entirely voluntary and I understand that I am free to withdraw without giving reason. I understand that my name will not be used in any report, publication or presentation, and that every effort will be made to protect my confidentiality. ☐

BENEFITS

2. Which of the following do you see as benefits of working with international students for whom English is a foreign language?

Please tick any that apply.

- ☐ Diversity in the learning environment
- ☐ Opportunities to learn more about other cultures
- ☐ Opportunities to learn more about one's own culture
- ☐ Opportunity for cultural understanding beyond stereotypes
- ☐ Wider pool of international research themes
- ☐ Opportunities to forge international research links
- ☐ Their high levels of motivation
- ☐ Opportunity for a broader curriculum
- ☐ Opportunity for reassessing teaching practice
- ☐ Other

2.a If you selected Other, please specify:

2.b Which two do you think are the greatest benefits?.....

2.c Any further comments.....

.....

CHALLENGES

3. Which of the following do you see as challenges of working with international students for whom English is a foreign language?

Please tick any that apply.

- ☐ Managing differing expectations about UK university education
- ☐ Addressing their pastoral needs
- ☐ Interpreting their behaviour on the programme
- ☐ Students' need for additional support from lecturers / tutors
- ☐ Their difficulties with academic writing in English
- ☐ Their difficulties with understanding the content of lectures/ seminars
- ☐ Their reluctance to participate actively in seminars / lectures
- ☐ Managing mixed nationality groups
- ☐ Their reluctance to critically evaluate their courses
- ☐ Other.....

3.a If you selected Other, please specify:

3.b Which two do you think are the biggest challenges?.....

3.c Any further comments.....

.....

STRATEGIES

4. In what ways do you address any challenges involved in working with international students?

.....

.....

DEVELOPMENT NEEDS

5. What kind of development opportunities do you think staff could be offered to support them in their work with international students?

.....

.....

SEMINARS / WORKSHOPS: THEMES

6. If there were a series of seminars / workshops for staff working with international students, which of the following topics do you think would be useful?

Please tick as many as you wish.

- ☐ Insights into cultural differences
- ☐ Facilitating intercultural communication in lectures & seminars
- ☐ Encouraging international students to develop their confidence
- ☐ Helping international students with writing issues
- ☐ Making lecture & seminar content more accessible to international students
- ☐ Ways of teaching which can enhance the learning experience for international students
- ☐ Enhancing induction for international students
- ☐ Supervising PhD students who have English as a second language
- ☐ Research undertaken with international students in Higher Education
- ☐ A forum to share ideas & practice with colleagues from:
 - ☐ **1. your own** School or subject area
 - ☐ **2. other** Schools and subject areas
- ☐ An opportunity to reflect on your own practice
- ☐ Other

6.a If you selected Other, please specify:

6.a.i Any further comments.....
.....

SEMINARS / WORKSHOPS: MODES

7. If you were to attend any seminars / workshops, which of the following modes would be most suitable for you and your colleagues?

Please tick as many as you wish.

- ☐ Tailored seminars / workshops for colleagues from your School
- ☐ Open seminars / workshops for colleagues from the wider university
- ☐ Open seminars / workshops in the central George Square area of the university
- ☐ Open seminars / workshops held on your campus
- ☐ Seminars / workshops which staff are required to attend
- ☐ Optional seminars / workshops
- ☐ A one-off seminar / workshop
- ☐ A series of linked seminars / workshops
- ☐ Other

7.a If you selected Other, please specify:

7.a.i Any further comments.....
.....

Biodata:

- 8. Years of experience teaching in higher education in the UK
- 9. Years of experience teaching in higher education outside the UK
- 10. Years of experience teaching at the UoE
- 11. College
- 11.a School
- 11.a.i Subject
- 12. Academic level of students you have taught
- 13. Please feel free to use this space if there is anything you would like to add in relation to working with international students:
- 14. Please add a contact if you are willing to participate in a follow-up interview

THANK YOU FOR PARTICIPATING IN THE QUESTIONNAIRE

Appendix 2: Tables

Table 1. Response to questionnaire by College - Question 11

College	Frequency	%
Humanities and Social Science	102	71%
Science and Engineering	37	26%
Medicine and Veterinary Science	1	1%
Not response	3	2%
	143	100%

Table 2 - Response to questionnaire by School - Question 11a

School	Freq.	Rank	%
Language, Literature and Culture (LLC)	24	1	17%
Moray House School of Education (MHSE)	22	2	16%
Law School	12	3	8.5%
Business School	11	4	8%
Chemistry	11	4	8%
Physics and Astronomy	9	6	7%
Philosophy, Psychology and Language (PPL)	8	7	6%
Health in Social Science (HiSS)	8	7	6%
School of Biological Science (SBS)	8	7	6%
Mathematics	8	7	5%
School of Social and Political Science (SSPS)	7	11	5%
History, Classics and Archaeology (HCA)	4	12	3%
Economics	2	13	1.5%
Edinburgh Art College (ECA)	2	13	1.5%
Others	2	15	1.5%
No response	5	/	101
	143		

Table 3 - Response to questionnaire by subject - Question 11a.i

Subject area	Freq.	Rank	%
Department of European Languages and Culture	9	1	15%
Law	8	2	13%
Education	8	2	13%
Business (Marketing, Finance, Economics)	6	4	10%
Psychology and Psychiatry	4	5	6%
English	4	5	6%
Asian Studies	4	5	6%
Physics	4	5	6%
Others	4	5	6%
Chemistry	3	10	5%
Biology	3	10	5%
Sociology and Social Work	3	10	5%
Health and Nursing	2	13	5%
No response	81	/	101
	143		

Table 4. Teaching experience at the University of Edinburgh – Question 10

Years of teaching at UoE	Frequency	Rank	%
0-5 years	44	2	31%
6-10 years	49	1	34%
11-15 years	18	3	12%
16-20 years	13	4	10%
21-25 years	6	5	4%
26-30 years	4	6	3%
31-35 years	5	6	3%
36+ years	3	6	3%
No response	1	/	100%
	143		

Table 5. Teaching experience at an HEI in the UK – Question 8

Years of teaching in HE (UK)	Frequency	Rank	%
0-5 years	35	2	26%
6-10 years	43	1	30%
11-15 years	23	3	16%
16-20 years	14	4	10%
21-25 years	10	5	7%
26-30 years	5	7	3%
31-35 years	7	6	5%
36+ years	4	8	3%
No response	2	/	100%
	143		

Table 6. Teaching experience at an HEI outside the UK – Question 9

Years of teaching in outside UK	Frequency	Rank	%
0 (<1)year	100	1	71.0%
1-5 years	27	2	19.5%
6-10 years	9	3	6.0%
11-15 years	2	4	1.4%
16-20 years	1	5	0.7%
21-25 years	1	5	0.7%
26-30 years	1	5	0.7%
31-35 years	0	8	0
36+ years	0	8	0
No response	2	/	100%
	143		

Table 8. Which two do you think are the greatest benefits? – Question 2b

Code	Description	Freq.	Rank	%	Proportion (%)
A	Diversity in the learning environment	82	1	32%	59%
B	Opportunities to learn more about other cultures	40	2	15.5%	29%
C	Opportunities to learn more about one's own culture	7	10	3%	5%
D	Opportunity for cultural understanding beyond stereotypes	40	2	15.5%	29%
E	Wider pool of international research themes	19	5	7%	14%
F	Opportunities to forge international research links	18	6	7%	13%
G	Their high levels of motivation	24	4	9%	17%
H	Opportunity for a broader curriculum	8	8	3%	6%
I	Opportunity for reassessing teaching practice	12	7	5%	9%
J	Other	8	8	3%	6%
		258		100%	Frq/139

Table 10. Which two do you think are the biggest challenges? – Question 3b

Code	Description	Freq.	Rank	%	Proportion
A	Managing differing expectations about UK university education	44	2	17%	31%
B	Addressing their pastoral needs	13	6	5%	9%
C	Interpreting their behaviour on the programme	7	9	3%	5%
D	Students' need for additional support from lecturers / tutors	31	4	12%	22%
E	Their difficulties with academic writing in English	77	1	29%	55%
F	Their difficulties with understanding the content of lectures/ seminars	42	3	16%	31%
G	Their reluctance to participate actively in seminars / lectures	27	5	10%	19%
H	Managing mixed nationality groups	8	8	3%	6%
I	Their reluctance to critically evaluate their courses	5	10	2%	5%
J	Other	8	7	3%	6%

		262		100	Frq/140
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Table 12 – Suitable seminars and workshops – Question 7

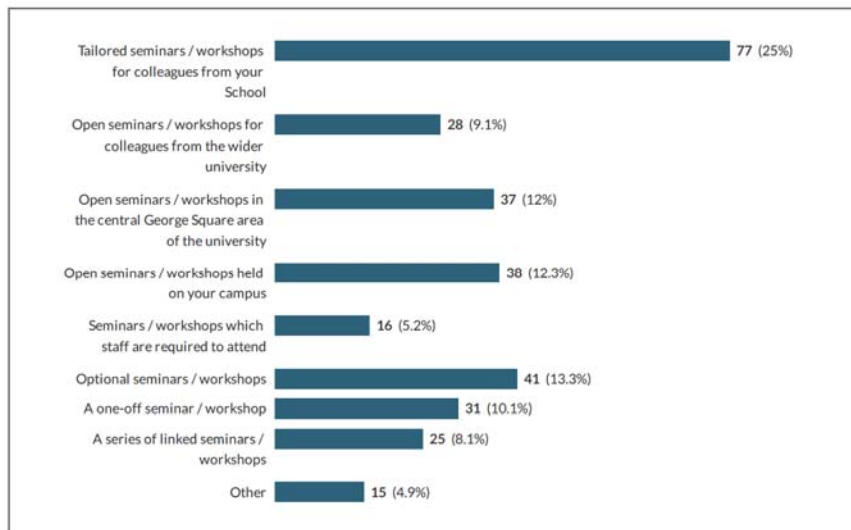


Figure 2 – NVIVO Word tree for ‘support’

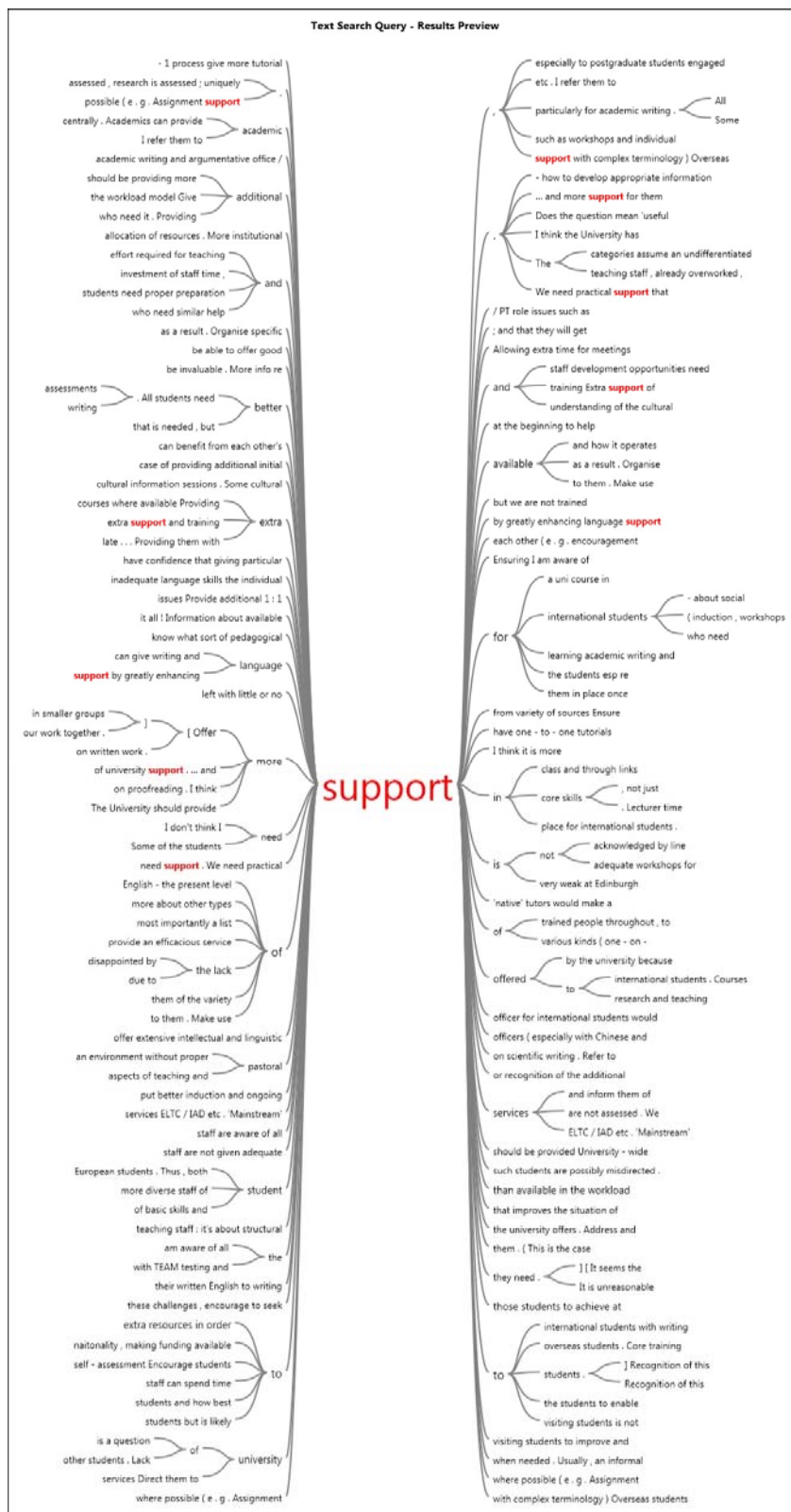


Figure 3 – NVIVO Word tree for ‘academic writing’

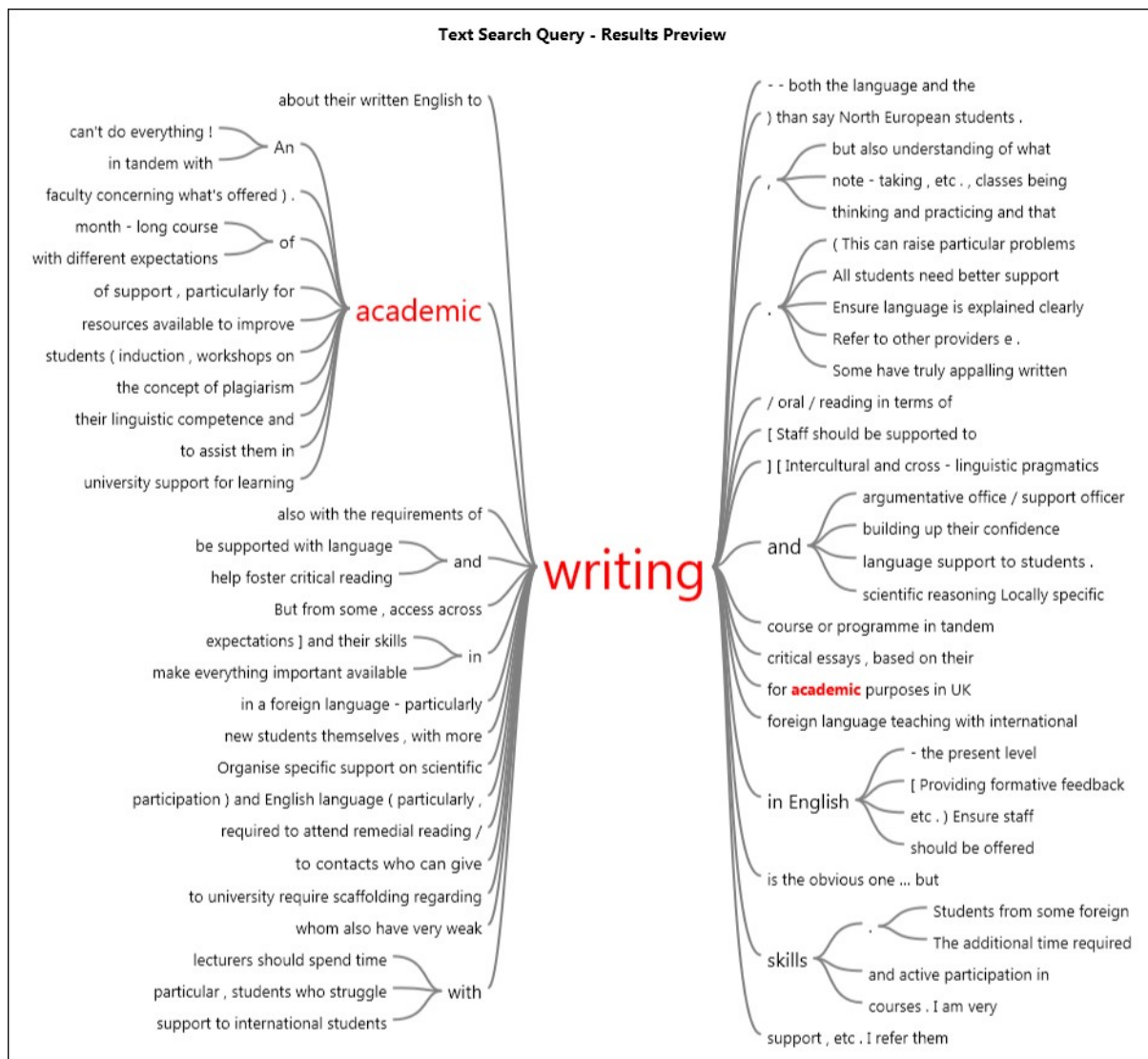


Figure 4 – NVIVO Word tree for ‘time’



