

Adjusting Teaching Style and Practice to Accommodate the Needs of International Students

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Abstract

Difficulties with accommodating the needs of international students are commonly observed and commented on by those who teach such students. Areas requiring accommodation may be cultural, non-verbal or linguistic and may include learner variables such as strategies, style and motivation. This article will report on research carried out at AIS St Helen's aimed at identifying areas of need. In addition, this article will also suggest teaching techniques, which may be helpful for facilitating the required accommodations in the teaching/learning situation.

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Introduction

Internationalisation is a major trend in higher education today. An understanding of the varied and complex ways in which it affects teaching styles and practices is imperative as universities and academic systems seek ways to accommodate the complexities brought about by variations in linguistic ability, in learning strategies, styles and motivation, by dissimilarities in forms and methods of communication, and by cultural differences which international students bring to the teaching/learning situation.

Cultural Accommodation

Culture, according to Brown (1994), consists of the characteristics of a given group of people at a given period of time, characteristics which govern human behaviour, provide social organization, and fulfil a range of biological and psychological needs. In an international teaching/learning situation, the influence of culture on behaviour and on expectations of others is no less real for the teacher than it is for the students, and, since cultures are infinitely diverse, the need for accommodation at the cultural interface is inevitable. Although both teachers and students may have to be prepared to modify established cultural patterns and expectations, this paper will focus on the need for adaptations from the teacher's point of view, and suggest ways in which teaching style and practice might be adjusted to accommodate the needs of international students.

With the best will in the world, it is not always easy, perhaps not even possible, to completely divorce ourselves from the culture in which we were brought up. Try as we might to understand other ways of doing things, to make allowances for differences, familiar reactions and established behaviour tend to determine what we do and to influence our expectations of others in ways which are difficult, maybe impossible, to put entirely behind us. Take, for instance, a letter, which I received recently from a colleague who is a non-native speaker of English. In her letter she explained carefully the need for a meeting, informed me of the time, then concluded with: "Please be at this meeting". Knowing her very well, as I do, I am quite sure that she assumed that, by adding the word "Please", she was being very polite. Native speakers, however, know that this form of expression is really only slightly more polite than a direct imperative, and may, indeed, even imply threat.

Politeness in another culture is not always easy to acquire, and it is very easy to overstep the bounds of what others consider acceptable. Conventions regarding how one person addresses another, for instance, (such as student to teacher) vary considerably from one culture to another. These conventions, especially where they involve family relations or employment hierarchies can be quite complex and difficult for outsiders to understand. Good manners in some cultures dictate that objects are handed to others with both hands, that one does not turn one's back on another, that one never says "No", at least directly. Failure to observe these cultural standards of etiquette can be seen as very rude, even if unintended. Behaviour which is often mentioned by ESOL teachers as difficult to tolerate includes sniffing, no doubt because we have been taught since childhood that it is unacceptable, and admonished sternly by parents with a menacing: "Where is your handkerchief?" Some cultures,

however, find handkerchiefs highly offensive, and consider blowing the contents of one's nose onto a piece of cloth which is then stuffed in one's pocket quite revolting. Who is to judge, in the ultimate scheme of things, which is right, which is wrong? Surely it is up to all of us to recognize the potential for offence and to minimize the effects wherever possible. For myself, I have found that offering a box of tissues to those who suffer from persistent nasal congestion is often enough to make them realize that they are behaving in a manner which is culturally unacceptable – or, if the offender does not immediately get the message, other students can often be relied on to “translate”. The most culturally sensitive way for teachers to deal with the problem may well be to set a quick “Turn to your partner and discuss....” exercise and briefly excuse themselves.

Although it is possible to adopt a “When in Rome....” approach to cultural differences, as teachers of international students, if we are to expect consideration for our cultural sensitivities, we surely need also to be aware of the behaviour which is ingrained in us as acceptable, but which other cultures may consider offensive. Cultural taboos include sitting on desks or tables (this is highly offensive to Maori, for instance, among others), the use of the left hand (for instance in Middle Eastern cultures), use of the number 4 (the symbol for which is pronounced the same as the symbol for “death” in Chinese), or writing students' names in red pen (which meant they were on the death list during the Cultural Revolution and is still considered extremely unlucky). Avoidance of such well-known, potentially offensive behaviours would not seem to be such an imposition on us, as teachers, as a means of demonstrating cultural good-will and willingness to meet the cultural expectations of others part way. Perhaps we, as teachers, need to remember occasions when our cultural sensitivities have been trespassed on by others, and how appreciative we have been of times when our sensitivities have been respected. Although, given the huge range of different cultures, which exist, there are likely to be many taboos of which we are simply unaware, it would seem to be only sensible to do whatever we can to avoid knowingly giving offence.

Differences in student-teacher expectations in the teaching/learning situation may include issues regarding active learning (likely to be expected by Western teachers) versus passive learning (likely to be expected by students from cultures where the teacher is the “authority” whose job it is to fill students with wisdom which is then remembered uncritically). Students who come from such cultures are often reluctant to ask questions (at least openly in class) and view the teacher's responsibilities as including rigorous error correction, a role which Western teachers often do not regard as highly important. Changes to such traditional expectations may well come quite slowly, and the teacher may need to exercise patience and to adapt teaching style to make allowances for a variety of learning styles until students become comfortable with new ways of doing things.

In addition to student-teacher differences, inter-student cultural factors can also present a challenge in the teaching/learning situation. The Asian concept of “face”, for instance, can be an inhibiting factor, especially with older students, who may develop techniques for avoiding putting themselves into situations of risk (for instance, by giving the wrong answer) in order that they are not seen to be inferior, a socially unacceptable perception given the expectations of their own cultures. Gender issues may also create difficulties for some cultures (for instance discussion with a member

of the opposite sex). Although these factors may not always be easy for the teacher to control, awareness can often help teachers avoid relationship difficulties (for instance by carefully choosing pairs or groups to work together) and improve inter-student dynamics.

Cultural differences can be a source of endless fascination, and a willingness to adjust teaching style and practice to accommodate cultural differences in the international teaching/learning situation can help to make the teacher's job a much more enjoyable one. It can also help to foster an atmosphere of mutual respect and acceptance, which, among students from widely diverse cultural backgrounds, can help to facilitate communication.

Non-verbal Communication

Communication in the international teaching/learning situation can take place on either the verbal or non-verbal level. As Beamer and Varner (2001) put it: "We cannot not communicate". Researchers (for instance Neuliep, 2003) believe that words convey only a very small part of any given message. They believe that as much as 90 per cent of all communication comes from nonverbal factors.

Successful communication across cultures largely depends on the understanding each person has of the other's nonverbal and verbal communication. Verbal communication is messages coded in words whereas nonverbal communication is any message that is not coded in words. This includes gestures, facial expression, personal space, touch, eye contact, smell, and silence. Our nonverbal behaviour is both innate and learned therefore reflects our unique cultural background.

Communication can be affected by whether we come from a high or low context culture. Hall and Hall (1990) have researched the concept of high and low context language: low context communication tends to be direct and verbal whereas high context communication tends to be indirect and nonverbal (cited in Chancey & Martin, 2004). A low context, individualistic culture tends to rely more on the explicit verbal content of messages whilst people from a high context, collectivist culture rely heavily on the overall situation and nonverbal cues to interpret meaning (Littlejohn, 1999). Western countries including New Zealand are generally considered low context while Asian countries are considered to be high context. Teachers coming from a low context culture may be less aware of nonverbal cues used by students of a high context background, which may easily result in misunderstandings.

Like language, some aspects of nonverbal communication differ greatly across cultures. To accommodate international students teachers must be aware of different cultural nonverbal behaviours so as not to offend or be offended, and need to become adept at decoding different nonverbal behaviour. Nonverbal areas that are of particular interest for teachers teaching international students are proxemics, oculosics, kinesics and appearance.

Proxemics

“Communicating through the use of space is known as proxemics. The physical distance between people when they are interacting, as well as territorial space, is strongly influenced by culture” (Chancey & Martin, 2004, p.114). From experience, I found that Asian students, especially Chinese and Korean, stand close when conversing. At times I have felt uncomfortable and stepped or leaned back when conversing with them. Class discussions and role-plays regarding personal space give students an understanding and an insight into how people from other cultures feel about their personal space.

Space can also be communicated through the arrangement of desks and chairs. In a classroom setting students can encounter many different arrangements of desks. To promote an inclusive team-like atmosphere desks are arranged in a u-shape where everyone can see each other, with the teacher at the front. Chancey & Martin (2003, p.113) believe that some “people especially the Chinese, prefer the side-by-side arrangement; this preference may be related to the custom of avoiding direct eye contact”. In my experience students come in and sit towards the back of the classroom, and often not beside each other, until instructed to come closer. Teachers often sit at the front desk when teaching. In horizontal cultures this is a way to promote a sense of equality. My students found it strange that I sat down and informed me that teachers in China, Taiwan, and Korea never do this: rather they stand at the front of the classroom before a lectern.

Oculesics

“Rules governing eye contact are different in different cultures, and the difference can make people feel uncomfortable without being aware of why they are uncomfortable” (Beamer & Varner, 2001, p.14). Eye contact or lack of, depending on culture can be interpreted as honesty, invasion of privacy, confidence, attentiveness, lying, untrustworthiness, or unfriendliness. Direct eye contact is favoured in Western cultures and signifies honesty; eye contact is maintained for a few seconds and then broken. Most Asian countries favour indirect eye contact and this signifies respect. An example is the Japanese way of directing their gaze to below the chin. People in China, Indonesia and the Pacific Islands lower their eyes as a sign of respect and maintain that prolonged eye contact is rude (Chancey & Martin, 2004; Beamer & Varner, 2001; Neulip, 2003).

In New Zealand we are brought up to favour direct eye contact and interpret it as signifying honesty, confidence and respect. When teaching, students’ lack of eye contact may be interpreted as, firstly shyness and then lack of respect or lying. Teachers need to be aware of different eye contact rules before judging a student. For example, when communicating with students who avoid eye contact teachers need to interpret the meaning correctly according to culture otherwise this may affect the way in which the teacher communicates with the student.

Kinesics

“Kinesics is the term used for communicating through various types of body movements, including facial expressions, gestures, posture and stance, and other

mannerisms that may accompany or replace oral messages” (Chancey & Martin, 2004, p.119).

Facial Expression: “Whatever is written on the face is always seen” (Palestinian proverb). “Many of our unconscious behaviours such as expressions of emotion are universal. People from all cultures express anger, happiness, and sadness the very same way” (Neulip, 2003, p. 269). However the extent to which they are expressed can vary greatly and unique cultural rules dictate when and in what situation expression should be masked or shown. Beamer & Varner (2001) suggest that smiling in public is considered inappropriate in Korea and smiling at strangers is what the mentally retarded do.

Many discussions in the staff room revolve around whether international students understand. More often than not teachers are not sure because of lack of facial expression from students. Lack of, or subtle, facial expression is common in Asian students and at times very hard to interpret. Further questioning of students is sometimes needed to ensure understanding.

Gestures: Gestures are unique to a culture. In a classroom situation gestures are used to add meaning or emphasis. What can become confusing is the size or shape of the gestures. Someone using big gestures is perceived as having power, confidence and status, whereas someone using small gestures is perceived as having little confidence (Bennett, 2001). This can become problematic when students are presenting in front of the class. I have watched students doing presentations and perceived them as boring because they do not use gestures.

A common gesture that can cause offence is pointing. This comes naturally to a New Zealand teacher who may indicate that students are to answer a question by pointing at them. This is considered rude in many cultures. To avoid any offence teachers should indicate with the whole hand rather than leading with one finger.

Appearance

Neulip (2003, p.257) believes that “communication with another is often preceded by visual observations of the other’s physical appearance” and in many cultures physical appearance communicates sex, age, and status within a culture. Most cultures have unwritten rules for how their members should present themselves and violating these rules may result in negative sanctions. For students coming from Asia, where a teacher’s appearance is very formal, and indicates status it can be difficult to adjust to the more casual dress style of teachers in New Zealand. Discussions in class regarding different dress styles and standards can help students understand dress codes and learn what is acceptable in different situations and countries.

“Our nonverbal communication, when combined with verbal language, creates a very complicated communication system through which humans come to know and understand each other” (Neulip, 2003, p.269).

Adjusting for Strategies, Styles and Motivation

When students first arrive in a different cultural environment, learner variables such as learning strategies, styles and motivation have a strong influence on their learning. This section reports on the results of a study that investigated the learning behaviour of 31 pre-degree international (mostly Chinese) and 13 pre-degree domestic students (total=44) at AIS St. Helens. The study involved the use of primary research whereby questionnaires (see Appendix 1) were distributed to the students towards the end of one of their accounting lectures. The aim of the study was to find out if the international and domestic students differ in the way they learn and how teachers can accommodate both groups within a multicultural classroom environment.

Learning Strategies and Styles

Learning strategies refer to the activities students are engaged in order to achieve their intended learning outcomes. These include cognitive activities such as rehearsal, elaboration and note taking, meta-cognitive activities such as planning, monitoring, self-regulation and resource management (such as management of time and effort), and social strategies such as group work and interaction.

It is often assumed that Asian students adopt cognitive learning strategies such as repetition and memorizing to a greater extent than their Western counterparts (Samuelowicz, 1987; Ballard and Clanchy, 1997). However, the results of our study show that less than half (48 percent) of the Asian students report using rehearsal techniques such as practising worked exercises over and over again.

Furthermore, Asian students are typically stereotyped as textbook and reader dependent learners (Murphy, 1987). But it was found that, like the domestic students, most international students (74 percent) believe themselves to be aural learners who remember things they hear in class better than things they have read. Our own experiences have shown that neither domestic nor international students are inclined to read their texts or handouts, and expect us to 'read for them' and explain the contents to them.

Other similarities found between the two groups include adopting learning strategies such as reviewing past tests and assignments to prepare for examinations, memorizing important points for reproduction at examinations, and looking out for hints about examinations from teachers. Both groups also indicated making use of meta-cognitive strategies like going through assessed work to monitor learning, and to find out why they went wrong in order to avoid making the same mistakes again.

Similarly, both groups have indicated that they find the use of social strategies like group work during class helpful and effective. As for spending time after school, both gave similar responses of relaxing and doing things mostly not related to studying.

Teachers often complain that Asian students are uncritical, passive learners who accept most things without questioning. However, the results of the study show that only 67 percent of the international students report accepting things teachers teach as compared to 92 percent of the domestic students. Although international students are less likely (41 percent) to express disagreements or to offer their own ideas than

domestic students, it may not necessarily mean that they are less active, or less critical learners than the domestic students.

International students indicated in notes added to the questionnaire that they are reluctant to question teachers or express disagreements due to concerns such as appropriateness and consequences of such behaviour, difficulty in articulating disagreements in the English language, lack of time during lectures, perceptions of significance of the issue, and approachability of the teacher. Therefore, instead of directly and openly questioning their teachers, they prefer to perform such actions in their minds, write down their opinions for their own record, or discuss their disagreements and ideas with other students.

It has been suggested that students' conceptions of what learning is very closely relates to how they undertake the process of learning (Saljo, 1979). The results of this survey show that the majority of international students view learning as an acquisition and application of knowledge. According to Saljo's (1979) distinction between surface and deep learners, this implies that Asian students are mostly deep learners, and not surface or rote learners as most often assumed.

These findings suggest that although students from different countries and cultures differ in their ways of learning, these differences are more subtle than many educators believe. The stereotypical descriptions of Asian students as passive, uncritical rote-learners are often based on a misunderstanding.

Motivation

Motivation is some kind of internal drive that encourages somebody to pursue a course of action (Harmer, 1991). It is an intentional process whereby a person desires and works hard to achieve a goal. It is an individual phenomenon because every person has his/her own reasons for action, and is typically divided into extrinsic motivation and intrinsic motivation.

Extrinsic motivation: This type of motivation comes from outside factors. It was found that factors such as getting a new job (Domestic students=100 percent, International students=87 percent), or changing the current job (Domestic students=54 percent, International students=92 percent) and achieving a high status in society (Domestic students=85 percent, International students=87 percent) are important motivators for both domestic and international students. Being with friends at school is also important for international students (54 percent) as they cope with coming into a new environment away from home.

A majority of international students also indicated that they liked their teachers and their teaching styles (51 percent). This is in direct contrast to most domestic students (85 percent) who indicated that their teachers and their teaching styles do not motivate them. It is suggested that teachers should include a wide variety of activities and tasks in the lesson in order to cater for the needs of the whole class.

The collectivist culture of the Asian students (Hofstede, 1983) is reflected in their response that most (58 percent) were studying in order to fulfil parents' expectations. Again this is in direct contrast to the responses of the domestic students, of whom

only 8 percent were studying for this reason. Another area in which the two groups differ noticeably is in the consequences of failure. 77 percent of Asian students as compared to only 8 percent of domestic students indicated that failure would bring shame to their family. There is obviously greater pressure on the Asian student (particularly Chinese, perhaps because many families have only one child), to bring honour to the family.

Intrinsic motivation: This type of motivation comes from within the individual. Domestic and international students have similar intrinsic motivations of wanting to gain knowledge (D=77 percent, I=80 percent). However, the two differ in that while international students on average find the subjects they study enjoyable (61 percent), the domestic students do not (46 percent).

These findings indicate that although students from different countries and cultures differ in their source of motivation, most students study to get a good job, to change their current job and to achieve a high status in society. Because teachers play an important role in motivating these students, it is important that teachers of international students understand the sources of motivation in order that adequate support can be given and teaching styles adjusted accordingly. The results of the styles, strategies and motivation survey are set out in Table 1.

Table 1: Styles, Strategies and Motivation of International and Domestic Students

Learning Styles and Strategies	Domestic (percent)	International (percent)
Remember things heard in class better than things read	69	74
Read course books	54	61
Write down everything teacher explains	69	74
Practice worked exercises over and over	15	48
Use a study plan	23	45
Work with other students after class	54	35
Use assessment results to evaluate learning	69	67
Get help from staff when needed	62	70
Find group activities in class helpful and effective	92	80
Review past semester tests/ exam papers	85	77
Learning means remembering important information	69	64
Learning means critically assessing information provided	62	54
Expect teacher to provide helpful tips about tests/exams	100	70
Use other students answers/ assignments	23	22
Mostly relax and do things unrelated to studying at home	69	77
Always accept things that teacher teaches	92	67
Always voice disagreements/ doubts with teacher	69	41
Always go to class on time	46	74
Make use of English dictionaries	46	45
Relate experiences in life to what is learnt in class	46	51
<u>Motivation</u>		
Purpose of study: Parents expectation	8	58
To be knowledgeable	77	80
To get a job	100	87
To change current job	54	93
Immigration	0	58
Like teachers and their teaching methods	15	51
High status	85	87
Interest in subject	46	61
To be with friends	23	54
Failure will bring shame to family	8	77

Linguistic Accommodation

In addition to cultural and non-verbal adjustments, when teaching international students, teachers may need to consider linguistic accommodations such as grammar, vocabulary, usage, pronunciation, accent and aspects of voice including volume, rate of speech, intonation and tone. Data for this paper was obtained from personal experience, a small-scale questionnaire and informal interviews with peers.

Quantitative Results

44 teachers were asked to complete a questionnaire (see Appendix 2) regarding their behaviour when teaching international students. All teachers surveyed reported always or sometimes simplifying vocabulary, using repetition, emphasizing key words, speaking more slowly than usual and pausing often to give students time to understand. More than 75 percent of teachers reported always or sometimes simplifying grammar, shortening sentences, and avoiding colloquialisms and informal language. More than 25 percent of teachers reported never pointing out the difference between American and British English, speaking loudly and feeling that their accent affected students' comprehension. These results are set out in Table 2.

Table 2: Percentage of Teachers who Report Always, Sometimes or Never Engaging in Accommodating Behaviours

When teaching, do you	Always 1	Sometimes 2	Never 3
Simplify your grammar when speaking	39	52	9
Simplify your vocabulary	48	52	0
Make your sentences shorter	35	61	4
Avoid informal language	17	66	17
Avoid colloquialism	17	74	4
Point out the difference between British and American English usage	37	37	26
Repeat yourself often	39	61	0
Speak loudly	26	48	39
Emphasise certain words when speaking	26	74	0
Speak more slowly than you would normally	70	30	0
Pause often to give students time to understand	74	26	0
Feel your accent effects students comprehension	4	59	37

Qualitative Results

The comments received on the questionnaires and from the informal interviews were invaluable as they were specific about what teachers do in the classroom. Some of the insights and recommendations obtained from the teachers were as follows:

- English learning requires accent/voice clarity so that students can pick up the exact meaning/pronunciation of words. One teacher recommended that Received Pronunciation be taught to international students and teachers alike so that there is less confusion in this area.
- While speaking, teachers should pay attention to word stress, intonation and voice articulation.
- Teachers should teach their concepts in many different ways to appeal to as broad a student spectrum as possible. Visual aids, class activities, computer exercises and the use of metaphors/analogies were given as examples.
- Speaking more slowly can aid understanding but can make the lesson boring (especially if the class is mixed with native English speakers). Teachers need to use their judgment when adjusting teaching style in this way.
- It is important that teachers understand that international students may not understand colloquial language. So, if it is used in the classroom then a point should be made to explain it to students (this can enhance the students' learning of New Zealand culture).
- Teachers should provide examples that are practical in order to teach students theory.
- Writing clearly on the board is a useful teaching strategy especially in cases where words are misunderstood by the students.
- If students do not appear to understand, instead of asking them "Do you understand?", teachers should automatically repeat themselves or ask questions, since often students do not voice their complaints or realize that they do not understand.
- Using simple language (according to the level), avoiding jargon and refraining from informal language were also mentioned as means of ensuring the clearest communication with ESL students. (Teachers need to gauge the level of their students and tailor their speaking to suit). Another teacher, however, recommended the opposite, that is that teachers should not modify the complexity of speech, but explain things in a variety of ways, so that students will better learn the intricacy of the English language. This is another area where teachers need to exercise professional judgment based on their knowledge of their students and the learner variables involved.

Conclusion

Difficulties with accommodating the needs of international students are commonly observed and commented on by those responsible for the teaching of such students. As discussed in this article, areas requiring accommodation may be cultural, non-verbal or linguistic and may include learner variables such as strategies, style and motivation. In addition to attempting to identify areas of need, this article has also suggested teaching techniques which may be helpful for facilitating the required accommodations in the teaching/learning situation, thereby hopefully lending some

support to those at the cutting edge of accommodating the needs of international students.

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Appendix 1

Questionnaire- Learner Variables

This survey is part of a study on cross-cultural learning behaviour of pre-degree International students at AIS due to a pressing need to understand the learning strategies, needs and expectations of these students.

Demographics

Birth date: _____ Gender: _____ Nationality: _____

Indicate the applicability of the following statements to you by using a scale of 1-4, with 4 being for 'strongly applicable' and 1 being for 'not applicable at all'. You may add comments if you wish.

Learning styles and strategies

1. I remember things that I have heard in class better than things I have read.

1 2 3 4

2. I read my course books.

1 2 3 4

3. I write down everything my teacher explains.

1 2 3 4

4. I practice worked exercises over and over again.

1 2 3 4

5. I use a study plan.

1 2 3 4

6. I work with other students after the class.

1 2 3 4

7. I use assessment results to evaluate my learning.

1 2 3 4

8. I get help from staff when I need it.

1 2 3 4

9. I find group activities in the class helpful and effective.

1 2 3 4

10. I review past semester tests/ exam papers to prepare for my exams.

1 2 3 4

11. Learning to me means remembering important information

1 2 3 4
12. Learning to me means critically assessing the information provided.

1 2 3 4
13. I expect the teacher to give me lots of helpful tips about tests/exams.

1 2 3 4
14. I use other students' answers and assignments to assist in my own assignment.

1 2 3 4
15. After school, I spend most of my time relaxing and doing things not related to my studies.

1 2 3 4
16. I always accept the things that my teacher teaches.

1 2 3 4
17. If I have disagreements/doubts I always voice it with my teacher.

1 2 3 4
18. I always go to class on time.

1 2 3 4
19. I prefer to use English dictionaries.

1 2 3 4
20. I relate my experiences in life to what I have learnt in class

1 2 3 4

Motivation

1. I am studying because my parents asked me to.

1 2 3 4
2. I am studying so that I can be a knowledgeable person.

1 2 3 4
3. I am studying so that I can get a job.

1 2 3 4
4. I am studying to change my current job and to get a better job.

1 2 3 4

5. I am studying for immigration purposes.

1 2 3 4

6. I am studying because I like my teachers and their teaching methods.

1 2 3 4

7. I am studying because I would like to have a high status in society.

1 2 3 4

8. I am studying because I have interest in the subjects I take.

1 2 3 4

9. If I am not successful in my studies it will bring shame to my family.

1 2 3 4

10. I study because my friends encourage me to do so.

1 2 3 4

Thank you for your participation.

Appendix 2

Questionnaire on Adapting Teaching Styles

I am conducting this research to find out how teachers adapt their teaching styles to accommodate the needs of their international (second language speaking) students. I appreciate the time you have taken to fill out the questionnaire. Please do not write your name on this paper. *Please tick all your answers.*

I. Demographics

1. Your gender:

- a. Male ₁
 b. Female ₂

2. Your ethnicity:

- a. New Zealander ₁ b. Maori ₂
 c. Indian ₃ d. Pacific Islander ₄
 e. Chinese ₅ f. European ₆
 g. Other ₇ _____ (please state)

3. How many years have you been teaching?

- a. Under 1 year ₁ b. Between 1–3 years ₂
 c. Between 3-5 years ₃ d. Over 5 years ₄

4. What area do you teach in?

- a. English Language ₁ b. Foundation Studies ₂
 c. Diploma Level ₃ d. Undergraduate Level ₄
 e. Postgraduate Level ₅ f. Other (please state) ₆ _____

II. When teaching second language speakers, do you:

	Always ₁	Sometimes ₂	Never ₃
6. Simplify your grammar when speaking			
7. Simplify your vocabulary			
8. Make your sentences shorter			
9. Avoid informal language			
10. Avoid colloquialism			
11. Point out the difference between British and American English usage			
12. Repeat yourself often			
13. Speak loudly			
14. Emphasise certain words when speaking			

