WHAT ARE THE PERCEPTIONS OF INTERNATIONAL STUDENTS REGARDING THEIR ESL PROGRAM?

by

Hwibum Hur

State University of New York at Fredonia
Department of Language Learning and Leadership

CERTIFICATION OF THESIS/PROJECT CAPSTONE WORK

We, the undersigned, certify that this project entitled WHAT ARE THE PERCEPTIONS OF INTERNATIONAL STUDENTS REGARDING THEIR ESL PROGRAM? by HWIBUM HUR, Candidate for the Degree of Master of Science in Education, Teaching English to Speakers of Other Languages (TESOL), is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

_____
Robert Dahlgren, PhD.
Master's Capstone Advisor
EDU 691 Course Instructor
Department of Curriculum and Instruction

5/16/2019
_____
Date

_____
Kate Mahoney, PhD.
Department Chair
Department of Language, Learning and Leadership

5/31/19
_____
Date

_____
Dean Christine Givner, PhD.
College of Education
State University of New York at Fredonia

5/31/19
_____
Date

WHAT ARE THE PERCEPTIONS OF INTERNATIONAL STUDENTS REGARDING THEIR ESL PROGRAM?

ABSTRACT

As the world gets more globalized and many people choose to receive their education abroad, there are an increasing number of international students coming to the United States. In this qualitative study, 8 international students that were currently attending or had graduated from an English as a Second Language (ESL) institution in a state university in Western New York were interviewed. The students were asked multiple questions regarding different aspects of the program and expressed their candid opinions regarding their current or past program. The three main themes investigated were facility, content, and personnel. Within each theme there were three subthemes: positives, negatives, and suggestions. The results from this study are intended to help educators, staff members, and students better understand this increasing subgroup.

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What are the perceptions of international students regarding their ESL program?

Introduction

International students play an enormous factor in American education. At any American university, international students can be easily found in classrooms and seen ubiquitously throughout the campus. According to the International Student Data Open Doors Report (2018), there were 903,127 enrolled international students, which accounted for 5.3% of all total university students in the United States during the 2016-17 school year. In the past, it was the universities seeking to recruit a small number of foreign talent but now the universities are busy managing and serving their increasingly growing population of international students (Fischer, 2014). Universities are now paying more attention to these students as they provide unique perspectives and boost the local and state economies. To enter into any type of higher educational institute in the United States, international students must take an English language proficiency exam such as the Test of English as a Foreign Language (TOEFL) or the English Language Testing System (IELTS) (Ling, Wolf, Cho & Wang, 2014). When students do not meet the minimum English language test score requirements, but the institute accepts the students based on other qualifications, these students are mandated to attend an English as a Second Language (ESL) program assigned by the university campuses.

Past studies that focused on international students have mostly been done regarding their undergraduate and graduate studies experiences. This may be due to the difficulty in gathering the information, as there is no central database or perhaps the of lack of interest in international students in general or the marginalization of ESL programs in university settings (Thompson, 2013). The following chapter will provide an overview of what the current literature states and the purpose of this research.

When it comes to ESL programs and institutes in a college setting, there seems to be little literature regarding students' overall experiences. Rather than looking thoroughly at the overall experiences, previous literature regarding students' experiences have been focused on mostly negative aspects (Dimandja, 2017; Kamara, 2017; Yakaboski, Perez-Velez & Almutairi, 2018; Yan & Pei, 2018). For example, one student in the Yan and Pei study mentioned:

> They don't care what I say and they are just not interested. When I
>
> talk about my culture, they are not rude but very indifferent and
>
> uninterested (not even having eye contact with me), and they don't
>
> even bother to hide their indifference. (p. 460)

When surveying international students, researchers overly focused on the needs and improvement of current conditions and placed little importance on the elements that the schools did well (Dimandja; Kamara; Yakaboski; Perez-Velez & Almutairi; Yan & Pei). Community and institutional efforts to make an inclusive environment is something that is needed to make students' experiences better; however, in order to make the best environment for students in the community and within institutions, these two entities need to know the elements of their programs that are effective and positive on the students' education in order to emphasize them in addition to addressing the negative aspects. If studies and institutions look only into the negative aspects and problems to solve, it can undermine what progress they have accomplished (Dimandja; Kamara; Yakaboski, Perez-Velez & Almutairi; Yan & Pei).

When it comes to the actual institutions, there are limited studies into the ways that college-based ESL programs are being implemented and the strategies used inside ESL classrooms (Thompson, 2013). Instead of analyzing teaching styles, methodologies, and educational philosophies, many studies focused on one aspect of a working model. Perren,

Grove, and Thornton (2013) looked at the ways in which service-learning was implemented in an

ESL program and the degree to which it was beneficial to the students in numerous ways. Perren,

Grove, and Thornton (2013) examined service-learning and the ways that it is empowering,

especially to the international students because it makes them feel a part of the community rather

than outsiders.

Furthermore, there is little to no literature on the manner with which universities and

colleges are accommodating international students. The only information regarding university

policies and support in the studies are narrowed down to the interactions the students have had

with staff members and professors. One student from Yan and Pei's (2018) study talked about

her experiences with the international students' office staff and commented:

> Every time I talk to her, I feel I was ignored. I do not feel I am welcomed. It upsets my
>
> willingness to visit the office. I may get the answer I am looking for from her, but I am
>
> just not happy. (p. 464)

These studies focused solely on the interactions and the experiences while not looking into

policies and support universities provided (Dimandja, 2017; Kamara, A., 2017; Yakaboski,

Perez-Velez & Almutairi, 2018; Yan & Pei).

Background and Purpose

As a Teaching English to Students of Other Languages (TESOL) graduate student,

someone that has been in the field of teaching English-related material to non-native English

speakers for over 15 years, and someone who is currently teaching at an ESL program on an

American college campus, my interest in investigating ESL programs is not only due to

curiosity, but also eagerly wanting to improve international students' experiences by identifying

problems and listening to their voices for a more holistic understanding of their needs and

situations. Many students feel as if the universities view them more as a number on paper that they can add on to their homepages to better promote their schools rather than as human beings the universities should better understand and accommodate.

The purpose of this research project is to receive in-depth input and to provide a holistic view of international students' feelings and opinions regarding their current or past experiences at an ESL institute in an American higher educational setting. Hopefully by collecting this data educators, staff members, students, and administrators can better understand their international students that are willing to sacrifice their time, money, and energy to receive education in the United States.

The research questions that this study is looking to answer are the following:

- What are the positive and negative aspects of students' current ESL programs (facilities(classroom), content(curriculum), and personnel (teachers and staff)?
- What type of support is being given by the universities and the institutions?
- What are some suggestions that the students have for the staff at the institution and the university so they can better their international students' experiences?

In the next chapter this paper will review the relevant literature regarding issues and situations that international studies face in the United States.

Literature Review

Although there is little research on the totality of international students' opinions and experiences in English as a Second Language (ESL) institutions in previous research, there is a vast selection of literature related to international students in American higher education. In this following chapter, I will review the relevant literature around international students and their experiences in American higher education.

International Students in American higher education

Amongst the current literature on international students in American higher education, a vast number of studies dealt with worries and concerns of students. Perry, Lausch, Weatherford, Goeken, and Almendares (2017), for example, analyzed international students' perceptions regarding university life in the United States. The researchers analyzed data from a survey of 862 students initiated by the International Student and Scholars Office (ISS) of the University of California at Berkeley in 2011. The surveys were sent via email to the students and covered 5 sections: personal, culture, family, academic, university, health care, safety, and ISS. Each section was scored based on the 5-point Likert type scale. The results indicated that the students' biggest concerns were related to language: concern of knowing adequate amount, issue of knowing English sayings, and others understanding their English. This was evident in the results of East Asian students. The researchers stated that, "Our findings indicate that students from East Asian nations such as China, Japan, and South Korea are more concerned with language than students from other parts of the world" (p. 288). This was of great interest as the participants that were interviewed for this study were all of East Asian descent. The students also indicated a large amount of concern over health and finances, but unlike other students the perceived discrimination was lower than the level that the researchers had initially predicted. Perceived

discrimination amongst international students is a well-researched theme (Dimandja, 2017; Yakaboski, 2018; Yan and Pei, 2018). Yakaboski, Perez-Velez, and Almutairi (2017) investigated a subgroup (Muslim) of international students. In this study, Yakaboski et al. analyzed data related to Saudi Arabian graduate level students and their perceived campus climate. The study looked at 18 total students with 10 of them being in a Master's program and 8 in a PhD program. This study consisted of a mixed method approach with the researchers doing an initial face-to-face and then following up with a survey. The researchers asked questions based on two main categories: their reactions regarding the campus community, faculty, staff, and other students and the other being recommendations to improve the campus climate. The study showed that the students had difficulty with language and that this led to them feeling not included in the class or having many friends. One of the students stated, "The problem is the language and the culture, sometimes, we can't get involved with them [U.S. students] because of the culture, the religion, the language" (p. 230). Most of the students did not experience any type of perceived racism or discrimination in general but a few students detailed a few encounters where they felt discriminated against based on their ethnicity or race. One of the students in the study, for example, mentioned that one staff member strongly suggested that she would not be able to keep up with the program because the staff member assumed the transcripts, she summited to be illegitimate due to the country of origin.

Yan and Pei (2018) conducted a similar study but focused on multiple groups of international students. It was a qualitative study based solely on negative and difficult experiences that international students had previously had. In this study, Yan and Pei interviewed 12 students and asked questions based on two large subgroups: on-campus experiences and off-campus experiences. Students expressed discomfort and frustration towards staff members and

professors. One student, for instance, reported that a professor had given her a grade of zero on her final assignment. Another reported that a staff member requested for her to drop a class because another student "needed the class more" than she had (p. 460). There also was an incident off campus where one mother was accused of stealing a cap from the store she was in. Her child was wearing a cap from that store she had previously purchased, but the store employee assumed she was attempting to steal the cap and asked to see proof that it was not stolen. She luckily had the receipt for that cap and was not charged with any criminal activity. The common theme that emerged from the data was that the students felt powerless and helpless when these incidents occurred.

Some studies provided insight into the overall process of English as a Second Language (ESL) programs in the United States and the ways that they assessed the students. Ling, Wolf, Cho, & Wang (2014) surveyed characteristics of ESL programs for matriculated students in a university setting. This study gave an overview of ESL programs in the United States and focused on the institution rather than on the individual students. This study was sponsored by the Educational Testing Service (ETS), the maker of Test of English as a Foreign Language (TOEFL) a popular English language assessment test. The researchers looked into the characteristics of the programs – courses offered, number of courses, foci of the courses, and the number of the students – the placement tests used, and placement decision criteria. The researchers investigated 152 ESL programs in the United States. They initially searched the programs' websites and then sent surveys to the respective institutions via email to further investigate. There was a wide range of English tests that were accepted amongst the schools, with Test of English as a Foreign Language (TOEFL) being the most common, then International English Language Testing System (IELTS) and Speaking Proficiency English Assessment Kit

(SPEAK*).* Universities differed in their approaches and placement procedures. The majority of

the schools used these standardized tests to initially scan the students' results and then either had

their own assessments or used both in order to designate levels to the students. Ling, Wolf, Cho,

& Wang stated that "Fifty out of 62 institutions in the survey reported that they either used the

standardized English test scores as part of the admissions requirements or had their students take

a separate English placement test to assist with the ESL placement decisions" (p. 5). All the ESL

programs used some type of test to assess the international students. Although each institution

had their own assessment method, standardized tests played a vital role in ESL assessment and

are heavily used by ESL institutions in the United States.

Some studies looked into the support that the institutions provided to better their

programs such as teacher training. Thompson (2013) surveyed multiple ESL programs in a

university setting focusing on the structure of the programs and the type of mentoring programs

or services that they provided to the teachers. Thompson's main focus of investigation was the

mentoring services as he stated that it was a critical means to better the teachers. The study

collected data from 20 schools that had an accredited university ESL program via short-answer

and multiple-choice questionnaires. The questionnaire covered instructors, instructor training,

program type, student population, and funding. The results of the survey showed that all but one

university had full-time instructors. Also, the same number were fully funded by the students'

tuition fees. Thompson stated that one surprising finding was the lack of teacher assistants (TA)

in the program. Only 8 of the 20 institutions employed TAs and the biggest program that had

200+ students did not have a single TA. Thompson stated that,

> One surprising finding was the number of, or rather lack of, TAs in the programs
>
> surveyed, even in those programs that had a TESOL program or the equivalent. Only 8 of

the 20 programs reported having TAs, and most of those reported a very small number

(see Table 2). It is also remarkable to note that the number of TAs employed did not

correspond with program size; some of the smaller programs employed TAs, whereas

larger programs did not (p.219).

  All the mentoring of the teachers and TAs were all loosely structured without any of

them having professional and systematic mentoring.

Some studies looked into ways to enhance the meaningfulness of the curriculum for

international students. Some universities used service-learning programs in order to help

international students have a better understanding of American culture and further their

education in a more meaningful way. Perren, Grove, and Thornton (2013) looked into three ESL

programs implementation of service-learning programs in their curricula. The first university

used field trips and material from community serving institutions as part of assignments.

Through these services and experiences, the program wanted to broaden the experiences of the

students by mixing in practical experiences. The other university incorporated actual volunteer

work into their curriculum. The university wanted the students to feel a sense of belonging and a

better understanding of American culture through these activities. Based on these experiences,

students wrote reflections and covered material related to these activities. The last university

collaborated with multiple organizations nearby. The university recently covered the topic of

poverty and the students went to visit some homeless people in person and with the organizations

that help them. These services helped the students to better understand the overall culture and

problems of their host countries. Through these activities, the students were engaged with the

curriculum instead of learning from generic textbooks.

To sum up, the literature suggests that a wide range of international students have felt or perceived some type of discrimination and that the universities and students should put in more effort in understanding and accepting them and their culture. Research into actual ESL institutions is scarce and there is little data and no central database into what and how each institution is running their programs. This study will attempt to fill in some gaps with the current literature surrounding international students in American higher education. There are apparent gaps in the approach of how the current research only focuses on the negative aspects of the student experiences. There is also a need of investigating into ESL programs and looking more into detail of these programs and the experiences the students are having while attending them, as many international students start off their overseas experiences attending these institutions.

Conclusion

The purpose of the study is to have a robust understanding of international students' experiences at ESL programs at American universities. This research interviewed multiple students from a state university in Western New York that were either attending or had graduated from the ESL program on campus. To better understand the situation of international students on American college campuses, this paper looked at multiple factors regarding international students' lives. The research questions that this study is looking to answer are the following:

- What are the positive and negative aspects of students' current ESL programs (facilities(classroom), content(curriculum), and personnel (teachers and staff)?
- What type of support is being given by the universities and the institutions?
- What are some suggestions that the students have for the staff at the institution and the university so they can better their international students' experiences?

The following chapter will detail the methodology that was used to conduct the interviews

needed for the study.

Methodology

Introduction

This research project used multiple interviews with international students in order to acquire a robust knowledge of their perspectives on their English as a Second Language (ESL) programs in an American higher educational setting. Issues of teaching methodologies, classroom environments, peer relationships, staff support, and teacher-student relationships will be covered in the interviews. Through these interviews, students will be able to voice their opinions regarding their positive and negative experiences in their current ESL program. Analyzing the interview data and listening to the opinions of a minority subgroup on campus will empower the students by giving them a voice and demonstrating to them that their opinions matter. Ultimately, the data gathered from the interviews is intended to help current educators in their ESL program and other ESL related educators better understand the needs of their international students. In addition, this project is also intended to help administrators of ESL programs and of their respective universities that host these programs to better understand the needs of their students and be held accountable for many of the discomforts and struggles they experience (Lee & Rice, 2007). The following chapter will provide an in-depth examination of the methods and procedure of the proposed project.

Research Frameworks

The theoretical framework for this proposed project will be the constructivist philosophy. Constructivism states that individuals construct their own understanding of their knowledge and world (Woolfolk, 2016). Using this framework, this project seeks to understand the experiences of the international students and to view the world through their lenses by using the constructivist framework. The research that best suits the constructivist framework is the

qualitative research method. Johnson and Christensen (2017) stated that qualitative research looks at the ways in which the multi-layers of reality come together to show a holistic understanding of a problem. In contrast to quantitative research, qualitative research does not generalize behavior and sees it as dynamic and fluid, thus better understanding the problems and the subjects (Johnson & Christensen). In addition, qualitative research uses a naturalist approach and observes the natural flow of behavior through interviews while quantitative studies use impersonal surveys that leave the participants faceless and fixed (Johnson & Christensen). In contrast, quantitative studies use a very narrow approach and do not view knowledge as complex and limits it to simple numbers. Furthermore, quantitative studies focus on external instruments in order to measure the data, while qualitative studies view the subject as the instrument (Johnson & Christensen). By using the qualitative method, my proposed research project seeks to understand the dynamic nature of knowledge that only one can get from personal interviews.

Research Settings

The institute chosen for the investigation is located in Western New York. This institute fits the primary needs of this research study: a high population of international students and an ESL program. All of the students that participated in the study are either current students or graduates of this institution. All participation was voluntary, and the participants were notified that compensation would not be provided in any form (see Informed Consent form in Appendix B). The students were notified that this study was done independently and had no affiliation with the program's administration.

In this university, the majority of the international students are either Chinese or Korean. For the past few years, Asian students have been the majority of the students in the institute's classrooms. The ESL program that was studied was located in one building on the campus and

used 5 rooms. The main staff consists of one student service manager and one academic

manager. The faculty is made up of mostly Caucasian teachers with one Asian teacher assistant

(intern) working there. The university supports the program through the International Students

Services (ISS) office, which holds weekly and monthly events with weekly updates via email

and a designated office for students to go visit in person.

Participants

For this research, 15 students were initially contacted verbally before and after class with

the permission from the ESL institution (see recruitment materials in Appendix). Eight students

agreed to be interviewed verbally and eight separate dates were scheduled for the individual

students. The ethnicity of the participants was 100% Asian. The age group of the participants

was 18-27. There were three females (40%) and 5 male participants (60%). There were three

currently enrolled students and 5 graduates of the ESL program.

The criteria used for the selection of the participants was the following:

1) subjects that were 18 or older.

2) subjects are either attending or have graduated from the same program.

3) subjects have had attended classes for at least 3 weeks.

4) subjects that can communicate their thoughts verbally in English.

Pseudonym	Age	Ethnicity	Degree Level	Program Completion
Lindsey	24	Chinese	Graduate	Graduated
Garry	24	Chinese	Graduate	Graduated

Megan	27	Korean	Undergraduate	Graduated
David	22	Chinese	Undergraduate	Graduated
Ina	18	Korean	Undergraduate	Current
Young	21	Chinese	Graduate	Current
Gill	18	Chinese	Undergraduate	Current
Jae	24	Korean	Undergraduate	Graduated

Data Collection

Regarding this project, data collection was obtained via personal interviews (see

Interview Protocol in Appendix A). Using a phenomenological method, this study sought to

understand the individual students by listening to their lived experiences (Johnson &

Christensen, 2017). After getting approval from the university's Human Subjects Review

Committee (see HSR Approval memo in Appendix C), participants were planned on being

sought via Internet bulletins, personal connections, or volunteers from current students but due to

time restrictions, all students were approached before and after class on during a weekday. All of

the participants were either graduates or currently attending the ESL program housed on a State

University in New York (SUNY) college campus. In an attempt to have fewer variables that

might affect the results, type of student, gender, and country of origin were initially aimed to

have similar ratio in the sampling procedures. In the actual study, the graduates' ratio

outnumbered current students 5:3. Also, the male participants outnumbered the female

participants 5:3 and the Chinese students outnumbered the Korean students 5:3. The interviews

were audio-recorded, conducted one-on-one in a quiet private room around the campus such as

the library study room, or an empty classroom (see attached interview protocol). The interviews

were 19 to 30 minutes in length. After the interviews were finished, all the interviews were

transcribed. In order to protect the subjects, no other information was disclosed regarding the

students to only highlight their statements "without suggesting any presumptive stereotypes"

(Yan & Pei, 2018, p. 459).

　　　　All the participants were asked in-person if they would like to participate in the interview

and study. Once the initial verbal consent was received, the students set up a date to meet in-

person in order to conduct the interview. Before the actual interview, the students were told the

purpose of the study and the protocol of the interviews. All the students agreed and signed the

informed consent form. The sessions were recorded via tablet and a smartphone. The students

were allowed to use their phones during the interview to aid them in communicating in English

and for emergencies that might occur during the interviews. The interview protocol included the

following research questions.

- What are the positive and negative aspects of students' current ESL programs
  (facilities(classroom), content(curriculum), and personnel (teachers and staff)?
- What type of support is being given by the universities and the institutions?
- What are some suggestions that the students have for the staff at the institution and the
  university so they can better their international students' experiences?

Data Analysis

This research project utilized a thematic analysis of the data based on the interviews obtained. According to the scholarship, a thematic analysis approach provides a more detailed account of a particular theme within the data (Braun & Clarke, 2006). The research implemented Braun and Clarke's 6-step process (Braun & Clarke). First, data was collected by recording detailed interviews with participants while the researcher took notes on important ideas and themes, and then the data were transcribed. Braun and Clarke suggested actively reading and searching for meaning in this stage. Second, initial coding was implanted using the students' "significant statements" (Johnson & Christensen, 2017, p. 257). Significant statements are assertions that give a great insight into the thoughts of the participants and are related to the phenomenon that is being investigated (Johnson & Christensen). Third, searching for themes within the interviews was done using visuals. Braun and Clarke recommended concept maps and tables for the visual representation. Fourth, themes were analyzed and grouped into similar to larger categories. This is done in two steps: first by reviewing the themes in the smaller themes and then seeing where the smaller themes fit in the larger theme. Fifth, themes were named and fit into the larger theme that gives the essence of what the themes are (Braun & Clark). Last, a write-up of the data was produced. This is a detailed account of the ways that the interviews fit to the themes given and the ways that they are essential to the point they are to the project's larger theme and research questions. Three main themes arose from this investigation process: facilities, content, and personnel. The smaller themes (subthemes) were produced within each

theme: positive aspects, negative aspects and recommendations to improve the current ESL program.

Alternative Approaches

Before deciding on conducting a qualitative study on international students, I had considered producing a manual for international students that are majoring in the Teaching English to Speakers of Other Languages (TESOL) program. A manual would have been helpful for the handful of TESOL students that would have joined the program, but I knew that the number of TESOL international students is always minimal, as the majority of international students are music majors. After many discussions with my thesis professor and colleagues, and a deep reflection on the type of study that would benefit the community and me the most, I decided to conduct my current research topic and plan. My current research can reach a wider audience from future international students and educators to administrators throughout the United States and other countries.

Conclusions

The methods used in this study helped to better understand and represent the student's thoughts and feeling. Having the students being interviewed freely without any restrictions, not only helped the students better express themselves but also provided a method of better comprehending the students' thoughts and feeling towards their ESL program. It also gave some insight on some incidents that might not have been discovered if an alternative method was used.

In the next chapter, this paper will discuss the results of interviews done. Using the data collected from the interviews, the results were first broken down into three main categories: facilities, teachers, and personnel. Within each category the themes were then grouped into three subcategories: positives, negatives, and suggestions.

Results

This research investigated thoughts and opinions of international students in American high education in a state university in Western New York. In this chapter the data collected were broken down into three major themes: facilities, content, and personnel. Within these major themes, it is broken down into three subthemes of positive aspects, negative aspects, and recommendations to improve the program. In this section, the participants' home countries, ages, and degrees are all excluded in order to protect the identity of the students interviewed.

Facilities

Many ESL institutions have facilities to match the modern campus, such as computers, projectors and online services and support. In this English as a Second Language (ESL) institution, there were many positives that the students mentioned. This ESL institution has 5 rooms in a building on the campus. There are two staff rooms: the main office, where the staff work and the teachers' room, where the teachers can relax and prepare for classes. The other three rooms are the classrooms in which the students have classes. Each classroom contains around 8-12 chairs and seats. Some classes have a student and a teacher's computer while the others only have the teacher's computer. In addition, all the classrooms have a Smartboard, projector and a sound system.

Positives

Overall the students highly praised the facilities and technology that the ESL program provided for them. Many of the students applauded the cleanliness of the desks, chairs, and overall environment and enjoyed the visuals that were displayed on the walls. One student even mentioned that the seats were so comfortable that it made him sleepy. Another point that the students made were their compliments towards the technology available in the room and used in

class. Many of the students enjoyed the Smartboard and projector that was used in the classroom.

One student was surprised about the speed of Internet. He had heard that America's Internet was

so much slower than that of Korea from sources online and was delighted to see how fast it was,

especially on campus. He stated that,

> I thought America is a slow internet country that's what I thought from South Korea,
>
> cause South Korea is super fast and there. I thought it was pretty decent it was pretty fast
>
> compared to what I thought. So, I think it's good.

Overall the students had enjoyed and appreciated the facilities that were given to them

to further their studies.

Negatives

The biggest complaint from the students was in regard to the seating. Students stated that

there was not enough space in between desks, and one student stated that it was a "bit

uncomfortable" sharing a smaller desk with another student. Two students mentioned that

normally spacing is not an issue, but it becomes one when they have combined classes.

Combined classes are due to either a lack of teachers or special occasions when they have an

influx of additional students such as exchange students coming for a short period of time. The

other big complaint about the facilities was regarding the computers in the room. One student

mentioned that, "I think one of the computer is too old. Sometimes it cannot open Power Point."

The ESL institution has frequent presentation assignments and the computers have delayed these

presentations and even forced some of the students to do their presentations another day due to

these computers.

Suggestions

The majority of the suggestions focused on the class sizes. In most classrooms, the desks can only fit 10 people and any more students per table would not give the students enough space with which to comfortably study. Classes are assigned according to the ability level of the students. This program has 7 levels: Beginner, Lower-Intermediate, Intermediate, Upper-Intermediate, Pre-Advanced, Advanced, and Proficient. Due to finances and lack of classrooms, the program cannot provide each level its own classroom. One student felt strongly about further splitting the classes,

> The first thing I want to talk about is class. I think ____ can separate two class to 5 or 6. Like one level class one level class. I don't think all the you know like intermediate, upper intermediate, pre-advanced, advanced. The students are in one classes. Sometimes it is not really good for the upper intermediate students.

She explains that having a mixed level class is not only uncomfortable to the students physically, but it also hinders their academic performances. She continues: "So, I think that is why the teacher don't know how to manage the students. How to teach because there are different levels." She stated that the teachers are doing too much to match all the levels and at times she feels like the classes are not challenging enough for her. Many of the students agreed that there should be ways to improve mobility within the levels and to better divide the levels.

Content

This ESL program does not have a set curriculum for the classes. The company that runs the institution does provide books, but there is no curriculum from which the teachers can choose, and thus they are required to design their own. Students take a level test every 4-5 weeks. There is a total of four tests they must pass: reading, listening, speaking, and writing. The

reading and listening test are online and done under supervisor of one of the teachers. The speaking test is graded as a cumulative grade rather than being assessed by the teacher during that period. The writing test is assigned to the students by the teacher and is graded using the rubric that the company follows. The students have to have a passing grade of 75 to go on to the next level.

Positives

Although the classes do not have a set curriculum, the students enjoyed the classes. Several students enjoyed the grammar classes that were provided. One student stated that, "They have the grammar class, the and also teacher daily English like that. It was really helpful." Another student said that, "We have some we the grammar class, we have the some like like reading class, reading class but grammar class is always helpful." Because the curriculum differs between classes and teachers, one student mentioned the way that she liked playing special games in class:

> Some teacher, we played a game like there is one dice I just throw it up and there is one
> picture and we always I have to make a story use the dice..dice…die I think it's kinda
> easy to make some story and then I think it was really good. It was fun and there is a
> story and grammar I need to make correct sentence. So, it was really helpful play a game
> with English very good.

Another student mentioned the way that one of the teachers helped him to prepare for university classes. One of the students especially enjoyed having to present every week. He stated that,

> I think that most impression thing I remember is she will would let students to do
> presentation at least once a week. Every student needs to do presentation so it is a good

method thing to practice their speaking skills after students do their presentation all

students need to give suggestions or ask questions about the presentation.

Another student was overtly cheerful in stating that something had helped her with her

speaking skills and overcoming some of her shyness. She stated that,

I had a survey at in the class I have to survey only native American. It was really good. I

tried to approach them and then some of students is like not ignore but they don't want to

talk with us but some of students was really really good.

Not having a set curriculum has given the teachers more freedom to do what they think is best

for the students. This has led to many of the students enjoying the unique teaching methods and

activities done by that specific teacher.

Negatives

Education varies in styles and methodology. In many Asian countries, many hot button or

controversial issues are not commonly discussed in schools. One student had some negative

thoughts toward the topics that they discussed during class. He stated that,

Yeah, but sometimes the topic is not good. Like maybe some students doesn't like to talk

the relationship of countries between the countries and some people doesn't like to talk…

Like you know, so of the people do not think Taiwan is not belong to China but some

people think Taiwan is belong to China but it is a issue yeah I think it actually makes

made a lot of Chinese and Taiwanese talk about that. I don't think that is a good topic.

This topic and discussion in class seemed to have not only upset this particular student

but many of the students in the class. Teachers might have had a good reason behind their

discussion, but there should have been some sort of communication to see what topics might be

better to use in class than others.

Many students mentioned that teachers would often show video clips via Youtube or other online sites without any follow-up or analysis of the content. One student that was highly critical of this, stated that, "I think that watching a video is good but they have like stop and then like explain the expression or ask us the words we don't know or whatever or grammar or something." She had mentioned before that, "it is a waste of money" to just pay to watch videos during class and that she could do that at home.

The biggest complaints were geared towards the testing. One student questioned the diversity of the test items. She stated that,

> When I took the test, after I got here I think it's not enough to test all my English skill. Because I just had a few grammar questions, and then a few reading then there is no speaking test and just a few questions about listening. It was really easy. They need more grammar questions?

This specific student was upset because she thought she should have started at a higher level, as she was confident in her overall skills.

Another student mentioned that the listening section of the test was difficult due to all the speakers speaking in a British accent. He stated that,

> In the listening section, from the listening section there was a, I could hear some British accent it was pretty weird for me like I was getting used to American accent but I have to do I have to take a test with British accent it was weird am I right, it was hard. I'm learning American English why would I have to learn British accent I've never learned that.

The student understood that this program is an outsourced institution that is hosted by the university. Although he knew that the company is a British company and that it would use

British grammar and pronunciation for its testing, he wished they could have at least incorporated some American English in the testing.

Suggestions

Many of the suggestions were centered around university readiness. One student noticed the much more difficult level of university classes as compared with those in the ESL program. He stated that,

> After _____ you need to go to college work or whatever but whatever you need to talk to English speaker and instead of in class talk to your teacher because your teacher always care about your learning and if you cannot understand they will change it easier way to understand. Finally you will leave your teacher and you will talk to English speakers and they will not care you like your teachers and also maybe _____ give us a chance to experience really college classes…Even if I graduate from _____ level long time ago I still have a language barrier sometimes I don't want the lecture is talking or what sometimes I don't know what classmates are talking when we have debates.

This sentiment was prominent among other students, as well. Another student stated that,

> It will be very helpful for _____ students because sometimes even the _____ students graduate from _____ and enter university and they will have trouble to understand what the doctor said. They will get more time to catch a class. If _____ can find something are methods to improve their students listening skills it will be very good…Because I think sometimes the students have different major and they have special words special words for their major and our university is more focus or better in music so most of the time they have a lot of music students. If they can teach more special words relate to music it will help the student to smoothly enter the university.

This student commented that he wished the program would have had prepared him more effectively for university classes. He lacked the vocabulary that his major required and he said that he had an extremely difficult time understanding most of his classes and even what and how to do the assignments given.

Personnel

At the ESL institution, they employ 5 part-time teachers. These teachers are all Caucasian with some experience teaching to non-native speakers of English. They have four female teachers and one male teacher They have one Chinese intern that is a graduate of the program and of the university's TESOL program. She mainly helps with struggling students. The institution has two people that offer support to the students: an academic manager and a student services manager. The academic manager provides academic support to the students, such as essay editing and advice on academic matters. The student services manager helps the students with issues that have to do with their staying at the institution, such as class placement, personal information, announcements, and help with everyday life. The university also supports the students through the International Student Services (ISS) office. The assistant director with his graduate aide provides the majority of the actual services by holding office hours, sending weekly and special emails, and visiting the institution sporadically.

Positives

The students had an overall positive image and attitude towards the personnel. The students used words such as "great," "kind," "good," and "friendly" when regarding the staff. One student had high remarks about how helpful the staff members were:

They do really good you know _____ is always very great is very kind to help us with

any problems or questions in our life you know university life, campus life and _____ can

sometime help me with some paper and essay and grammar things English things you

know I think they do pretty good pretty well for us.

The staff members were a big reason this specific student was able to adapt faster to university

studying and adjust faster to American life and culture.

Another student thought that both managers had always done their best and felt close to

them. One student mentioned that one of the managers was his 'best friend.'

_____ is such a nice girl, women who I can learn English and she was my best friend

and she was really good. I do still go to _____'s office to ask something about language

barrier or some word term idioms it's pretty hard for me to do university course.

The student considered her to be a friend rather than a manager and thought he could talk

to her about anything personal or study related. Although the student has graduated, he

constantly asks her questions related to university and American culture. Another student echoed

this sentiment:

Oh yeah, I think they are very good for the support whatever your life or your studying.

Also they give us a lot of suggestion for like programs like like what. In for example

_____suggest my roommate to join a band yeah and also they advise us to attend good

quality concerts.

This student not only thought they were helpful regarding academics but about campus life and

how to better his experience while attending the university. When talking about the university

support staff, the students were very positive about all they were doing. This was the only part of

the personnel the students did not have any negative feedback towards. They enjoyed the way

that the school schedules events and took them to WalMart or the Asian Market. One participant

stated how overall friendly and helpful he is to him and the other students:

_____? _____ is a very good man. So, if you come to see _____, _____will very friendly

and patient and ask your question and to try to solve your problem. Sometimes the

problem is nothing about class just your life. Your some little things from your self- life.

Jacob will try to help you to solve these problems. _____ is a very good man.

Teachers were also highly regarded by the students. The students stated that most of the

teachers were approachable and that they went out of their way to help them, such as teaching

them after class. The teachers were described as "very nice," "helpful," "kind," "friendly" and

"patient." One participant commented:

_____. Some teacher I feel like good friend. Because I can ask everything about. About

everything to teacher. But so of teacher like mom or dad. Because I just ask about life.

When is there good things about the life. Like that.

She talked about how much relatable and kind the teachers were. She was so close to them that

she felt more comfortable around the teachers than her own classmates.

Negatives

Although the students were overly positive towards most of the teachers, there were a

few teachers that the students were not fond of. One of the students thought that one of the

teachers was "too old to teach;" he continued by saying that, "You know sometimes it comes

even can't listen clearly…she always forget something or the time or forget the homework." The

student thought that the teacher mentioned would constantly forget what she had assigned the

students for homework and had a hard time hearing. Another student mentioned one of the

teachers being rude to the students and that "she always looked angry." One of the students

mentioned that that specific teacher would not let the students turn off the air conditioner during

the summer even if the students were cold and asked to do so. The student said that the teacher

would shout at them "Don't touch, don't touch my conditioner!" It forced many of the students

to bring jackets and coats to class during the summer days.

   The students also had also heavily praised the staff support, but two students mentioned a

few incidents with which they were quite disappointed with the staff members. One student was

upset that the manager was not at the office when she needed her and that there was not

notification regarding her absence:

   I emailed to _____ but I think she was not in office before 1 pm maybe? I think she

   so, at the time I couldn't get the reply as soon as possible. Because I need her a lot

   when I was in Korea because of the Wes program. Because I transfer student. I need her

   to email about the course…At that time. She was not at the office. Even just 1 pm. She

   was not in the country at time and she needed important information for her to come

   back to the university.

She said that she was a bit anxious at the time because she would not get a response for days.

For her, all she could do was wait for the response as she did not know who else to contact about

the matter. Another student had an unfortunate incident happen to her as well. She stated,

   In my opinion, when I was in _____ and my test was gone you know and I have to

   wait one week, I forgot, right? To take a test, and I passed the test and then in that time

   they have like play analysis. We have to write play analysis so everybody in the upper

   class they already watch it. But I don't have time to watch the plays so I wanted to go

the upper class as soon as possible. So, I asked them but they said 'Oh, I already told

you, what like, I feel like ignore me like what did you forgot and ok just type the

computer and just ignore my questions, sometimes.

An error occurred when saving the results of her online test. Because of this, the student not only

had to retake the test but was also behind in her new class. The class she would eventually enter

started on a reflection writing piece. The assignment was for the students to watch a play and to

write a reflection on that specific play. The class as a whole had gone to watch the performance

in person before she started with them. So, not seeing the play and trying to find alternative

methods to do so, made her fall much behind the other students. She was so behind that she had

to spend a great amount of time and effort catching up. The manager did not seem to even try to

apologize for the error or even show her some empathy on the matter.

Suggestions

The suggestions regarding personnel were mostly regarding communication. A few

students suggested that the communication between the staff and students be more transparent

and documented. One of the students would always forget the advice or suggestions that the staff

member would give due to language skills. She stated that,

> Most of students in _____ are not good at speaking in English, so if we ask a question
>
> even though we like again and again and they have to more apply us more slowly and
>
> apparently or clearly or send a email. So, we can read it more…just or send a email you
>
> know you can read it and more understand clearly. Speaking blah blah just pass and
>
> what?

She emphasized that she was still practicing her listening and comprehension skills and it would

not take much more time for the staff member to document more of what was said and advice

given to them.

Conclusions

This chapter looked at interesting themes and insights into international students' minds.

The interview brought great knowledge and understanding of the issues that these students were

going through during their time at the institution. Through these interviews, it was apparent that

the university and the staff have provided and strived to better the experiences of the students,

but there were antidotes that were a bit alarming and troublesome.

In the next chapter, an analysis of the results will be discussed. Using the information

obtained via the interviews, this paper will evaluate and interpret the data obtained. Also, the

paper will address some limitations that the research had and ways to use the data for further

research.

Discussion

Through the interviews conducted this study found interesting insights into international students' thoughts and opinions regarding their English as a Second Language (ESL) Institution in an American higher educational setting. When analyzing the students' overall thoughts regarding their experiences at the ESL program in the state university in Western New York, it was apparent that the majority of the students interviewed had an overall pleasant and positive experience. This was clear in the ways the students talked and their demeanor during the interviews. In addition, the students spent more time on detailing the positives of each theme rather than the negatives or suggestions for improvement. The main themes from the facility section were that the technology and sanitation of the classrooms were highly praised while the seating arrangements and lack of space was highly criticized. For the content section, the students enjoyed the unique activities that the teachers assigned and how it helped with their overall English abilities. Although there were a wide range of criticism, the students main concern was regarding the testing of the program. Finally, in the personnel section, all the participants had high praise for the university support staff, the managers, and most of the teachers. The students were highly critical of a few teachers that seemed unqualified or had a negative attitude towards their students. In this final section, I will assess the significance and limitations of this study regarding international students at an American higher educational English as a Second Language (ESL) institution.

Significance

From these results, there were a few conclusions from which educators, students, or researchers could potentially benefit from. First, relationships played a big factor into the ways that the students perceived matters. The students with good relationships with teachers, staff

members, and other students seemed to be more positive with their experiences in general and were more understanding. These students have all risked time, effort, money, and courage to come to this institution to further their education in their desired field. These students are constantly wrestling with self-doubt, confidence, and homesickness. One student had told me after one of the interviews that she had a friend that had cried the first day of class due to homesickness and did not want to come to class for the first month that she was here. Yet, she told me that she is now well adapted as she has made new friends and because of how helpful and understanding the teachers and staff members have been towards her. Another student that was interviewed mentioned how the support and relationship he had built with one of the staff members had made him more confident not just in his studies but in his everyday life.

Another key observation made was the students' request for more university life and studies preparation. Students suggested that the classes give more support to their future university lives and studies. Many of the graduates had stated that there was a huge disparity between the difficulty of the ESL program and actual university classes. The students were accustomed to writing shorter essays and to having small discussions, but when they went to their university classes, they quickly found out how much more difficult and complex all the work was. Also, many of the students had trouble understanding American culture and socializing with their American counterparts. Their perception of their language abilities and not fully understanding American culture made it difficult for them to comprehend class material and to communicate with their American classmates.

In previous literature, there is an overwhelming amount of literature covering perceived discrimination. Yan and Pei's (2018) results mirror some of the results that this paper presented. One of the students felt that one teacher always looked angry and did not care about the way that

the students were feeling or even their physical health and well-being. The teacher would not let

the students turn off the air conditioner and would yell at them if they touched it because she was

hot. They not only felt belittled but also helpless. In Yen and Pei's results, one student also

expressed how "hurt and unfairly treated she felt" (p. 460). She was asked to drop her class by a

professor even though she needed to enroll in that class and wanted to take it but because another

student "needed it more" than her she was strongly asked to do so. Although the results in the

paper differ in the people that they interacted with, both students felt a sense of helplessness and

of little importance. In Yakaboski, Perez-Velez, and Almutairi (2017) study, they echoed the

sentiment of the ways that most support from the ESL staff and the university was mostly

positive but at times it seemed as if the staff did not care or ignored students. In one of my

interviews, one student stated that one of the staff members had just shrugged her off by saying,

"I already told you" and not following up and helping her with what was a vital part of her

education. In Yakaboski et al.'s study one of the students had described how one of the staff

members told her rudely that she had to come in person to book an appointment and did not

allow her to book it via phone or e-mail. Both studies showed the ways that staff members, the

ones who deal with the student most regarding school affairs, can be insensitive and rude

towards the students.

　　　One apparent difference between previous research and this research is the focus of only

looking at the perceived discrimination. Previous research looking into international students'

lives seemed to focus narrowly on discrimination and tend to have strong negative undertones

regarding the students' experiences making the reader, especially one that has not lived in the

United States or another multi-cultural country, have a strong bias or worry about studying in

any institutions in the United States. This type of tone can make readers of these researches to

feel more worried and afraid than they need to be and can even result in current students that

read the literature to perceive events more negatively, even if that incident were to be more

positive. This research wanted to provide a holistic view of the students, so that through these

students statements they could express not just the struggles and hardship of their experiences

but also their joy and excitement of studying in the United States.

Limitations

Although this study revealed a robust understanding of the realities that international

students are experiencing in an American higher educational setting, there are some apparent

limitations in this study. First, this study only focused on one racial group and two ethnicities

that had similar cultures. All the participants were either Korean or China, which are both East

Asian ethnicities. They both share a deep Confucian culture and use Chinese characters as the

basis of their languages. Although the university that was used in this study has a robust number

of international students, the majority of them were Asian and mostly Chinese or Korean.

Because each culture is unique, students coming from different countries will have different

perspectives and will adapt and have different struggles from those of their counterparts. Having

these different perspectives helps to understand international students further as there are many

groups within the international student community.

Second, due to the interviews all being in English, there seemed to be a lack of depth of

expression. The students at multiple times wanted to express themselves at a deeper level but had

difficulty knowing how to express themselves in English. Although some did use Google

Translate and online dictionaries, some did not want to use it because they felt embarrassed or

they could not find the appropriate word or phrase in English. If the interviews had been

conducted in the student's home languages, there would have been a deeper level of expression and more insightful responses.

Lastly, the sample size might have influenced the study's results. Initially this research was designed to interview a sample of around 10-15 people; however, in the end, only 8 students agreed to be interviewed for the study. If there were a higher number of students, I feel that a more robust and diverse results would have been present. Also, the results were a bit different from those that I had heard surrounding the program informally through other sources and by having more students, I think that some of the results would have mirrored or have come close to those that were mentioned to me informally.

Further Investigation

Based on these results, further studies into international students, especially their experiences in ESL programs would greatly enhance understanding of this growing subgroup. Due to the limitations of this student body, using a university that has more students and a more diverse population than the one used in this study, would be necessary in order to produce for valid results. Also using a different approach such as a longitudinal study comparing thoughts and opinions of the students while in the ESL program to that of their collage or graduate school experiences would provide a unique insight regarding these students.

Conclusions

In summary, this study investigated international students' opinions and thoughts regarding their experiences at a state university in Western New York. The findings from this study showed that the students interviewed have had an overall positive experience at their ESL institution. They had mostly positive comments regarding the facilities, content, and personnel. They thought the facilities were clean and provided a modern experience for them. Also, the

students mostly enjoyed and remembered strategies and activities done during the classes. Lastly, the students thought that the support from the teachers, staff and university were great and had a high number of compliments regarding them. But, the students also described how cramped the seating could be at times and the way that some of the content was not engaging and lackluster. In addition, the participants thought that some of the staff and teachers sometimes ignored them or were negligent at their jobs at times. International students are a growing subgroup on American campuses and an important resource to not only the campuses but the local communities. International students bring with them their unique home culture and worldview, that can enhance those who engage and befriend them. Hopefully in the future international students will receive more attention, love, and respect that they deserve.

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Appendices

Appendix A: Interview Protocol

Interview Protocol

What are your perceptions of your current ESL program on campus?

Interview Questions

For the following questions please be honest with your responses and be as specific as possible. Feel free to state both positive and negatives aspects of each question.

1. What are your thoughts regarding the classroom (technology, facilities)?

2. What are your thoughts regarding the curriculum and testing of the program?

3. What are your thoughts regarding peer-interaction amongst the students?

4. What are your thoughts regarding the support given by the staff?

5. What are your thoughts regarding the teachers (relationship with students, teaching methodology, attitude?

6. What are your thoughts regarding the university's support?

7. What suggestions would you give to the staff, teachers, or fellow students to better the overall experience in any or all of the areas?

Appendix B: Consent Form

Informed Consent

Research Title: What are the perceptions of international students regarding their ESL program?

Please carefully read the document below before agreeing to participate in this study.

Purpose of study:

To research the insights of international students attending an English as a Second Language (ESL) program (EC-English) at The State University of New York (SUNY) at Fredonia

Actions needed:

Participants will be asked to do an informal interview on campus with the researcher.

Time Required:

Interviews will be approximately 30- 60 minutes long. But may go under or over depending on the participants wish.

Compensation:

No material compensation will be given to the participants for the study.

Confidentiality:

The identity of all the participants will be kept confidential to the extent provided by the law. During the study only the researcher will have access to the material.

Participation:

Any form of participation involving the study will be completely voluntary.

Withdrawal:

Participants of the study may withdrawal from the study for any reason at any time. If the participant chooses to withdraw during or after completion of the interview, the researcher will not use the data collected from that participant.

Potential Benefits and Risks:

The participants in this study will be able have their voices heard and give essential data to ESL program staff, teachers, and administrators in the hopes of effecting the program in a positive manner. There may be some risk for participants that are currently in the program receiving bias treatment by the staff or educators at the institution if the identity

of the student are relieved. For graduates, they may also receive negative or bias treatment during their study hours that are provided by the ESL program even after graduation. To avoid these risks the researcher will use all measures possible to hide the identity of all participants.

Contact information regarding concerns or questions:

    Hwibum(Ben) Hur

    Email: hur2597@fredonia.edu

    Cell: 312-972-0711

Contact information regarding research information and participant rights:

    Dr. Judith Horowitz

    Associate Provost for Graduate Studies, Sponsored Research and Faculty Development

    Maytum Hall 805

    judith.horowitz@fredonia.edu

    (716) 673-3335

I have understood and read the details outlined above. I agree to take participation

in this study voluntarily and have received a copy of the above form.

_____   _____

Participant's signature   *Date*

_____   _____

Principal investigator's signatures   *Date*

Appendix C: IRB Human Subjects Approval

FREDONIA
STATE UNIVERSITY OF NEW YORK

19 January 2019

Hwibum Hur
c/o Robert Dahlgren, Ph.D.
Curriculum and Instruction
College of Education
Thompson Hall
The State University of New York at Fredonia

Re: Hur —What are the Perceptions of International Students Regarding Their Current ESL Program?

Your research project using human subjects has been determined Category 1, Exempt, under the United States Department of Health and Human Services Code of Federal Regulations Title 45 Public Welfare, Part 46 Protection of Human Subjects, 46.101, Subpart A (b) (1) and/or (2). This document is your approval and your study titled "What are the Perceptions of International Students Regarding Their Current ESL Program?" may proceed as described, beginning on **January 19, 2019 and ending May 18, 2019.**

Thank you for keeping the high standards relating to research and the protection of human subjects under the auspices of the State University of New York at Fredonia.

Sincerely,

Judith M. Horowitz, Ph.D.
Associate Provost, Graduate Studies, Sponsored Programs
** and Faculty Development**
Human Subjects Administrator

Appendix D: Citi Human Subjects Training

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT – PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details.
See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Hwibum Hur (ID: 6238223)
- **Institution Affiliation:** SUNY - College at Fredonia (ID: 273)
- **Institution Email:** hur2597@fredonia.edu
- **Institution Unit:** Department of Education
- **Phone:** 312-972-0711

- **Curriculum Group:** Human Research
- **Course Learner Group:** Group 1.
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 22652834
- **Completion Date:** 08-Apr-2017
- **Expiration Date:** 08-Apr-2019
- **Minimum Passing:** 80
- **Reported Score*:** 100

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Avoiding Group Harms - U.S. Research Perspectives (ID: 14080)	19-Mar-2017	3/3 (100%)
Belmont Report and Its Principles (ID: 1127)	19-Mar-2017	3/3 (100%)
History and Ethical Principles - SBE (ID: 490)	19-Mar-2017	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	19-Mar-2017	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	20-Mar-2017	5/5 (100%)
Assessing Risk - SBE (ID: 503)	20-Mar-2017	5/5 (100%)
Informed Consent - SBE (ID: 504)	20-Mar-2017	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	20-Mar-2017	5/5 (100%)
Research with Prisoners - SBE (ID: 506)	20-Mar-2017	5/5 (100%)
Research with Children - SBE (ID: 507)	20-Mar-2017	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	20-Mar-2017	5/5 (100%)
International Research - SBE (ID: 509)	08-Apr-2017	5/5 (100%)
Internet-Based Research - SBE (ID: 510)	08-Apr-2017	5/5 (100%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	08-Apr-2017	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	08-Apr-2017	5/5 (100%)
SUNY Fredonia State College (ID: 587)	08-Apr-2017	No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

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