1. Do you currently have (or last semester had) international students in the classes you teach?

| Yes | 78.7% | 565 |
| No  | 21.3% | 153 |

2. What level of classes do/did you teach with international students? (Check all that apply)

<table>
<thead>
<tr>
<th>Category</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate lower division</td>
<td>39.9%</td>
<td>201</td>
</tr>
<tr>
<td>Undergraduate upper division</td>
<td>45.0%</td>
<td>227</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>62.9%</td>
<td>317</td>
</tr>
<tr>
<td>Other (please describe)</td>
<td>2.8%</td>
<td>14</td>
</tr>
</tbody>
</table>

answered question: 718  
skipped question: 0  

answered question: 504  
skipped question: 214
3. In what settings do/did you teach international students? (Check all that apply)

<table>
<thead>
<tr>
<th>Setting</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>large group lecture</td>
<td>50.3%</td>
<td>254</td>
</tr>
<tr>
<td>small class/group</td>
<td>76.4%</td>
<td>386</td>
</tr>
<tr>
<td>laboratory/field</td>
<td>14.9%</td>
<td>75</td>
</tr>
<tr>
<td>online/hybrid courses</td>
<td>10.3%</td>
<td>52</td>
</tr>
<tr>
<td>Other (please describe)</td>
<td>5.5%</td>
<td>28</td>
</tr>
</tbody>
</table>

answered question 505
skipped question 213

4. Compared to last year, has the number of international students in your classes increased this year?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>28.0%</td>
<td>141</td>
</tr>
<tr>
<td>Not Sure</td>
<td>33.0%</td>
<td>166</td>
</tr>
<tr>
<td>Yes</td>
<td>39.0%</td>
<td>196</td>
</tr>
</tbody>
</table>

answered question 503
skipped question 215
5. Have your classes benefitted from the presence of international students?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>17.5%</td>
<td>88</td>
</tr>
<tr>
<td>Not Sure</td>
<td>38.6%</td>
<td>194</td>
</tr>
<tr>
<td>Yes (please describe below)</td>
<td>43.8%</td>
<td>220</td>
</tr>
</tbody>
</table>

answered question: 502
skipped question: 216

6. Have international students presented challenges to you in the classes you teach?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>30.5%</td>
<td>152</td>
</tr>
<tr>
<td>Not Sure</td>
<td>6.0%</td>
<td>30</td>
</tr>
<tr>
<td>Yes (please describe below)</td>
<td>63.5%</td>
<td>317</td>
</tr>
</tbody>
</table>

answered question: 499
skipped question: 219

7. Have you changed your course content, instructional, or evaluation methods to accommodate international students?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>66.1%</td>
<td>328</td>
</tr>
<tr>
<td>Yes (please describe below)</td>
<td>33.9%</td>
<td>168</td>
</tr>
</tbody>
</table>

answered question: 496
skipped question: 222
8. Have you found certain types of instructional or evaluation methods more advantageous for instructing international students?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>35.4%</td>
<td>177</td>
</tr>
<tr>
<td>Not Sure</td>
<td>35.2%</td>
<td>176</td>
</tr>
<tr>
<td>Yes (please describe below)</td>
<td>29.4%</td>
<td>147</td>
</tr>
</tbody>
</table>

Answered question: 500
Skipped question: 218

9. Have international students impacted students in your class(es) in other ways?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>26.3%</td>
<td>131</td>
</tr>
<tr>
<td>Not Sure</td>
<td>42.7%</td>
<td>213</td>
</tr>
<tr>
<td>Yes (please describe below)</td>
<td>31.1%</td>
<td>155</td>
</tr>
</tbody>
</table>

Answered question: 499
Skipped question: 219

10. What advice do you have for other faculty teaching international students at MSU? (Please describe)

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answered question</td>
<td>288</td>
</tr>
<tr>
<td>Skipped question</td>
<td>430</td>
</tr>
</tbody>
</table>
11. How can Michigan State University be helpful to you in teaching/evaluating international students? (Please describe)

<table>
<thead>
<tr>
<th>Response Count</th>
<th>321</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>321</td>
</tr>
<tr>
<td>skipped question</td>
<td>397</td>
</tr>
</tbody>
</table>

12. What training have you had in teaching and evaluating international students?

<table>
<thead>
<tr>
<th>Training Level</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>no training</td>
<td>66.7%</td>
<td>392</td>
</tr>
<tr>
<td>very little training</td>
<td>15.0%</td>
<td>88</td>
</tr>
<tr>
<td>some training</td>
<td>12.8%</td>
<td>75</td>
</tr>
<tr>
<td>extensive training</td>
<td>5.6%</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>588</th>
<th>130</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. How well prepared do you feel about teaching and evaluating international students in your classes?

<table>
<thead>
<tr>
<th>Prepared Level</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all prepared</td>
<td>8.1%</td>
<td>47</td>
</tr>
<tr>
<td>somewhat unprepared</td>
<td>16.3%</td>
<td>95</td>
</tr>
<tr>
<td>somewhat prepared</td>
<td>51.0%</td>
<td>297</td>
</tr>
<tr>
<td>completely prepared</td>
<td>24.6%</td>
<td>143</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>582</th>
<th>136</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. How interested are you in learning more about teaching and evaluating international students?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all interested</td>
<td>10.2%</td>
<td>60</td>
</tr>
<tr>
<td>not very interested</td>
<td>24.2%</td>
<td>142</td>
</tr>
<tr>
<td>somewhat interested</td>
<td>49.0%</td>
<td>287</td>
</tr>
<tr>
<td>very interested</td>
<td>16.6%</td>
<td>97</td>
</tr>
</tbody>
</table>

answered question 586
skipped question 132

15. How would you describe your teaching role at MSU?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Least rewarding part of my job</td>
<td>0.5%</td>
<td>3</td>
</tr>
<tr>
<td>Not a rewarding part of my job</td>
<td>0.5%</td>
<td>3</td>
</tr>
<tr>
<td>Just a part of my job</td>
<td>8.1%</td>
<td>47</td>
</tr>
<tr>
<td>Somewhat rewarding part of my job</td>
<td>50.5%</td>
<td>294</td>
</tr>
<tr>
<td>Most rewarding part of my job</td>
<td>40.4%</td>
<td>235</td>
</tr>
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</table>

answered question 582
skipped question 136
16. What is your current academic rank/title?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>4.6%</td>
<td>27</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>26.4%</td>
<td>156</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>27.6%</td>
<td>163</td>
</tr>
<tr>
<td>Professor</td>
<td>38.8%</td>
<td>229</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>2.5%</td>
<td>15</td>
</tr>
</tbody>
</table>

Answered question: 590
Skipped question: 128

17. What is your ethnic background?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.2%</td>
<td>1</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>10.3%</td>
<td>58</td>
</tr>
<tr>
<td>Black</td>
<td>2.5%</td>
<td>14</td>
</tr>
<tr>
<td>Caucasian (White)</td>
<td>78.1%</td>
<td>439</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.3%</td>
<td>24</td>
</tr>
<tr>
<td>Other (please describe)</td>
<td>4.6%</td>
<td>26</td>
</tr>
</tbody>
</table>

Answered question: 562
Skipped question: 156
### 18. What is your gender?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>40.6%</td>
<td>231</td>
</tr>
<tr>
<td>Male</td>
<td>59.1%</td>
<td>336</td>
</tr>
<tr>
<td>Other</td>
<td>0.4%</td>
<td>2</td>
</tr>
</tbody>
</table>

- Answered question: 569
- Skipped question: 149

### 19. Are you a tenure system faculty member?

<table>
<thead>
<tr>
<th>Status</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>23.1%</td>
<td>134</td>
</tr>
<tr>
<td>Yes, but not yet tenured</td>
<td>17.6%</td>
<td>102</td>
</tr>
<tr>
<td>Yes, I am tenured</td>
<td>59.2%</td>
<td>343</td>
</tr>
</tbody>
</table>

- Answered question: 579
- Skipped question: 139

### 20. How many years have you taught at MSU?

<table>
<thead>
<tr>
<th>Years</th>
<th>Response Average</th>
<th>Response Total</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14.47</td>
<td>8,278</td>
<td>572</td>
</tr>
</tbody>
</table>

- Answered question: 572
- Skipped question: 146
21. What is your primary academic unit?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>500</td>
</tr>
<tr>
<td>answered question</td>
<td>500</td>
</tr>
<tr>
<td>skipped question</td>
<td>218</td>
</tr>
</tbody>
</table>

22. What final comments do you have about teaching/evaluating international students at Michigan State University?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>239</td>
</tr>
<tr>
<td>answered question</td>
<td>239</td>
</tr>
<tr>
<td>skipped question</td>
<td>479</td>
</tr>
</tbody>
</table>
Different perspectives.

Aware of alternative health care delivery systems.

They bring different perspectives to class discussions.

Many of these students have good quantitative abilities that help them understand the material I teach well. A few of them participate well in class bringing valuable insights.

We do a large amount of group work in lecture, and I think that a large benefit comes from students discussing material to other students. I think the non-international students benefit by practicing discussing concepts clearly without slang or jargon, and the international students benefit from open discussions which strengthens their understanding as well as helps them to overcome language barriers

I like having the different perspectives that they bring -- specifically about international contexts and educational systems.

In one of my classes we discuss language policies in multilingual countries, for which input from international students is often helpful. I also welcome their contributions on topics such as gender and social class.

Some have good comments and do good work

I enjoy learning from International students about their experiences at home.

They often bring different perspectives. Some are very highly motivated.

Our graduate program in physics relies heavily on international students, because there are not sufficient numbers of well-prepared domestic students to meet our research needs.

I teach astronomy. Students from other countries in the northern hemisphere can verify that they indeed see the same sky as we see in Michigan; students from the southern hemisphere can report that the seasons are reversed there, and that they see a rather different view of the universe (as visible from the south). I particularly enjoy the Chinese students' opinions about how democracy and intellectual freedom are very important for efficient scientific progress.

help with regional discussions

In Nursing, it is helpful to have a global perspective to promote sensitivity, curiosity and acceptance.
They add tremendous value when the classes are structured so that students are randomly assigned to groups that do in-class and out-of-class assignments and do not sit with similar others. This allows domestic and international students to develop relationships with each other and move beyond stereotypes. It also increases class participation.

Diverse perspectives and interactions

They bring additional perspectives. Additionally, they are very bright.

I have visited 41 countries and given lectures at schools in many of these countries, but in the past there at times seemed distain for such an international perspective; yet my international students seem very comforted by my knowledge and experiences. With international students in the class there seems to be a greater acceptance by students from the Midwest concerning international issues in my field.

International students bring a different perspective to class discussion. Domestic students are curious about all aspects of international students’ experiences. International students have an opportunity to engage in a deep and meaningful manner with domestic students and as a result learning about US culture first hand. many friendships result

Some masters students have professional experiences that enhance class discussions.

They are excellent students and contribute very positively to the class discussion.

The presence of international students has broadened our classroom discussions to include a wider variety of perspectives and specific examples of development challenges.

In my graduate level course, I think my students often learn from the international students. We have ample time for discussion, and international students provide useful examples and consider unexpected implications drawing on experiences from their home countries.

Students have provided examples from their experiences that relate directly to class such as, when we were studying indirect forms of resistance in the Civil Rights Movement (using James Scott’s idea of the hidden transcript), Chinese students gave examples of how people speak in coded language on the Internet in China. One student also attending the MLK Day parade and was inspired by MLK’s I Have a Dream speech which was interesting as other students had heard it so many times, they didn't realize that it could be understood anew in different situations, such as Chinese resistance.

They provide different perspectives on cultural and social issues.

Share their experiences from their home country

It adds diversity in participation and problem solving methods
It provides a different perspective to the students

Some are quite good students, though not very voluble.

I appreciate the diversity of perspectives, and overall I tend to see a good deal of motivation and interest

sometimes - bring additional experiences to discussions. But sometimes they detract by being very passive.

Introducing a new culture and ideas to other students.

International students bring a new perspective to our classes.

attendance is up, they ask good questions (although usually to me after the lecture)

My current international students are working hard in the class, this brings the class a good learning attitude, which pushes student works to reach a high standard.

The perspective is invaluable.

Some of them are better prepared and very hard working. They also introduce diversity and international perspective to classroom discussions

Culturally to a large extent. In the lab, they have exhibited enthusiasm and collaboration with the other students. They have made for a very positive working and learning environment.

In some cases, international students have been willing to share their experiences and perceptions of American culture with domestic students, though I try not to treat them as sole representatives of their culture or as cultural ambassadors here only for the benefit of American students.

Of course. It always benefits having students from other countries bringing different perspectives into discussions and alternative points of view.

It is helpful to discuss issues with contributions from many different perspectives. It enhances US students’ education to engage in international exchanges.

These students often bring very different perspectives, and the non-international students find this stimulating and interesting. It forces them to view the mundane in a very different way.

Agjksls
They sometimes bring in different views of the subject.

These resident came with previous training and cultural differences and help you understand the patient in their culture and also increased your sense of the Individuality in human interaction whether it is the team or the patient. Their previous training in other area of medicine, enhance learning for the team.

Many of them are very talented. When they choose to participate, they add a great deal.

Most are very bright and hard-working: they set the bar higher for our domestic students, which I think is a good thing.

International students bring international experience, expanding local students’ narrow perceptions.

these students vary widely--some are highly engaged and others not at all. Some have surely enriched the classes

They bring a viewpoint that makes the U.S. students think.

The international students bring international research into the class. They also add new perspectives to class discussion.

Diversity is always helpful.

I’m in an applied social science field and international students contribute to class discussions.

THEY HAVE BROUGHT AN ADDITIONAL, DIVERSE SET OF KNOWLEDGE TO THE DIALOGUES AND DISCUSSIONS.

international students can help the class obtain a more global perspective of the topics covered

"Graduate classes - yes, because the students are not hesitant to share their experiences in small classes (8≤N≤12).

Undergraduate - benefits are less obvious, because I have been less successful to draw students out in larger class (N = 28)."

Exposes US students to other ideas and people.

They're smart, motivated, and offer novel viewpoints.

Yes, a loti teach a Soc 100 (225 students) . Almost 10% are international students. I have divided the class into 23 groups according to their residence origin. They meet, approximately once per
week, for a group discussion-assignment. International students bring their experiences to this small group setting and they help American students to understand that their own experiences are not universal. International students also benefit tremendously from this project because they can acculturate much quicker into the American college culture. Still, at the beginning I noticed a lot of resentment on behalf of some American students, which I think has decreased after appropriate action. International students initially were more shy, and they preferred to be with each other but this has changed because I also insisted that the students of the groups will sit together during class.

Again, a poorly-worded survey question. ALL classes in sections and programs I and my immediate colleagues teach are international students only. And they do benefit each other although the preponderance of Chinese and the under-representation of other nationalities is a disadvantage.

there is really mixed experience...some international students are great assets but in recent semesters there are many who have been a problem (e.g., really not prepared)

International students--including those on exchange programs and Humphrey fellows--enhance classroom discussions through their participation.

There are many goal-oriented students whose improved English language proficiency will allow them to successfully study in a variety of fields at the undergraduate and graduate level.

They bring different perspectives on the environmental issues we discuss.

At the graduate level, they generally set the standard for high achievement. On the average, domestic students have fallen significantly behind much of the world in terms of background, scholarship, and willingness to work hard.

Generally, my classes have benefitted from the presence of international students with respect to the fact that many of the interdisciplinary research in science is international.

Yes, they contribute their experiences beyond the US setting.

More and richer experiences and background are represented in the learnings and discussions of the course.

International students provided their international perspectives when they felt comfortable or invited to speak in class.

Yes, some are quite smart, and raise the discourse.

Useful to give our students a view of education in other countries.
gives other students a perspective about the culture, religion and other customs from other countries

Students got to see things from a different perspective, but the benefit would have been greater if the international student had been able to speak English well. The poor English skills hampered interaction with other students and the ability to contributed to class discussions.

They provide a different perspective and experience with regard to the subject material being discussed.

The students present a diversity of ideas based on their experiences. Such diversity of ideas serve to enrich the classroom discussions.

Provide different perspectives/experiences from which domestic students can benefit.

International perspectives enrich class discussion and recitations. This diversity of voices usually enhances the overall educational experience of U.S. and foreign students alike.

Diverse perspectives about real world experiences related to course topic.

Exposure to international students is beneficial also to US students

The entire population of the ELC is international.

"Graduate class yes - provide alternative perspectives.

Undergrad - NO. Language problems, not used to US pedagogical principles or teaching style (rote learning is preferred by them)"

Bring an international perspective

This year I did more to encourage interaction, including assigned seating, and this seemed to have helped more cross-cultural interactions.

In the smaller course, the international studies have been able to contribute information about their home countries that has been eye opening for the others.

They are better listeners, on the whole.

When we talk about global issues, the international students are able to provide more perspective on the status of that issue in their home country.
Given the courses I teach, there is a tremendous amount to learn in terms of viewpoint diversity and varied experiences that international students bring to the classroom. I learn from them, as do students from Michigan, and the reverse is also true.

They add additional perspectives on a variety of relevant issues.

The diverse perspectives international students bring on matters such as gender, culture, social class, and their ability to uncover taken-for-granted assumptions in U. S. worldviews have enriched class discussions.

Bring a different perspective

International students present a different cultural outlook that is absolutely necessary in the study of music. It is also extremely valuable for our rather sheltered Michigan students to experience something outside of their "comfort zone".

bringing different experiences and perspectives

In discussions on China's changing environment and demographics, having two students from China to explain their perspectives has been very helpful in making the broad trends resonate with American students.

Having international students in the class provides other students with a wide variety of culture and community that help to broaden their mind.

Sharing examples from different countries with varied social, economic, and environmental contexts has been beneficial to all members of the class.

They are diligent and have helped others grasp math concepts in my class

multicultural perspective, cultural diversity knowledge

Add diversity related to what living & health conditions are like in their home country

We have a program called Friends of International students in which they pair with domestic students to complete some assignments related to the course. Everyone loves it.

Multinational inputs including higher intellectual pursuit by the internationals.

my current student from Africa spoke English as her first language, and she is very capable of adding her cultural perspective.

Diversity of perspective is essential to my classes.
I believe a diverse classroom always benefits a course. Students work together on group projects and can learn from one another. International students bring another component to a diverse student body.

especially in group discussion settings, they bring a different, wider perspective and broaden the groups' consideration of various topics. They greatly enhance group discussion.

More so in graduate classes. They bring a different cultural perspective. I find undergraduate students talk more in person than in the class.

Familiarity with international educational policy and practice is quite beneficial.

International students bring different perspectives and interesting observations to classroom interactions and discussions.

The top ones are fully competitive with domestic counterparts. The weaker international students compete for the bottom as well as their domestic counterparts. Were the undergraduate and masters programs updated (my subjects are rapidly evolving towards ever greater influence and potential) that would attract stronger domestic students as well as international students. We can milk the 40 year old content or move ahead.

They bring different perspectives to the class.

Domestic students get a different view of the world from International students. Domestic students are exposed to other cultures and religions they otherwise would not. Domestic students interact and engage International students. It's quite rewarding at the end of the semester to see Domestic and International students become friends who actually make a commitment to see each other after the semester.

They often have strong computer skills.

Particularly in graduate courses, international students bring a fresh perspective to issues.

In the sense that these are two very engaged individuals who participate fully in all aspects of the class, yes. Their being international is not specifically the issue (except as it introduces the other students to individuals from abroad). The class is on mathematics, so the topic is not international.

I try to encourage American and International students to work together in small groups and couples. They learn about each other's cultures and become more open to diversity. However, without my interference, I suspect the American and International students would not interact.

Different opinion and different experience.
sharing of cultural differences

I teach all classes in French; the international students I have had at MSU are mostly native speakers of that language. Their presence has been positive if they are integrated into classroom activity in the right way.

Strong background, excellent work ethic.

At the undergraduate level, they tend to be my best students and their performance tends to challenge the other students to work harder.

In a doctoral seminar devoted to multicultural issues and disability, our international students bring important perspectives on how disability is understood culturally.

International students appear to be motivated to learn, ask questions, and as a result improve the learning environment.

diversity of cultures and experiences

Yes but the presence of international students has been more detrimental than beneficial.

Contribution to a diverse community is a definite benefit. Not sure if the challenges below outweigh the potential benefits.

Comparisons of Canadian and U.S. Health systems.

It gives the opportunity to have discussions on topics related to other cultures with opinions from personal experiences.

Helps multicultural, global awareness

international students have different experiences than domestic students and this can be helpful in some discussion-based exercises

They bring a global perspective to discussions and group work.

they bring unique perspectives on art from their home-country experiences and cultural milieus, they tend to be very self-disciplined and task-oriented, and are often model students

In my small labs, yes they do, because they bring a broader set of experiences and perspectives into the class. The benefit is not as noticeable in my larger classes.

Your question is biased. It allows elaboration only for benefits, not for drawbacks. In fact, their presence has both positive and negative effects. Sometimes they offer information about how
things are done in their countries and this gives US students different insights. Other times they don't pick up on nuances and their presence bogs down discussion and slows everyone else's learning.

Students have learned about the backgrounds and educational experiences of the international students.

This is a complicated question. I am currently teaching WRA 1004 Prep for College Writing. I have 17 Chinese students in this course. When I taught it several years ago, I had half international (mixed), and half domestic. When I have taught mixed classes, the domestic students learn so much from the international students, and the international students learn much from the domestic students.

My foreign students were in my masters degree class in the public policy program (our MPP program). These students added some considerable institutional variety to our class projects and class discussions.

International students bring a different cultural perspective in how they participate that the domestic students can appreciate. In addition, some of the international students are quite exceptional and increase the overall quality of the class.

At least my smaller graduate class, where the varied experience of the international students can contribute to discussions.

"FYI, the only way to put a comment here is to select YES, can't comment if select NOT SURE or NO.

My answer is ""mixed."" We always had a lot of international graduate students, so the general class culture hasn't changed much. On the plus side, they bring different undergraduate (in their native countries) experiences to the group. On the negative side, there is a lot of reading/writing in my course and the native English speakers struggle, so it is a bigger challenge for the non-native speakers."

My students are preparing for careers in the global economy. Any exposure domestic students can get to people from other countries and cultures, especially Asian cultures, will certainly benefit them. Many international students have a strong work ethic that domestic students can learn from, and often out-work their domestic counterparts.

They can present a different perspective and information about a different country/culture.

Teaching an Environmental Sciences course with an emphasis on global issues, it is wonderful to have international perspectives brought to the conversation. It's one thing when I am able to offer an article or make a statement about what's going on around the world. It's far more powerful when I am able to elicit a response and have an international student who is in the
room indicate something about where they come from. It makes it far more real for the entire learning community.

An "outside" perspective on US policies, practices, and assumptions can be very useful in questioning what we might otherwise take for granted. Learning about how things are done in other countries can be useful for comparison and for broadening our perspectives on important issues. Often, international students have very strong academic backgrounds.

She has been able to share how students think about and solve mathematics problems in China.

Course focuses partly on applications to international development, and int'l students often have experience with int'l dev projects

"Yes, certainly at graduate level. Since they have deeper mathematics skills of essence to my work.

At UG level, they may have difficulties with writing sentences (but not with equations) but the class by itself does not suffer. But I have also occasionally seen ""white-English"" students who cannot write."

grad classes benefit from having more diverse experience

It is good for students to have people with different perspectives on studying, learning, lifestyles etc.

Via presentations in 400-level course. Central to grad course with international focus.

Cross-polination, integrating them into groups, leads to a diverse approach in addressing learning issues.

For the graduate-level courses, international students show highly competitive in my class. I could extend my coverage in the graduate-level courses.

Intl students sometimes can offer new ideas, perspective.

Yes, they enrich the class with other experiences.

Helpful in understanding differences in how research is conducted here in US versus Europe (i.e., IRB)

My classes are related to international development and my international students have experience that the other students learn from. They also have different perspectives that are useful for others to learn about.
Their input, perspectives, & insights can sometimes be a nice contribution in addressing Americans' misconceptions about other places, peoples, & political priorities.

Culturally (I think) and with different perspectives and experiences, but not academically for others.

I teach a class about teaching at the college level that benefits from multiple perspectives.

International awareness

Diversity, networking, different backgrounds with different skill sets

Graduate classes most certainly as domestic students tend to be weaker and thus the level of the class is raised by the presence of international students. Harder to gauge at the undergraduate level.

new perspective

In my field, the international students have had a different approach to their early studies so come better prepared in technical aspects of the field.

The level of expectations I can set are a function of the class level, and the international students have definitely raised the overall level.

It is probably too early for me to conclude one way or the other but the classes I teach (hydrology, water resources, environmental engineering) tend to be quantitative and mathematically-oriented. International students tend to bring certain skills and strengths to the classroom in some of these areas that we do not always see in domestic students.

Provide culturally enriching points of view.

International students bring a different perspective.

Diverse perspectives.

I have invited Chinese students volunteers to my Chinese language classes. They interacted with my students and helped my students' Chinese.

It was very beneficial to have French natives or Francophone students in my French classes. They helped their class mates with their French and were also a great support to me. Also, having international students in general no matter where they come from (one was from Venezuela, the other from Canada, Mali) is an enriching factor in classes. The intercultural and linguistic exchange is gives way to discussions that go beyond the traditional/classical language teaching.
My second-best student (based on overall grade) out of about 225 was an international student. She worked very hard and also completed the Honors Option without being in the Honors College. For some reason she is attempting to transfer to another university.

generally well prepared and they participate

It allows for quality interactions about the international dimensions related to the course focus.

I had a more diversified multicultural group.

international perspective, how concepts are applied in their country/culture

more diverse set of perspectives in conversations

Globalization is here to stay. Regardless of whether a student hails from Detroit or Okemos or Bad Axe or Shanghai, he or she will live in an increasingly international, multicultural world. It is useful for our students to prepare for their future in this global village by having an undergraduate experience that involves contact with people from other cultures and countries.

They improve the breadth of experience in international infectious diseases.

for large lecture courses, int'l students rarely speak. for grad seminars, definitely they contribute to the class discussions tremendously by bringing their perspectives.

Course benefits from the diverse experience brought to the classroom by international students. Many students in my graduate courses will end up working in an international setting, so it helps accustom us all to working easily across languages, cultures and backgrounds.

They share their points of view

they enrich class discussions by providing information from their backgrounds and contexts

In the field of second language acquisition, international students bring perspectives of language learning from different contexts. These can help domestic students think about issues they might not have thought about previously. In addition, these contexts can help illustrate some of the theoretical and pedagogical issues in our field.

see 8 below

different perspectives
They have enriched the class discussions; they have forced me to change the content of my classes (in ways that have enriched the course content). They have helped myself and U.S. students expand our perspectives on educational policy issues.

At the graduate level, in seminar, yes. The international student was able to offer experiences from her home country. At the undergraduate level, there was little exchange and the mix of domestic/international students was complicating.

In most cases the international students in my undergraduate classes did not have a proper language proficiency; our graduate program can only profit from the presence of students from other countries.

They are very advanced and diligent.

More diversity among the students is always a good thing.

I had a Korean student in a Spanish conversation class. He inspired other students with his ability to speak three languages and with his life experiences.

"On balance yes; there are preparatory challenges to design teams that balance presence of culturally diverse students, but this is no different than when I taught in Quebec and we mixed people who spoke French primarily with those who spoke English primarily.

All students must learn to deal with diverse team mates, competitors and colleagues or they are doomed professionally."

Brings new perspectives.

Different cultural perspective is always enriching

Very interested students with different backgrounds and points of view. American students benefitted tremendously of their presence.

My real answer is yes and no. Many of the international students have good English language skills but many do not, and that hurts class discussion. In my MA level consumer behavior class, the majority of students are from China. This also hinders group interaction and domestic student learning. However, the work ethic of many especially from Taiwan, is very strong.

American students explicitly stated the value they found in hearing the perspectives from international students in class.

My graduate class has (international students give interesting insights and more perspective). My undergraduate class has not (international students do not like to participate in group work which is a big component of the class).
Sharing diverse experiences

Some students are very good. Some are horrible. There is no middle ground in my classes

More diverse perspectives

Exposes all students to diversity

Yes and no, I appreciate the experience they bring but find that language limits some international students’ ability to engage.

I believe diversity in the classroom benefits everyone, but that doesn’t mean there are not challenges as well.

More diverse viewpoints.

Many come to MSU with inspiring stories and alternative viewpoints which add to the total class.

They increase the diversity of experience among students and at the graduate level they are typically much better students than the domestic students.

I teach courses on language and culture and on teaching language and culture, it is always beneficial to have that international experience in classes that relate to language and culture. Good to hear about the education systems in different countries when you talk about pedagogy.

Yes, they offer a take on issues from their countries.

Improved diversity of the underlying skill sets

I have some students who are EXCELLENT! I have a student from Libya and one from the DR Congo who very much add to our class discussions... I have two students from China who I should not even be passing because their English is incomprehensible and they do not come to office hours unless I instruct them to.... I do not feel we should admit students who do not have a more advanced level of English competency.

Hopefully

increased diversity

We discuss cultural topics at certain points in my class, so having additional perspectives is sometimes nice.
Perspectives from non-US environments

Students can learn from each other about different culture and will get a global perspective.

diverse views, wide range of additional information, inter-personal skills

Life experience and examples of subject matter

Different experiences

Provides diversity of opinions and view points

Many work very hard and raise the bar for others.
They need to speak and read and understand English better. More English instruction. They do not understand instructions.

Some cannot write or express themselves clearly.

While a few of them are engaged in the class and participate, many of them don't even show up for class. Even those who attend don't seem to be able to understand lectures. Many times international students (particularly Asian students) ask questions after class or during office hours that make me realize they do not understand the lecture most of the time. These students are smart, but their English skills are terrible, and this is hindering their ability to learn.

English language issues

"I find it difficult to balance non-international student frustrations to being forced to work with international students; I think the non-international students struggle with the temptation to just do the work and not let international students participate or assuming the international students don't know the material because they cannot convey it in the same way.

I struggle with maintaining a balance between providing them resources to understand the material without providing them with an unfair advantage by allowing access to materials that can facilitate cheating on exams (e.g. electronic translators)."

The international graduate students I have taught are strong students generally, but their language skills (in English, that is) are lacking to the degree that they cannot follow an academic discussion and their writing (for some, though not all) falls below an undergraduate level of writing. The amount of feedback necessary for written work is overwhelming.

They are at a different writing level than other students

Language and understanding are barriers.

Increased concerns about how assignment/exam questions are phrased. Many international students indicate they did not fully understand what some questions were asking.

Language is really not an issue, but they expect accommodations that are not standard, and they also tend to be new to the field they are pursuing this graduate concentration within (part of the Broad MBA) and as such their discipline knowledge is an impediment to topic mastery.

Sometimes writing is an issue, but if I meet with them individually, that works well. I also send them to the writing center and that tends to work well.
"With 2 students from South Korea, large language barrier, hard to understand and I know they did not always understand me either (one of them just made things up if she dis not understand!!)

I think these students are a results of not interviewing students before admission anymore

I had other international students before without these communication problems and I think they had a more positive impact on the other students by showing the students that there is more out there than just the way things are done in the US"

With oriental (mainland Chinese) students particularly, an extraordinary degree of corruption and cheating.

International students are typically reluctant to speak in class. This is especially the case for students from East Asian countries, who sometimes find interactive group work and class discussions to be an unfamiliar format.

Problems with language comprehension seem to be the biggest issue.

"This year I have more Chinese students than earlier, some of them are very weak.

Also the only cheating I have to deal with in graduate classes comes from Chinese students (in different forms but almost every year).

I need to make sure my test questions do not use "common" American phrases that international students may find confusing.

A small number do not have the verbal skills needed for successful work.

The difficulties that I have are only with Chinese and Korean students. They don't like to interact with the other students and they don't want to speak the language. They barely answer questions in class. Some of them didn't understand that they had to come to class every day.

I have to call their attention too often about their behavior during exams.

Language skills sometimes lead to challenges, as do differences in cultural expectations. In the small seminar, the one international student almost never participated in discussion despite strong English skills.

The subtle nuances of communication are a challenge to them

Most of our international graduate students are very well prepared for graduate study. In contrast, I have recently encountered international undergraduate students who are not well
prepared for the rigors of our undergraduate program. Students coming from China, in particular, demonstrate this dichotomy. Chinese graduate students are among our best students, whereas Chinese undergraduate students are among our worst.

I think that the language barrier makes a course with substantial out-of-class work and reading difficult (but not impossible) for some international students.

English language mastery is lacking with some students

Language barriers

A few of the international students (definitely not the majority) are not motivated and do not attend class or do assignments. Then they do not understand why their grades are low. But sometimes this happens with domestic students also.

Tailoring generally understandable explanations without losing nuance of presentation.

Some language barriers with some students.

One got back to campus fully a month after the semester started because of delays in renewing her visa (by the U.S. Government) while she was back home in China over the Christmas holiday.

Need to use a dictionary during exam. I find this easier when the dictionary is a print one. I am somewhat concerned when it is electronic due to academic integrity issues

little participation, lack of effort.

Some international students are very, very slow to associate with others not from their cultural group. Also some come from very rich families with the expectation that people can be manipulated into giving them what they desire. It is quite a shock to them and their parents that MSU faculty and administrators cannot be bought. In addition, some students believe that in the USA they are invisible and no one is watching them and they are not accountable to anyone in the USA. It is a bit of culture shock to them when they discover that they are advised to become better citizens if they expect to remain in the MSU family. But I am very impressed, most students evolve, rise to the challenge and by the time they graduate I am very proud of them. Also some faculty will not be bothered with international students as it is additional work to guide them, but in contrast, when I assist an international student I feel that I am finally earning my paycheck as a professor, because I am really needed. So I have a good reputation with international students and international faculty.

plagiarism, language barriers
Because they often hesitate to ask questions, it can be a week before I realize that they did not understand an assignment.

some are doing very badly; language problem

"In order to facilitate learning, I force groups to include a mix of domestic and international. Reason: Intl students tend to congregate together and the resulting work is not good because of English language problems. However, as done currently, domestic students report many communication issues.

Separately, the method of communication for class participation is not very vocal. I work very hard to create an environment where the students will come to me after class (their preferred method), which they often do with questions."

Some international students are poor writers and demonstrate a weak command of the English language. Frequently, international students inadvertently plagiarize by copying the words of other authors, rather than synthesizing information from literature and presenting concepts in their own words (with citations).

Some undergrads from some nations in Asia need additional training on academic ethics.

I frequently assign research papers in my classes. I have had some difficulties with international students who do not understand proper techniques for citing sources. The most egregious incident happened in my undergraduate course this fall. A student from China plagiarized on a paper for my class. I met with him and explained the problem and what he would need to do in the future. But he plagiarized again on his final paper (copied sentences directly from online sources without attribution). He tried to tell me that it would not be considered plagiarism in China.

I have to devote extra time to talking with students outside of class to make sure that they are understanding key concepts and particularly have to spend a lot of time working with them to ensure that they do as well as possible on their papers. I would like writing consultants who speak Chinese to be available and to be able to grant them permission to make grammatical corrections. Currently, writing consultants can tell students to consider what to change but they don't provide direct advice. I think that it would make sense for them to provide direct advice (with faculty permission or with examples of before and after papers).

Only when it comes to cultural competence and cultural sensitivity to clinical exams or videos.

Language difficulties have been a challenge in verbal communication, which occurs chiefly when the students stay after class to ask questions. In some cases, it seems as if some do not understand my verbal responses. In some cases, I can illustrate the idea with a diagram, but not always. However, I'm not sure when my perception is correct and how or whether this impacts the students' performance which is assessed by homework and exams only.
International students tend to be less proactive about seeking help before they are overwhelmed. Also, supporting their learning to write in English is an ongoing challenge.

Occasionally there are language issues or cultural differences that require some extra attention. This has only happened once or twice, but I have had a couple of students who expected me to alter my assignments or evaluation/assessment because they were concerned that their language abilities weren't good enough. I hold all students to the same standard, but offer a lot of help where needed.

writing skills can be very weak

For my large introductory lecture classes, some international students have struggled with the assigned readings and writing assignments.

Several who understand numbers cannot communicate orally or in writing and have difficulty comprehending written work such as text or articles.

Language and cultural differences.

Language abilities range widely among students, especially graduate students. Also, because I teach in music and most grad students in music performance are not evaluated for their writing or speaking skills before being admitted to MSU, they are unable to do most of the work that we expect from graduate students pursuing doctoral-level work.

"challenge" is a loaded word I would reject. Every student needs help one way or another. They usually don't need what 'national' students need, but 'our' language is a 'challenge' (I am an English professor)

there is a mix of 21 int'l students and 2 American minority students in my class. I'd prefer that they were all int'l so that I could address issues pertinent to them.

Unfortunately, the Chinese brazenly cheat--even at the graduate level--and simply cannot be trusted. Of my 11 prosecuted cases last year, 10 concerned Chinese. In contrast, the Koreans have been too high-strung and prone to emotional outbursts concerning grading (including one threat of suicide, which had to be handled by campus police). Overall, the fundamental challenge has simply been to bear the high costs of trying to teach these students.

See bottom comment.

I am writing this comment in reference to both graduate and undergraduate classes: Some of my international students find it very hard to read and write in English. This is particularly problematic in social science as all my courses are writing intensive and require understanding of social science theories (all references are in English)
Various. Language, different modes of classroom behavior (too deferential -- China -- too disruptive -- Australia.)

none to add

Some are shy and reluctant to participate; others are not comfortable speaking in the English language

speed of lecture; conversion of highly technical industry terminology translation

The concept of independent work assignments is not natural for them.

We have individual assignments to be done in Excel and submitted in an Angel Drop Box, and we find that are too many students that submit identical or similar files.

Many (but definitely not most) lack the requisite language proficiency to merely keep up with content. ESL prerequisites seem to either not be effective or be taken concurrently, which defeats the purpose.

Well its more like they have higher challenges to meet in my classes since assessment is heavily reliant upon good English reading and writing skills. I’ve found most of the Asian international students are woefully unprepared in English for my classes. Some have a very difficult time understanding me and vice versa.

The language barrier is certainly an issue, particularly with written work. I wish MSU offered workshops for faculty for dealing with ESL speakers in the classroom. They report that the writing center seems particularly ineffective or unwilling to help them, so they often struggle with written assignments.

Why would they present challenges?

It appears that a lot of the international students I have encountered in my classroom have certain expectations of who/what an instructor is supposed to be, which differs from domestic students. As a result of these expectations, their behavior is sometimes out of line (e.g., disrespectful, dismissive, and/or unengaged). I highlight here that it is not all international students, but enough that it is problematic.

All students present challenges. Monolingual students who lack global awareness present some kinds of challenges; students whose first language is other than English present other kinds of challenges.

They sometimes don’t understand the first time around, and so I will have to explain things more completely and slowly, or have to wait while their digital interpreter does its thing.
They tend to be too quiet, as following their cultural norms, so you are unsure if they understand the material or not, until exam time. Some have excellent English comprehension and perform very well, but sometimes I have an international student that is struggling because of poor English comprehension and writing. So I ask them to meet me outside of the classroom for help, some of which do, others don't.

"For everyone learning the system taked few months, then when that include the daily jargon, what is acceptable during an interaction and a difference in previous curriculum may or lengthen the transition. They are at the beginning perceived as different until you come to appreciate their qualities.

I know that for a fact because I am a foreign graduate."

Many of them have only elementary English proficiency, which forces me to choose on a regular basis between slowing the class to a pace inappropriate to the fluent speakers and losing the international students in the dust. They also are generally very shy about participating, which creates two sub-populations in a discussion-based course.

Many of the international students in my graduate case/discussion course are Chinese in their first semester in the US. They are used to university courses that are heavier on rote memorization and do not demand as much creative analysis of unstructured problems, and they find the transition to our courses quite difficult at first. But the great majority do manage the transition well. I do spend extra time coaching the people making this transition. At the undergraduate level, although I have some very able international students who add to the quality of the class, there are also a surprising number who really cannot express themselves in English (even after 2-3 years at MSU), and this is a problem. (See also answer to next question.)

"At every level.

Issues of plagiarism misunderstanding"

With some the challenge was/is language. I set time aside during the week for them to come into my office and go over my notes for the week at their leisure and to ask any questions they might have in a 1:1 setting. Those that come in and do so have always performed very well in the classes I teach.

Some are very reticent to participate, probably a combination of cultural and language differences. Their written work is generally worse than US peers.

Language skill deficits; lack of knowledge of US institutions; difficulty integrating domestic and international students into a single learning community.

plagiarism
Some students are inadequately prepared for English language instruction or experience difficulty in self-expression.

at least one student has been very ill-prepared for English language work in the humanities--he came to every single office hours I held and essentially asked me to report on the class readings because he hadn't understood them. this was very challenging

Communication

All students present challenges if you ant to help them as individuals.

Poor English language and writing skills; lack of respect for expertise and experience of professor and prone to plagiarism

We have a number of graduate students and they do very well. We now have undergraduate and then tend to struggle, due to language and background. They have not generally done that well in class

"I have to be very careful how I describe things. I don't use any examples that relate in any way to American culture and I rarely try to tell jokes. If I do any of these things, the international students will be at a disadvantage because they won't understand the references.

I also try to use very simplistic language/vocabulary in my tests. If not, I am testing not only their knowledge of science but also their command of English

EVEN WHEN THEY HAVE COMPREHENDED THE COURSE MATERIALS, THERE LEVEL OF WRITTEN ENGLISH WAS FAR LESS THAT OTHER STUDENTS. THE CHALLENGE BECOMES HOW TO GRADE THE CLASS IN A JUST FASHION.

Their reading level makes it difficult to go at the same pace as I do for the nationals. It takes me much more time to correct their work, and I require a lot of writing.

In my undergraduate course, some struggle with my short-answer questions on exams, either due to language problems or lack of experience with such questions.

Listening comprehension, reading comprehension and writing ability in English have been a challenge for most of the international students in my classes

Some students are poorly prepared in terms of language skills. I have also had many who are very well prepared.

They usually require more office hour time
Rarely, a niggling issue of language or cultural misunderstanding or naiveté have been modestly difficult to negotiate.

Of course! Hugely! But QUALITY faculty THRIVE on such challenges.

some have VERY poor language skills; some do VERY poorly in group project settings

unfamiliar culture of participation in class

not fully acculturated as Americans

Particularly for doctoral students where writing at a higher level is expected, English skills have been a difficulty.

The increasing number of international ESL students with an inadequate command of English has placed a significant added burden on faculty teaching the classes, on those students in the classes who are fluent, and on the international students with poor English who have added pressure placed on them to succeed in an environment for which they are not properly prepared. This in turn leads to an increase in incidents of cheating that then have to be dealt with by instructors and TAs.

Some international students face language and cultural barriers to participating and benefitting fully in class activities.

They do not understand what I say or what appears in course readings. Their writing skills are unacceptably poor and I cannot tell whether it is a fluency, writing, or intelligence problem in most cases.

Again on the average, the nouveau riche from China in the undergraduate program are not serious, not respectful, and give the impression that they are not here to learn - only to ostentatiously consume and to have a good time.

There is still a great need for English language fluency and an awareness of cultural differences, particularly in laboratory classes.

The international students in my classes have been disproportionately involved in cases of plagiarism. Related to this, their writing is often problematic. Finally, due to language barriers they don't participate in class discussion as much as it is often required.

Language issues both on the level of understanding and communicating.

I always wonder what they miss in my lectures because I often reference events in North America.
Surprisingly significant oral and written language difficulties; it is difficult to assess comprehension, reasoning, or even level of effort in some cases; misunderstanding of appropriate professional conduct; problems with attribution of ideas (e.g., appropriately citing others' work on whom you draw; evidence of extreme outside coaching or editing on major assessments /assignments.

Some, have a sense of entitlement.

Lack of knowledge of common English vocabulary; disruptive in terms of teaching flow since they want to go over issues; take a lot of time for explanations.

Generally less talkative. Class discussions can be problematic.

I wanted the student to be successful, so I requested he meet with me individually to ask questions and so I could explain things he did not understand. This was a discussion-oriented class, so low English ability made it more difficult to help the student understand.

Language problems

Depends on what you define as a challenge, Sometimes language can be a challenge. Usually it is not serious. Sometimes the questions are as good or better than domestic students.

Sometimes do not understand the syllabus

Some international students have difficulty understanding in-class lectures.

Learning culture overseas is often different from that of the U.S. so some adjustment is needed on the part of both the instructor and the student. I tend to spend more time outside of class with international students who are not first-language speakers of English. I help them digest the assigned material, review drafts of written work, and encourage them to ask questions and to participate more actively in class.

Many of the students do not have adequate reading skills. The courses I teach require students to read 50 to 80 pages of text a week and many if not most of the foreign students have trouble keeping up.

Differences in quality of writing (grammar, spelling), lack of familiarity with MSU library gateway, often quiet during class discussion, often away from family and can be homesick or miss multiple classes b/c they travel home for holiday or to see family.

more attempted cheating on exams, major communication problems, students not understanding enough English to follow written or oral instructions, students unable to ask understandable questions
One needs to spend effort avoiding typical American culture-specific references. Also, in
general one often has to speak more slowly, clearly, and formally because of language barriers

Student adjustments to cultural norms and American academic standards and genres.

"Grad: Language skills - better at writing than speaking.

Undergrad - YES. Language problems, not used to US pedagogical principles or teaching style
(rote learning is preferred by them). They form closed groups and I find it difficult to assess
individuals' learning and progress"

supporting writing, making sure they comprehend and participate in class discussion

A few of the students have weak English skills, especially writing. I have also had some
plagiarism issues. I also have a hard time getting some to participate in class discussions.

For the majority, their writing skills are not good. With several Chinese students in particular,
they are used to memorization which doesn't work in my courses. I have spent hours working
one-on-one with students to develop their study skills. I also have spent countless hours editing
papers for those whose English language skills are subpar.

In teaching about issues in a clinical setting that some students are uncomfortable discussing,
because of their own religious and cultural backgrounds.;

They vary widely in their English skills. Those with poor skills have a hard time understanding
what happens in class and communicating with me and other students.

they obviously aren't "getting it", they don't have the language proficiency to do the work

I feel like I have to teach two different classes simultaneously. The instructional methods that
help the international students, who in my experience did not have the same level of
preparation and had trouble understanding me in class, were somewhat remedial for the rest
of the students. Likewise, I feel like I have to have two different grading standards, because the
freshmen international students can't perform at the same level as the rest of the students.

In lower level classes - they tend not to listen or participate, then they don't do well in exams.
Unresponsive to emails.

My course requires sophisticated command of English and the ability to write well. Some
international students lack adequate command of written English to produce scholarly papers
of the quality I would expect of a graduate student.

Not knowing basic English terms (e.g., vase, crayon) that are used on my exams.
For almost every quiz/test and homework, there were several international students caught cheating, and some repeated even after being reprimanded.

Plagiarism, unprepared for course content, language barriers

With international students it is necessary to actively engage them in discussions - to ask an individual specific questions and be patient until they answer. In addition to not being native English speakers, many come from a culture that does not value the opinion of students. It is easy for them to get lost in the American free for all unless care is taken.

The language is usually a barrier. I have to explain things repeatedly.

International students often need more support and guidance in writing.

The students I've had this year (over 20 across my sections) are mostly (90%) not prepared either for life in an English speaking university or in the USA generally. They routinely do not understand spoken or written English instructions and are not capable of following a classroom conversation. This means a large increase in repetition both in and out of class, much of which is itself fruitless due to the students' poor language skills.

"writing is poor and at times I am unsure how much/what they understand of the content.

we have had some serious concerns with academic honesty & plagiarism as well"

The level of writing is considerably lower, since my classes have writing-intensive assignments. Also, there is very little knowledge of the standard forms of academic work and many more instances of plagiarism (of the most absurd cut and paste kind) among my international students.

Less prior knowledge of subjects

Different expectations regarding homework and exams. The international students do projects collaboratively even when asked to do them independently.

I have one international student and she's the only one who doesn't adhere to the attendance policy, and has failed to turn in one of the assignments.

I have some wonderful international students - BUT recently a growing group of the international students I have taught (often from China) lack language skills to do the class, have seemed to come from privilege in their home countries and tend to try to negotiate grades rather than learn. They have at times required much extra time from Teaching assistants and myself and have created some discouragement to other students trying to do group work. Communication is difficult.
Test taking - especially multiple choice seems to be a challenge. They have reported minimum experience with this type of activity /

"They have more challenges with writing assignments and with speaking in class

Some misunderstandings about what constitutes plagiarism"

weak language skills.

Need to slow down and avoid using slang.

thick accents can be difficult to discern and make following discussions more difficult. I feel badly asking a student to repeat him/herself.

"At the undergraduate level I have experienced more academic dishonesty.

At the graduate level it as been hard to maintain and encourage participation. I have them their first semester and it is part of my role to expose them to our model."

Sometimes. They may need time to understand my accent and I usually talk to them separately. But it is nothing significant that it cannot be overcome with the right approach.

Unfamiliar with seminar and independent work; accustomed to rote regurgitation. Some English syntax issues, but not severe.

More cheating on exams

"ESL students from China have no where to go after their ESL classes but into mainstream WRAC courses. They are not ready. A fifth of my students in one class this semester were from China. In fact, I had three Chens. Most of these students were not ready through no fault of their own. At a minimum, we need coordinated help for these students from the ESL lab. When I tried to get help from the Lab this Fall, I was told that they wouldn't have their funding for a week or so, and they wouldn't have tutors for another week or so after that. Finally, I was told that tutors could NOT interact with me because that was assumed somehow to be a violation of privacy policies. Dumb and dumber. I was seeking help for a gifted Chinese student who had the sense to come to me at the beginning of the class because he knew he had to improve his writing. We soon gave up on the ESL Lab. This student and I worked privately every week for the entire semester. It was, of course, a considerable burden on me. He was ultimately a delight to work with, but I obviously don't have enough time to do this for every ESL student in my classrooms.

This semester has been quite a different scenario. Of the three surname Chens who were originally in one section, two dropped (there are other international students in the section). The third is so reluctant to participate in the class, he literally sat by himself and refused to join
his writing group. He also didn't respond to my multiple messages to him asking him to come to my office for extra help until yesterday whereupon he discovered a host of errors he was making regarding basic instructions and deadlines for the class.

Also, I discovered that many Chinese students were running their browsers in Chinese because they were not comfortable with an English language browser. When I told one of them that she would have to install an English version of Firefox in order to participate in the class, she dropped.

Another student obviously wrote his initial essay in Chinese and used a translation program to submit it. I am convinced this student did not know enough English to follow my oral and written instructions, which are, admittedly complex as I use a lot of technology in my class.

Oh and that original brilliant student I mentioned above, he is transferring to Sarah Lawrence. When I asked him why, he said that it was because he wanted the kind of relationship he had with me at MSU, and he plainly was not going to get that sort of relationship elsewhere on campus.

In my opinion, our Chinese student 'problem' will disappear SOON as the powers that be in China are going to get message that MSU takes their almost $50 thousand per student, but does not deliver English language competency.

It is too late to reverse this as MSU cannot meet its challenges in a timely manner. The time to plan for this influx was before it began. I can remember meetings in which the faculty were informed that we were recruiting international students in response to the budget crisis. The Administration did not choose to plan for this influx, thinking that ‘warning’ faculty was a strategy. I am sure that the Administration wanted to keep the extra tuition monies in its general fund rather than set up expensive programs to support these students. By the time we create a separate writing track for these students with appropriate support, they will be long gone. In fact, even convincing the powers that be that this would be appropriate would probably take more than two years if we began today.

To my knowledge, no one anywhere on campus has thought through these issues. As an associate professor in WRAC, I know that the department has taken no leadership on this issue. We did have a couple of training sessions regarding ESL issues a couple of years ago. Obviously, such a strategy, if it can be raised to the level of strategy, is insufficient, at best. MSU expects individual faculty to pick up the slack for all such issues. Even if we could, we are damaging our careers to do so. I do not get one scintilla of credit for those hours in my office helping students who have no place else to get help. That work is invisible to the powers that be, even inside my Department.

As an aside, I have a master's degree in TESL but have rarely taught formal ESL classes. My PhD is about as far from ESL as one could get."
Writing skills in English are not always up to the level expected for graduate work. Also, I have had several problems with plagiarism involving international students.

The biggest challenge is to find "common denominator" in teaching/lecturing domestic and international students. Typically they have very different level of preparation and previous training.

Some international students come partly because they can afford to and have the expectation MSU can move them to good careers. That group overlaps strongly with those who do not have good English language skills.

"Some of them always stick together and talk in their language. They do not want to work with other students in the class.

Some students do not have academic honesty principal. They cheat on tests, and copy other students' assignments." 

Difficulty with communication is a serious concern. International students tend not to engage in group discussions or small one on one discussion with the instructor.

My classes are interactive and students need to engage and contribute to the class. After a few weeks, the introvert students become comfortable in the safe and supportive learning environment. This semester, the only Chinese International student, male, does not participate in class. However, his presentations are excellent, he has a very good command of the English language, his peers appreciate learning about his topics, and the other International and Domestic students value and respect him.

Total inability to write in English at the graduate level; often cannot read well enough for a graduate course. One Ph.D. student was to code data for research assistantship, but could not read the responses well enough to do this.

Writing issues and sometimes language barrier

Comprehension of spoken English and often impenetrable accents.

In undergraduate courses, there have been plagiarism issues as well as team conflicts. Usually, American students choose not to work with international students and, thus creates an isolation effect.

Very poor English language skills. Problematic both for group discussions in class as well as essays and papers.

There are significant language comprehension problems in the social sciences.
Language skills are often a problem. Many international students are shy about speaking in English before an English speaking audience of their peers, so their in-class participation is often zero, even when small-group discussion takes place before class-wide discussion. Then there's the different expectations regarding professors - many Asian students simply will not ask questions, or even clarification, of a professor, leading to problems. Then, of course, there's the written work. I also find a higher proportion of international students signing up for the online class I teach. Again, their competency in English seems to be the cause, but frequently they also have higher dropout rates than domestic students.

The international students are often well prepared, but sometimes they have serious ESL problems. A few of them have emotional problems, such as extreme anxiety and depression. Most of them make a lot of private appointments with me. It takes much longer to grade their essays than it does to grade typical American essays. I have noticed that the international students are very aware of social and class divisions previously established in their own countries. On a few occasions, I have seen them shun a student from their own country. Usually when an international group deliberately isolates a member, the group's decision reflects the individual's behavior or attitudes.

I have one Korean student in a class of ten students. She attended two of my classes last semester. She is a talented musician, but she doesn't understand much of what I say, and I say a lot.

Minor challenges regarding discussion participation and conducting research for papers. I have some discomfort with international student writing. I know one student is working with an editor, which I only know because their first year advisor indicated this in our annual review of students. My discomfort comes from having to then separate out the mechanics of writing (which is the editor's contribution) from content (the student's ideas).

They have language and cultural problems. They often do not have the creativity of domestic students. In group activities, they frequently do not contribute equally to group projects even with active effort to solicit that participation.

"It's a mixed bag, as always. The international populations I have the most experience with are the Asian students and Eastern Europeans. I have found that the Asian students are IN GENERAL less willing to speak and be part of discussion. They instead ask questions after class, and even when I encourage them to ask their questions during the class, they don't. I have also found that the Eastern European students IN GENERAL *are* willing to contribute, and sometimes even contribute to the point of dominating a conversation. Both of these can be a real problem in a class based on participation and discussion.

I have also had experiences with international students not following conventions for things like citations and attribution. In several cases it has been more than not following conventions, and has been outright plagiarism -- direct copying and pasting from other sources. When confronted, the students usually claim that they weren't aware that wasn't okay (even though
they've been through research methods courses), or say that that is what their professors expect of them in their home country."

International students are much more likely to view cheating as no big deal. Most of the problems I have had with cheating involved international students.

see above

"Many international students in the undergrad program rarely come to class. They almost never come to office hours or make contact through email. Further, they do not ask questions, even if they do not follow the material. I realize some of this is cultural, but it is frustrating to ask them if they need any assistance and have it refused, or ask them why they have trouble attending lectures and be given an answer that does not address the question.

I will say they are generally inclined to memorizing any lecture notes, particularly at the graduate level, and do so well, but not so inclined to understand concepts arising from the materials.

Further, they are often silent partners in course group activities, and this causes frustrations with domestic students."

Reading and writing skills of international students appears to be less than previous years. Also, international students account for the vast majority of the academic integrity violations occurring in my class.

Cheating is a big issue. I had to take extraordinary steps to attempt to prevent cheating.

Expressive language in oral and written forms can be a challenge. At the doctoral level, with such import placed on written and oral expression, it is sometimes a challenge to provide the support necessary to move students toward scholarly writing.

unable to participate in their own education through class discussion, sadly

Additional methods were needed to be implemented to help deter cheating on exams.

Some difficulties in communication with patients and culture barriers

Many of the provisionally-admitted students that I teach are underprepared to handle U.S. academic coursework (i.e. classroom culture, homework, essays, regular quizzes and tests).
International students often do not participate in my classes at both the graduate and undergraduate levels. Many international students have difficulty comprehending lecture and discussion material, and they have difficulty integrating it beyond memorization.

They are often the poorest students in the class, do not participate in group activities (sit alone at the back of the room), and do not contribute much to group projects, often copying material (plagiarizing) material for their contributions to team projects.

I hate to say it, but the language barrier borders on absurd. It slows class activities down. Term papers are typically very poor. For the first time, I've had to deal with plagiarism.

English barrier, and sometimes international students will appear to understand but in reality, they have missed key parts of instruction.

Language barriers

ethics - plagiarism, cheating, especially among the Chinese students; language competency - writing very substandard, especially among the Chinese students

Some students need help understanding nuanced content, explanations or written assignments.

Language barrier has not surprisingly been the biggest challenge in training international students in a medical field. It has been difficult to assess knowledge base in the rounds setting, as it is not always clear whether the student does not know the answer or does not understand the question. Verbal communication with clients has also hampered medical history taking and client confidence. Given enough preparation time, many of the international students are able to succeed with written communication. When rounds topics are known in advance, international students tend to prepare more than their US counterparts. Please note that many of these statements are generalizations - there are exceptional and more limited students in each class. Overall though, I worry that we rarely succeed in turning our international students into top quality clinicians, simply because they lose the finer details we attempt to impart.

Some do not speak English fluently and I think this discourages them from asking questions in class, seeking help outside of class, and absorbing class material. Some have asked to use translation websites/dictionaries on exams because they do not understand enough English to do it without those resources.

They have difficulty understanding the material due to their lack of proficiency in English.

Written and spoken language barriers have been a problem as well as some cultural issues. Plagiarism in writing is a big problem since some cultures do not view it as wrong.

English writing skills
the men and women from Asian countries tend to be reserved and hesitant to voice opinions in group critiques of artwork unless called upon to do so

I have to think more carefully about the words I use on exams, because they tend to struggle with nuances in our language.

Their language facility is rarely as high as it needs to be. When they read the readings, they miss important points. When they participate in class discussions, they miss important points. Often their non-sequitur comments disrupt class discussions.

They do not have the same background as American students and it is often a challenge to explain the cultural aspects. The biggest challenge by far is the written work and the amount of time it takes to edit, provide feedback, etc. on assignments.

Many cultural assumptions about writing, about classroom behavior, about small-group work. Challenges getting them to participate in class sometimes (they are more used to lecture classes), and to small-group activity and exercises and peer evaluation (more used to test-taking). These are issues we talk about openly in class; they have also written on these subjects. In fact, the very theme of our Prep for College Writing class is now "Crossing Cultures, Crossing Languages."

I have students select a real-world organization on which they work, in a variety of ways, throughout the semester. Normally the students will select a Lansing-area organization of some sort (whether in state government, some non-profit organization, or some for-profit firm). The students normally conduct a number of interviews in their organization. However, the international students generally want, for understandable reasons, to study some organization 'back home.' But this usually means that they have a lot less access to people to conduct interviews. So the research they conduct and the final papers they write are often somewhat thinner intellectually and less developed than the US students are able to produce.

In the past year all of my international students have been Asian and there is a strong language challenge for them to overcome to be successful in class.

Some international students are not familiarized with rules regarding cheating during exams

Although it is understandable students have different approaches to learning, quite a few international students are not familiar with a more interactive classroom. In addition, some international students have gone through education systems that emphasize more on memorization than higher level cognitive activities. This creates some problems initially but in my experiences they catch up fairly quickly. Some international students perhaps should not be accepted but I'd say the same thing for some domestic students.
Low participation in class discussion and problematic grading of written assignments due to language competency issues.

Language barriers can be a problem, especially when classes focus on discussion and the international students struggle to make themselves understood (and others struggle to understand them).

Different cultural norms in how they interact with faculty. I have a collegial graduate seminar and don't expect my students to treat me like a god, yet many international students have a difficult time accepting that and it makes them uncertain of themselves.

It is clear that some of the students from China that were admitted this year were not ready to sit in MSU classes- their English comprehension skills were not up to par. I also had some issues with academic dishonesty last semester.

My class is an introductory public relations writing class. International students struggle with crystallizing ideas and effectively expressing them in English. Assignments often rely on an understanding of American culture, which can also be challenging to the student and to me as instructor and editor.

Lack of strong English language skills. Cheating. Lack of engaged participation in class. Too many international students in a classroom (specifically Chinese) allows them to cluster and communicate only among themselves. This is preventing them from developing their English language skills for speech and communication, but especially with respect to course materials.

My perception is that the international students may tend to segregate toward either end of the performance spectrum--either high performers or low performers, with the low performers not doing their share of the work in team activities.

"Most of the challenges seem to be with the students from China. There were certainly language problems that made the class more challenging for them (with some much more language difficulties than I've faced with other international students over the years). In some cases this required more time on my part to take time to explain things, often on a one-on-one basis. There also seems to be less motivation to do well in their coursework (at least in the classes I teach which tend to be electives). This is NOT true of ALL Chinese students, but compared to international students from other countries I've had over the years, there seems to be a larger percentage of Chinese students in my classes for whom doing well in the course does not seem like a priority. This kind of attitude is, unfortunately, not uncommon with American students...

Many international students also seem to struggle more with my exams. I am a social scientist and I try to ask exam questions that evaluate the understanding of a concept through applied examples rather than the memory of a definition. This approach seems to be more difficult for
international students, perhaps especially those from Asia (though that observation is anecdotal)."

I don't like the wording of this question... It implies that international students are problems. All students have strengths and weaknesses (and these characteristics are difficult to generalize across groups). Here are some challenges that I think international students face in my courses... Writing (both understanding what constitutes an academic argument and more mechanical issues like grammar and proper citations); participating in class discussions; feeling as if they are part of the classroom community.

Her ability to communicate in written English has been a challenge, both with respect to me fully understanding her thinking and with respect to what my expectations are for graduates in the teacher preparation program. If she plans to teach in a US elementary school, which would include teaching things like grammar, then I wonder about her readiness to do so? That is a challenge for me -- what is my role with respect to her development in that area (since I am her math methods instructor, even)?

"My classes are heavily discussion-based. In my undergrad classes this semester, my enrollment is nearly 50% international, and the vast majority of these are Chinese students. I find most (but not all) of the Chinese students very reluctant to engage in classroom discussion. Even in a class with all domestic students, there will be some who don't participate much, but having such a high percentage of the students not participating tends to suppress discussion even more.

My graduate classes tend to have ~40% international students, but in these courses, the international students seem to participate equally in classroom discussion. I think there are two factors at work. First, these students are from more diverse origins. Second, these students typically have several years of work experience."

language, understanding, background knowledge

I have taught the same course since 2007, and each year, the percentage of international students (particularly from China) has increased. Challenges include language skills that are increasingly worse, as well as frequent (every exam - and this is not an exaggeration) engagement in academic dishonesty.

Sometimes a combination of poor English skills and weak academic preparation constitute significant handicaps.

Grading reports and papers

In a small way. I do tend to explain things a second time in some cases. But, this likely also helps with domestic students as well.
Language is a major issue - both with the students understanding me and with my ability to understand them

language... understanding of culture

Language, even with passing toefl scores

Poor English skills

The lack of English proficiency is the greatest challenge. They are generally communicating at a very low level. Grammar is that of an elementary student. Spelling is very poor. Sentences are incomplete and often I cannot understand what is written. In class, instructions must be repeated several times. During exams, they need assistance with defining common English words. When working in groups with native speakers, they cannot contribute. I do not know the language requirements to enter into MSU but if an American student had this skill level, he or she would not have graduated middle school--certainly would not have been given entrance to a tier 1 university. It is unfair to the international students, unfair to the US students, and unfair to the faculty to have to accommodate something as simple as basic English. It hinders the progress of all in the classroom.

Difficulties with English language makes it harder to conduct the class. While lectures are generally not a problem, my undergraduate class involves many writing assignments. Most of the undergraduate international students in my class had very poor writing skills which made it very difficult to evaluate their assignments. I was often forced to give lower grades because I did not understand their writing. PhD level international students are far better though in some cases their writing is still poor.

Chinese undergrads have more misunderstandings and questions on course material. In many cases, they don't integrate well with non-Chinese undergrads. Chinese undergrads also seem more prone to stretching the boundaries on cheating in homework and exams.

communication

I have a large population of Chinese students in my large lectures and I have had SERIOUS problems with cheating in this population. I am concerned about this not only because of class integrity but also because of the effect it has on the other students. Last year, a student came to my office in TEARS because her peers swarmed her at the start of the exam and pressured her to cheat. This was extremely stressful for her and this was reflected in her performance. On the first exam, she obtained a 96% and on the second, her score dropped to an 84%.

It takes a bit more work to read their papers and to encourage them to improve their writing. I try to send them to the MSU Writing Center and it is encouraging to see them make progress. One common situation is that they don't understand American standards of plagiarism and I frequently catch them copying text, which they do in part because they don't understand that it
is wrong and in part because they have such trouble writing in their own words. Helping them understand the acceptable way to write takes some effort but seems to be very worthwhile.

I have had several who had particular problems with communicating effectively--both in speaking & writing.

Language issues, especially writing

Students with poor English-language skills have trouble understanding the readings.

Occasionally (maybe 1 in 5), international students come with particularly demanding attitudes, expecting special dispensation for missed classes, emailing Qs before reading material (I have learned to refer them to the reading material and then to ask if they have any further Qs.)

Sad to say, but over the years I've found that I have to watch them very carefully when giving test.

Chinese students in particular do not abide by academic honesty. Plagiarism and copying other Chinese students homework is prevalent. There is an attitude of possibly being able to get away with more, sometimes counting on the difficulty of a Caucasian instructor recognizing names or faces of Asian students.

Many do not participate in discussions. Most are silent, and do not communicate at all during the term.

Writing skills are a challenge and anecdotally it seems that plagiarism is a bigger problem with international students.

Because many of these international students have poor English skills, they often miss critical information in class and often seem completely oblivious about things such as due dates for assignments. In many cases they are not comfortable with concepts taught in pre-requisite courses. This results in me having to spend more time (out of class) dealing with problems I have not had to deal with in the past.

much more work for me; very difficult to have international students participate in class; writing skills were very weak; I suspected but could not prove that papers were not written by the students; moved to more in class writing assignments as a result.

Depending on the culture: some cultures are more outward in personality so slow the class down with many comments and questions. Students from other cultures however, don't ask questions and indicate that they understand a statement/concept when in reality they do not. This slows the class down later, when that student is the only one not comprehending the material.
Being aware of language difficulties for international students, and at the request of several of these students, I posted my PowerPoint slides in advance of each lecture. With this approach, students who studied the slides in advance of lecture could more easily follow my presentation and spoken English.

academic honesty, especially plagiarism, writing and presentation skills

Many do not have a grasp of oral or written English.

Their writing needs help due to ESL.

Several Chinese students have brought electronic translation devices to examinations (without asking permission). Also, several Chinese students have had difficulty in a 100-level course, relative to interacting in team-based, active-learning experiences (i.e., English competency issues).

Several students (at least 5 or so) in my class, particularly Chinese ones, explicitly told me that they were unable to do the assigned reading from our standard textbook (about 20 pages per week) and asked me what they should do. This put me in an awkward position because I couldn't find any University resources to accommodate students who can't read English. I tried to find outside help for them by directing them to a private tutor who was on the department's tutor list. If the University is going to admit these students to make more tuition money then the University should account for the fact that there ought to be a necessary associated expense for English-language support.

some lack necessary language skills

Lack of technical language skills.

Well, I teach writing and some of them can't read English, let alone write it or participate in a discussion. Not all of them, to be sure. They apparently find ways around the requirement that they learn English, like finding instructors who speak their language. And I've had them refuse to go to the English Language Center. They think it's a rip off.

Often poor verbal and written skills, especially in the graduate program

sometimes they have a harder time following, due to limited knowledge of English; feel not comfortable participating in class (some of the students)

language development is a challenge as are combatting cultural norms about participation

China is by far the largest source of the increase in international students. Many of the Chinese students have excellent English, but some do not. Often, their limited vocabulary, strong accent, and lack of command of English grammar are such that it is a challenge for me to
comprehend the questions asked by these students, when they come to see me before or after class, or during office hours. But usually I am able to figure out what they are getting at. I am more concerned about whether THEY are able to understand what I am saying. I try to choose my words appropriately, and to speak slowly and clearly, but I sometimes doubt whether my message got through. And, of course, I have just described the challenges that I have in communicating with the students who do come to ask questions. But most students don’t ask any questions. My sense is that some of the Chinese students understand the lectures perfectly, but others do not. Certainly, when I look at the distribution of the course grades, I see some Chinese at the very top, but I also see some at or near the bottom. It's hard to prove quantitatively, but I strongly suspect that when some of the international students who struggle academically, the problem is not from lack of effort, but from lack of language.

Visiting international students can be problematic because their participation vs. observational role is not well communicated to them prior to visiting the US. International students enrolled at MSUCVM are great if their verbal English skills are sufficient.

There have been some language issues in the large class setting that are not discerned until the exam when these students had trouble reading particular words in the questions. This was not because they had not studied the material but because they have a relatively small English vocabulary.

Due to the difference in culture background, the students, especially these from Asian countries, are less independent at graduate level study.

Some of them are not familiar with the course requirements. They didn't show up for exams and turned in their papers late. I also had one student who never came to the class, and only submitted one paper (out of the 3 required). He failed the class.

A small proportion are insufficiently prepared for graduate study despite superior grades and recommendations. Lack of preparation is typically paired with insufficient fluency in spoken and written English.

Cheating is obviously the big challenge - Chinese students in particular have a culture that encourages pursuing every advantage, whether legal or not. Their use of language usually contains lots of grammatical errors, which, on the one hand, negatively impacted what they intended to express; and on the other hand, brought some challenges for the instructors to correct their assignments.

1. Cheating / plagiarism (primarily a problem with UGRA Asian students, not typically UGRAs from other place or grad students). 2. Background or skills not up to level of the course.

Although many students with English as their first language are not great writers, international students often have greater difficulties in this area.
issues with "cheating" which may not be perceived as such by students who need to use dictionary/phones as a resource while taking an exam

"(1) The students are not prepared in terms of English language proficiency, hence an increased workload in attempting to remediate individual students and small groups.

(2) Differences in cultural mores and pressure to succeed has resulted in the need for much greater effort to prevent cheating on exams and assignments."

English

In my required undergrad course about American law, I worry that international students are disadvantaged by a lack of background/familiarity with concepts/terms/subjects (e.g., the U.S. Constitution) that Americans students acquired from growing up in U.S. and attending U.S. high schools. The international students are very dedicated and hardworking. If they want to major in criminal justice, they must take this course--but clearly they are at a disadvantage for such an American-system-focused subject

I sometimes need to slow the pace of whole class discussion down a little bit. I also sometimes need to ask international students to clarify their oral comments during class discussion.

At the undergraduate level, especially in smaller-sized classes, they have tended to require more assistance outside of class. Additionally, grading their material can be more challenging.

Mostly language, but in our field (music) it is easy to deal with. Musicians are usually rely on personal example. Student watches professor play.

A lot of cheating by Chinese and Korean students on tests, quizzes, and HW assignments. It is a very serious problem.

Some Chinese students have worked together on homework that was to be done on their own.

Many students do not have adequate English ability to keep up with assigned reading or write good papers.

Lack of sufficient English ability; less familiarity with standards of academic integrity

Language issues have been problematic at times (English proficiency) and acculturalization to our society

research methods class- requires conducting interviews- student was very shy to do this, and very self conscious about her English skills for the task. We worked it out by allowing her to
bring a friend to help if needed. She ended up able to do it on her own- and quite pleased with the results.

I was teaching a lab class a while back which had >90% international students. Group work was involved and the language quickly changed to Chinese. I could not pick up anymore from the discussions which concepts they have trouble with.

Language barriers, problems with written communication

I spend time explaining culturally dependent issues.

Language was a bit of an issue for some of my freshmen. Sometimes they said it was hard to understand class dialogue, and sometimes it clearly inhibited some from contributing as much in class.

"Last semester I taught a masters course with 13 students. Approx 8 were international students who refused to say a word all semester. Participation was worth 30% of their grades!! I understand there is a language barrier and they are shy to speak a second language but despite my best efforts to encourage them (I'm foreign too!) it was almost impossible.

I've found that sometimes undergraduate international students don't understand task requirements (presumably due to language issues) but they don't seek clarification. I now ask repeatedly for people to come to my office hour if they are unclear on requirements. Domestic students will. International students won't."

"Understanding English used for explaining biology. For instance "'truncated'" is used in explaining mutations but not often well-understood."

One student presented a challenge. Apparently he was used to very explicitly instructions. For example, the reading in the syllabus was section xxx of chapter yyy. He needed help to find the section in the textbook.

Verbal communication and listening skills has hurt their performance

"1. Most international students in my courses do not speak, read, or understand English.

2. Academic cultures in certain large parts of the world have very different expectations than ours. Rote memorization and ingratiating oneself to authority figures take students a long way in their academic cultures of origin. Then they come here and are expected to think independently and, at higher levels, integrate content across their academic experience for the first time in their lives. For most, this transition is abrupt to say the least, and they simply cannot navigate it."

Language difficulties
see above

It is a challenge to get international and domestic students to interact. The international students are often quiet and reserved whereas I expect participation in my class. There are also issues of academic dishonesty that have to be addressed.

"plagiarism

poor attendance

inadequate communication skills"

Doctoral work requires much writing. Writing skills are often a challenge; takes more time to mentor and help students engage in significant and articulate written work.

"Language skills, particularly written language. Grammar, spelling, punctuation, and writing style are a part of my assessment of student work. Foreign students sometimes have great difficulty in this area, and I can't assess them with standards that are more relaxed than domestic students.

Another major issue is scholastic dishonesty. The standards for things like plagiarism seem not to be held to the same level of disrepute as in the U.S."

yes, they do not participate in small groups w native English speakers. They are silent , mostly, and speak to each other in their native language. Most, though not all.

The course I teach (MMG 445) is a tier II writing course. Many of the students who had been enrolled in the past were not well prepared for the rigors of technical writing. While this is not an exclusive problem for foreign students, it was particularly problematic, especially for students whose primary language was an Asian dialect or Arabic. There are major differences in grammar and syntax that cause some challenges.

There are a wide range of issues, often differing with the country/culture of origin. Plagiarism is common in some and a reluctance to speak in class with others. Abilities with English are variable and sometimes difficult.

no comment

Large group sat in front of class and often talked out loud to each other in foreign language during lecture

while language skills may be reasonable, I often find their comprehension wanting - this is (often) not due to lack of intelligence, but lack of understanding
Not this semester, but in past semesters I had challenged getting certain international students to participate.

They don't participate in class.

Language facility

Language capabilities has limited their ability to interact in class discussions.

ENGLISH! You must do a better job of vetting English language skills... those who have English competency are VERY helpful and insightful... those who do not are difficult to deal with and evaluate.

Academic integrity varies more widely among international students than among domestic students

It is often a challenge to get them to engage the material and discuss it in class. There is less a tendency to analyze than to regurgitate material. There are some issues about academic dishonesty that need to be explicitly addressed. These obstacles come stem from them being used to another educational system.

insufficient comfort with colloquial English led to serious problems in laboratories and (later) in clinics. Students had to work twice as hard as native English speakers to succeed.

Regular language barrier stuff.

Language barrier - I teach a course that involves English literature and writing.

Many students challenged with listening comprehension, discussion, and writing. This is a *serious* problem.

Generally they are more reserved and less interactive.

some issues with language and student "culture"

In grad class, some international students are poorly prepared.

At the undergraduate level preparation is uneven and language difficulties can be severe.

It is clear that many of the students do not understand what I am saying, the questions I am asking. Their answers to me on quizzes tell me just how lost they are.
Reticent about speaking when English not fluent, although when they do the comments are valid and valuable; some students seem less comfortable with the US style of discussion and debate.

Lack of understanding of the US, yet alone business market and major brands makes it difficult for them to keep pace during class discussions on corporate strategy. Domestic undergraduates who understand the brands and market have to work hard to keep up and often this extra hurdle results in many of the international students really struggling.

Not my graduate classes, but as associate chair, I have to deal with undergraduate cheating and plagiarism cases. All of them have been with Chinese students.

Usually requires more communication skills and efforts than domestic students.

Language, communication, cultural differences

Take more time outside of class, lots of questions. Not complaining.