

## SoTL Grant Application Form

To be considered for funding, your research proposal must align with the following definition of the Scholarship of Teaching and Learning, SoTL, endorsed by the University Faculty Council in January of 2014:

*"The rigorous investigation of student learning, with the purpose of developing novel teaching methodologies and practices that can lead to the measurable enhancement of student learning. The results of the investigation are made public through quality scholarly outlets and widely-accepted conferences and general or discipline-specific journals."*

### I. Basic Information

Title of Project: Teaching Beyond the Classroom: Faculty Perceptions of the Global Classroom

#### Investigator(s) Information

##### Principal Investigator:

Name: Li Jin  
College: Liberal Arts and Social Sciences (LAS)  
Department: Modern Languages  
Phone Number: 7733251882  
Email Address: ljin2@depaul.edu

##### Other Investigators (Co-Pi):

Name	College	Department
Jason Schneider	LAS	Writing, Rhetoric and Discourse

For each investigator, please include an abbreviated CV using the SoTL grant CV template.

Will your project involve human subjects?       Yes      No     

If Yes, you must include evidence of IRB approval or exemption, or of having applied for IRB approval or exemption. Please note that before any granted funding can be made available, you will be required to provide evidence of IRB approval or exemption.

#### Requested Funds

Amount Requested (up to \$2,500): \$2,500

### II. Project Abstract (250 words or less)

This research project aims to investigate DePaul faculty's perceptions regarding how to help international students develop linguistic and cultural abilities in the US. This is a follow-up study to a large-scale survey

study from April 2017 that investigated DePaul faculty beliefs and practices in relation to international students. The earlier study results show that half of faculty think international students' limited English language skills cause challenges in their teaching, and more than half think the best way to help these students is through support beyond the classroom, such as one-on-one meetings. In addition, there are statistically significant relationships between faculty's views and their background characteristics, including home college, whether they were born in the US, ethnicity, prior study abroad experience, and multilingual skills. The present study will use data from individual interviews with faculty across multiple colleges within DePaul to uncover insights in response to three specific research questions: 1) What are faculty views on the English language skills of international students? 2) How do faculty perceive their roles in the linguistic and cultural socialization of international students? 3) Why do faculty choose certain approaches to help international students overcome their language challenges? The research findings from this study will complement those in the previous study by providing a deeper understanding of DePaul faculty attitudes towards and practices with international students in the global classroom, with particular emphasis on international students' linguistic and cultural socialization. It will provide additional guidance to provide faculty support and strengthen DePaul's internationalization.

### III. Project Description (1000 words or less)

This project is a follow-up study to the aforementioned survey study that investigated DePaul faculty's perceptions about teaching in a global classroom. The earlier study results show that half of faculty think international students' limited English language skills imposes challenges in their teaching and more than half think the best practice to help these students is through outside-classroom support such as one-on-one meetings. In addition, there are statistically significant relationships between faculty's views and their backgrounds such as their home college, whether they were born in the US, ethnicity, prior study abroad experience, and multilingual skills. It is worth further research to uncover how faculty perceive their particular roles in helping international students overcome their language challenges and why they think so. This study seeks to answer three research questions:

1. What are faculty views on the English language skills of international students?
2. How do faculty perceive their roles in linguistically and culturally socializing international students?
3. Why do faculty choose certain approaches to help international students overcome their language challenges?

#### Theoretical Framework

This study draws on two interrelated heuristics: *language socialization* and *communities of practice*. First, the language socialization perspective has been widely used in first and second language acquisition (e.g. Duranti, Ochs & Schieffelin, 2012; Watson-Gegeo, 2004). Different from other socially oriented learning theories, language socialization stresses that language learning and enculturation are part of the same process. Through the lens of language socialization, there is a reciprocal process between language learning and community belonging, such that one's language skills reflect the level of participation, while one's participation deeply shapes one's language skills. Many empirical studies have shown that L2 learners are not accepted or treated as full members by new L2 communities despite their desire to be socialized (e.g. Morita, 2004; Norton, 2000; Norton & McKinney, 2011). Additionally, given their own well-developed ideologies, identities, and aspirations in another culture and language, international students may have ambivalent attitudes towards some local cultural-academic practices. In sum, the lens of language socialization highlights

the extent to which international students' socialization into a US university community is a complex, versatile process that involves a dynamic interaction between culture and language. Professors play a very important role in this process of socializing international students in primarily academic contexts. Communities of practice is a second related heuristic that provides a way to conceptualize how faculty might help socialize international students linguistically and culturally. This theoretical perspective (Lave & Wenger, 1991) illuminates that learning is a fundamentally social process, a process of participation in communities of practice that is at first legitimately peripheral and increases gradually in engagement and complexity. In the case of international students and their successful integration into US higher education, scholars have explored their transitions from being peripheral members to full participants in the new academic community, a process that is as much about what happens outside the classroom as it is about coursework itself (Palmer, 2016). Furthermore, studies show that faculty behavior can have a uniquely powerful effect on students' experiences of community belonging (Glass et al., 2015; Mamiseishvili, 2012).

Although the theories of language socialization and communities of practice have been widely recognized in second language acquisition and various disciplines across the social sciences, it is rare to combine these approaches in the way we propose. The findings of our study will shed light on whether and how DePaul faculty from diverse disciplines think they play an instrumental role in the linguistic and cultural socialization of international students. It will help expand the literature on international education.

### Research Methodology

A grounded theory approach will be adopted in this study. Qualitative data will be collected through individual interviews. This research methodology allows the researchers to collect in-depth data to understand each research participant's viewpoints. Since this is a follow-up study to a previous large-scale survey study that shows that faculty from mainly five colleges at DePaul are concerned with this issue, data will be collected only with faculty from the following colleges: BUS, CDM, CHS, Communication, and LAS. We will interview ten voluntary faculty members of various ranks, two from each college. After a consent form is signed, each participant will have a 30~60 minute semi-structured interview with one of the researchers at a time and location convenient to the participant. All interviews will be audio-recorded and later transcribed into text by a student research assistant. Working within a grounded theory approach, the investigators will follow a general procedure of coding for themes, finding patterns, making interpretations, and building theory (Ellis and Barkhuizen, 2005). This process will allow themes to emerge inductively from the data (Dörnyei, 2007; Ellis and Barkhuizen, 2005).

### Impact of Project

Within the DePaul community, the findings of this research project will deepen our understanding of faculty perceptions of teaching in a global classroom, and particularly their views on the role of English language skills both in and out of the classroom. Moreover, it will uncover faculty perceptions about their roles in socializing international students and decipher why faculty think certain approaches are more effective and how faculty backgrounds may influence their preferred approaches. The gained knowledge about faculty beliefs and practices will provide empirical basis for developing effective professional development resources that are tailored for faculty with particular beliefs and backgrounds.

### Dissemination of Results

Inside the DePaul community, the results of the project will be shared with GianMario Besana's office in order to develop helpful resources to support faculty's teaching in global classrooms. The results from the

survey conducted in April 2017 have already been shared (in conjunction with suggestions from a working groups on the topic), and the findings of the currently proposed project can enrich and deepen the earlier insights. We also plan to present the results at DePaul’s annual Teaching and Learning Conference. Additionally, the co-Investigators plan to present the research results at the annual convention of American Association of Applied Linguistics in April 2018 and eventually publish a manuscript in a reputable, peer-review journal in the area of applied linguistics.

#### IV. Project Plan and Timeline

November-December, 2017 Participant recruitment  
 January-February, 2018 Data Collection  
 February-June, 2018 Data Analysis  
 July-August, 2018 Manuscript drafting

#### V. Budget

Provide a detailed, itemized budget of how proposed funds will be used. If applicable, provide information about any external funds you have secured for this project and/or matching funds from DePaul University (including in-kind contributions).

Expense	Amount	Details	Dates
Incentive paid to each research participant	\$250	\$25 (gift card) x 10 participants	Jan.-Feb. 2018
Hiring a student assistant	\$2250	Hourly wage = \$15; 150 total hours Estimates of hours for the following tasks: Transcriptions (80 hours); help with coding and analysis (40 hours); help with library research and manuscript preparation (30 hours)	Feb. – June. 2018
	Total = \$2500		