

Default Question Block

Dartmouth International Graduate Students - Spring 2013

Arts & Science Graduate Studies and the Institute for Writing and Rhetoric are conducting a study to better understand the language strengths and needs of Dartmouth's international graduate students. Results from this study will be used to develop more comprehensive and effective language support programs and will contribute to our knowledge in the fields of writing studies and English Language Teaching.

Participation in the survey is voluntary; choosing not to participate will not impact your role at Dartmouth in any way. The survey should take no more than 10 minutes to complete and is completely confidential. You will not be individually identified in any way.

Survey results will be made available to survey participants later this summer.

Thank you for your participation.

Block 1

Part I: My Background

1. What language(s) are used in your home:

2. What is your educational background?

	Primary (school years 1-6)	Secondary (years 7-12)	Undergraduate (years 13-16)	Graduate (years 17+)
Location of school (name of country)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Primary language(s) used in school	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language(s) studied in school	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Block 2

Part II: How I Use Language

3. Please indicate your current language use below. For each language you list in the left column, indicate how well you understand and communicate in this language.

	Understanding spoken language			Understanding written language			Communicating through speaking			Communicating through writing		
	Not well	Fairly well	Very well	Not well	Fairly well	Very well	Not well	Fairly well	Very well	Not well	Fairly well	Very well
1. English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. To what degree do you currently use English in the following situations?

	Never	Occasionally	Often	Always	N/A
Talking about topics related to my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading academic texts (e.g. research articles, monographs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for information (e.g. research articles, news articles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading on the web (e.g. blogs, websites)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure (e.g. literary writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing formal academic texts (e.g. term papers, tests)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing informal academic texts (e.g. taking notes, brainstorming)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing for the web (e.g. blog, website)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing for pleasure (e.g. poetry, diary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing to friends (e.g. email, letters)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dreaming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 3**Part III: Campus Climate****5. To what extent do you agree with the following statements?**

	Not at all	Somewhat	Strongly	N/A Do not know
I feel confident speaking during class discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professors value my contributions during class discussions as much as the contributions of students from the U.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When grading my papers, professors take into account my language skills and refrain from penalizing me for errors in grammar and syntax.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When grading my papers, professors take into account my cultural background and refrain from penalizing me for using ways of arguing, organizing text, and relating to the reader preferred by my culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that professors value what I bring to my academic work as a multilingual and multicultural student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I participate in group projects, students from the U.S. value my written contributions as much as those of U.S. peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I participate in group projects, students from the U.S. value my spoken contributions as much as those of U.S. peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peers from the U.S. are welcoming to me and feel comfortable socializing with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I feel that perceived differences in my writing and speech as a multilingual student are valued at Dartmouth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I feel welcomed and valued for the cultural perspectives I bring to the classroom as an international student at Dartmouth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 4**Part IV: Goals as an English Language User**

6. To what extent do the following statements represent your goals as an English language user?

	Not at all	Somewhat	Closely
To communicate like students who use English as a first language, producing "error-free" English when writing and speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To communicate like students in the US, using ways of arguing, organizing text, and relating to readers preferred by US readers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To communicate well enough to meet the speaking and writing demands of graduate study in the U.S. (although my speaking and writing may not be "error-free")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To blend my cultural ways of communicating with U.S. ways of communicating (i.e. ways of arguing, organizing text, relating to readers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To retain differences in my speaking and writing due to my accent and culturally-preferred ways of arguing, organizing text, and relating to readers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What are your goals following your graduate degree? *(Check all that apply)*

- To pursue further study (another degree or a post-doc) in the U.S.
- To pursue further study in a university outside of the U.S.
- To be employed in a non-academic position in the U.S.
- To be employed in a non-academic position outside of the U.S.
- To be employed in an academic position (i.e. lecturer, tenure-track faculty) in the U.S.
- To be employed in an academic position outside of the U.S.
- To publish scholarship in English.
- To publish scholarship in a language other than English.

Block 5

Part V: Support Services for Multilingual International Graduate Students

8. To what extent would you benefit from additional support in the following areas?

	Not at all	Somewhat	Greatly
Writing papers for courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing theses and dissertations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing conference proposals, abstracts, and papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing for publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing job/internship letters of application and resumes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing effective presentations (i.e. for courses and/or conferences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for writing (e.g. developing a more effective writing process, analyzing sample texts from the field to learn field-specific language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for reading academic texts (e.g. developing a more effective reading process, learning field-specific strategies for reading)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice with non-academic spoken English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice with non-academic written English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any additional comments related to support services.

9. To what extent would you benefit from the following types of support?

	Not at all	Somewhat	Greatly
A workshop series on aspects of academic writing, reading, and presenting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A graduate course for international students that focuses on academic writing, reading, and presenting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular meetings with peers for peer review of academic and professional writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular meetings with peers for practicing non-academic English (written and spoken)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular meetings with peers for discussing non-academic reading (i.e. novels, non-fiction books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any additional comments related to support services.

10. How often have you used the following kinds of English language/writing support during your graduate study at Dartmouth?

	Please indicate how often you used the support/ program.				If this helped, how did it meet your goals as an English language user? Please type in your answer.
	Never <i>(I was not aware of it.)</i>	Never <i>(I did not use it.)</i>	Sometimes	Often	
<u>I have met with</u>					
+ the Multilingual Specialist (Michelle Cox or Judith Hertog) to work on: ++ academic writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
++ professional writing (e.g. a conference proposal, a resume)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
++ a presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ a peer tutor at RWIT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ the Graduate Career Services Office to work on professional writing (e.g. resume, application letter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ Cindy Tobery in DCAL for feedback on teaching-related materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>I have participated in</u>					
+ the LACE (Language and Cultural Exchange) Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ a peer writing group (i.e. a group that meets to give feedback on each other's writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>I have asked for feedback on my writing from</u>					
+ peers who use English as a first language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ peers who do not use English as a first language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ a professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>I have had my writing copy-edited by</u>					
+ a peer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
+ a professional copy-editor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Please list any other types of support that you have used.

11. How likely is it that you would take advantage of support (i.e. tutoring, seminars, workshops) during the following periods?

	Not likely	Somewhat likely	Very likely
Fall term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Winter break	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Winter term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spring break	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spring term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer break	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The period between summer term and fall term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please indicate the days and times during the term that you are most available for tutoring/workshops. (Check all that apply)

	Monday	Tuesday	Wednesday	Thursday	Friday
Early morning (8-10 AM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mid-morning (10 AM-12 PM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch (12-1 PM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early afternoon (1-3 PM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Late afternoon (3-5 PM)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Please provide any additional comments about your experiences and needs as an English language user at Dartmouth.

Block 6

As you know, we have asked the Office of Institutional Research to collect the data to ensure confidentiality. The survey will be analyzed by OIR staff and results will be only presented in aggregate. In order to increase the usefulness of the survey, OIR may combine your survey responses with existing institutional data such as TOEFL score, program/school, and admission date.

We would also like to use the results of this survey and institutional data provided by OIR for research. OIR will remove all identifying information from the data.

Do you give us permission to use the results of this survey for research? (All identifying information will be removed from the data.)

- Yes
 No

Thank you!