



Research Roundup & Counter-Narratives: International Students at UCLA

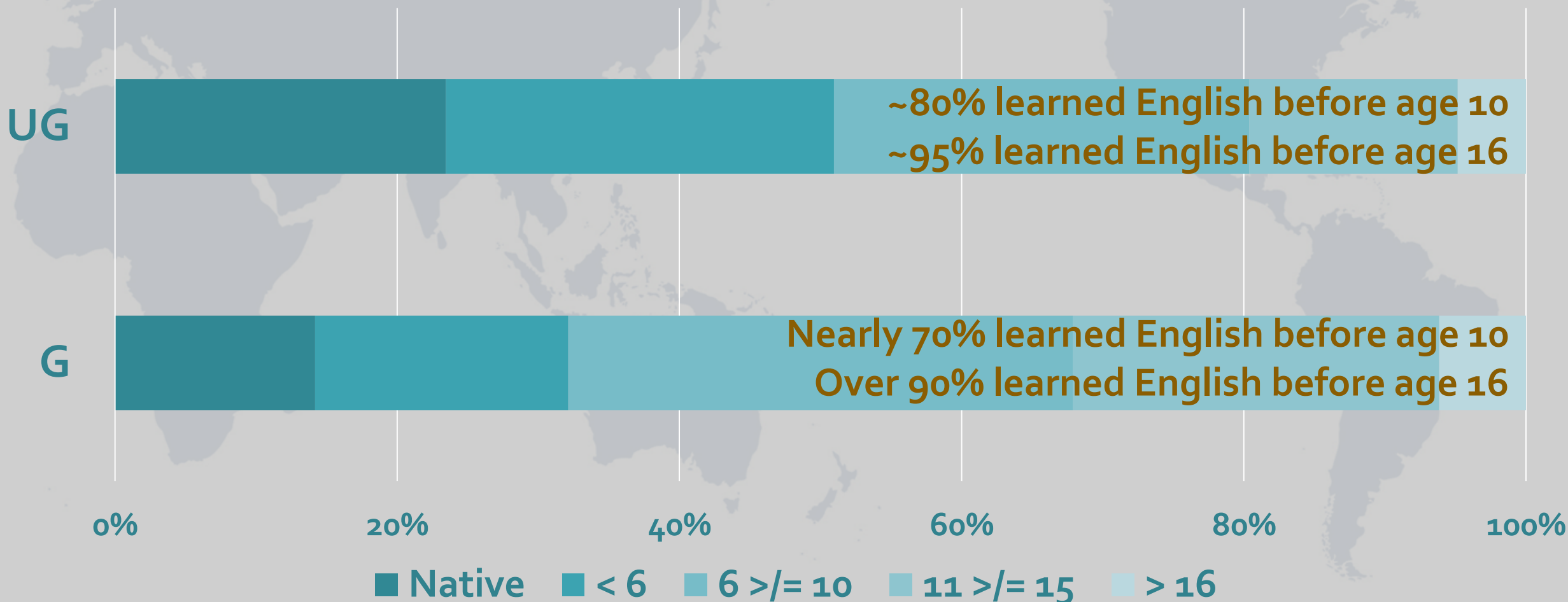
Language Profile

Amy Pojar, M.A., Ph.D. Candidate
Assistant Director, Research & Special Projects
Dashew Center for International Students & Scholars (DCISS)

Which of the following best describes when you learned English?

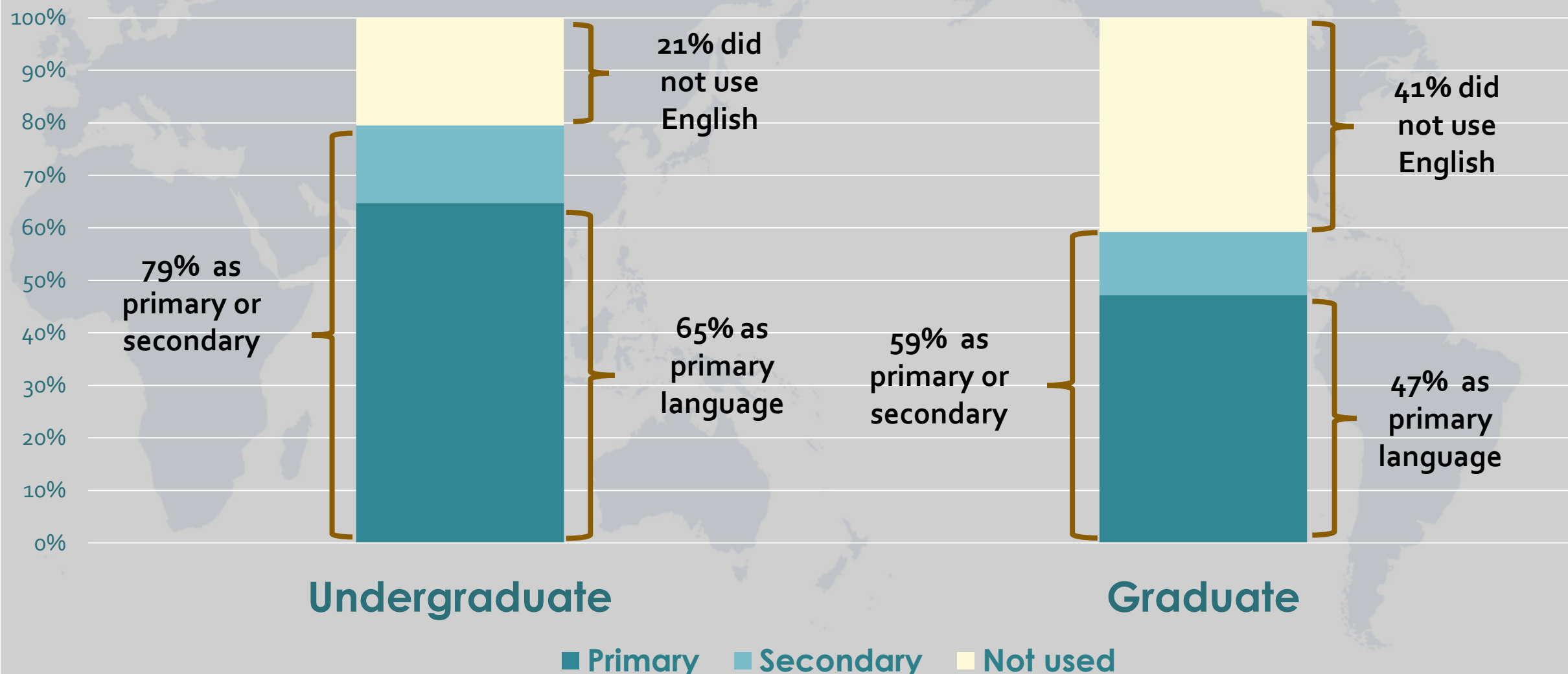
UGn=797, Gn=797

Source: Dashew Center Biennial Survey of International Students, 2016-17



Previous school: English as Language of Instruction? UGn=785, Gn=797

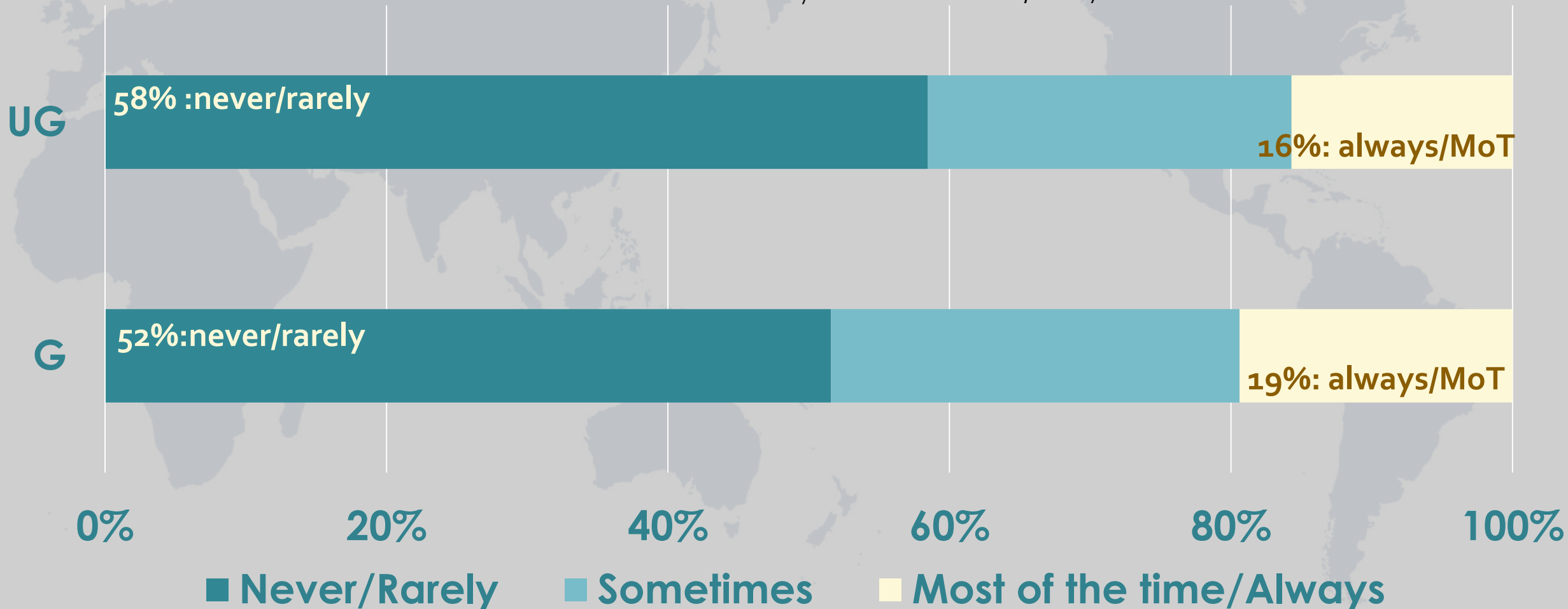
Source: Dashew Center Biennial Survey of International Students, 2016-17



Frequency of Difficulty English Language Proficiency

UGn=650, Gn=696

Source: Dashew Center Biennial Survey of International Students, 2016-17



Snapshot

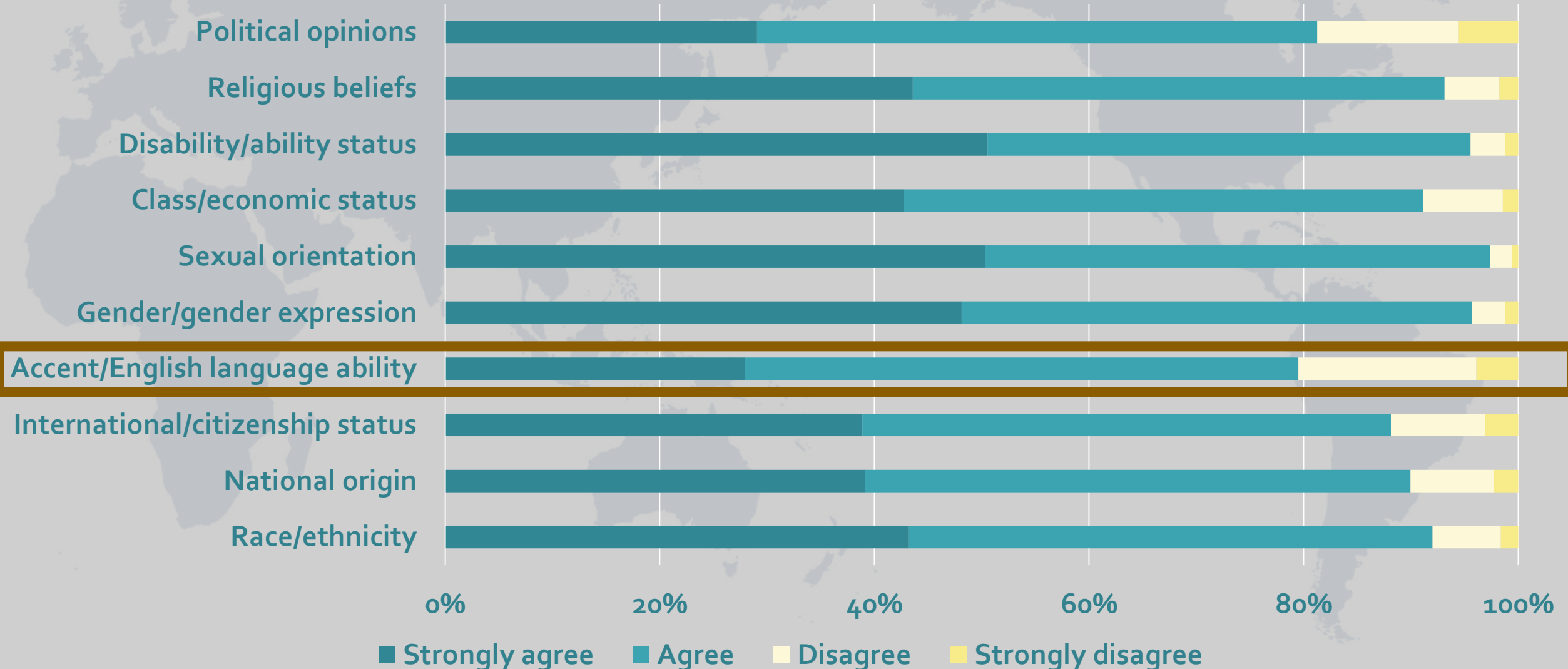



- About 80% of undergraduates and 70% of graduate students learned English before the age of 10 which implies a certain level of fluency
- About 80% of undergraduates and 60% of graduate students used English as the primary or secondary language of instruction before coming to UCLA
- Less than 20% of undergraduate and graduate students report frequent difficulty with English

People are respected at UCLA regardless of...

International Graduate Students, n= 653~747

Source: Dashew Center Biennial Survey of International Students, 2016-17



- 
- American:
 - “Why is your English so good?”
 - International student:
 - “Many countries speak English too, just with different accents. Most of us grew up speaking English.”

~an example exchange shared at a dinner dialogue

Snapshot

- We should arrange for support for those who need it and recognize that learning in a language that is not one's first, especially when technical terminology is used, can be challenging, however...
- ...an overwhelming majority report using English from young ages, using English as a language of instruction prior to UCLA, and infrequent difficulty with English, yet...
- ...the number one campus climate issue for international students is around English language ability and accent.

A world map is shown in the background, with the top half in light blue and the bottom half in light yellow. The map is centered on the Atlantic Ocean.

UCLA's International Community

Undergraduates:

99 countries, 51% of the world's countries

Graduate students:

109 countries, 55% of the world's countries

Scholars:

87 countries, 44% of the world's countries

Multilingualism



Int'l UG

99% - 2 or more
44% - 3 or more

Int'l G

97% - 2 or more
43% - 3 or more

2016-17 DCISS Biennial Survey

Frequency of Helping Someone Learn about... International Undergraduate Students, n = 642

Source: Dashew Center Biennial Survey of International Students, 2016-17

Your country or countries of origin

84% reported Very often/Often/Sometimes

Norms from a culture in which you identify

77% report Very competent or competent

Words or phrases in a language you speak

69% report Very competent or competent

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Very often/Often ■ Sometimes ■ Rarely/Never

Frequency of Helping Someone Learn about... International Graduate Students, n =679

Source: Dashev Center Biennial Survey of International Students, 2016-17

Your country or countries of origin

82% reported Very often/Often/Sometimes

Norms from a culture in which you identify

73% reported Very often/Often/Sometimes

Words or phrases in a language you speak

65% reported Very often/Often/Sometimes

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Very often/Often ■ Sometimes ■ Rarely/Never

Snapshot



- The national diversity of the international population implies rich linguistic diversity as well.
- Nearly all international students speak more than one language and nearly half speak three or more.
- International students often choose to teach others words or phrases in a language they know, which brings value to our campus.
- We can choose to see multilingualism as an asset to our campus rather than a deficit, which may impact campus climate positively.