

Integrating International, Intercultural, and Global Dimensions in Tertiary Education: Ways Forward

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Abstract

Background: The internationalisation of tertiary education is a global phenomenon. Increasingly, study-abroad students and foreign lecturers are entering the education industry. This research examined the potential and specific strengths that Non-Native English Speakers (NNESs) have brought to New Zealand universities in general, and Auckland University of Technology (AUT) specifically. The research aimed to add to the little existing research involving NNES academics in New Zealand, and explore their potential contribution to the development of international universities in a New Zealand context, through asking: What unique experiences and expertise do NNES international academics bring to New Zealand; How can their unique experiences and expertise enhance the teaching and learning in New Zealand universities; How have NNES lecturers used their unique experiences to navigate and overcome challenges; What kind of support do NNES lecturers need to thrive?

Methods: This research employed a qualitative descriptive method. Online semi-structured interviews with 8 AUT international NNES academics were conducted. Participants were current academic staff who had worked for more than 3 years in tertiary institutions in New Zealand. Participants, three males and five females, came from different AUT faculties including the Faculty of Design and Creative Technologies; Culture and Society; and Health and Environmental Sciences. Thematic analysis was conducted manually, with the assistance of NVivo software for systematic coding and organisation of themes.

Findings: Three main themes were generated: experience, challenges, and support. The first two themes reflected the NNES lecturer's ability to enhance academic teaching in New Zealand. Findings suggest that NNES academics have unique assets and experiences that contribute to their intercultural sensitivity, intercultural competency and communication, and expertise of diverse pedagogies and has helped them navigate the challenges and adjustment faced in a new environment. The last theme explored how individuals and institutions support NNES lecturers to maximise the NNES lecturer's

strengths in academic teaching. Findings suggest an urgent need for embracing ‘deep’ culturally diversity—beyond that generally defined by conservative measures of race, age or gender—to include language, pedagogy, and other nexus of diversities.

Conclusions: This research confirmed that NNES lecturers’ unique experiences, skills, and expertise significantly contribute to the development of international education in the New Zealand context.

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Attestation of Authorship

“I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.”

Signed:

Date: 01.20.2023

Shi Jingyang

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The Auckland University of Technology Ethics Committee and the Northern Regional Ethics Committee approved this study [Ref: 20/270, dated 29 March 2021].

Abbreviations

ABC: Affective Behavioural Cognitive Model

AUT: Auckland University of Technology

CALD: Culturally and Linguistically Diverse

CCT: Cross-Culture Training

COVID: Coronavirus Disease

NNES: Non-Native English Speaker

NES: Native English Speaker

OECD: Organization for Economic Cooperation and Development

TNE: Transnational Education

Chapter 1 Introduction

This chapter starts with a brief overview of the study background, followed by the study context, research questions, methodology, and the structure of the dissertation.

1.1 Background: The Internationalisation of Higher Education

Various factors contribute to developing the internationalisation of higher education, including promoting economic development, commercial interests, academic advancement, and research enhancement opportunities (Namrata, 2018). Firstly, the market economy of neoliberalism creates economic rationality and commercial interests in internationalisation. Neoliberalism market economy refers to a free competition capitalist system in which economic and trade exchanges have more liberalisation, marketisation, and globalisation (Bamberger et al., 2019; Gray et al., 2018; Wihlborg & Robson, 2018). Under this free market tendency, economic rationality and business interests drive the upsurge in the internationalisation of higher education (Wilkins, 2011). For example, countries like Singapore, and Canada actively recruit international scholars to increase their higher education capacities.

Secondly, a rise in the number of study-abroad students, increasing international research collaboration and institutional partnerships, and establishing overseas branch campuses require an “internationalising” shift in policies and programmes (Gourlay & Stevenson, 2017; Varghese, 2018). Universities in Australia and the United Kingdom (UK) now have branch campuses in Dubai, Malaysia, Vietnam, Singapore, China, and Mauritius (Varghese, 2018). While New Zealand universities are yet to follow this trend, growing international collaboration and institutional partnerships between New Zealand universities and those in the Asia Pacific region have trebled in the last 2-decades (Asia New Zealand Foundation Te Whītau Tūhono, 2019; Bodycott & Walker, 2000; Gourlay & Stevenson, 2017; Varghese, 2018). Universities and the government can no longer ignore these phenomena (Gourlay & Stevenson, 2017; Varghese, 2018).

The impact of internationalisation education on practice is mainly reflected in economic development (Greek & Jonsmoen, 2021). The impact of the development of the internationalisation education industry on the economy is mainly manifested in the interaction between education and economic growth (Bailey et al., 2021; Education key to economic growth and equity, 2023). For example, as of 2017, the gross domestic product would be 3-15% higher if student achievement was lifted to the top rank among the Organization for Economic Cooperation and Development (OECD) countries (Education key to economic growth and equity, 2023).

1.2 Research Context: Non-Native English Speaker Academics and Their Unique Contributions

This research explores how a specific group of immigrant lecturers—Non-Native English Speakers (NNES) lecturers—contribute to the development of New Zealand tertiary academics. This research illuminates a limited and relatively new area of research that has yet to focus on the strengths of NNESs towards enhancing pedagogy in New Zealand. This research explores the NNES lecturer's previous working and education experience; along with the NNES lecturer's communication experiences of culturally and linguistically diverse (CALD) communities, and individual and institutional efforts to support NNES lecturers to empower and reinforce their strengths. It is hoped that findings from this study may be used to inform the establishment of a thriving academic environment.

1.3 Research Questions

This research asked: What strengths do NNES international academics bring to enhance the teaching and learning pedagogy in the New Zealand context?

The following sub-research questions guided the semi-structured interview schedule:

1. What experiences and expertise do NNES international academics bring to New Zealand? How can those unique experiences and expertise enhance the teaching and learning pedagogy in the New Zealand context?
2. What are NNES lecturers' challenges, and what are their responses to the issues?
3. What support does the NNES lecturer need to best contribute to the teaching and learning pedagogy in the New Zealand context?

1.4 Structure of the Dissertation

This dissertation comprises five chapters:

Chapter One, "Introduction", focuses on the research context, the research questions and the structure of this dissertation.

Chapter Two, "Literature Review", includes reviews of relevant literature addressing internationalisation in tertiary education, challenges faced by NNES academics, and their contribution to global education.

Chapter Three, "Methods", describes the qualitative descriptive research design and presents the research methods for participant recruitment, data collection, and data analysis.

Chapter Four, "Findings", presents the outcome of the data analysis.

Chapter Five, "Discussion and Conclusion", presents the current academic and literature review. This chapter emphasises implications for practice, elaborates on the strengths and limitations of the study, and discusses areas for future research.

Next, Chapter 2 provides relevant literature pertaining to the study topic.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter presents the reviewed literature relating to the research topic on the internationalisation of tertiary institutions, especially the contribution and potential that Non-Native English Speaker (NNES) academics bring to global education. I also discuss the challenges faced by NNES tertiary lecturers and the strategies they use to integrate and thrive when joining English-speaking academic institutions abroad.

This chapter comprises seven sections. Sections 1 and 2 illustrate the study background, relevant statistics, and knowledge gaps. Section 3 looks into the evolution of internationalisation in tertiary institutes, aspects of transnational academic mobility and challenges, and the NNES academics' unique contribution. Sections 4 and 5 discuss international studies on integration and inclusion strategies to maximise the advantages of NNES lecturers. Section 6 presents the potential contribution of my research; followed by Section 7, the chapter summary.

2.2. Study Background

2.2.1 Brief Statistics

The statistics and pertinent studies on NNES academics are scarce and lack of global data on NNES lecturers (Bönisch-Brednich, 2009; Sang & Calvard, 2019). Available statistics show that New Zealand universities have a high rate of foreign academics (Bönisch-Brednich, 2009). For example, international academic staff lecturers at Victoria University Wellington, the University of Otago, and the University of Auckland comprised 46%, 70%, and 60%, respectively, of the total academic population in the mentioned universities (Mason & Rawlings-Sanaei, 2013).

In comparison, the topic of NNES students in New Zealand has been discussed in most literature. The statistics (Education in New Zealand, 2015) reflect that:

1. There was a rising trend of tertiary international students coming to study in New Zealand from 2010 to 2015.
2. Universities in Auckland had the highest proportion of international students, accounting for 48% of all international students in New Zealand.
3. The three top countries of origin for international students were India, China, and the Philippines. These three countries alone contribute to 53% of international students in New Zealand.

Due to the recent COVID-19 pandemic and travel restrictions to New Zealand in March 2020, the number of international students studying in New Zealand had decreased by a third (Erudera, 2021). Since April 2020, there has been a dramatic decrease—72%--in international students attending private education. In the same period, the public university experienced a decrease in international student enrolment by 69%, with 2,892 full international fee-paying students (Erudera, 2021). However, New Zealand continues to attract international students (Erudera, 2021). By the time the New Zealand border closed in March 2020, there were 19,191 international students studying in New Zealand, and 1,828 student visa holders were waiting to enter the country (Erudera, 2021). International students and international migrant staff are now prominent in the global higher education sectors (Bönisch-Brednich, 2009; Sang & Calvard, 2019). Unfortunately, while there is continued interest in the globalisation of higher education, there is little research on international NNES lecturers. More data and research on NNES scholars are needed (Sang & Calvard, 2019).

2.2.2 Knowledge Gap

Despite limited literature on NNES lecturers, a few studies have highlighted important dimensions in research relating to internationalisation and global education, academics' mobilities, intercultural education, and NNES lecturers' contributions and challenges (Cai & Hall, 2016; Calafato, 2019; Dang & Vu, 2017; Greek & Jonsmoen, 2021; Hsieh, 2012;

Krechetnikov et al., 2016; Maximova-Mentzoni & Egeland, 2019; Sang & Calvard, 2019; Shin et al., 2016; Tan et al., 2021).

Research on internationalisation in higher education and transnational academic mobility in universities has been critically reviewed in some literature with a focus on the motivation, challenges and unique contributions of NNES international academics (Altbach & Knight, 2007; De Wit, 2019; Greek & Jonsmoen, 2021). Recent research in Australia and New Zealand investigated 19 academics about their immigration motivation (Sang & Calvard, 2019). Others focused on cultural diversity and challenges faced by NNES lectures, including cultural shock (Dang & Vu, 2017; Hsieh, 2012; Maximova-Mentzoni & Egeland, 2019; Selmer & Luring, 2009; Tange, 2010). The unique contribution of NNES lecturers has been discussed in the literature from Korea, the United Kingdom (UK), Australia, Mid-Atlantic states, and Missouri Assessment (Bailey et al., 2021; Chun, 2014; Dial, 2008; Ellis, 2002; Hsieh, 2012; Huang & Moon, 2009; Mason & Rawlings-Sanaei, 2013; Nemtchinova, 2005; Singh, 2014; Song, 2020). Finally, the topic of NNES lecturers challenges, integration, and institution support in the literature has been discussed in previous literature (Dunworth et al., 2021; Edgington & Swiatek, 2018; Golombek & Johnson, 2004; Guerin & Green, 2016; Jiang et al., 2010; Kissau & King, 2015; Laari et al., 2021; Liu & Jernigan, 2012; Namrata, 2018; Selmer & Luring, 2009; Shi, 2021; Sit et al., 2017; Vaccarino & Li, 2018). However, more studies must be conducted on NNES lecturers' unique skills and their international contribution to academic teaching and learning, particularly in New Zealand.

Literature about NNES lecturers has been primarily published in the United States of America (USA) and the UK (Bailey et al., 2021; Dunworth et al., 2021; Hsieh, 2012; Kim et al., 2012; Luxon & Peelo, 2009; Wells, 2007). The probable reason for this trend is that the USA is the top destination for migrant academics, and the UK is the most popular study country (Nwosu et al., 2014). When conducting a literature review, I noticed that topics relating to NNES scholars were published in Asian regions, including China, Korea, and Japan (Cai & Hall, 2016; Chun, 2014; Krechetnikov et al., 2016; Shin et al., 2016;

Zhang et al., 2022). Research on NNES lecturers has been published in Scandinavia, Italy, Germany, France, and Poland (Lauring & Selmer, 2013; Selmer & Lauring, 2009; Selmer et al., 2013). However, only a few studies on NNES academics have ever been conducted in New Zealand (Edgington & Swiatek, 2018; Vaccarino & Li, 2018). The unique skills and contribution of NNES academics in New Zealand universities is a topic worth investigating.

2.2.3 Study Aims

Global literature points to the determinants of success for NNES academics when entering a new English-Speaking university, their potential contribution and support. However, studies on NNES scholars' strengths to enhance academic teaching in the New Zealand context are limited; and this gap inspired me to embark on this research topic. This research aimed to explore how NNES lecturers' strengths enhance New Zealand academia. This research asked:

- What unique experiences and expertise do NNES international academics bring to New Zealand?
- How can those unique experiences and expertise enhance the teaching and learning pedagogy in the New Zealand context?
- What support does the NNES need to best contribute to the teaching and learning pedagogy in the New Zealand context?

2.3 Evolving Internationalisation Education: Transnational Academic Mobility in Universities of NNES Lecturers

2.3.1 Internationalisation in Tertiary Education

Definition

Internationalisation in higher education is not a recent phenomenon. It has emerged over the last 30 years, driven by a dynamic combination of political, economic, socio-cultural,

and academic rationales and stakeholders (Altbach & Knight, 2007). The main objective of internationalisation is to comprehensively promote international exchanges and cooperation in tertiary education, and continuously strengthen and develop domestic education by entirely using foreign high-quality educational resources. Internationalisation also aims to establish policies for coping with a global academic environment modification (Altbach & Knight, 2007). Therefore, internationalisation is a tool for improving the quality of teaching and enhancing the curriculum with international academics (De Wit, 2019). Recent research shows that internationalisation initiatives have been successfully undertaken, such as branch campuses, cross-border collaborative arrangements, programmes for international students, and the establishment of English-medium programmes (Cai & Hall, 2016).

Internationalisation Effects on the Education Industry

Transnational academic mobility and the ongoing push towards internationalisation raise challenges for today's universities' environments and cultural climate (Guerin & Green, 2016). Internationalisation education could affect language settings for courses, in which academics are expected to adapt to the new environment and change their teaching attitudes (Cai & Hall, 2016; Shin et al., 2016). For example, most Denmark international courses require a language change from Danish to English. Danish research highlighted the implications of internationalisation and how the change of language from Danish to English has affected the quantity and quality of lectures and students' classroom interaction (Cai & Hall, 2016; Greek & Jonsmoen, 2021; Guerin & Green, 2016; Tan et al., 2021). At the same time, while cultural diversity was perceived as an obstacle, it also provided resources in the multicultural classroom (Tange, 2010).

Most universities could benefit from internationalisation education. Reallocating critical players in international education increase the proportion of migrant lecturers, which promotes the vision of one inclusive and diverse international university community (Cai & Hall, 2016; Krechetnikov et al., 2016). According to the international statistics of Times, the percentage of international academic staff at some New Zealand universities was

nearly 50% (Mason & Rawlings-Sanaei, 2013). However, the proportion and distribution of migrant lecturers differs depending on the subject fields and the adoption of multiculturalism within an institute. For example, prior to the early 21st century, the proportion of immigrant lecturers in the language department was higher than in other disciplines. However, in the past decade the proportion of immigrant lecturers in the field of computer science is higher than in other disciplines (Cai & Hall, 2016; Krechetnikov et al., 2016). The influx of immigrant lecturers into higher education has spurred cultural diversity development (Tange, 2010). Cultural diversity is an open-ended term and refers to various aspects, such as knowledge, beliefs, arts, morals, laws, customs, religions, languages, abilities and disabilities, genders, ethnicities, races, nationalities, and sexual orientations (Lin, 2020). As immigrant scholars bring a new set of teaching methods, skills, and concepts to the host country, the internationalisation of education will subsequently require changes in teaching practice, curriculum development, knowledge flow, and the daily work of students, managers, and academic staff (Greek & Jonsmoen, 2021).

Migrant lecturers' intercultural education objectively stimulates the development of the education industry by exploring, adapting, and harnessing cultural diversity (Greek & Jonsmoen, 2021; Krechetnikov et al., 2016). For example, research on UK universities illustrates that international faculty endorsed cultural diversities and facilitated transnational adjustment in an academic environment more creatively by allowing shared teaching experiences amongst their staff (Greek & Jonsmoen, 2021). Internationalisation education has effectively improved international scholars' ability to transfer knowledge and foster professional cooperation, enhancing education quality (Greek & Jonsmoen, 2021; Krechetnikov et al., 2016). In summary, internationalisation is both natural and necessary for knowledge development and educational quality (Greek & Jonsmoen, 2021). Therefore, internationalisation education is an excellent source of professional knowledge, as internationalisation allows people to keep up to date with the latest international education information through international communication (Greek &

Jonsmoen, 2021). Thus, people earn an opportunity to gain the most advanced learning environment through international academic exchange.

2.3.2 Transnational Mobilities of NNES Lecturers

Before the 19th century, the meaning of the education process was a practical activity that promoted individuals' socialisation and society's individualisation in a certain social context. Education became more professional with national regulations, professionally trained lecturers, binding curricula, and compulsory education (Kesper-Biermann et al., 2018).

The meaning and purpose of 'education' was forced to evolve and transform internationally, as a result of from remarkable advances in information technology and unprecedented access to knowledge in the 20th century (Kesper-Biermann et al., 2018). Transnational Education (TNE) became the new reason for education, emphasising the development of cross-border mobility of people, institutions, systems, and projects.

However, mobility in the higher education system is undergoing a dual challenge of increasing diversity in host countries and brain drain and circulation in sending countries (Shin et al., 2016). In the 21st century, multimedia technology has introduced modern teaching. Multimedia technology development allows the public to receive information on international academic teaching much more easily (Yu, 2022). For example, through the spread of media, people can quickly obtain information about the global teaching method. The network brings lecturers and students worldwide closer (Yu, 2022). Regarding NNES lecturers, they also bring a diversity of languages, values, and learning and teaching experiences to their new teaching and learning environment (Maximova-Mentzoni & Egeland, 2019).

2.3.3. NNES Lecturers' Unique Contribution

Multiculturalism is described as a unique asset of NNES lecturers who have multicultural background, which benefits enhancing academic teaching in multi-culture countries

(Song, 2020). Multiculturalism is often used to describe protecting social diversity and refers to a normative ideal in Western liberal democratic societies as dealing with ethnic and cultural diversity in a democratic way (Song, 2020). Social diversity is associated with diversity-related cultural and linguistic internationalisation as well as demographic diversity, such as age and gender (Lauring & Selmer, 2013). Multiculturalism advocates a principle of tolerance that accommodates various cultures, especially regarding minorities' cultural compatibility. Multiculturalism policies offer fairer integration conditions for immigrants (Song, 2020). Therefore, multiculturalism endorses an inclusive approach and synergistic learning and teaching environments in a multicultural context that are critical for improving institutions and teaching practices (Bailey et al., 2021; Green & Myatt, 2011; Hsieh, 2012).

Another unique asset of NNES lecturers that is crucial in developing international academia is their cross-cultural communication skills. Intercultural communication involves conversations between people with different cultural backgrounds, including intangible values, rules, and language (Green & Myatt, 2011). Therefore, deep knowledge of culture and language in international academic settings is central to developing proficient cross-cultural communication (Singh, 2014). Universities are virtual spaces for synergistic learning, and teaching environments encourage shared ideas from various cultural backgrounds to enhance learning and teaching practices (Green & Myatt, 2011; Hsieh, 2012). For example, an NNES lecturer may share elements of their culture and experiences that help build rapport with their students and motivate multicultural development (Kawasaki, 2020).

The ability to speak more than one language, or multilingualism, is also a unique asset of NNES lecturers that enhances international education (Chun, 2014). For example, Korean English lecturers can help Korean students understand the class subjects and provide social support. International students are likely to feel at home when they receive support from lecturers who speak the same language. Therefore, immigrant NNES academics' multilingual abilities may attract international students (Chun, 2014).

Although NNES lecturers have an advantage in multilingualism, this does not mean that native English-speaking (NES) lecturers are not welcome with international students (Chun, 2014). For instance, although Korean English lecturers were found to be more effective in helping Korean students deal with psychological sensitivities issues, NES lecturers were also recognised by students in terms of linguistic competence and status as native speakers. Therefore, although bilingual lecturers have an advantage in helping native students, both types of lecturers (NES and NNES) benefit international teaching (Chun, 2014).

Assessing the contribution of NNES lecturers requires reviewing the attitude of students toward NNES lecturers (Mason & Rawlings-Sanaei, 2013). According to the literature, an experienced lecturer may be more sensitive to students' learning styles, cater to the students' needs, and be more favoured by students (Brady & Gulikers, 2004; Dial, 2008; Ellis, 2002; Huang & Moon, 2009; Nemtchinova, 2005). Therefore, students prefer experienced NNES lecturers who can accurately judge their students' capability, delivering appropriate and effective teaching and learning approaches (Dial, 2008; Huang & Moon, 2009).

Regarding how NNES lecturer's ability influence student achievement, the following facts are reflected:

- Although the English level of NNES lecturers does not affect the students' grades, experienced lecturers may influence student's partial grades. For example, data from a 2006 Missouri assessment concluded that experienced lecturers influence student achievement in the communication of arts and mathematics sections (Dial, 2008).
- While NNES lecturers' total years of teaching experience were not an important indicator of overall student achievement, the total years of teaching experience at a particular grade level was significantly associated with an improved reading performance of students (Huang & Moon, 2009). For example, a study in Australia

reported three NNES lecturers' academic workplaces (the participants' original countries were not mentioned in the article). Students with multilingual lecturers' support have higher reading scores than students who attend NES lecturers' class (Ellis, 2002). Driven by their intercultural communication skills, multilingual ability, and practical experience, NNES lecturers may possess unique teaching abilities, and this topic warrants further study (Ellis, 2002).

2.3.4 Challenges Faced by NNES Lecturers

NNES lecturers face challenges, including language barriers, social status, and culture shock, due to their language-cultural barriers (Hsieh, 2012; Luxon & Peelo, 2009; Maximova-Mentzoni & Egeland, 2019). This section discusses NNES lecturers' challenges, and how challenges influence NNES lecturers.

Language Barriers: Foreign Accent

Generally, qualified and experienced NNES lecturers, especially those who trained or completed their postgraduate studies in an English-speaking Country, do not have language issues (Calafato, 2019). They find it relatively easy to switch between English and their native mother-of-tongue language (Calafato, 2019). However, 'accent acceptability' has been a common issue raised in the academic environment (Dang & Vu, 2017; Tan et al., 2021). Tan et al. (2021) reviewed 60 studies on NNES lecturers' accent acceptance from 2012 to 2021. They reported that most students dislike NNES lecturers due to their strange accents. Consequently, NNES lecturers might feel discriminated against, experience prejudices and cyberbullying, and be excluded from society, which affects their confidence in the long term (Dang & Vu, 2017).

Language Barriers: Understanding of Cultural Connotations

NNES lecturers' language competence impacts their understanding of cultural connotations, influencing their intercultural communication ability and teaching activities (Hsieh, 2012). Language is the carrier of culture, and the language of each nation bears its unique cultural imprint; so, the cultural differences between different countries are

reflected in language and communication. For example, a study at a New Zealand university found that international lecturers often confuse the meaning of conversations when interacting with students and colleagues from diverse backgrounds (Mason & Rawlings-Sanaei, 2013). An informal interview with foreign lecturers revealed that NNES may feel frustrated during teaching because of the inadequacy of language understanding and others' negative perceptions of their language ability (Maximova-Mentzoni & Egeland, 2019).

Social Inequity and Ethnicity

The social inequity rising between foreign-born status and native-born lecturers affects the equal division of work tasks in the workplace (Maximova-Mentzoni & Egeland, 2019). Ethnicity, more than gender, appears the target of discrimination and social inequity (Mason & Rawlings-Sanaei, 2013). Therefore, NNES lecturers improve their academic level and English communication skills to ensure dignity and avoid being discriminated against, embarrassed and humiliated (Mason & Rawlings-Sanaei, 2013). NNES foreign-born lecturers have to spend extra energy demonstrating their ability and intelligence, and fighting for their position and promotion (Luxon & Peelo, 2009). A study shows that an NNES lecturer's concentration level decreases after speaking English for more than 25 minutes; and immigrant NNES lecturers often exhaust themselves when required to take extra practice (Luxon & Peelo, 2009). Such problems are not experienced by foreign-born white NES (British and North American) immigrant academics who are often able to turn their immigrant disadvantages into privileges. The reason is that those migrants often have excellent academic performance due to their extensive teaching strategies and a good foundation in English (Sang & Calvard, 2019).

Experiencing Cultural Shock

NNES lecturers often report cultural shock relating to social adjustment to an unfamiliar environment; and different and new academic culture, norms, and systems (Mason & Rawlings-Sanaei, 2013), such as teaching styles. NNES lecturers may initially feel uncomfortable adjusting to different teaching styles (Mason & Rawlings-Sanaei, 2013).

For example, lecturers who were previously used to an authority-type teaching style¹ may feel they lose the framework of assured academic quality related to the field of expertise when asked to teach in a facilitated, student-focused teaching style². Those lecturers may feel vulnerable and deprived of their right to lead the learning process (Mason & Rawlings-Sanaei, 2013).

NNES immigrants often face multiple stressors that may put pressure on, and increase the risk of, adverse mental health outcomes (Bhugra & Becker, 2005). They may need to adjust to a new culture and lifestyle, and sometimes reinvent their self-identity and self-concept (Bhugra & Becker, 2005), which relates to identifying the integration adjustment of NNES lecturers to academia³.

2.4 Migrant NNES Lecturers and Integration in the New Country

As previously mentioned, NNES academics often face language barriers, social inequality, and cultural shock. Faced with those challenges, NNES lecturers are required to explore strategies to adapt to the new culture. Studies showed that the challenges could be overcome when NNESs receive individual and social support, such as critical reflection, self-language learning and professional training (Golombek & Johnson, 2004; Johnson et al., 2020; Wu, 2003).

¹ In the authority teaching style, lecturers insist on course outlines as legal documents by which they judge their students according to the specific assessment systems.

<https://core.ac.uk/download/pdf/215178626.pdf>

² The facilitator teaching style encourages students' independence and self-learning, and increases peer to teacher learning. This style promotes self-discovery and develops problem solving skills. The lecturer as the authority of knowledge become less important in this setting.

<https://core.ac.uk/download/pdf/215178626.pdf>

³ It is worth mentioning that such challenges are faced by mostly all immigrant lecturers who disregard the similarities between their cultures and that of host countries, such as UK lecturers migrating to Australia or New Zealand. Immigrant lecturers are required to adjust when they start academic teaching (Selmer & Luring, 2009).

2.4.1 Self-Adjustment

An example of self-adjustment was shown in research by Ghanaian researchers. Research illustrates that the new academics' self-improvement methods include critical reflective practice and self-English learning (Laari et al., 2021).

Critical Reflection

Critical reflection refers to behavioural and psychological adjustment methods for improving lecturers' teaching process and professional development. For example, behavioural methods may include NNES lecturers drawing upon various resources such as creating private journals, or accessing peers and supervisors regarding the theoretical knowledge of their disciplinary fields (Golombek & Johnson, 2004; Shi, 2021). The psychological adjustment process may consist of 'assimilation' and 'dissociation'. Assimilation means distancing themselves from their culture of origin while engaging with, and trying to conform to, the norms of the mainstream group of the host country. Dissociation is when a person clings to, and draws inspiration from, the individual culture of origin and distances themselves from the mainstream host country culture (Liu & Jernigan, 2012). Thus, critical reflection, through physical and psychological adjustment, plays an important role in the identity and self-identification of NNES lecturers; and, as a result, they show self-management, enthusiasm, perseverance, and self-monitoring in learning (Shi, 2021).

Self-English Learning

Research shows that NNESs' self-English learning has benefits for increasing cultural proficiency, intercultural competence, and academic acculturation—frequently mentioned in research relating to NNES lectures and academic teaching (Guerin & Green, 2016; Lindsey & Lindsey, 2016). Lecturers with high English proficiency will be able to effectively communicate and interact with their students (Lindsey & Lindsey, 2016). Effective communication, language, and cultural proficiency are key to barrier-

free communications between people of different cultures and nationalities (Guerin & Green, 2016).

Intercultural competency is the ability to function effectively across cultures. People with intercultural competence can appropriately communicate and collaborate with people from different cultural backgrounds (Dunworth et al., 2021). Therefore, promoting intercultural competence is essential to promoting multicultural education (Dunworth et al., 2021). Language enhances NNES lecturers' intercultural competence by promoting intercultural communication and reducing culture shock during intercultural communication (Dunworth et al., 2021; Lindsey & Lindsey, 2016). For example, improving NNES academics' English could help them cope with the pressures of cross-cultural communication in a culturally diverse environment. NNES lecturers will learn something valuable to themselves when they overcome homesickness by integrating into the cultural community of the host country (Lindsey & Lindsey, 2016). Therefore, English plays a crucial role in raising people's intercultural communication (Dunworth et al., 2021).

Cultural acculturation relates to how NNES lecturers adjust and change, when necessary, their attitudes and behaviour to suit heterogeneous communities comprising people of different classes, ethnicities, traditions, and cultural practices (Zhang et al., 2022). Communicating effectively in English is generally regarded as central to acculturation (Guerin & Green, 2016). However, cultural acculturation may differ among different ethnic groups (Luxon & Peelo, 2009; Mason & Rawlings-Sanaei, 2013). For example, Māori and those from the Pacific nations may not find it too challenging to adjust to a bicultural environment (te reo Māori and English languages) (Mason & Rawlings-Sanaei, 2013).

On the contrary, some researchers argue that in addition to language proficiency, the cultural competency of the NNES lecturer also relates to their cultural affiliation, networks, and their subjective perceptions of the cultural norms in the host countries and academic

institutions (Jiang et al., 2010; Selmer et al., 2013). Arguably, English proficiency can only address cultural-related issues, such as language barriers and intercultural communication. Cultural issues not caused by language cannot be solved by improving language skills (Jiang et al., 2010). Furthermore, Selmer et al. (2013) argued that while sharing the same language (English) had a positive effect on openness to surface-level types of diversity (linguistic and visible), it had little or no impact on openness to deep-level diversity (informational and value). For example, sharing language and information exchange could facilitate NNES lecturers' adaptation to a new teaching style and method. Nevertheless, those factors may not change the NNES's original beliefs, values, and solidified ideas created by their educational background (Sang & Calvard, 2019). Values include tolerance of ambiguity, an open mind, willingness to communicate, adaptability, curiosity, warmth in relationships, self-reliance, strong self-awareness, tolerance for cultural differences, and the ability to deal with failure (Mason & Rawlings-Sanaei, 2013). Therefore, although language impacts and shapes teaching styles, it is not necessarily the best means of helping newly arrived NNES staff (Luxon & Peelo, 2009). Rather, critical reflection, as mentioned previously, combined with improving English proficiency is needed to maximise the integration strategy of NNES lecturers.

2.4.2 Responses and Support for NNES Academics

Cross-cultural Training

Relevant training and institutional support can positively support NNES lecturers. For example, cross-culture training (CCT) and intercultural communication workshops, as reported in studies, have effectively enhanced NNES lecturers' intercultural communication (Sit et al., 2017; Vaccarino & Li, 2018). CCT was initially introduced in international business and trades, and subsequently in studies and work with international students (Sit et al., 2017).

CCT is an informed Affective, Behavioural, and Cognitive (ABC) model to help improve the effective adjustment of NNES lecturers coming to a new culture, and it has proved to

be effective in enhancing tertiary students' academic and career performances (Sit et al., 2017). Similarly, intercultural communication workshops benefit NNEs' ongoing professional development and improve their intercultural competence (Vacarino & Li, 2018). A study of three Auckland universities compared the work competencies of NNEs employees after 1-week and 1-month of attending intercultural communication workshops. The findings showed that the intercultural competence of NNEs employees significantly improved after participating in intercultural communication workshops (Vacarino & Li, 2018).

Another research examined international academic staff attitudes toward acculturation strategies (Bailey et al., 2021). Findings show that while international academic staff are willing to integrate, they decline any integration strategies that intend to remove all traces of their culture and values. Therefore, the training programme should take a broad account of cultural depth and sensitivity to cater for the requirement of new academic lecturers from diverse cultural backgrounds (Edgington & Swiatek, 2018).

Institutional Support and Response

Some institutions provide peer-mentor support for NNEs lecturers. The peer mentors work together, in a mutually beneficial partnership, through sharing and support in the professional field. This relationship can be facilitated when both parties have the same characteristics, including age and previous teaching experience (Kissau & King, 2015). For example, an institution may assign a full-time faculty member to mentor and support a new NNEs lecturer, which enhances the academic quality (Duke et al., 2006; Laari et al., 2021). However, studies also show that formal NNEs training support has disadvantages (Duke et al., 2006; Namrata, 2018). Firstly, Namrata (2018) found that most international academics were only informed of the opportunity to attend formal orientation, induction, or training a few months after working in academic universities. Secondly, Namrata criticised the current training method as a one-size-fits-all approach, noting there is a need to appreciate the cultural diversities of the new staff. Such training may create pedagogical dissonance or confusion among NNEs lecturers in the new

teaching environment (Duke et al., 2006). Therefore, training strategies should be flexible and tailored to trainees' needs and cultural context (Duke et al., 2006; Namrata, 2018). Another barrier for NNES lecturers to thrive in the new academic culture is the need for a professional development programme, an effective induction programme, and formal continuing career development (Kastelan-Sikora, 2013; Kissau & King, 2015). For example, NNES academics may need to familiarise themselves with relevant legislation and regulation of tertiary teaching and education.

New Zealand Acts and Regulations Relevant to Internationalisation in Higher Education

Establishing regulations relevant to internationalisation in higher education legislation makes a clear New Zealand Qualifications Framework (NZQF), a definitive source for accurate information about all quality-assured qualifications (New Zealand Qualifications Authority, 2014).

There are two regulations and policies that need to be considered in relation to tertiary education in New Zealand—the Education and Training Act, 2020 and the Tertiary and International Learners Code of Practice, 2021 (see Table 1).

Both regulations reinforce the internationalisation phenomenon in New Zealand universities and directly relate to providing culturally sensitive education and support of international expectations and multicultural contexts. For example, the Education and Training Act 2020 ensures protection to international students and tertiary institutions are to be responsible for international standards of research and teaching (Article 268), maintain international comparability (Article 433k), promote New Zealand as an educational destination for international students (Article 511d), and ensure adequate support for international students while living and studying in New Zealand (Article 511i). (Education and Training Act 2020 no 38, 2020).

Table 1. Relevant Regulation and Policies in Tertiary Education in New Zealand

Regulation	Note
Education and Training Act 2020	<p data-bbox="671 286 1461 510">Came into effect on 1 August 2020. It incorporates and replaces the Education Acts 1964 and 1989, the Education (Pastoral Care) Amendment Act 2019, the Education (Vocational Education and Training Reform) Amendment Act 2020, and parts 7, 7A and 7B of the State Sector Act 1988.</p> <p data-bbox="671 533 1461 763">The Act has modified the contents of education legislation for decades, which aims to provide a high-quality, culturally responsive, seamless, and inclusive education system, including early childhood education, compulsory schooling, international education and tertiary education.</p> <p data-bbox="671 786 1461 913">Source: Education and Training Act 2020 no 38. (2020). Public Act 326 membership of advisory committees – New Zealand legislation. New Zealand Legislation.</p> <p data-bbox="671 936 1461 1010">https://www.legislation.govt.nz/act/public/2020/0038/latest/whole.html#LMS341159</p>
Tertiary and International Learners Code of Practice 2021 (the Code)	<p data-bbox="671 1032 1461 1160">Covers domestic and international tertiary students and supports the well-being of those students enrolled in New Zealand education providers.</p> <p data-bbox="671 1182 1461 1256">Tertiary and international learners code of practice (2023). Open Polytechnic.</p> <p data-bbox="671 1279 1461 1509">https://www.openpolytechnic.ac.nz/current-students/student-rights-and-conduct/tertiary-and-international-learners-code-of-practice/?gclid=Cj0KCQiA_P6dBhD1ARIsAAGI7HCjG7XTVDKkd6LS3BGmhJDeDm3Gwo_ugyjEXMchdVDWWcmwqmdvpVkaAlu4EALw_wcB&gclid=aw.ds</p>

2.5 The Way Forward: Questions to Existing Language Ideology

Abilities to effectively self-adjust to the new culture, English language proficiency, and relevant training are important for supporting NNES lecturers in overcoming language-cultural challenges (Dunworth et al., 2021; Golombek & Johnson, 2004; Jiang et al., 2010; Lindsey & Lindsey, 2016; Selmer & Lauring, 2009).

Studies suggest that inequalities exist between the NNES lecturers and their local peers (Lin, 2020; Sterzuk, 2014; Sypnowich, 2001). These social inequality challenges may include the public's prejudice against NNES lecturers and the domination of the monolingual ideology. For example, a transformation from a monolingual to a multilingual ideology could change people's attitudes toward multilingualism and increase the acceptance of multilingual lecturers (Bailey et al., 2021). Language ideology is the conceptualisation of language expression and, like other ideologies, is influenced by political and ideological interests and cultural contexts (Woolard & Schieffelin, 1994). In addition to cultural diversity, people are diverse in terms of gender, social class, ethnicity, race, language ability, and other abilities. This research did not explore cultural diversity regarding gender, social class, and ethnicity, dimensions that warrant further studies. Cultural and language diversity form people's values and attitudes toward language acceptance. A person with a monolingual ideology may only accept English as the mode of scholarly communication and reject multiple languages (Lin, 2020; Sypnowich, 2001). For example, tertiary institutions in Sweden and the Republic of Ireland only accept native English speakers influenced by the public's unfavourable stereotype of multiculturalism and multilingualism since the mid-19th century. A study on Canadian campuses found that people who hold a monolithic language only recognised 'standard' English and rejected English language variations (Sterzuk, 2014). People holding a monolingual ideology against accepting multiculturalism in tertiary institutions is counterproductive to the aim of a global and inclusive education culture (Sterzuk, 2014).

An educational system that endorses the monolingual ideology is a significant barrier to multicultural teaching, respect, and appreciation for the multicultural world (Calafato, 2019; Simmie & Edling, 2016). Ideology transformation creates a more inclusive work environment, including recognising the NNES lecturer's language, cultural and ethnic identity, and pedagogical approach (Bailey et al., 2021). For example, the shift from monolingual ideology to multilingual status has not only benefited from introducing multilingualism to academics but has also brought greater attention to research on the

competencies and practices of NNES lecturers (Calafato, 2019). Therefore, language ideological shift gives NNES lecturers a chance to be accepted by the masses (Bailey et al., 2021).

2.6 Potential Contribution of My Research

This literature review has provided key information regarding the background and research rationale for my subsequent research. In this review, I have discussed NNES lecturers' potential contribution, challenges, integration strategies, and support in global education. The literature offered key insights into NNES characteristics in culture and language; and informed future strategies for effective, healthy, and inclusive international universities. However, literature has yet to fully explore the unique experience of NNES lecturers and how they potentially contribute to global pedagogy in the New Zealand context, as to be answered in my research. My research explored the new areas of NNES lecturers based on past literature reviews.

2.7 Chapter Summary

This chapter illustrates the unique contribution of NNES lecturers and their challenges in a global context. This chapter also comprised the integrated strategies relating to language-culture adjustment, self-adjustment, and social support. I concluded this chapter by providing insight into the direction of moving forward in an inclusive multicultural, multilingual university environment: language ideological transformation for the public to accept NNES lecturers' language and culture, and the creation of an inclusive educational environment. Next, Chapter 3 discusses the qualitative descriptive research design to answer the research questions.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This research aimed to explore the strengths that NNES international academics bring to enhance the teaching and learning environment in the New Zealand context. The participants were asked to share their teaching and education experiences, their adjustment to the New Zealand academic environment, and possible challenges and support they received to succeed in New Zealand. I used a qualitative descriptive research design and semi-structured interviews to gather information from the participants. This chapter discusses the chosen methodology, participant selection, data collection method, data analysis, ethics, and academic rigour.

3.2 Qualitative Descriptive Research Design

Qualitative descriptive research summarises events in the everyday context and focuses on the participants' subjective perspectives as an individual or groups (Sandelowski, 2000). In qualitative descriptive research, participants are generally asked about the who, what opinions or attitudes and beliefs, and where of events or experiences (Turale, 2020; Vaismoradi et al., 2013). Qualitative descriptive research has been widely used in health science disciplines like nursing and public health (Kim et al., 2012); therefore, it was suitable for answering my research question as it allowed participants to recall their previous work, education experience, and opinions toward creating a thriving teaching environment in New Zealand. I chose qualitative descriptive for the following reason: 1) it allowed me to gain insights and an in-depth understanding of the participants' perceptions, knowledge, and experiences; 2) it helped me understand how participants' perceptions and knowledge are context-specific and varied between participants (Doyle et al., 2020); and 3) Qualitative descriptive research was suitable for a novice researcher like me, who was new to a qualitative research methodology (Colorafi & Evans, 2016).

The research interpretation resulting from a qualitative descriptive design is not aligned with pre-existing rule sets or any philosophical or epistemological stance (Lambert & Lambert, 2012). Furthermore, a particular theoretical framework is less critical in qualitative descriptive research, unlike other qualitative research methodologies (e.g., phenomenology or grounded theory) (Colorafi & Evans, 2016). Therefore, compared with other qualitative studies, conceptual or highly abstract data rendering was not required in the qualitative descriptive research process (Colorafi & Evans, 2016; Lambert & Lambert, 2012). However, although it is not compulsory to present the philosophical stance and theoretical framework in qualitative descriptive research, rigour should be reflected in the research process.

Rigour reflects the researcher's ability to demonstrate competence, integrity, and ethics in research (Langtree et al., 2019). Rigour can enhance trustworthiness and minimise researcher biases inherent in qualitative methodologies (Johnson et al., 2020). Researcher reflexivity in the study can offer insight into researcher preferences and rationale for decision-making as the study progresses, which is critical to the rigour of the research process. As members of academia, researchers are responsible for ensuring the rigour of research, whether designing a study or reviewing a manuscript (Langtree et al., 2019). The rigour (including Credibility, Transferability, Dependability and Confirmability) of qualitative descriptive research in my dissertation will be discussed later (see section 3.4).

3.3 Research Method

The following section discusses the participant recruitment method, participants' inclusion criteria, data collection method, and data analysis strategy. I then conclude with ethical considerations and strategies to ensure the rigour of my research.

3.3.1 Participant Recruitment

Participants were purposefully recruited from academic staff at Auckland University of Technology (AUT) who met the inclusion criteria and were employed full-time at AUT at the time of the study. The inclusion criteria included participants for whom English is not their native home language and who had worked at AUT for at least 3 years. Having been working for at least 3 years at AUT would ensure that participants had taught and led a course, and were familiar with and knowledgeable of different teaching and research platforms and support available at AUT. The participants came from different nations, ethnicities, disciplines and linguistic backgrounds, gender, and age. Matching the sample with the purposes of the study topic increases the study's rigour and confidence in the data and results (Campbell et al., 2020).

Participants were also recruited through the snowball technique. Participants who had completed an interview were asked to share information about the research and the researcher's contact details with their colleagues. Interested colleagues would then contact the researcher directly. Snowball sampling is usually used in qualitative research in which the participants have specific circumstances or characteristics (Parker et al., 2019). Snowball sampling is a supplement method for purposive sampling to source information-rich cases (Naderifar et al., 2017). A total of eight participants completed interviews with the research team. Because New Zealand has a comparatively small number of academics in any given discipline, I used pseudonyms for all participants to protect the ethnographic data of colleagues and students. The participant information sheet (PIS) discloses the details of the study (see Appendix A).

3.3.2 Data Collection

Participants were asked to share their experiences and opinions about being an NNES academic navigating the academic environment in a New Zealand university, challenges faced, support received, and working and education dimensions. Online in-depth interviews were used to collect the data through audio-only Zoom because of the

Coronavirus disease (COVID-19) restrictions. Participants were asked to sign a consent form (see Appendix B) and a semi-structured interview schedule was used as an interview guideline (refer to Appendix C). The same interview schedule was used to guide all participants' interview questions, which makes the data collected comparable and more credible (McIntosh & Morse, 2015). Participants were asked, 'How long have you been working at AUT? Where are you from? Where are the faculty you currently or have taught? What is your native home language? Overview of your tertiary education and pre-New Zealand academic/professional experience'. These initial questions helped the interviewer build a connection with the participants. The follow-up questions included: 'What issues have you found in adopting New Zealand pedagogical culture and academic and social/cultural environment? How do you navigate differences in the learning pedagogy between your home countries or experiences and New Zealand, if any? How do you navigate linguistic and cultural differences in your academic work? What have been the most challenging experiences you had in teaching during academic teaching? Which support have you accessed, including those available from your department, faculty, or university?' These questions explored how previous experiences help participants navigate challenges and thrive. The interview was conducted in English and was audio-recorded with the participant's consent. Interviews took between 45 and 60 minutes. Participants received a supermarket voucher as a koha (Māori word for appreciation and gift) for participating in the interview. Participants were offered an opportunity to review, revise, and return their transcripts within 1 month from receiving them. Participant 2 took up this opportunity and supplemented his answer by clarifying and providing details examples which helped me to have a better understanding of his experiences relating to the formal support received from AUT.

3.3.3 Data Analysis

A 6-step framework was used to guide analysis of data and the generation of themes. The six-step thematic analysis includes familiarising data, the initial coding step,

generating categories and initial themes, reviewing and defining themes and sub-themes, and writing the research report (Braun & Clarke, 2006).

I started data analysis by reading the interview transcripts and paying attention to frequently mentioned keywords related to experiences and challenges, culture, and support and formed the initial coding. I also manually recorded and took notes of the coding process and outcomes, my comments, and ideas to help me develop the final coding and themes. After reading and coding the data manually, I used NVivo to create the child and parent codes.

NVivo is a helpful tool for dividing data into manageable segments. NVivo helped me to visualise the interconnectedness between various coding to better organise the codes onto child and parent codes and their relationships. Each parent and child code was grouped into possible sub-themes, and main themes were developed from the sub-themes (Saldaña, 2021). I became increasingly familiar with the data while performing these stages of analysis. All information on NNEC lecturers and their strengths, experiences, challenges, and support was read multiple times, coded, and analysed into themes and sub-themes. I worked closely with my supervisors on reviewing transcripts, coding, and identifying the themes. I ensured that all themes and sub-themes were related to my research questions. The subsequent development and nature of topic naming is an iterative process throughout data analysis. The research findings are discussed in Chapter 4.

3.3.4 Ethics

This research was approved by the AUT Ethics Committee (AUTEK) [Ref: 20/270, dated 29 March 2021] (see Appendix D). Ethical considerations in research refer to principles that guide the research designs and practices. First, potential participants make a fully informed, considered, and free decision about participating without pressure or coercion. Second, avoid offensive, discriminatory, or unacceptable language when developing a questionnaire/interview. Finally, all participants should be anonymous (Connelly, 2014).

3.4 Ensuring Academic Rigour

The researcher needs to implement strategies that strengthen and demonstrate the overall rigour of the qualitative descriptive, study during each stage of the research process (Johnson et al., 2020). The strategy of the research process includes understanding types of sources, searching and collating sources, source criticism and analysis, and dissemination (Langtree et al., 2019). Researchers incorporate various strategies into the research process, promoting the research rigour and communicating effectively to readers in the narrative. In my dissertation, I explain how rigour was ensured throughout the study using the four determinants of credibility, transferability, dependability, and confirmability.

3.4.1 Credibility

Credibility is the quality that reflects the research findings (Korstjens & Moser, 2018). Credibility plays a critical role in examining the accuracy of the research because it could respond to whether the research findings of participants' original data represent plausible information and fully interpret the essential research phenomenon (Korstjens & Moser, 2018; Noble & Smith, 2015). Improving the research credibility includes inviting multiple investigators to the study, improving the recording accuracy, and making the data transparent (Korstjens & Moser, 2018). This research included three investigators, including myself and two supervisors. Multiple investigators, data sources, and data collection methods could improve the research credibility (Korstjens & Moser, 2018) as the information gathered from different sources enhances the data quality and minimises research mistakes (Anney, 2014) . In addition, to improve the credibility of the data, participants were invited to examine the accuracy of the recording and add to or correct their information. Participants need to have enough time to review their transcripts and give crucial additional information if they chose to (Hadi & José Closs, 2016; Shenton, 2004). Finally, research credibility could be improved by enhancing replicability and transparency through peer review (Closa, 2021). Qualitative researchers contend that writing the report and receiving peer input could increase credibility (Anney, 2014;

Stenfors et al., 2020). During data analysis, I maintained a reflective journal that recorded the analytic process. I reviewed and discussed the background information, data collection methods and processes, data management, transcripts, and data analysis with my supervisors.

3.4.2 Transferability

Transferability is the degree to which the results can be applied to other research or contexts (Tong & Dew, 2016). The significance of transferability is that researchers can compare their results to studies conducted in different healthcare settings, regions, or populations, and evaluate if the results can be duplicated in other similar fields (Schloemer & Schröder-Bäck, 2018). For instance, I provided the NNES scholars' backgrounds, which will enable other researchers to assess the usefulness of the research for their area of interest.

Increasing transferability requires systematic consideration of primary target contexts, such as purposive sampling (Schloemer & Schröder-Bäck, 2018). This targeted population sampling technique maximises the information uncovered from a few people to promote rather than explore universal situations (Anney, 2014). In this study, transferability was achieved through purposive sampling. All participants in my research met the research selection criteria from non-native English-speaking countries and had at least 3-years of academic teaching experience in AUT.

3.4.3 Dependability

Dependability refers to the study results being consistent and repeatable (Bitsch, 2005; Chowdhury, 2015). Firstly, I kept all research-related items, including audio recordings, field notes, and transcription drafts, to ensure consistency throughout the study. Secondly, I used the NVivo computer software to help me to keep a systematic record of data and analysis, ensuring consistency throughout the study. Finally, I constantly reviewed my reflective journal to keep track of my research process. A reflective journal helps researchers to reflect on the research journey, insights and new learning

experiences, and practical solutions to problems. This reflective journal helped me track my research progress and plan during the meetings with my supervisors.

3.4.4 Confirmability

The definition of confirmability refers to the extent to which other researchers can confirm findings (Korstjens & Moser, 2018). Confirmability in qualitative research plays a significant role in ensuring accurate results (Korstjens & Moser, 2018; Tong & Dew, 2016). For example, qualitative researchers inevitably bring their skills, experience, and biases into the process, and confirmability raises the result accuracy by the researcher interpreting findings and data sharing (Giacomini & Cook, 2001; Korstjens & Moser, 2018; Tong & Dew, 2016). I kept all electronic records (tape records) and non-electronic records (i.e., field notes and documentation) throughout the investigation to ensure confirmability. I met weekly with both supervisors to share my data analysis and review each step of the data analysis process. I also kept a data analysis journal that helped me systematically present my findings.

3.5 Chapter Summary

The chapter focused on the qualitative descriptive methodology and various steps in the research process, including research design, data collection, and data analysis. This research considered ethnic considerations and discussed trustworthiness of the research in terms of credibility, transferability, dependability, and confirmability. Next, Chapter 4 presents the research findings.

CHAPTER 4: FINDINGS

4.1. Introduction

This chapter discusses the strengths the NNES international academics bring to enhance AUT's teaching and learning pedagogy. All participants' transcripts were analysed to answer the research questions. This chapter includes seven sections, starting with the participants' background, the themes and sub-themes and the findings concerning the research question. Three themes and six related sub-themes were identified during the data analysis, including the experiences of NNES academics, challenges, and support.

4.2 Participants' Background

Eight participants participated in this study. Three of them were males, and five were females. Their demographic characteristics are described below:

1. They were all born and grew up outside New Zealand and came from different countries, such as Samoa, France, Zimbabwe, Egypt, Iran, Iraq, and Serbia.
2. All participants had completed undergraduate and or postgraduate studies overseas. Five of the participants had completed their doctoral studies. Two participants completed their doctoral studies at New Zealand universities. The other participants obtained their doctoral degrees from overseas universities. The remaining three participants had completed master's degrees and did not have a doctoral degree or were doctoral candidates at the time of this study.
3. Participants' working experience included working at AUT and having taught overseas before joining AUT. All participants have between 5- and 20 years of working in the academic field. Four had worked with AUT for more than 15 years, and the others for less than 10-years. Two participants had worked as academics in other New Zealand universities before joining AUT.

4. All participants came from different AUT faculties and departments, including the Faculty of Design Technology, Culture and Society, Health and Environmental Sciences, and School of Engineering, Computer, Mathematical Science, and the School of Clinical. Languages spoken by participants include (in alphabetical order) Cantonese, Farsi, French, Greek, Japanese, and Mandarin.

4.3 Themes and Sub-Themes

The NVivo application was used to assist with the coding process of the transcript. The data analysis yielded three themes and six sub-themes derived from the initial parent and child codes. Figure shows the main themes and sub-themes identified through the data analysis. The three main themes are 1) experience, 2) challenge, and 3) support. The nested sub-themes are next to the main themes and are shown in the blue rectangle areas. The 'child and parent code' are to the right of the sub-themes and are indicated in the green boxes. The following Figure 1 and Table 2 describe the main themes and sub-themes generated from the thematic analysis.

Figure 1. The Map of NNES lecturers– Their Experiences, Challenges, and Support.

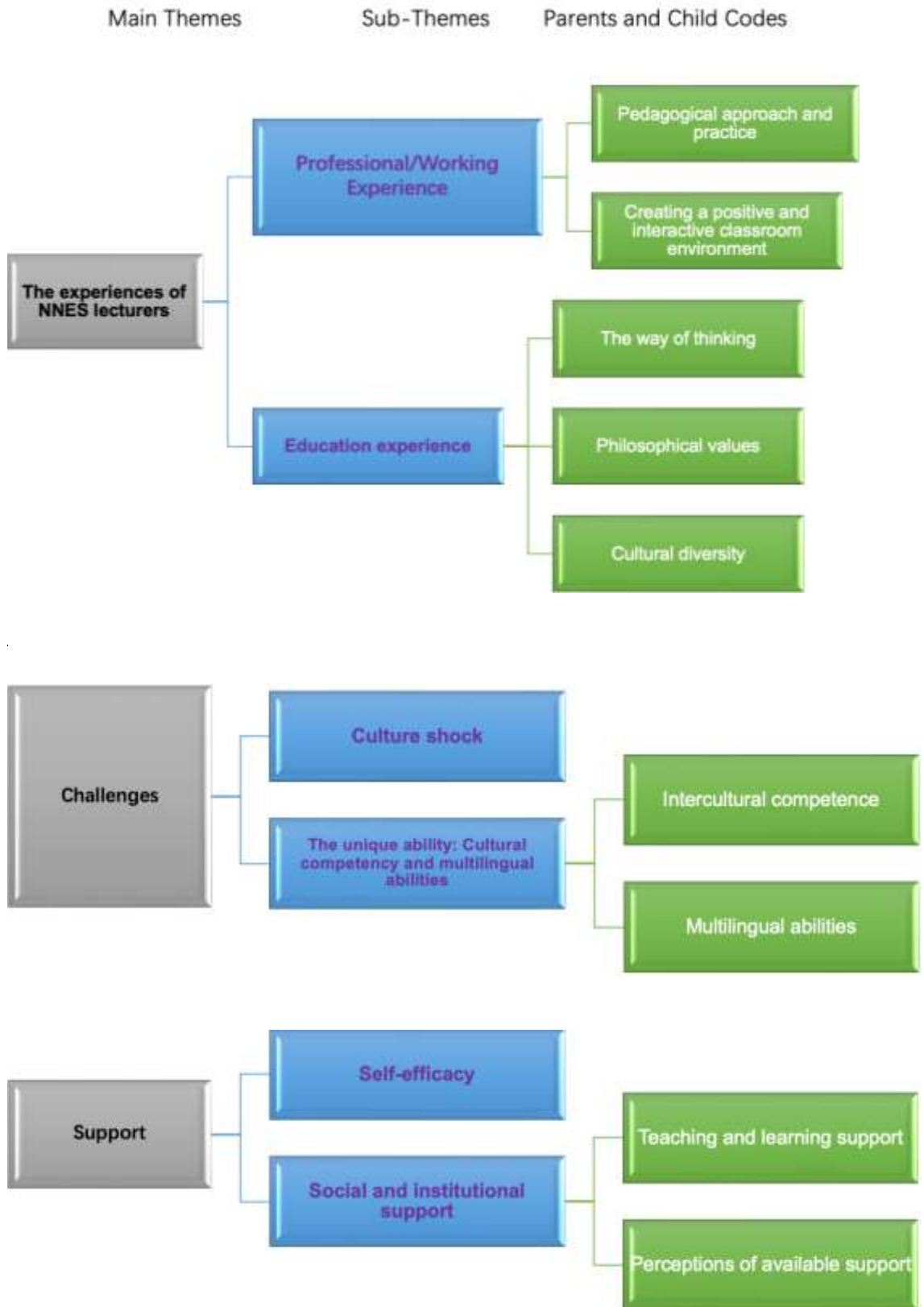


Table 2. The Main Themes and Sub-Themes Generated by the Thematic Analysis Process.

<p>Main Theme 1: The experience of NNES Lecturers</p> <p>An education and working/professional experiences of NNES lecturers</p>	
Sub-themes	Descriptions
A) Professional/working experience	Includes any academic-related working experiences that the participants shared.
B) Education experiences	Analyses the participants' educational backgrounds.
<p>Main Theme 2: Challenges</p> <p>Describes culture shock as the main challenge and explores how NNES lecturers respond to challenges using their unique assets.</p>	
Sub-themes	Descriptions
A) Cultural shock	Cultural shock refers to a situation of confusion and anxiety experienced by a person or an organization in a different country's culture or environment.
B) The unique ability: Cultural competency and multilingual abilities	How NNES lecturers overcome the challenges using their unique assets.
<p>Main Theme 3: Support</p> <p>Aims to find out how they self-adjust and how social institutions support NNES lecturers to maximise the advantages of NNES lecturers.</p>	
A) Self-efficacy	How do the NNES lecturers adjust when they start academic teaching?
B) Social and institution support	How do institutions and society provide NNES lectures with informal and formal support? How NNES lecturer's perceptions of support available.

4.4 Main Theme 1: The Experience of NNES Lecturers

In terms of my research question, 'what strengths do NNES international academics bring to enhance the teaching and learning pedagogy in the New Zealand context?', some participants believed their personal, social, and professional/working experiences contributed to and strengthened their teaching practice and pedagogical approach. I

categorised NNES experiences into professional or working and education experiences. I then explored what benefits they bring from those experiences and what unique experiences and expertise the participants brought to the New Zealand academic settings.

4.4.1 Professional/Working Experience

Participants believed that previous academic and teaching experiences can be an advantage to succeed in New Zealand tertiary institutions. Many participants had acquired knowledge and experiences that enhanced their ability to adapt to the New Zealand environment and solve problems. Below, I describe the contributions made by participants in their working experience, particularly in pedagogical approach and practice, and creating a positive learning environment.

Pedagogical Approach and Practice

This sub-theme reflects how NNES lecturers use their past teaching and learning experiences to adapt and contribute to the New Zealand context. Previous pedagogical experiences and teaching experiences were used by participants as a reference when they entered a new or, at times, unfamiliar teaching and learning environment. Participants also combined their various teaching skills to help them deliver an effective and fun teaching and learning environment for their students. Such teaching strategies might include helping students to master key points, after-class guidance, or recorded lectures and tutorials.

Participant 4 came from Egypt and had adapted their previous pedagogical approach to adjust and succeed in the academic environment. Participant 4 created a space to allow her to get to know the students individually and the students' expectations to help her better prepare the teaching and learning materials. As a result, Participant 4 video-recorded tutorials for the students to help them grasp challenging technical terms and jargon. This strategy improved students' understanding of the key points in the tutorial, hence, providing an effective learning approach.

And here in New Zealand of course it was more challenging... uhm because I'm dealing with cultures that I do not ...I am not familiar with. Some people give the content and go. This is ...bad actually. If ...very, very competent lecturer treats me like that, I wouldn't have attended the class [laugh]. It's my nature. I came here with these skills... you know my skills in, in Egypt help because once I know who, who these are and who these are and who these are, what do they ...I can deal with them. (Participant 4)

So, so once I came here and I attended some tutorials and some lectures, I knew how I would uhm eh like to perform. I wouldn't of course give my students a heavy content but, but I'm going to give them the whole thing discussed in and tell them to watch the recorded tutorial. OK, the class is 2-hours, I cannot cover everything, so I'm going to cover two things; for instance, and then tell them to watch the lecture. These strategies to give them everything concise and simple, but to tackle every single point during the tutorial, not, not skipping something and tell them OK you can watch my recorded lecture ...you can go and check. No, I don't do that because I'm not sure they're going to check that, so I'm checking it while they're in front of me, you know. (Participant 4)

Creating a Positive and Interactive Classroom Environment through Cultural Exchange Knowledge

All participants admitted that they had a foreign accent. Nevertheless, none reported experiencing discrimination due to their foreign accents. Instead, two participants believed the peculiar accent would activate the students' interest in the NNES lecturer's classroom. The NNES teacher's accent might be inviting and perceived as exciting and unique and would motivate students to attend class. Participant 4 was not shy about her foreign accent. She explained her accents, her cultural background and examples of some colloquial language.

My accent ...like in my country, I sometimes used my students' accent, and I show them how I like talking with them with their dialects ...they, they actually, they started to like talking to me because I talked in their colloquial language. So, this gives them happiness. They are happy when they see me like that... I start explaining in 'my interesting tongue' ... [laugh] they liked it, you know, they, they're telling me OK now we like you... your accent cause... unique. (Participant 4)

4.4.2 Educational Experience

This sub-theme focused on how participants' previous educational experiences helped them to thrive in the New Zealand teaching environment. I reviewed the participants' education experiences and concluded that their education qualifications influenced their way of thinking and problem-solving. Participants' educational background created their specific philosophical values. Participants from different countries formed cultural diversity and multiculturalism. The participants believed valuing multiculturalism and cultural diversity would stimulate creativity and tolerance in the class.

The Way of Thinking

All participants in my study had at least a postgraduate qualification. They believed that having a postgraduate qualification had prepared them to deal effectively with complex problems and effective problem-solving.

Ah, it's a different way of studying, isn't it? It's a different way of thinking because I think that postgrad studies are just changing or influencing the way you think. Yeah. So you're saying if the academics have undergraduate or postgraduate? It's ah different, you know, if you have postgrad studies already... ..it's much easier. If you don't... you need it... would be easier for people with postgraduate degree to come and work. (Participant 5)

Philosophical Values

Participants believed that their philosophical values were produced by their educational background and upbringings. For example, Participant 7 emphasised that people from

Pasifika backgrounds had a strong sense of collectivism. Collectivism emphasises the group or collective interests over the needs and desires of individuals (Collectivist Culture, 2022). In such cultures, people focus more on group development and relationship with other members (Alkhadher et al., 2020). For example, people with stronger collectivism show helpful behaviours toward the organisation and others, which can positively impact learning practices (Alkhadher et al., 2020). Thus, people with strong collectivism are willing to help their lecturers achieve and improve the quality of learning and teaching practice.

I don't know how to ask this question but maybe, I, I try my best. [Participant and Interviewer. laugh]. It's, it's uhm, because my interest is in how we navigate, you know, there's a culture... there's subculture. The culture... like symbols, the language, the attitude, the collective value... Talanoa, even the way people Talanoa, there is the collectivism culture in that, Talanoa, Talanoa, because of love, the love we have for our fellow... fellow human beings, we empathy whether they're Talanoa or, or not... And I sometimes say to students, if you have never been poor, it is very hard for you to show that sort of empathy, so, to, to, yeah, so, you know, to me the, the pedagogy is, is there as well. (Participant 7)

Participant 7 explained that Samoans hold a strong sense of family. However, Samoans are eager to leave their comfort zone and embrace different cultures. At the same time, they spread the values of multi-culturalism and celebrate cultural diversity in the academic environment.

I said in the classroom it is ...like sharing, it's like sharing, uhm, some of the... pedagogy... a Samoan perspective is looking out for each other, that strong sense of family and then you get some of our students, because of the way that they were raised, they are not into that, they are only after them... ...what they can achieve as an individual. So I see there the clash of collectivism, family doing things for family, or, and, and the other... I mean pedagogy is such a big thing, but even the way...

where you come out of your comfort zone and it's, and you learn different cultures, you learn how to live with neighbours that you don't like and you learn how to, what I call, you know, the real aroha [te reo for love], the give and take. (Participant 7)

Cultural Diversity

As noted earlier, all participants were born and raised overseas. They brought their cultural upbringing and customs, values and traditions. Participant 1 admitted to acknowledging the presence of cultural diversity on the AUT campus. *Interviewer: OK, is it right that in your faculty, DCT and business you have lots of international or colleagues from international background?*

Participant 1: Yeah, definitely.

Interviewer: Yeah, so that's why you said you're not feeling alone?

Participant 1: Yeah. Yeah, yeah, yeah, yeah, because in other faculty there could be a different situation. It can be, but mostly you know business faculty is kind of yeah, yeah definitely they have ah, you know, a student from all over the world. Yeah, yeah, I mean the staff.

Interviewer: The staff as well?

Participant 1: Oh, it's staff. Yes, yeah we have a you know, different you know, staff from different you know culture, yeah we have.

The meaningful and appreciative cultural exchange allows NNES lecturers to learn, respect, appreciate, and accept cultural diversity. For example, Participant 7 explained that communication with colleagues or students of different cultures from their own would expand their understanding of other's people customs and ways of thinking hence expanding their intercultural abilities, sensitivity and competency. *We've have had a, a lovely Korean, you know, lady, live with us for 3-years and we learnt so much having her. You know? It's the, the biggest learning curve for our family was, you know... uhm, we learnt so much about her culture, the food, and everything and, and she learnt so much from us. (Participant 7)*

4.5 Main Theme 2: Challenges

Theme 2 includes two sub-themes: cultural shock and unique abilities, intercultural competency and multilingual abilities. Intercultural competence and multilingual ability were unique assets for all participants. They were regarded as stepping stones to help NNES lecturers build good relationships with their students and improve their learning experiences.

4.5.1 Cultural Shock

This sub-theme discussed the daily life challenges experienced by the participants. Participant 5 admitted experiencing cultural shock and how AUT's assessment approach to evaluating students was initially a big challenge for him.

Participant 5: Big transition ... as academics from overseas we come here we bring family, we adjust to the culture and ... adjust to a new job... experience some sort of cultural shock that you are not aware of ... I found out that, that's a normal feeling. I mean, I talked to people who came from other countries ... very interesting way how it's expressed in people or how people live that... A new thing, right, that you are responding to that...

Interviewer: Did you have a cultural shock?

Participant 5: Absolutely! For example... the assessment is different because [in my country] we had all exams, oral, and practical ... and in the lab. Very tough system... different for me... assessment, marking, and all of it. So that was new for me, because I didn't assess students in that way.

Participant 6 also explained that New Zealand's cultural values and norms have changed and will continue to change. He believed that even native English speakers, academics, and students, such as those from Australia, the UK or the US, also faced similar

challenges adapting to NZ ways of life and academics. For example, on NZ academic culture, students' culture, and ways to work and support their students, not to mention, the digital culture and communication platforms. Cultural shock is common for any migrants coming to NZ, including NNES lecturers. However, staying true to one's cultural identity and values is also important.

Yeah, culture changes even within a country... So, so you know, so things that are quite sacred and important to us, they evolve and change over the years and, and I think that that's what makes us special. Is that strong sense of identity and, cultural values. (Participant 6)

4.5.2 The Unique Abilities: Cultural Competency and Multilingual Abilities

Thematic analysis indicated that intercultural competency and multilingual abilities helped the participants adapt to different cultural environments and deal with cultural shock. The following section discusses intercultural competence and multilingual abilities.

Intercultural Competence

Intercultural competence refers to interacting respectfully and effectively with people from different cultures to promote inclusion and create a welcoming learning environment (Leung et al., 2014). People with intercultural competency reflect how people positively respond to individuals from different countries. For instance, Participant 6 often motivated his students to observe culturally sensitive practices. Participant 6 was a foreign language lecturer, and he could explain language expression and acquisition well within the relevant cultural context.

So, often I tell students, "In New Zealand you do this, but in [my country] eh, you need to do this. In English you say things like this, but we don't do that in country so and so". That kind of thing. And also, uhm, "When it is very similar, you do this, in this country we do this too". So, basically, it's how I teach the foreign language, culture, that kind of thing. I talk about similarities and differences. (Participant 6)

Intercultural competence refers to the ability of people to communicate effectively across different cultures and to work with people from different cultural backgrounds (Deardorff, 2011; Leung et al., 2014). An individual with good intercultural skills will be able to be empathetic toward people from other cultures, be open-minded, and willing to learn from people of different cultural backgrounds to their own (Deardorff, 2011). For example, Participant 6 came from Japan. He was happy to share his upbringing and stories of the norms, values, attitudes, habits, and social etiquette of the people from Japan. Then students, in turn, felt comfortable sharing their cultural backgrounds in the class with their lecturers and classmates. Intercultural competence is becoming increasingly important in a progressively connected and globalised world.

That, that's what we are teaching when we teach culture. We do not simply tell, 'This is the Japanese culture. [I asked my students] ...what do you do in this situation in New Zealand? What about you, you are from China? In this situation what do you do? You're from Indonesia, in this situation what do you do? How do you react to such and such?' That kind of thing uhm, this is very interesting... So, it's not just about Japanese culture in my class. We talk about different cultures. (Participant 6)

Multilingual Abilities

Participant 6 believed that more than half of the international students studying at AUT had English as their second or third language. Participant 6 observed the changes in the students' trend of attending foreign language classes (e.g., Japanese, Korean, etc.) from domestic English-speaking New Zealanders to foreign and international students. A few participants also explained the benefits of speaking different languages, other than English, that, at times, helped them to better assist international students of similar linguistic backgrounds. International students appreciated receiving support from those who were able to speak their native home language. Participants 3 and 4 believed that having multilingual ability could help remove cultural and language barriers and create a more comfortable learning environment.

In the past we had a large number of Korean students, but somehow, we don't have many Koreans nowadays. Chinese speaking students, quite a lot. Now in Year Three, more than half of the students eh, have a language background which is not English and they are international students. (Participant 6)

What if, what if a, a mentor doesn't, doesn't understand the need... making a team of mentors, one for Chinese culture, one for Middle Eastern culture, one for Indian culture, one for Eastern Europe culture. So maybe this can happen. Do you, you think the same culture would be, would, would work better... that person has been here for 10-years and one is Middle Eastern, the other is Chinese, which one do you prefer? I would prefer the Middle Eastern, for instance, the one from my culture... So we need to pre, prepare mentors from all ethnicities and are from all cultures. (Participant 4)

So during lab I was, you know, interactive with this student... there's no language barrier. This is one important thing, and there's no cultural barrier because you know we are the same culture. So I was so much feeling comfortable and relaxed. I didn't feel any, any difference actually I didn't... In Malaysia, ah, there was, not language barrier. (Participant 3)

4.6 Main Theme 3: Support

This final theme reflects what support helped the participants thrive in the teaching and academic environment at AUT and other New Zealand universities. Sub-themes include self-adjustment and social and institutional support. Participants shared their adjustment journey and what kinds of support would have benefited them.

4.6.1 Self-Efficacy

Self-efficacy as well as individual's belief that they have the ability to perform the behaviours necessary to achieve a specific performance (Klassen & Usher, 2010). The participants indicated that high levels of self-efficacy were amongst the key elements to

their personal and professional development, which included creating a social learning environment and effective self-adjustment. For example, participants built their social learning environments to enhance their learning ability. They established networking to communicate and extend learning through social spaces (Participant 8). Others (Participants 1 & 6) said they continue developing their self-adjustment to be an effective lecturer. Participants explained that the adjustment method includes culture adjustment, self-learning through online resources, and learned adjustment strategies. The following quotes illustrate these methods.

You need to be able to adjust yourself to suit the culture in New Zealand. Your students are expecting this. If you give something completely different, they will get confused. They may not trust you. ...I think for me, because I am such a reflective person... ...I, you know, I am forever writing things, you know, journaling and, and all of that and just having conversations with you know, other people in the community, that sort of like keeps me, but I have what I call a 'Safe Network', because you can't talk to everybody in your, in your own school. (Participant 6)

It's single or individual, you know, help... Google... online, you know, searching... self-motivation and self-learning. Uh, honestly, online Googling... most of my question was about... what are the strategy of teaching? But which one is more useful? And usually, I use... YouTube videos. You know I use them. (Participant 1)

It extremely interesting how people expanded their learning spaces, how they build their own social learning environment to enhanced learning. So as a teacher, your job is not just the content. It's to build those, uh, opportunity for them to extend the learning in other spaces, in social spaces. (Participant 8)

Participants believed they have a self-adjustment ability that has helped them quickly adapt to the international academic environment. However, participants believed self-adjustment is less important in improving teaching quality. For example, Participant 8

stated that institutional support was very important to help immigrant NNES lecturers thrive in the New Zealand context.

Yeah, for you, eh know that you not properly designing your course. You're really not... you don't have the potential. And you, eh, eh, you, you can't call yourself an effective learning, uh, teacher. ...support like, eh, you know, training is very important. (Participant 8)

The participants believed that extra social support within their cohort or team or department was useful for regular sharing of teaching experiences, offering and receiving support from their peers and AUT workshops.

4.6.2 Social and Institutional Support

Teaching and Learning Support

AUT provided teaching and learning support for academic staff. Teaching support refers to various technology and support teams such as academic literacy development for students, booking a teaching session for students, requesting an academic literacy appointment, copyright advice liaison librarian services, readings and resources for students, and recommending a purchase (refer to AUT website: Library-for Lecturers). One-to-one peer mentoring support and library workshops are also available for all students and staffs when they need support. Other forms of social networks within AUT included Women on Campus, the AUT Asian Network, and AUT Diversity. Participants mentioned the benefits of an informal support group with their peers as a safe space to share teaching experiences and strategies, and support team members. The following examples illustrate the teaching support that the participants accessed.

Participant 5 believed that he received informal support through informal or organised social gatherings, classroom co-teaching colleagues, and formal, organised meetings. Participant 2 received support from a mentorship system and regular meetings to discuss classroom performance. Meanwhile, Participant 3 received technical support from

various AUT organised workshops which helped him gain familiarity with the AUT teaching system.

I went through several teams, and people were retired and then, and then the new people come and then you again hear the experience. (Participant 5)

It could, could be a mentorship system, and I was told when I joined that there was a mentorship opportunity, but the information I got was very little. I didn't know how to find those mentors who they were. If you know so, it could be... like just someone you know... tells you is a list of mentors. If you want to have someone that can support you with teaching and with research, that could be maybe a model that maybe exists, but we don't make use of it. (Participant 2)

Yeah, once I arrived, there was a [induction] workshop. (Participant 3)

Participant 3 explained that managers suggested new staff attend other lecturers' classroom interactions and learn from senior colleagues how lecturers deliver their materials and effectively interact with their students. Even lecturers with 15-years' experience were encouraged to attend lectures with other colleagues. Participant 3 emphasised how attending lectures inspired him to generate new ideas about academic teaching by observing the teaching experience of other lecturers.

I already have more than 15-years, you know, experience, in teaching. So, uhm, I don't think they feel that I need too much support. Yeah... they asked me to attend some lectures with other colleagues ...things that make it helpful for me... to see how they do, how they deal with their students. How they deal with some situations that could happen during teaching. But in AUT it was not official. It was just like, if you like you can you can go there. But for myself, I think if it is official. And more than maybe, at least three or four different lecturers, so it will give us better ideas and more helpful if they do such kind of mentoring. (Participant 3)

Perceptions of Available Support

Participants expected to have more frequent support meetings. Due to a lack of formal support, a few participants did not feel they received adequate help from AUT. The following transcript embodies the participant's complaints about the AUT support system.

Interviewer: Did you go to AUT, any AUT like staff training or induction?.

Participant 1: They told us a different strategy we can use in terms of the teaching and they actually shared their experience as well. A lady was actually running this workshop. ...very helpful you know, because we had a like a private chat as well. She told me different strategies we can like use it in the class.

Interviewer: Was it just a one-off training?

Participant 1: Unfortunately yes... I think such a workshop is good to have every year. Because this is only for the first time, you know for the newest staff. But I think it should be every year you know to update our experience. Or to learn something new, because like I said this, this was only for the new staff and it's one-off, you know sessions. I mean like one big session, but still... every year it's good to have in each school.

I was amazed how there was zero, no, no, no, nothing, no induction, no. No, no, no really any yeah anyone introducing you to anything like, like even you know the tools being used for teaching, no workshop or any. Well, I had to go to those mandatory workshops, you know for supervision... That's super, I didn't learn much, close to nothing. (Participant 2)

Nonetheless, some participants were positive about the support offered by AUT. Participants especially felt they received support and encouragement from the team when experiencing stress and anxiety relating to work or family. For example, some

Muslim participants received tremendous support from their colleagues following the 2019 Christchurch Mosque attacks in NZ. Participant 3 received a lovely card from their peers with words of attention, affection, and encouragement.

My working places. At work office. Yeah, my office. And they sent some cards to me. Yeah, they write a few lovely words, and you know, supporting words. Yeah, and many emails of course. Yeah, so at that time it was really supporting, and I really appreciate that. I highly appreciate what they did for me. This is the first time I feel that I'm really in a, you know, supporting culture. Supporting you, know educational or university culture. (Participant 3)

4.7 Chapter Summary

This chapter illustrates the role of NNES lecturers in promoting international education by describing the academic contributions of eight participants. Study findings revealed three themes: Experiences, Challenges, and Support. The first two themes highlighted the participants' unique abilities and experiences to help them adapt to the New Zealand academic environment and its challenges and to thrive. The third theme focused on participants' perceptions of support available and received from AUT. Next, Chapter Five summarises the research findings, and includes a discussion of the implications of this research to existing literature and programmed policies. The study's strengths and limitations are addressed.

CHAPTER 5: CONCLUSION AND DISCUSSION

5.1. Introduction

This chapter comprises six sections. It starts with an introduction, and a summary of the research findings, followed by a discussion section. The final two sections discuss the strengths and limitations of the research, and the dissertation concludes by proposing directions for future research and improved policy and practice.

5.2 Summary of the Research Findings

This research asked what strengths do NNES academics bring to enhance the teaching and learning pedagogy in the New Zealand context? The findings of this research sought to answer the following sub-questions:

5.2.1 How did Participants' Experiences Strengthen Academic Teaching?

Previous working experiences were critical in participants' effective adoption of and adjustment to New Zealand universities, including building a good rapport with their students and students' engagement and adjustment with the assessment systems. The participants drew on previous experience and found solutions.

- Having come from different pedagogical landscapes of teaching and learning, the participants had observed various skills and teaching methods that all combined to produce more effective teaching and assessment methods. The participants preferred to use an eclectic approach by combining multiple teaching skills to achieve optimal classroom teaching, particularly when the teaching process and contents were in-depth and complex.
- For a few participants, openness and invitation to students to share their cultural diversities and background was seen as an effective avenue to build a good rapport with their students.

5.2.2. How Would Participants' Educational Background, Multilingualism, and Intercultural Skills Benefit the Internationalisation of tertiary education?

- The participants believed that sharing their cultural backgrounds and appreciative attitudes toward cultural diversities would enhance students' sensitivity to multiculturalism in education, openness to different ways of thinking and knowledge acquisition.
- The participants believed that building awareness and appreciation of multiculturalism and different ways of thinking would enhance students' creativity, tolerance, and international mindset.

5.2.3 What are NNES lecturers' challenge, and what are their responses to the issues?

- The participants explained various challenges faced in their adaptation to the NZ cultures and the tertiary institutes. Those challenges include experiencing cultural shock and unfamiliarity with the education and assessment systems.
- The participants responded to challenges by harnessing their multicultural competency and previous working experiences. They gave examples of aspects that constitute multicultural competency, including intercultural communication skills, multilingual skills, and a keen interest in learning about New Zealand cultures, the students' lives in New Zealand, and their expectations and learning styles.
- Being able to speak more than one language, other than English, also helped the participants to build a good rapport with international students, especially students whose cultural backgrounds were similar to the participants.

5.2.4 What Support is Needed by NNES Academics Coming to New Zealand Universities?

- The participants highlighted and acknowledged the support they received informally from their family, friends and colleagues and formally from their department or the university.
- The participants were aware of the AUT induction for new staff. However, none of them mentioned any participation in AUT-wide networks, including Women on Campus, the AUT Asian Network, and AUT Diversity.
- The participants also mentioned technical or teaching-related support from, for example, AUT Learning Transformation Lab (AltLab) and IT services.
- The participants preferred receiving peer support such as mentorship or a buddy system.

5. 3 Discussion

This discussion section highlights the unique assets of NNES lecturers, their ability to address challenges, and the support needed to enhance NNESs' strengths. The results generated by this research enhance our understanding of the unique benefits of NNESs and how the strengths of NNESs enhance the academic environment in New Zealand. The first two themes introduced the challenges NNES lecturers face and explored how NNES lecturers respond to overcome challenges. The last theme related to support for NNES lecturers. The first two themes reflected the NNES lecturer's ability to enhance academic teaching in New Zealand. The last theme explored how individuals and institutions support NNES lecturers in maximising the NNES's strengths in academic teaching. While most views in my research support the literature, there was disagreement concerning the theme of 'challenge'. While ample literature focused on the challenges and disadvantages of NNES lecturers, this research mainly focused on the strength of NNES lecturers, and findings were discussed in this light.

5.3.1 International Experiences and Intercultural Skills and Cultural Diversity

My participants believed that experienced NNES lecturers could optimise classroom teaching and create a thriving academic environment, as reported by others (Dial, 2008; Greek & Jonsmoen, 2021). The development path of international education is central to the country's education quality and it enriches the international pedagogical approach to education (Greek & Jonsmoen, 2021).

Participants believed that coming from different cultural practice and linguistic backgrounds to that of their students had exposed students to cultural diversities, as noted elsewhere (Green & Myatt, 2011; Kawasaki, 2020). Cultural diversity plays a vital role in rapport building across cultures and could affect effective teaching and learning approaches the development of knowledge discipline (Frisby & Munoz, 2021).

By sharing their cultural background, a few participants invited their class to build tolerance and appreciation of different ways of thinking and knowledge acquisition. Accordingly, research also found that a culturally diverse approach to a learning environment will enhance a thriving and tolerant international academic environment (Bonner et al., 2018; Pusch, 2009).

Being sensitive to cultural diversity and competent in intercultural relationships and communication helped the NNES academics to examine their students' learning needs and abilities, and deliver appropriate and effective teaching and learning approaches (Dial, 2008; Huang & Moon, 2009). Therefore, cultural diversity stimulates people's creativity, understanding, and tolerance; hence, enhancing the vitality of education development (Green & Myatt, 2011; Hsieh, 2012; Kawasaki, 2020).

Participant 7 (Chapter 4, Section 4) raised the possibility of cultural clashes; for example, from collectivist versus individualistic cultural differences between lecturers and students or NNES immigrant lectures versus the new university. Studies on this topic have been widely published by other scholars (Holmes, 2004; Kingston & Forland, 2008; Tavares, 2022). Participants also believed that within an international development education sphere, an NNES lecturer's values and contribution deserve to be valued equally and

incorporated within the curriculum and programme development, as reported by (Kingston & Forland, 2008). The same approach also applies to international students (Frisby & Munoz, 2021; O'Brien et al., 2019; Setyono & Widodo, 2019).

5.3.2 Intercultural Competence

The findings suggest that participants reported that intercultural competence was critical for overcoming social and cultural challenges, and challenges in academic teaching and learning. Intercultural competence refers to interacting respectfully and effectively with people from different cultures to bridge diversity and inclusion toward a welcoming learning environment (Lindsey & Lindsey, 2016). My study concludes that the participants' intercultural competency helped them to positively respond to the students' need, and colleagues from different cultural backgrounds (e.g., Participant 6, Chapter 4, Section 5), as also reported by (Dunworth et al., 2021). Studies further suggest that language may be an effective medium to decrease cultural conflicts and improve intercultural competence (Dunworth et al., 2021; Lindsey & Lindsey, 2016).

5.3.3 Dealing with Language Barriers

None of the participants in this study reported experiencing significant language barriers. Role-modelling a positive attitude toward multilingualism and openness to share one's cultural background was appreciated by the students (e.g., Participant 4, Chapter 4, Section 5). It could stimulate students' interest and curiosity. Sharing cultural background helps build rapport with students and motivates them to connect and share their culture with their lecturers (Chun, 2014; Mason & Rawlings-Sanaei, 2013). Multilingual abilities may attract international students, stimulating international enrolment and education development (Chun, 2014). Other research, however, shows the contrary—that having a foreign accent was counterproductive to the learning environment and destroyed the NNES lecturer's confidence (Calafato, 2019; Dang & Vu, 2017; Tan et al., 2021).

5.3.4 Support

Participants created a learning environment and established a network to help their self-adjustment to adapt to New Zealand's sociocultural environment and workplace. This self-efficacy effort is critical to the individual's ability to effectively adapt in a cross-cultural context (Golombek & Johnson, 2004; Liu & Jernigan, 2012; Shi, 2021). Participants, for example, have used various tools, including peer-to-peer mentorship opportunities, observing others, and creating personal journals; all of which have been found to be effective tools (Liu & Jernigan, 2012).

My findings suggest that more than self-efficacy is needed to help NNSE lecturers navigate and learn about the curriculum design. For example, participants believe self-adjustment could help them quickly adapt to the teaching environment but is less important in improving teaching quality (e.g., Participant 8, Chapter 4, Section 6). Therefore, training support is a supplement strategy to support NNES lecturers.

NNES lecturers may get benefits from sensitive intercultural communication workshops. Those workshops need to appreciate and be sensitive to the cultural background of the NNES lecturers (Duke et al., 2006; Laari et al., 2021; Namrata, 2018; Sit et al., 2017). Such workshops or training methods should also respect the NNES inherent beliefs and values (Laari et al., 2021). The participants, in general, noted the need for more formal training received from their institutions. Participant 2 (Chapter 4, Section 6) claimed they received little formal support, such as an introduction and regular training meetings. Despite the lack of formal training, participants received informal support from other sources such as AUT websites, workshops, and attending other lecturers' classes (e.g., Participants 2, 3, 5, Chapter 4, Section 6). Furthermore, participants were satisfied with the emotional support provided by AUT, such as receiving a note card of appreciation or support, having an assigned informal mentor, and peer support groups organised by their line manager (e.g., Participant 3, Chapter 4, Section 6).

5.4 Study Strengths and Limitations

This research offers a platform for follow-up research on the potential contribution of NNES lecturers to New Zealand universities and how their unique assets enhance the internationalisation of New Zealand universities and offer positive learning and teaching experiences. By using the qualitative descriptive approach, findings from this research gave in-depth and insightful data on the subjective experiences of eight NNES lecturers at AUT. This is the first-ever study conducted at AUT relating to NNES lecturers. I have presented insights into the strengths of NNES lecturers to enhance international teaching at AUT.

This research has some limitations. Purposive sampling was applied in the study to allow me to collect data on a specific population to answer the research questions. My study sample was not representative of NNES academics in Auckland nor New Zealand overall; therefore, findings cannot be generalized.

5.5 Future Research

This research was based on a small sample of eight people. Due to the COVID-19 pandemic which interrupted and increased the workload of academics, it took much work to recruit a larger number of participants. Future studies may include a greater number of participants across different disciplines and universities in New Zealand to enable an in-depth understanding of the context of NNES academics in New Zealand and how to make the most of their expertise and experiences.

The international education environment is a global phenomenon, and New Zealand has one of the highest proportion of NNES migrant academics (13%) (Policy, 2022). A thriving tertiary education environment is of interest to future students (domestic and international), institutions, and the country. A mixed method and/or longitudinal research may benefit the assessment of changes and development in the characteristics of NNES and/or immigrant international academics, institutional directions, and the future of world-class education in New Zealand.

This study found that pedagogy skills and intercultural competence were essential in enhancing intercultural and transnational academic teaching. This study was designed to focus on the strengths and potential contribution of the NNES participants to AUT. Although I did not ask questions on determinants of social inequity or equality, other research suggests that discrimination, racism, and monolingual ideology, may affect social inequity in the academic space (Blackledge, 2000; Calafato, 2019). Studies suggest that the inequality gaps between NNESs and local lecturers are obstacles to a multicultural and linguistically diverse university environment (Piller, 2016). These issues warrant further study in the New Zealand context.

5.6 Chapter Summary

The chapter discussed the research findings concerning relevant published literature. It has offered recommendations for practice and further research, including strategies to improve NNES lecturers' social equality. The chapter has noted the study's strengths and limitations.

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Appendices

Appendix A: Participant Information Sheet



Appendix 1

PARTICIPANT INFORMATION SHEET

Date Information Sheet Produced:

16/8/2020

Project Title

AUT academic workforce diversity and "internationalization" challenges.

An Invitation

Dr Sari Andajani and Dr Shabnam Jalili Moghaddam would like to invite you to participate in a small qualitative study exploring the experiences of AUT academics whose English is not their home language.

WHAT IS THE PURPOSE OF THIS RESEARCH?

AUT's aims and mission statements promote acceptance of diversity, of gender, gender identity, ethnicity, disability, and culture and language background. AUT values promote respect, tolerance, inclusivity and understanding of diversity (AUT, 2017). Internationalization of the workforce and the student body is central to AUT's strategic plan. AUT's professional development and formal orientation and induction programmes can no longer adopt a one-size-fits-all approach which overlooks the diverse teaching practices, and educational or pedagogical cultural backgrounds of incoming migrant academics. Migrant academics require diverse training programmes that will enable them to contribute effectively in AUT teaching and research.

Much research has been dedicated to understand the experiences of NNES students studying in English-speaking universities and vice versa, native English speaker academics teaching in non-English-speaking countries (Duong & Chua, 2016; Wilkins, 2011), however, research on the experiences NNES academics in English-speaking countries is lacking and support is under-resourced (Namrata & Anesa, 2018; Universities New Zealand - Te Pōkai Tara, 2016). Our proposed research investigates the myriad challenges faced by NNES academics in AUT and how they navigate their socio-cultural, pedagogical knowledge and linguistic challenges in their new teaching and research environment. The findings of this research will be used for academic publications and presentations.

HOW WAS I IDENTIFIED AND WHY AM I BEING INVITED TO PARTICIPATE IN THIS RESEARCH?

You were identified as a possible participant for this study because you are a current academic staff member whose English is not your native or home language and that you have been working at AUT for more than three years.

HOW DO I AGREE TO PARTICIPATE IN THIS RESEARCH?

If you wish to participate in this study you will need to review the attached consent form and sign it at the time of the interview/group discussion. Your participation in this research is voluntary (it is your choice) and whether or not you choose to participate will neither advantage nor disadvantage you. You are able to withdraw from the study at any time. If you choose to withdraw from the study, then you will be offered the choice between having any data that is identifiable as belonging to you removed or allowing it to continue to be used. However, once the findings have been produced, removal of your data may not be possible.

WHAT WILL HAPPEN IN THIS RESEARCH?



If you decide to participate in the research, Shabnam Jalili will contact you to set up a meeting time and place. She will give you a call or a zoom/Teams meeting to answer any questions you have prior to the interview/group discussion.

You will then participate in an approximately 45-minute zoom/Teams/phone interview (your choice). If lockdown levels change, there will be the option if you are Auckland based to have a face to face interview or group discussion at one of the AUT campuses.

The interview will be recorded and transcribed. It will be send back to you for any amendments.

Your identity will be remove from all of discussion/interview transcript and a pseudonym will be used for publication or presentation of the research findings.

WHAT ARE THE DISCOMFORTS AND RISKS?

We anticipate no discomforts or risks associated with this study. However, you may experience some discomfort, shall you decide to share with us some unpleasant experiences experienced during your academic career. In case of emotional discomfort experienced, and as requested, we can refer you to an AUT Health Counselling and Wellbeing service. This service offers three free sessions of confidential counselling support for adult participants in an AUT research project. We will not disclose your identities or information to your employer.

HOW WILL THESE DISCOMFORTS AND RISKS BE ALLEVIATED?

AUT Health Counselling and Wellbeing can offer three free sessions of confidential counselling support for adult participants in an AUT research project. These sessions are only available for issues that have arisen directly as a result of participation in the research and are not for other general counselling needs. To access these services, you will need to:

- Drop into our centres at WB219 or AS104 or phone 921 9992 City Campus or 921 9998 North Shore campus to make an appointment. Appointments for South Campus can be made by calling 921 9992
- Let the receptionist know that you are a research participant, and provide the title of my research and my name and contact details as given in this Information Sheet

WHAT ARE THE BENEFITS?

This study provides an opportunity to share your experiences being a migrant or international academic working at AUT. It is a chance to give voice and inform future programme and policies within AUT to accommodate the needs of international/migrant academics. It is the first-of-its-kind research ever conducted at AUT. Therefore your participation will be a platform to enhance AUT policies and programme that accommodate, facilitate and support diversity as an asset to the university.

HOW WILL MY PRIVACY BE PROTECTED?

Your name and contact details will be removed from the transcripts. A code will be assigned to your identity and transcript. Your details and transcripts will be kept in separate locked cabinets. The research team will not have access to your identity, unless you wish to be identified in the study.

WHAT ARE THE COSTS OF PARTICIPATING IN THIS RESEARCH?

Approximately an hours' time.

WHAT OPPORTUNITY DO I HAVE TO CONSIDER THIS INVITATION?

You have two weeks to consider this invitation to participate.

WILL I RECEIVE FEEDBACK ON THE RESULTS OF THIS RESEARCH?

The research team will send you a copy of the published paper at the conclusion of the study.



WHAT DO I DO IF I HAVE CONCERNS ABOUT THIS RESEARCH?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Dr Sari Andajani, sari.andajani@aut.ac.nz (+64) 921 9999 ext 7738.

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEK, ethics@aut.ac.nz, (+64) 921 9999 ext 6038.

WHOM DO I CONTACT FOR FURTHER INFORMATION ABOUT THIS RESEARCH?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

Dr Sari Andajani, sari.andajani@aut.ac.nz, (+64) 921 9999 ext 7738

Dr Shabnam Jalili Moghaddam, shabnam.jalili@aut.ac.nz (+64) 21 02346864

Project Supervisor Contact Details:

Dr Sari Andajani, sari.andajani@aut.ac.nz (+64) 921 9999 ext 7738

Approved by the Auckland University of Technology Ethics Committee on type the date final ethics approval was granted, AUTEK Reference number type the reference number.

Appendix B: Consent Form



Appendix 2

CONSENT FORM

For use when interviews are involved.

Study ID:

Project title: *AUT academic workforce diversity and "internationalization" challenges.*

Project Supervisor: *Dr Sari Andajani*

Researcher: *Dr Shabnam Jalili Moghaddam*

- I have read and understood the information provided about this research project in the Information Sheet dated dd mmmm yyyy.
- I have had an opportunity to ask questions and to have them answered.
- I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.
- I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.
- I understand that if I withdraw from the study then I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.
- I agree to take part in this research.
- I wish to receive a summary of the research findings (please tick one): Yes No

Participant's signature:

Participant's name:

Participant's Contact Details (if appropriate):

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.....
.....
.....

Date:

Approved by the Auckland University of Technology Ethics Committee on *type the date on which the final approval was granted* AUTEK Reference number *type the AUTEK reference number*

Note: The Participant should retain a copy of this form.



CONSENT FORM

For use when focus groups are involved.

Study ID:

Project title: **AUT academic workforce diversity and "internationalization" challenges.**

Project Supervisor: **Dr Sari Andajani**

Researcher: **Dr Shabnam Jalili Moghaddam**

- I have read and understood the information provided about this research project in the Information Sheet dated dd mmmm yyyy.
- I have had an opportunity to ask questions and to have them answered.
- I understand that identity of my fellow participants and our discussions in the focus group is confidential to the group and I agree to keep this information confidential.
- I understand that notes will be taken during the focus group and that it will also be audio-taped and transcribed.
- I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.
- I understand that if I withdraw from the study then, while it may not be possible to destroy all records of the focus group discussion of which I was part, I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.
- I agree to take part in this research.
- I wish to receive a summary of the research findings (please tick one): Yes No

Participant's signature:

Participant's name:

Participant's Contact Details (if appropriate):
.....
.....
.....
.....

Date:

Approved by the Auckland University of Technology Ethics Committee on type the date on which the final approval was granted AUTEC Reference number type the AUTEC reference number

Note: The Participant should retain a copy of this form.

Appendix C: Interview Guideline



Appendix 3

GUIDELINE FOR INTERVIEWS AND FOCUS GROUP DISCUSSION

General information

Gender:

How long have you been working with AUT? (Month/ year started)

Department/ Faculty:

Position:

Country of origin:

Language spoken:

Self- identified ethnicity/ nationality:

Overview of tertiary education and pre- NZ academic/professional experience:

What issues have you found in adopting to New Zealand pedagogical culture and academic and social/cultural environment?

To what extent such pedagogical cultures different to what you used to?

How have you adjusted or navigated those differences?

What have been the most challenging experiences you had in teaching/ doing research in a language and culture which is different to yours?

How do you navigate linguistic and cultural differences in your academic work?

What kinds of support have been available for you to excel or achieve in your work?

Who provides these supports?

Which AUT existing supports for incoming international/migrant academics have you accessed?

How well do you think AUT services facilitate the transition for international/migrant academics into NZ academic culture?

What lessons/recommendations do you have for improving supports for successfully integrating international/migrant staff into NZ academic culture?

Appendix D: AUTECH Approval



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AUT

1 June 2022

Jingyang Shi
6 Mariposa Avenue
Lynfield
Auckland 1042

Dear Jingyang,

Thank you for submitting your PGR1 Research Proposal application for the Master of Public Health.

Your proposal has been reviewed and approved by the Faculty of Health and Environmental Sciences, which will be noted at the Postgraduate Research Committee June 2022 meeting.

Your enrolment details are:

Current programme:	Master of Public Health
Enrolment:	HEAL901 Dissertation
Student ID:	19078122
Topic:	Integrating an international, intercultural, and global dimensions in tertiary education: ways forward
Primary supervisor:	Dr. Sari Andajani
Secondary supervisor:	Dr Shabnam Jalili-Moghaddam
Start date:	25 April 2022
Expected completion date:	21 October 2022

For more information about the programme of study, please refer to the [Postgraduate Handbook](#).

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Nigel Harris'.

Associate Professor Nigel Harris

Associate Dean Postgraduate Research · Hoa Mautaki Taura Rangahau
Faculty of Health and Environmental Sciences · Te Ara Hauora A Pūtaiao
Auckland University of Technology · Te Wānanga Aronui o Tāmaki Makau Rau
09 921 9666 extension 7301

Cc: Primary supervisor Dr. Sari Andajani