

**International student engagement in academic
library instruction classes in New Zealand**

by

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Abstract

Research Problem: The purpose of this study is to ascertain if New Zealand tertiary libraries are meeting the information literacy needs of international students' specifically through engagement in library instruction classes.

Methodology: A qualitative research design influenced by grounded theory was employed. Three international students' participated in a semi structured focus group interview designed to explore their learning experiences in information literacy classes at their designated institute. Data collected was then analysed thematically.

Results: Students had limited previous experience using a similar library to their current institute one therefore students valued library instruction. Communication difficulties were identified as the biggest barrier to engagement in library instruction and with library staff in general. Other campus wide environmental issues such as computer, Wi-Fi and internet access problems were also identified as barriers to their learning as international students'.

Implications: In order to enhance the academic success of International students', education providers must facilitate their acculturation into both New Zealand academic and social cultural milieu (Mackay, Harding, Jurlina, Scobie, & Khan, 2011). The findings from this study provide a snapshot of factors influencing the international student experience which currently is of strong significance as overseas student recruitment has become an important component of strategic planning at most tertiary institutions as increased enrolments contribute considerably to the New Zealand economy (New Zealand Ministry of Education, 2009). Further research into the topic of improving the International student experience in New Zealand should be undertaken to discover how to better support both tertiary institution goals and students' learning experience.

Keywords: International students', New Zealand, academic library, tertiary library, International education, information literacy, library instruction.

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Rays of the spirit of knowledge are poured out upon the lofty mountains of the world – from the universities (learning places of the world).

For my Whānau.

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Introduction

Problem Statement

International student enrolments in New Zealand are currently sitting at record high levels. In 2014, 110,198 international students' enrolled with a New Zealand education provider, an overall increase of 13% (13,091) increase when compared to the same period in 2013. It is estimated that the value of New Zealand's international education industry has increased to 2.85 billion and supports over 30,000 jobs in the New Zealand economy, thus providing significant economic, social and cultural progress to New Zealand (Education New Zealand, 2014).

International enrolments in tertiary providers also rose 18% between 2013 and 2014, most of which were first time students which suggests globally New Zealand is beginning to be recognised as a quality study destination. As international education has flourished, these students now comprise a significant percentage of academic library clientele in New Zealand but little is known about their usage and engagement with the library and whether their information needs are being satisfied (Ward, 1998).

The purpose of this research is to ascertain if New Zealand tertiary libraries are meeting the information literacy needs of international students' specifically through engagement in library instruction classes. For the purposes of this study international students' are taken to mean any student who is in New Zealand primarily for study and is not a New Zealand citizen, these students are not a homogenous group, they come from over 150 countries varying religious, linguistic, socio-economic and political structures (Hughes, 2010).

Rationale for Study

Globally, the topic of international students' use of the library and its services has been widely discussed and researched, in Australia and New Zealand however, the amount of research on this particular topic is few and concentrates mostly on international Chinese or Asian students (Sackers, Secomb & Hulett, 2008; Hughes, 2010).

As International education in New Zealand continues to flourish it is important to understand how to better support the information literacy needs of this student group to ensure a quality learning experience across the board. As library-based instruction is a way of increasing both library visibility and the information literacy of users, a focus on engagement during library instruction is needed (Kuh & Gonyea, 2003). According to Carroll and Ryan (2005), increased international student enrolment in western education has presented cross cultural challenges for both students and lecturers, who may be unaware or unfamiliar with student characteristics.

Past research on international students' use of libraries has been widely based on librarians anecdotes rather than empirical research (Curry & Copeman, 2005), and whilst those findings continue to be relevant, Varga-Atkins and Ashcroft (2004) suggest it is critical for academic librarians to understand how and why international students' behave in certain ways and what kind of information literacy skills they hold prior to beginning study in their host country. Doing so will allow

the identification of not only linguistic and cultural differences but also any other elements that drive students behaviour and use of library services.

Therefore conducting this qualitative research query into how international students' experience engagement and in library instruction courses is necessary to help build a better understanding of this client group and how to better serve them. If international students' are to succeed then the learning environment must facilitate their acculturation into both the New Zealand academic and social cultural milieu (Mackay, Harding, Jurlina, Scobie, & Khan, 2012).

Research Objective

The objective of this research is to explore how international students' experience engagement in library instruction sessions conducted at New Zealand tertiary education institutions. According to Walker and Pierce (2014), the concept of engagement encompasses several organizational and environmental factors that have been linked to student success. Additionally, engagement is an element of the collegiate environment on which institutions can exert significant influence. Christenson, Reschly, & Wylie (2012) proclaim in an academic setting, engagement is not only about attendance, performance and persistence, but also about the culture of those academic settings in which student thrive intellectually, they stated engagement should be seen as an "alterable state of being that is highly influenced by the capacity of school, family, and peers to provide consistent expectations and supports for learning" (Christenson et al., 2012, pp. v-vi).

Kuh and Gonyea (2003) noted that as academic libraries are constantly under pressure to exhibit greater value to their users, library-based instruction is a way of increasing both the visibility or library offerings as well as the information literacy of users, and therefore it makes sense for librarians to focus on engagement in ways similar to traditional teaching faculty.

As the concept of engagement has gained considerable traction as a key factor affecting student success, this study aims to explore international student perceptions of library instruction classes and how engaging they felt the experience was. In turn, this study hopes to identify any barriers or factors for improvement in future academic library instruction classes.

Research Questions

RQ 1: To what extent do international students' feel academic library instruction classes are engaging?

RQ 2: To what extent do international students' feel academic library instruction classes meet their information literacy needs?

RQ 3: To what extent do international students' feel academic librarians' use appropriate cross-cultural communication in library instruction classes?

RQ 4: To what extent have international students' library research skills improved after attending a library instruction session or tutorial?

Theoretical Framework

Wilson's Model of Information Behaviour

According to Wilson (1997), information behaviour is a combination of information needs, information seeking and information use. During the research process, information behaviour may arise from one's cognitive, affective or physiological needs.

In a tertiary setting students' information behaviour may arise from their cognitive need to find information for their assignments, yet as information needs vary from person to person the cause of behaviour is generally only known to the user. Barriers to information behaviour include personal, social/role related and environmental barriers, which can appear at any stage during the behaviour, causing it to take another direction. Thus, Wilson's 1997 model is the baseline for this research query as it allows for the identification of mediating factors that influence international students' information behaviour in particular the information needs and use elements.

Grounded Theory

This study draws on the theoretical work of Glaser and Strauss' 1967 grounded theory approach. Grounded theory proposes that theory or concepts arise from the process of analysing empirical data or fieldwork as opposed to testing preconceived theories or conducting research under a particular hypotheses (Glaser & Strauss, 1967). Denscombe (2010) suggests research that adopts a grounded theory approach is more likely to represent reality as theories are drawn from empirical data, therefore allowing grounded theories to offer insight, enhance understanding and provide a meaningful guide to action. Under a grounded theory framework, development of concepts is derived from coding themes from the transcribed text, thus it is perfect for analysing and exploring human behaviour which is most relevant for this exploratory study into the experiences of international students' in academic library instruction. Data collected will then be analysed thematically under the grounded theory framework (See data collection chapter).

This theoretical framework is most appropriate for this study as it allows for a free flowing discussion wherein questions are open to the interpretation of the research participants, therefore allowing conclusions and further theories to be developed from the data received.

Definition of Terms

International students': Legally an international student is a foreign student who "at any time, means a person who is not then a domestic student" (Education Act, 1989, p. 36). For the purpose of this study an 'international student' is a student who is enrolled in a tertiary education provider, who is not a New Zealand citizen. These students do not meet domestic student requirements of residency and have entered New Zealand for the purpose of study; they do not have an automatic place in a New Zealand school (Education Review Office, 2012).

Academic library: A library that is an integral part of a college, university or other institution of postsecondary education, administered to meet the information and research needs of its students, faculty and staff (Reitz, 2015).

Tertiary education: Also referred to as third stage, third level, and post-secondary education, is the educational level following the completion of a school providing a secondary education. The New Zealand tertiary sector covers private training establishments (PTEs), institutes of technology and polytechnics (ITPs), wānanga, universities and workplace training (New Zealand Qualifications Authority, 2015).

Library instruction: Instructional programs designed to teach library users how to locate the information they need effectively. This form of instruction often takes place in a single, general workshop or one-shot instruction session with the main purpose of providing awareness of library resources and services and demonstrating how to effectively and easily use them (McAdoo, 2012).

One-shot: A slang term used by instruction librarians to refer to formal library instruction given in a single session, as opposed to instruction extended over two or more sessions. (Reitz, 2015)

ITPs: Institutes of Technology and Polytechnics (ITPs) are New Zealand government-owned tertiary education organisations (New Zealand Qualifications Authority, 2015).

Information Literacy: An understanding of how libraries are organized, familiarity with the resources they provide and knowledge of commonly used research techniques measured by one's ability to identify, access, evaluate and organise information (Reitz, 2015; Chandler & Munday, 2011).

Literature Review

Introduction

The purpose of this study is to ascertain if New Zealand tertiary libraries are meeting the information literacy needs of international students' specifically through engagement in library instruction classes. The topic of international students' experiences as academic library users has been very well researched over the past twenty or so years. This literature review aims to highlight past research that is significant to understanding international student information behaviour both in New Zealand and internationally.

Growth of International Education Worldwide

According to Carroll & Ryan (2005), increased international student enrolment in western education has presented cross cultural challenges for both students and lecturers, who may be unaware or unfamiliar with student characteristics and therefore unsure of the appropriate response whilst at the same time meeting their academic expectations. With the growth of international student populations in tertiary education worldwide, librarians need to be more aware of the needs of this multicultural and multilingual user group (Ganster, 2011); hence the exploration of international students' information needs has gained global significance (Allen, 1993; Song, 2004; Ward, 1998).

International Students' Library Use in New Zealand

Globally, the topic of international students' use of the library and its services has been widely discussed and researched, in Australia and New Zealand however, the amount of research on this particular topic is few and concentrates mostly on international Chinese or Asian students (Sackers, Secomb & Hulett, 2008; Hughes, 2010). Wang (2006) and Pibulsip (2010) examined the influence of culture on academic library use and information behaviour of Chinese and Malaysian students from two different New Zealand universities. Both studies found the prevalence of intercultural barriers faced by international students' regularly including communication and assimilation to western education.

An exploratory survey into the satisfaction of international students' in New Zealand Universities and Institutes of Technologies and Polytechnics, prepared by Generosa, Molano, Stokes and Schulze (2011) for the Ministry of Education, found the strongest influence on international student satisfaction was their individual learning experiences. Between eighty-five and ninety-five per cent of students surveyed were satisfied or very satisfied with their overall learning experience, particularly the quality of academic staff, learning facilities both online and physical and the opportunities to learn with other people from other cultures. Whilst international students' were most satisfied with their learning experiences other areas such as living and support service experiences also influenced the overall student satisfaction levels, thus the latter are potential improvement areas that could be leveraged in order to raise international student satisfaction levels.

Ward (1998) explored library instruction services for international students' at New Zealand tertiary institutions, the purpose of her research was to ascertain what measures New Zealand academic

libraries undertook to meet the needs of international students'. Data was collected through mail surveys to several academic libraries in New Zealand. Responses from eighteen libraries were received. Of the eighteen libraries, ten offered customized library instruction sessions for international students'. Library instruction for international students' was delivered on a needs basis and included mainly a library tour and instruction in the use of the library catalogue, other learning aids such as hand-outs and printed guides were also offered as part of instruction for this group. Overall Ward's research revealed a significant lack of awareness of the issues faced by the international student population and highlighted a significant need for future research on this topic in New Zealand.

According to Skyrme (2008) international students' entering the university and new disciplines within it will always be novices and therefore require support when navigating the unfamiliar aspects of western academic culture, therefore academic support if given with patience and understanding of cultural differences will enhance international students' ability to become independent learners (Haggis, 2006; Ridley, 2004).

More recent research by Mackay, Harding, Jurlina, Scobie, & Khan, (2012) found three significant recurring themes have emerged from past research regarding international students' in New Zealand, they are difficulties with English language for non-English speaking students, differences in education style and social integration and connectedness to the host country. Mackay (et. al., 2012) suggest promoting a culturally safe environment for international students' in New Zealand will ease their transition into western academia and contribute to their academic success. Banks and Kelly (2015) describe cultural safety as having the power to comment and contribute on organizational practices to achieve positive outcomes and experiences for all. Extending beyond cultural awareness and sensitivity, cultural safety enables the client to participate in changing any negatively perceived or experienced service.

International Students' Academic Library Use

Several past studies have found International students' have encountered personal or study-related challenges at their host university, mostly associated with unfamiliar social and educational practices and language variations. Hughes (2010) suggests these challenges often extend to their academic library environment, use and interactions with library staff.

In 1993, Mary-Beth Allen carried out a user survey to determine the characteristics of international students' and their patterns of academic library use. Allen also looked at the amount of computer experience international students' had prior to academic study in America. The study found that database searching was new to over sixty per cent of participants and also the practice of searching online catalogues and placing an interlibrary loan request were also new concepts, this helped to inform the practice and ways library instruction could be more effective for this user group.

More recent studies have shown that international students' are arriving in host countries with high levels of computer literacy and experience using the internet, and with the rapid advancement of technological growth and wide availability of internet access, online tutorials and virtual tours are becoming a more common form of library instruction and orientation in academic libraries worldwide (Jackson, 2005; Zhuo, Emanuel, & Jiao, 2008).

International Students' Information Needs

A survey distributed to over one hundred academic students enrolled at San Jose State University in 2005, regarding international students' self-perceived library needs and views before receiving any formal library orientation or instruction, found that international students' had high levels of computer literacy and had experience using a library in their home countries before beginning study in America, these students also felt they would benefit from specialised library programs and orientations aimed at new International students' (Jackson, 2005).

However other literature confirms that international tertiary students often struggle to find, evaluate and use information sources and often heavily rely on poor internet sources (Chowdhury, Gibb, & Landoni, 2011; Lahlafi & Rushton, 2015; Tabatabai & Shore, 2005), and with the increasing diversity of students' cultural and linguistic backgrounds, some students may lack familiarity with academic writing and information seeking (Lahlafi & Rushton, 2015). Lillis (2001) suggests writing and reasoning in a specific discipline is difficult for international students' as their cultural expectations, educational background, ethnicity and gender influence how students read and respond in writing. Support in the navigation of library resources both online and physical, can help support students to successfully complete a variety of academic assignments (Kamhi-Stein & Stein, 1999).

Badke (2011), suggests information literacy librarians need to put more time and effort into guiding international students' into a western educational philosophy as many international students' find the adjustment to western education chaotic. More assistance in teaching online search techniques to international students' is needed as English language deficiencies cause significant information retrieval challenges. Such challenges include struggling to select suitable terminology, conducting broad searches with limited knowledge of how to refine search results, misunderstanding of the purpose of subject headings and struggling with critical evaluation of information sources located.

Library Instruction

Numerous terms have been coined over the years to denote and conceptualize library instruction, such as bibliographic instruction, library orientation, user education, and information instruction to name a few, each may seem interchangeable but according to McAdoo (2012) they are not. Library instruction is explained by McAdoo as being a key format of library education which has a particular emphasis on "How do I.....?" type questions and is usually delivered in a single, general workshop or "one-shot" instruction session with the main purpose of providing awareness of library resources and services and demonstrating how to effectively and easily use them.

Despite receiving less attention than other forms of information literacy, "One-shot" library instruction remains one of the most common forms of library instruction today, but for librarians determining which aspects of the library to highlight in the sixty to ninety minutes given to teach new tertiary students can be a daunting task (Buchanan & McDonough, 2014). Traditional "library orientation" sessions focussed around the library building, website, online public access catalogue and other basic concepts, however with the rapid changing technologies of today, librarians are required to create more modern library instruction sessions which will help to support students' research and information needs (Swoger, 2011).

When dealing with a student group who is unfamiliar with the culture, language and educational system of the University, librarians need to find creative and effective ways to engage with international students' during the limited time given for library instruction. Garcha and Russell (1993) suggest librarians undertake cultural sensitivity training and work alongside language teachers at their institutions to successfully delivery instruction on the use of library technology with special note of library jargon for international student groups. Therefore with the rise of diversity and an increase in International student education, comes an increased need for future and present information professionals to have a sound understanding of sociocultural consciousness. Banks (1995) described the notion of sociocultural consciousness as having an understanding that people's ethnicity, social class and language have a profound effect on their way of thinking, worldviews, and behaviour. Abdullahi (2007) supports this idea suggesting that having an understanding of sociocultural consciousness at even a basic level will help librarians in understanding how to respond to the needs of students from minority groups in sensitive and sensible ways.

International Students' and Library Instruction

Lewis' 1969 research 'Library orientation for Asian College Students' was one of the first studies to look at library services and the needs of international students', through surveys and interviews Lewis discovered recurring themes of culture shock, library anxiety and unfamiliarity with the education environment and library system to be significant challenges Asian students faced in America, recommendations for non-credit library orientation and small student guided library tours for international students' were made. A more recent study by Morrissey and Given (2006) found new challenges for international students' mainly around understanding the research process and adhering to copyright laws and participants in the study did not feel library instruction was useful for helping them understand either of these things.

Summary

In summary, the literature reviewed in this section has revealed a number of common themes relating to international students' use of academic libraries such as cultural misunderstandings and communication barriers, as well as host institutions and library staff needing to be more aware of international student needs, therefore further research into the needs and learning experiences of international students' is necessary to enhance increased awareness for librarians charged with the duties of library instruction.

As this study seeks to examine how international students' experience engagement in library instruction classes in New Zealand, it will provide a premise of which librarians not only in New Zealand but worldwide can gain further insight into the international student experience which in turn can inform their professional etiquette when dealing with international students'.

Research Design and Methodology

Research Sample

Due to the nature of this study, purposive sampling techniques were used to specifically target international tertiary students who met the following criteria:

- Must be an international student enrolled in an Auckland tertiary provider (University or ITP).
- Must have participated in at least one library instruction session at their current tertiary provider.
- Must be willing to participate voluntarily in a focus group interview.

In 2014, Education New Zealand reported forty-eight per cent of international students' enrolled in New Zealand universities and Institutes of Technologies and Polytechnics (ITP) resided in Auckland, home to three of New Zealand's renowned Universities and a further five Institutes of Technologies and Polytechnics. Best efforts to recruit international students' from these education providers were made however due to time restraints and other unforeseen factors, only one successful focus group was conducted at Manukau Institute of Technology (MIT), an ITP in the Auckland suburb of Otara.

Established in 1970, MIT is dedicated to transforming lives, organizations and communities through the delivery of quality tertiary educational programmes and courses aimed at ensuring students receive the skills needed to achieve their vocational potential. Since 2011, MIT has experienced continual international student growth as a result of aggressive international marketing strategies focussed on building effective international relationships and developing new programmes intended to attract international students' to MIT. In 2014, International enrolments at MIT exceeded expectations and continual growth in this area is planned (Manukau Institute of Technology, n. d.).

Ethical Considerations

Participant information and consent forms along with an application to undertake this research was submitted to Victoria University of Wellingtons School of Information Management human ethics committee to minimise any ethical issues and approval was granted. At the commencement of the focus group interview participants were once again reminded of the purpose of the study and encouraged to be open, honest and frank in their responses, they also had opportunities to ask any questions of clarification before the interview began. Each student signed a participant consent form.

Data Collection

The researcher took a qualitative approach to data collection using semi structured focus group interviews to explore participants' motives, beliefs and actions influencing their information behaviour and experience of engagement in a library instruction setting.

Focus Group Interviews

The focus group method is one used frequently in library research as it allows researchers to understand the needs and experiences of library users which then informs library practice (Ganster, 2011; Seggern & Young, 2003). Morgan (1997) describes focus groups as small group interviews wherein the interviewer guides the discussion of the interview based on the topics being explored. What is being said by participants during the discussions are the essential data in focus groups. The semi-structured interview format is often applied in focus group settings as asking open questions allows participants to discuss anything else that may come to mind during the interview session. Focus group interviews also allow the researcher an opportunity to extend parts of the conversation as needed in order to gain a deeper level of insight (Farrell, 2015).

Based on these recommendations, focus group interviews have been selected as the qualitative method of data collection for this study. Using this method, six semi structured interview questions will be asked in order to capture the learning experiences of international students' who participated in library instruction sessions and also their understandings of library concepts introduced the sessions. It is within these interviews the study hopes to determine whether international students' experience of library instruction was engaging, efficient and effective. This method will also help with ease any miscommunication or language misunderstandings between the researcher and research participants. Focus Group interviews conducted were under an hour long and audio recorded to ensure the accuracy of data received. Participant names have been replaced by the following pseudonyms, Daniel, Marcus and Tim, to ensure anonymity.

Demographic Questionnaire

Prior to the focus group interview, students were required to complete a demographic questionnaire. The questionnaire provided demographic information necessary to ensure participants meet the requirements of this study, as outlined in the beginning of this section. The questionnaire also provided a snapshot of their English language fluency, which informed the researcher of English language competencies in preparation for the interview. Two of the three participants were from India and one was from China, all have resided in New Zealand less than a year and all had studied English prior to beginning study in NZ. Two were pre-degree and one was degree level, all were planning to continue study at a higher level at the completion of their current course.

Data Analysis

The data recieved from the focus group interview has been analyzed using a thematic coding system, Thematic analysis is a popular qualitative data analysis method which focuses on identifying patterns or themes that recur across datasets (University of Auckland, 2015).

Leedy & Ormond (2013) identified the following process for thematic analysis:

1. Organisation of details: Specific facts are arranged in a logical order.

2. Categorisation of data: Categories are identified to help cluster data into meaningful groups.
3. Interpretation of single instances: Data are examined for related meanings to the case.
4. Identification of patterns: Data are scrutinised for themes/patterns that characterise the case.
5. Synthesis and generalisations: Portrait of the case and their implications constructed (p.141-142).

These steps have been adapted to this study. The focus group interview was first transcribed then arranged in a logical order under the four broad themes; Library services, Library instruction, cross-cultural communication and Library environment/Campus facilities. During this process names were replaced with pseudonyms to ensure anonymity. Some data was then arranged into sub themes. Data was then scrutinised and examined to identify key similarities as well as differences, analysis by demographics of participants were also compared with and examined against previous studies. The use of thematic analysis also fits within Glaser & Strauss' (1967) Grounded Theory approach as themes identified become the basis from where to draw theoretical assumptions.

Delimitations/Limitations

There are certain limitations to the analysis presented in this study. Firstly, the number of students interviewed was not a statistically representative sample of international students' in New Zealand, so no claims can be made in regards to the representation of the international students' as a whole. Secondly, the students were purposively selected based on their availability, willingness and cooperation to participate in the study. These students were known to be approachable, open and socially interactive during the interview. Nevertheless the preliminary and empirical analysis of international students' participating in this exploratory study provides critical and valuable information for reflection and improvement of the library instruction within New Zealand. It also enriches our understanding of student diversity, cultural issues, language inadequacies, by highlighting international student perceptions of academic library services and instruction. This study contributes to the body of literature on academic library instruction for international students' and provides insight and significant propositions for both academics and librarians to consider and review to improve interactions with this diverse group and ensure successful learning outcomes.

Focus Group Interview Guide

What is your experience of using libraries before coming to New Zealand? Have those previous experiences had an impact on how you use the library here? In what ways?

- To gauge international students' existing knowledge of a library environment.

Reflecting on your last library instruction session what kind of information about the library or library services did you expect to learn from the session? why? and were those expectations met?

- To gauge the kinds of information international students' expect to learn about library services in New Zealand academic libraries.

In that library instruction session how did you feel about the way the librarian/instructor communicated library concepts? Was the information explained clearly? (Prompts: such as the library catalogue, databases, requesting books etc.).

- To explore any issues around communication/language barriers international students' may face in a library instruction setting.

How has the information shared with you in that library instruction session contributed to your use of the library building and/or library resources?

- To explore what knowledge from their last library instruction session they have applied when using the library.

What are some of the things that you would change to make you more comfortable and motivated in a library instruction class?

- *To gauge international students' motivation behind attending library instruction classes and to explore environmental, institutional and/or staff capability/capacity issues.*

As international students', do you have any other additional comments you would like to share regarding the library or its services?

- To give participants an opportunity to highlight any other important considerations to them as international students'.

Findings

Due to a number of factors and time constraints only one focus group with three participants was held at Manukau Institute of Technology (MIT) in Otara. The discussion lasted around 40 minutes and approval to conduct this research on the campus was given by Manukau Institute of Technology ethics committee and passed through MITs Academic Board. Responses have been collated under four major themes; Library services, Library instruction, Cross-cultural communication and Library environment/Campus facilities.

Library Services

Previous Experience of Libraries

All 3 students had past experiences of using a library in their home countries, Daniel and Marcus from India and Tim from China. Daniel and Marcus had limited experience using libraries before arriving to New Zealand due to their respective college libraries in India offering book borrowing services only, and no internet or online search services. Borrowing textbooks from the library was often necessary as purchasing personal copies was often too expensive.

Daniel: "...using libraries when I was back in India, we did have libraries but ah, we... we never had access to libraries like computers or anything (Marcus nodding in agreeance) it was just books, so we had to go manually search for books".

Daniel: "Well we, back in India you know we don't have such, in my college we don't have such facilities to browse books online... so to be honest we never used libraries back in India much as compared to here".

Marcus: "As compared to here yeah because here we use the libraries, the library has PCs computers, books, in India we didn't, we didn't, we just borrowed the books as they are too expensive [to buy], they are so expensive for students".

Tim on the other hand had more experience of using an academic library as he undertook one year University in China before coming to New Zealand to study. Tim's knowledge of libraries included using the facilities for study, regular contact with librarians, knowledge of the Dewey decimal system, borrowing books and interlibrary loan.

Tim: "...previously experience told me how to find a book properly by using the number system... and also not only come to the library but search books online or ask the librarian email to them".

Use of Academic Library Services

All three students used the MIT Library regularly and were competent in accessing a number of library services such as borrowing books, using the information commons, accessing online databases, the library catalogue and asking for help at the reference desk. Having computer access and being able to search for books via the online library catalogue were most favourable of all services offered by the library, also students were pleased to know

there was a subject librarian service available to them, they found it very helpful and made use of it.

Daniel: "We got library their own library database so we can browse books online, we don't have to come to the library you know... if it's available we can come and pick it up otherwise we don't have to come and waste time searching for the book yeah so that's pretty good".

Tim: "I know different subject we got different subject librarians before I didn't know that [Librarian name] is for the [subject removed] subject and knows more for that subject... so lately I come to [Librarian name], yeah for her to directly help like after I ask the question she direct me so I can know what do I need what kind of books she made it better".

The MIT Learning Support Centre was also mentioned in discussion, it is a separate department from the library that is physically located inside the same building as the library. It is a free academic success service for all MIT students that offers assistance with academic reading and writing, study skills, English language and mathematics support. All three students were pleased this service was available to them especially as it helped improve their English and mathematics skills, areas they admitted to struggling with as international students':

Marcus: "When I came to (from) India here, I weak in the mathematics and I learn here the mathematics class and that helped me a lot like uh inside my lunchtime there is a class from 12.30 until past 1 where I learn the mathematics class and I think help me pass exams because I think inside our tutorials with this class, I learn a lot".

Tim: "They help you with English and they got learning sessions as well so they provide different classes to help you study better... they got language books to help you improve in English and they got videos they got stations and you can learn by watching a video".

Library Instruction

The second focus group question was asked to explore the kinds of information or library concepts international students' expected to learn about the library prior to a library instruction session. The students spoke about the librarian who came into their class and gave an introduction to the library, introducing the library database, how to get books online and where their subject specific books would be located on the shelf. Whilst they never mentioned their specific expectations, they did mention that these things were important to learn as they differed a lot from libraries in their home countries. They seemed to be genuinely pleased that the librarian was able to visit them in their own classrooms too.

Daniel: "[Librarian] came to our class to give an introduction, library database, how to get books online, yes exactly, in India we never used online resources so this was really helpful to be shown how to do it".

Tim: "There were lots of people [in the session] and not much time but from that library class it taught me a lot like how to find some books just on my own subject I didn't even know there was a separate librarian for my subject I only found out in the library session".

Students mentioned during the session they were given a set of tasks to do based on a live demonstration the librarian had given on the library database. They all agreed doing a task straight away was very useful for their learning and helped anchor what they had been shown in their minds:

Marcus: "...and on that day she gave us a pamphlet how to go for a book, like e-book, request a book..."

Daniel: "...it was like a task in the pamphlet - task 1 was to open the library database and check for so and so books, so the second task was to find the author of that book, third task was to find the books that this particular author have written yeah so that's how we came to know how to use the database... the moment you finish all the 4-5 tasks you're all good with the online search".

When asked what they would change to make library instruction more comfortable, students felt it was already fine, with one suggestion from Tim to add information about the libraries hours at each of the different campus libraries as he likes to study at the other libraries too some days. They mentioned they would definitely keep the task in there as it really helped them the most. Overall students appreciated library instruction and agreed it was helpful to increasing their knowledge of library services, particularly in online searching.

Daniel: "For me that was fine that was more than enough".

Marcus: "It was very clear, especially the task that she gave us that was really helpful".

Tim: "yeah I feel comfortable about it... and can do some search online..."

Cross-cultural Communication

Librarian Communication in Library Instruction

The third focus group question was aimed at exploring any issues around communication or language barriers international students' may face in a library instruction setting. All three students agreed that in their last library instruction session, library concepts such as how to find books and articles electronically were explained in a very clear and precise way:

Daniel: "[librarian] very clear and precise, I mean uh she started with the first page uh the home page then she went to different options underneath under the library database yeah so I would say that was brief enough for a first time".

Marcus: "Yeah she was very clear".

Tim: "Yeah I feel comfortable... about it learning session but I talked to some of my friends they not comfortable they probably shy or they don't like talk to people directly so yeah if they found difficult to find a books or use library so they they won't ask people directly so..."

Communication Challenges

Responses from the demographic questionnaire completed prior to the focus group interview indicated that all three participants had undertaken English language study in their home countries and felt confident in understanding and speaking English. During the focus

group interview however, understanding the New Zealand accent was identified as a main barrier, this was mainly a problem when they first arrived in New Zealand, as it was a sudden change and though they all agreed they were much used to it now, they did highlight at times it caused anxiety and shyness to themselves and fellow students.

Daniel: "...since I am from India we have a different accent in India and New Zealand kiwis they have a different accent, so uh that was a barrier, some of them [New Zealanders] are pretty speedy you know yeah they're too quick so yeah but yeah I've grown used to it".

Marcus: "Yes, it was a sudden change [from India]".

Tim: "...in China we only speak Chinese, here everything is in English here so it's quite hard for us to understand others, you have to listen a lot and a lot of times you cannot understand what people are trying to say. Even when the librarians are trying to explain something to you we just pretend to understand, I know it's not good".

Students said a lot of their peers experienced the same struggles with understanding the New Zealand accent and explained that other international students' who are shy or not confident in English often try to solve their own problems first or ask friends before approaching a librarian for help.

Tim: "yeah I feel comfortable... but I talked to some of my friends, they not comfortable, they probably shy or they don't like talk to people directly so yeah if they found difficult to find a books or use library. If they try to communicate but they can't understand [the librarian], they try again and again but they still can't understand, so there is no way, so they give up".

Daniel: "...there are students who are probably shy to go and talk to librarians...I've seen people from my country, who are struggling to you know speak face to face with a person, that's language barrier I would say".

Tim felt if there was a library staff member who was Chinese or could speak Chinese that would be very helpful for himself and other Chinese students, whereas Marcus and Daniel found it easier to adjust as there were a lot of Indian staff on campus, including many of their own lecturers who they felt comfortable talking too and seeking clarification from.

Library Environment/Campus Facilities

Students agreed the library was a positive environment and felt comfortable accessing materials and using study space there:

Marcus: "I think that by coming here, I think that here is a peaceful place. I study much here as my perspective I study here and use it".

Tim: "I prefer to study here in library, its good environment, all the people around you are studying, its quiet to make you come down to learning properly. Yeah but sometimes I study at home and if I feel I can't concentrate properly and if I feel lazy to drive down here, so sometimes I live close to Manukau campus so sometimes I went there yeah".

Students also noted several challenges regarding campus facilities in which they felt restricted their personal learning experiences, such as slow computers, weak Wi-Fi connections, crowded study spaces and printing problems.

Daniel: “yeah so we do have the facility but we got restrictions because some laptops doesn’t work some of them do not connect to the printer some of them doesn’t connect to Wi-Fi, that’s one of the major issues – the PCs and the printers that’s a common issue for everyone [Campus wide]”.

Summary of Findings

- Participants had limited experience using similar academic libraries prior to arriving in New Zealand to study.
- Participants used MIT Library regularly for a number of reasons – study space, use of computers and group study areas within the information commons and information seeking either on their own, with friends or to ask a librarian for help.
- The MIT Learning Support Centre was of high value to the participants being international students’, it is a good place to learn English and maths in their own time.
- Participants valued library instruction and being taught how to use library online databases in particular, the demonstration and task format of the session worked well for them.
- Participants felt the librarian communicated concepts clearly and precisely and gave clear instructions with the task.
- Communication difficulties were identified as a major barrier. Whilst being competent in the English language, students struggled with the New Zealand accent which contributed to shyness and fear to ask library staff for help.
- Several environmental factors also impacted the international student experience such as computer and Wi-Fi capability issues, noise and congested study areas.

Discussion

RQ 1: To what extent do international students' feel academic library instruction classes are engaging?

According to Walker and Pierce (2014), library instruction has the power to directly affect student success by increasing information literacy skills and introducing students to support resources and tools for their academic success. Foley and Bertel (2015), suggests student engagement is best achieved through active and collaborative learning. However, for instruction librarians creating favourable learning conditions is often challenging (Walker, 2008). The literature reveals a particular set of challenges when trying to engage international students', these are associated with language and communication barriers, and different learning styles that can be attributed to cultural or personal backgrounds (Soosay, 2009).

Data collected for this study revealed international students' interviewed experienced engagement mostly through live search demonstrations and activity based or hands on learning, as opposed to other instructional methods such as lecturing, of which part of their instruction session used. Krajewski and Piroli (2002) suggests lectures and demonstrations by librarians can be less conducive to retention and disliked by students, who experience engagement through interactive teaching techniques such as group activities, games, self-guided tours and task based activities (Foley & Bertel, 2015; Zhao & Kuh, 2004; Giles, 2014; Bell 2007). Bell (2007) reiterates moving beyond instructor-prepared search demonstrations is necessary to enhance interaction between librarian and student. However, students interviewed for this study expressed appreciation for live search demonstrations as they had no real previous experience using online library catalogues or databases to locate resources in their home countries, especially those from India who shared their college libraries in India only provided access to manual search functions such as card catalogue or browsing.

The use of activity based learning techniques such as collaborative group work, self-guided library tours, games and student-led search demonstrations in library instruction has become increasingly prevalent in library instruction worldwide (Bell, 2007). When asked to reflect on engagement experienced in their last library instruction session, students agreed the hands on activity was most effective teaching technique as it allowed them to engage with and apply new information. The activity involved a set of five information retrieval tasks wherein students were asked to locate a particular resource and identify different publication information about it using the libraries online catalogue. Students expressed that this activity was most helpful especially as they had limited previous experience using online library catalogues to locate resources, they left feeling confident in their ability to search for library materials online. Educational games and activities in the library classroom caters for different learning styles, encourages immediate feedback, increases student motivation and overall enhances student learning experiences which increase the chances of a providing a positive learning outcome for students (Sugarman & Leach, 2005).

Thus we see that integration of various teaching methods in library instruction is a viable factor for increasing student engagement. In addition to the aforementioned teaching methods, Helms (1995) suggests creating a friendly and interactive atmosphere is equally important when dealing with international students' and can be achieved by having students introduce themselves at the beginning of the session and setting aside a dedicated amount of time for socializing amongst

refreshments. Calling attention to multicultural information or items of cultural importance held by the library has also been attributed to enhancing international student experience in library instruction (Helms, 1995; Hicks, 2014).

Integration of mobile technologies such as hand held tablets, phones or clickers have also found their way into library instruction. According to Walker and Pierce (2014), instructors find the use of personal (or audience) response systems such as clickers or web polling applications often helpful in attaining higher levels of student interaction. Unlike the occasion when one asks a single student to answer a question, class polling puts levels of comprehension across the entire class on display. Several studies have found clicker feedback creates higher levels of attendance and promotes an open and honest dialog between instructor and student.

Thus, active learning as opposed to tradition lecture-style teaching methods enrich library instruction as students experience greater levels of engagement and satisfaction (Foley & Bertel, 2015). International students interviewed each expressed satisfaction in the last library instruction session they attended as the librarian took a mixed teaching method approach integrating a lecture, live online demonstration and information retrieval activity in the space of one hour.

RQ 2: To what extent do international students' feel academic library instruction classes meet their information literacy needs?

According to Reitz (2015), Chandler and Munday (2011), information literacy is an understanding of how libraries are organized, familiarity with the resources they provide and knowledge of commonly used research techniques measured by one's ability to identify, access, evaluate and organise information. Therefore information literacy needs are skills needed to be able to exercise such research techniques with confidence and understanding.

Past research has determined common information literacy needs of international students' are increased support in the use of online databases and catalogues, support needed in the formulation and implementation of search strategies, and evaluation of search results. In an educational context that promotes independent learning and high use of electronic resources these limitations represent significant barriers to achieving equitable academic outcomes (Hughes 2005).

Academic libraries can seem complex and daunting especially for those who lack familiarity with the system. In some foreign countries libraries are regarded as places for studying rather than researching and students may not be familiar with reference tools, reference services, and locating both online and print materials to support their research (Allen, 1993).

This study found participants had limited experience using academic libraries prior to arriving in New Zealand which affected their abilities to identify, access, evaluate and organise information using the libraries physical and online collections. Whilst not all information literacy needs were discussed in detail, students were willing to enhance their information seeking and retrieval skills when beginning study at MIT. The one student who had an extensive knowledge of the academic library environment prior to beginning study at MIT, was still appreciative of the instruction session as there were many differences between MIT Library and the university library he used in his home country of China. The other two students both from India felt learning how to retrieve information online was of high significance to them as they had not had these services available in their home country libraries. Thus, each student expressed satisfaction and valued library instruction as a beneficial factor to their own academic success.

RQ 3: To what extent do international students' feel academic librarians' use appropriate cross-cultural communication in library instruction classes?

According to Hurn and Tomalin (2013), cross-cultural communication is about the way people of different cultures communicate with each other, either at a distance or face to face. Communication can involve spoken, written and body language. As opposed to intercultural communication, which refers to exchanges of interpersonal settings between individuals from different cultural groups, cross-cultural communication involves comparing and contrasting the communication of people from different cultures and explaining how communication varies from one culture to another (Prosser, 2009). This question was aimed at exploring any issues around communication or language barriers between librarian and international students' in a library instruction setting.

Many international students' experience difficulty in understanding and communicating English well, this could be due to a lack of proficiency in the English language or differences in communication styles across cultures. Greenfield (1986) says within a library instruction setting, even those students with the highest level of English language proficiency must still use a tremendous amount of concentration to understand library concepts being taught. As a result, the information conveyed may not necessarily reflect the intention and cause misunderstandings. Zhang (2006) says the key to successful cross-cultural communication is knowledge. Therefore, librarians should anticipate and plan for such communication barriers when expecting to conduct a library instruction session where international students' will be involved.

Past studies have revealed international student challenges in developing information literacy skills are derivative of linguistic and cultural differences in academia of their home and host countries. As a result of limited English language skills combined with a lack of experience in a western educational system can lead to misunderstandings of expectations for assignments (Hughes 2010; Hughes 2005). In information seeking, students who have English as a second language often face difficulties in selecting terminology and obtaining information which causes reliance on fellow students within the same ethnic group. Therefore low confidence in English often deters international students' from seeking librarians' help (Jackson, 2005). This research discovered many of the same issues were prevalent challenges for international students' interviewed and their fellow student groups.

Each student interviewed agreed the librarian communicated library concepts in their last library instruction session in a very clear and precise way, using simple language and demonstrations to reiterate the information being taught. They also noted the librarian had a warm and friendly personality.

Prior to the focus group interview, participants were required to complete a demographic questionnaire which asked questions about their English language proficiency prior to coming to New Zealand. All three participants had studied English in their home countries and felt confident in understanding the English language. However within the focus group discussion, students expressed they experienced a significant communication barrier when first arriving in New Zealand. They struggled to understand the New Zealand accent which they felt was spoken quite fast. As a result this caused anxiety and shyness when having to communicate with staff and fellow students.

The students also noticed a lot of their peers also experienced the same struggles with understanding the New Zealand accent and explained that other international students' who are shy

or not confident in speaking English often try to solve their own problems first or ask friends before approaching a librarian for help.

Onwuegbuzie and Jiao (2009) define library anxiety as the negative and overwhelming feelings experienced when needing to use the library for an information need. Though numerous studies have researched the connection between library anxiety and international students', it is not limited to international students', students of all ethnic groups may at some point experience library anxiety depending on their individual circumstances.

Unfamiliarity with the library system and services combined with language and communication barriers increase the prevalence of library anxiety amongst international students'. Studies have found many international students' who experience library anxiety would rather consult their fellow students and friends for help than ask librarians (Liu 1993, Jackson 2005). However, a study by Warring (2013), which examined the extent of word-of-mouth influence amongst international students' at New Zealand tertiary institutions, found word-of-mouth influence was not higher for international students' than domestic students and there was no difference in opinion-leading between the two groups. Of the international groups examined, Warring found Indian students were more likely to give influential advice than Chinese and Pacific Island students, but less likely to seek it.

Effective communication between library staff and international students' is essential not only to the students' success in the academic environment but also in furthering the good will of the library staff in their interactions with international students' (Greenfield, 1986). According to Caidi and Dali (2015), applying appropriate cross-cultural communication in diverse environments creates a healthy and sustainable environment for all parties involved.

In order for librarians to achieve effective and appropriate cross-cultural communication with international students', Greenfield (1986), suggests active listening when handling student queries with a focus on the intent of the inquiry, using simplified speech for better comprehension, refraining from the use of sophisticated language or library jargon in library instruction and showing respect, patience and understanding especially in times when despite the application of all these efforts, communication remains difficult. Lewis (1969), also suggests integrating native language in library instruction and tours, which has been found to be helpful ways to address clarity in the communication of culturally dependant information (Huls, Parson, Peterson & Vakili, 1994).

RQ 4: To what extent have international students' library research skills improved after attending a library instruction session or tutorial?

As specific research skills and learning expectations were not mentioned or directly asked about, answering this research question appropriately proved difficult. However, within the focus group interview students did mention a number of factors they felt beneficial from library instruction, these included an introduction to library services and collections (both online and physical), library databases, how to get books online and where their subject specific books would be located on the shelf. Each student expressed confidence in navigating the online library catalogue, databases and access to their own library records from the library homepage. Students also felt comfortable in sharing their knowledge with fellow students.

The use of pre and post assessment before and after library instruction to track the growth of information literacy skills and knowledge would be beneficial in satisfying this research question. Pre-test/Post-test evaluation is an assessment tool that is administered at the beginning and end of a course, the tool is used to track students' progress before beginning and after completion of a course, class, session etc. Pre and post tests are very useful for determining whether course learning objectives are necessary and useful (Long Beach City College, 2014).

Librarians at the State University of New York Geneseo's Milne Library used pre and post assessments to find out what skills and knowledge students possessed prior to entering the University as first year students. Test results showed that the library instruction goals and learning objectives were out of sync with student needs and knowledge upon entering university. Geneseo Milne Library was then able to use the results to inform future library instruction sessions and set appropriate goals and objectives (Swoger, 2011).

Suggestions for Further Research

This study has provided a snapshot into the experience of international tertiary students studying in New Zealand. It has in many ways confirmed previous research that reports the challenges these students frequently encounter when adjusting to a culturally unfamiliar educational environment. In particular it reiterates that international students' tend to experience barriers to their academic success due to unfamiliarity with academic libraries in New Zealand and significant communication barriers. However, it is based on only a small sample and the research findings raise a variety of other significant questions that could be examined in the area of improving the international student experience.

Issues that warrant further consideration for research include what factors determine international student use/non-use of specific online resources, how to foster international students' greater independence in information literacy learning, and comparative research into the barriers experienced by both domestic and international students'.

Further research into librarians' attitudes and communication with international students' would also be beneficial as communication barrier was a main finding of this research. This same study carried out with a wider group of international student participants is bound to draw new conclusions also and give a more accurate representation of the international student group. An extension of this study to general library barriers as opposed to library instruction only, could also be better way to learn the barriers associated with international students' in New Zealand.

Conclusion

The purpose of this study was to examine the way New Zealand tertiary libraries are meeting the information literacy needs of international students' specifically through engagement in Library instruction classes. A small focus group interview of three male international students', enrolled at Manukau Institute of Technology, provided a singular snapshot into understanding how international students' experience engagement in library instruction classes in a New Zealand academic library.

Findings indicated library instruction was extremely beneficial for these students as they had limited previous experience using a similar academic library in their home countries of India and China. Whilst the students felt engaged in library instruction sessions, communication difficulties proved one of the biggest barriers to international students' being unfamiliar with the New Zealand accent. Other environmental factors such as internet and Wi-Fi capability issues and overcrowded facilities were also identified as a hindrance to international student learning. Such barriers caused library anxiety and nervousness for participants when first arriving in New Zealand. Research participants had all been studying at MIT for at least eight months at the time of the focus group interview and expressed confidence in overcoming communication barriers and shyness since beginning study.

The findings of this study make a vital contribution to the literature on international students' and academic libraries in New Zealand, which has become of significant importance as international student recruitment has become an important component of strategic planning at most tertiary institutions as increased enrolments contribute considerably to the New Zealand economy (New Zealand Ministry of Education, 2009). Further research into the topic of improving the International student experience in New Zealand should be undertaken in order to discover how to better support this growing user group in academic libraries in New Zealand.

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Appendices

Appendix I: Participant Information Sheet

Participant Information Sheet

Research Project Title: International student engagement in academic Library information literacy classes.

Researcher: Riki-Lee Paniora, School of Information Management, Victoria University of Wellington.

In completion of a Master of Information Studies, I am undertaking a research project designed to explore how international students experience engagement in academic library instruction classes in New Zealand. The findings will provide better understanding of library instruction delivery to international students and will therefore contribute to defining academic library engagement for international students in New Zealand.

I am inviting international students enrolled with a New Zealand tertiary education provider to participate in this study by undertaking a 50 minute focus group interview, which will be audio recorded to ensure the accuracy of data collection. International students who would like to take part in this study need to have participated in at least one library instruction class or tutorial at their current tertiary education provider.

Participation is voluntary, and participants will not be identified personally in any written report produced as a result of this research, including possible publication in academic conferences and journals. All material collected will be kept confidential, and will be viewed only by myself and my supervisor Dr Jennifer Campbell-Meier (VUW School of Information Management). The research report will be submitted for marking to the School of Information Management, and subsequently deposited into the University Library.

Should any focus group participant wish to withdraw from the project, they may do so at any time, however data already provided by the participant cannot be removed from the study. All data collected from participants will be destroyed within two years after the completion of the project. A summary of the focus group findings will be provided to each participant also.

If you have any questions, would like to participate or would like to receive further information about the project, please contact me at paniorriki@myvuw.ac.nz telephone 0211687960, or you may contact my supervisor, Dr Jennifer Campbell-Meier at jennifer.campbell-meier@vuw.ac.nz or telephone 04 463-5349.

Kind regards,
Riki-Lee Paniora

Participant Consent Form

Research Project Title: International student engagement in academic Library information literacy classes.

Researcher: Riki-lee Paniora, School of Information Management, Victoria University of Wellington.

Thank you for agreeing to participate in my research. The Human Ethics Committee at Victoria University of Wellington has approved this project.

- I have been provided with adequate information relating to the nature and objectives of this research project, I have understood that information and have been given the opportunity to seek further clarification or explanations to my satisfaction.
- I understand that I may withdraw myself from this project, without having to give reasons, by e-mailing paniorriki@myvuw.ac.nz before the commencement of the focus group interview.
- I understand that the recorded data will be held in secure facilities or in protected electronic files for a period of two years at which point it will be destroyed unless I indicate that I would like them returned to me. I understand that I have been offered a final copy of the research project once it has been completed.
- I understand that I will be provided with a summary of findings of the interview by email.

Signed:

Name of participant (Please print clearly):

Date:

Interview Guidelines

Engaging International students' in Academic Library information literacy classes.

- What is your experience of using libraries before coming to New Zealand? Have those previous experiences had an impact on how you use the library here? In what ways?
 - To gauge international students' existing knowledge of a library environment.
- Reflecting on your last library instruction session what kind of information about the library or library services did you expect to learn from the session? why? and were those expectations met?
 - To gauge the kinds of information international students' expect to learn about library services in New Zealand academic libraries.
- In that library instruction session how did you feel about the way the librarian/instructor communicated library concepts? Was the information explained clearly? (Prompts: such as the library catalogue, databases, requesting books etc.).
 - To explore any issues around communication/language barriers international students' may face in a library instruction setting.
- How has the information shared with you in that library instruction session contributed to your use of the library building and/or library resources?
 - To explore what knowledge from their last library instruction session they have applied in their everyday use of the library.
- What are some of the things that you would change to make you more comfortable and motivated in a library instruction class?
 - To discover any environmental, institutional and staff capability or capacity issues that may affect international students' attitudes towards library instruction classes.
- As international students', do you have any other additional comments you would like to share regarding the library or its services?
 - To give participants an opportunity to highlight any other important considerations to them as international students'.

Demographic Questionnaire

Hi, Thank you for your interest in this study, please complete all questions in this questionnaire honestly and return via email. All information contained in this questionnaire is confidential and will remain anonymous. Please complete and confirm before the commencement of the focus group interview. Thank you.

* Required

1. **Gender ***

Mark only one oval.

Male

Female

2. **Age ***

How old are you?

Mark only one oval.

18 - 25

25 - 30

30 - 40

40+

3. **Country of Origin ***

What is your home country?

.....

4. **Years in New Zealand ***

How long have you resided in New Zealand?

.....

5. **University ***

What New Zealand Tertiary education institute are you studying with? E.g. University of Auckland, Unitec etc.

.....

6. **Level of study ***

What tertiary level are you studying at?

Mark only one oval.

Pre degree

Undergraduate

Postgraduate

Doctoral

7. English Language *

How confident are you in understanding and speaking the English language?
Mark only one oval.

	1	2	3	4	5	
Not at all confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am very confident in understanding and speaking English

8. English language study *

Have you ever taken english language studies? If so when?

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