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**STUDENTS' PERCEPTIONS OF FOREIGN PROFESSORS AT A  
HISTORICALLY BLACK COLLEGE AND UNIVERSITY (HBCU)**

**DISSERTATION**

**Presented in Partial Fulfillment of the Requirements for  
the Degree Doctor of Education in the Graduate School  
of Texas Southern University**

**By**

**Caleb D. E. Butiko, AT., BS., M.Ed.**

**Texas Southern University**

**2022**

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## **ABSTRACT**

### **STUDENTS' PERCEPTIONS OF FOREIGN PROFESSORS AT A HISTORICALLY BLACK COLLEGE AND UNIVERSITY**

By

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Texas Southern University

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The purpose of this study was to examine the impact of gender, teaching styles, student cultural awareness, professor's accent, and ethnicity on students' perceptions of foreign professors at a Historically Black College and University. Multiple regression was used for the analysis of this study. The predictor variables were analyzed through a pilot study to ensure that they were related to the dependent or criterion variable, as required of multiple regression models.

Two hundred students participated in this study, during the Fall semester of 2021. All the subjects completed a questionnaire on students' perceptions of foreign professors. The results revealed that gender, teaching styles, cultural awareness, and student ethnicity had a statistically significant effect on students' perceptions of foreign professors. Teacher accent was not statistically significant on students' perceptions of foreign professors.

Based on the findings of this study, it was recommended that students should learn and familiarize with foreign culture. Accepting cultural differences and embracing them can enhance student-teacher relationships with foreign professors.

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## VITA

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## **DEDICATION**

The dedication of this dissertation goes to my parents, Pastor Paramena Ngomia Butiko, and my mother, Jessika Butiko, who introduced me to Christian life. Although they are no longer living, I will never forget them for their prayers and shaping my work ethic. My parents always reminded me that with God, nothing is impossible.

# CHAPTER 1

## INTRODUCTION

Students' perceptions of foreign professors at historically black colleges and universities (HBCUs) have not received much attention in the literature, despite American culture and colleges becoming more diverse. Additionally, there are few studies in which, the evaluations of foreign professors and native professors are compared. However, Sanchez and Khan (2016) found that students were less likely to rate instructors with foreign accents as effective and helpful as native professors. The focus of this study is on students' perceptions of foreign professors and the impact on their learning.

Little is known about students' evaluations of instructors or professors. For instance, students' perceptions of online teacher-rating showed that hospitality and tourism online instructors need further research. Based on study findings, students in hospitality and tourism spoke positively of their instructors' teaching (Seung et al., 2019).

It is not uncommon to hear students complain about taking a foreign professor's class or planning to switch or drop the course (Dixon, 2020). When students cannot understand a foreign professor, they drop the class and take it when a native professor teaches it (Subtirelu, 2015). Students' lack of cross-cultural experience has been considered a factor in misunderstanding people with foreign accents (Heblich et al., 2015). In Arizona, state lawmakers have mandated that English teachers be native-born and proficient in English. Most people consider Arizona's mandate as clear discrimination against non-native English speakers. The argument by those who support this notion, tend to think that English learners cannot acquire native-like English

speaking from non-native speakers (Blum & Johnson, 2012). Although foreign professors play a significant role in the U.S. educational system, many students, parents, and legislators have been concerned about professors' impact on students' academic achievement (Albert, 2008). According to Ngwainmbi (2006), American college students learn less due to foreign professors' unfamiliar accents. Despite these problems, students expect instructors to adapt their teaching styles and create conducive learning environments (Belanger et al., 2019).

This study focused on students' perceptions of foreign HBCU professors when several factors (i.e., teacher accent, student gender, teaching styles, student's cultural awareness, and student ethnicity) are considered. Specifically, the effects of foreign professors' accents, students' gender, teaching styles, cultural awareness, and students' ethnicity on students' perceptions of foreign professors are examined in this study.

Dixon (2020) found that foreign-born professors may utilize teaching and pedagogical strategies that have both positive and negative effects on the learning environment. However, Beuckeler et al. (2012) reported that a high degree of cultural competence is required for anyone to learn or teach well in a multicultural environment. In contrast, Ewy et al. (2015) observed that foreign accents pose challenges to individuals in both classrooms and workplaces. Ho (2010) indicated that students prefer teachers of the same ethnic background although Ewy et al. (2015) found no student preferences for the same-race faculty. Park (2016) also shared that student prefer native professors to non-native professors. In one study, the authors found that students always expect their teachers to adopt teaching styles that provide a positive learning environment (Belanger et al., 2019).

Students' attitudes toward international teachers vary. Some students believe that foreign professors enhance the regular classroom by exposing students to different points of view (Albert, 2008). In contrast, the previous research shows that some American students feel disadvantaged when foreign professors (Chuang, 2010; Ngwainmbi, 2006) teach them. According to Albert (2008), one student wrote, "Hire Americans!" on the professor's course evaluation to express his dislike for a foreign professor.

There is a shortage of studies on HBCU students' perceptions of foreign professors or non-native English speakers. However, while studying at the University of Purdue, Park (2016) discovered that many faculty members were non-native English speakers. Many students at the time complained about non-native English speakers' lecture quality. According to Park, some native students openly said they did not like foreign professors because they could not understand them. Some students had allegedly dropped courses due to a foreign professor's English being annoying to listen to and hard to understand. Other students stated that they could not understand their professors' e-mails, and one student said he wished he had a native professor. Students further stated that they would avoid taking classes taught by foreign professors in the future. According to Park (2016), more than one-third of the participants had experienced difficulty with foreign professors due to the professors' poor English language command and limited intelligibility.

According to Park (2016), some students chose to study independently without the teacher's help despite having paid for courses taught by non-native English speakers. This happened when students could not understand their teacher's accent. However, the majority of the students believed non-native English speakers could be as effective as

native instructors. Furthermore, Park noted that students had overtly negative views of foreign professors. In Park's study, many participants revealed strong desire to avoid non-native English instructors with language backgrounds. Park shared that when communication between students and instructors is poor, students do not listen to their instructors and seek other solutions to address their issues. In addition, most students avoided discussing these communication issues with their professors because such discussions could be considered rude and disrespectful. Park (2016) concluded that lack of familiarity with accents perpetuated students' negative perceptions toward non-native instructors.

Heng (2017) observed that international students' experiences with foreign professors in the United States are not homogenous. International students from regions that are predominantly non-White reported less satisfactory learning experiences in the United States than students from predominantly White countries. Heng (2017) also noted that students from non-White regions reported several negative experiences, such as acculturative stress, discriminatory treatment, and difficulty befriending host students.

Students' complaints may vary depending on several factors, such as the professor's accent, the actual course, and teacher preparation. Subtirelu (2015) stated that non-native English speakers who teach at English-medium institutions get many student complaints. Subtirelu's quantitative study of evaluations of Asian mathematics instructors revealed that there are disadvantages for Asian instructors related to their language. This study further showed that students sometimes provide teacher ideological presuppositions and exaggerative performance evaluations. According to Subtirelu (2015), when students

cannot understand a foreign teacher, they switch from the class or drop it and take the course when a native professor teaches it.

Other studies have suggested that cross-cultural competence is essential for students who learn in multicultural environment as it enables students to adapt effectively to their environments. Collecting data from 30 American students taught by a foreign-born professor, Dixon (2020) evaluated international education trainers' impact on cross-cultural competence via a triangulation process. Dixon (2020) concluded that American students at local community colleges have little exposure to other cultures. Most of these American students had limited cultural awareness as well as difficulty listening to people with different accents.

There can be affiliation similarity and conflict across cultural differences since the United States is a multicultural society with a shared core of culture and many subcultures. Therefore, students of cultural, religious, and ethnic groups are sometimes socialized to act and think in specific ways at home but differently at school (Banks & McGee Banks, 2010). According to Banks and McGee Banks (2010), students and professors come to school already having appropriated multiple voices and cultures. When a diverse group of people shows up in daily life scenes, they bring their "heteroglossia," which is a Greek word for "differing tongues." Irizarry (2011) pointed out that prejudice and discrimination based on language, or linguicism, are alive and well in the United States, transcending the nation's schools. Many immigrant groups have experienced accent discrimination at some point. Moyer (2013) observed that a foreign accent is a criterion for workplace discrimination.

Furthermore, in a study by Heng (2017), Chinese students provided their perceptions and preferences of professors and host peers. First, the students noted that their professors and peers should familiarize themselves with Chinese cultural backgrounds. Further, Chinese students wanted American professors to show that they cared about them. Heng also reported that American professors did not initiate encounters with Chinese students, and these students were stereotyped as being quiet, timid, and smart. According to Heng, many Chinese students struggled with academic writing, but they were afraid to seek help. Participants requested that teachers recognize their language difficulties, especially during their first semester. According to Heng (2017), Chinese teachers value students' learning attitudes and efforts over talent, so the students expected similar assessments in the United States.

Chinese students felt that American professors graded every assignment they turned in based on grammar, ideas, logical development, or correct format (Heng, 2017). However, when Chinese students wrote essays in their country, they had no problems getting good grades. Participants shared that the Chinese professors gave more precise assignment instructions than American professors. Chinese math students complained that their teachers were impatient and sometimes would intimidate them, so they refrained from asking questions to avoid intimidation from their professors. Some Chinese students also noted that American professors were not warm-hearted (Heng, 2017).

In a study of Chinese students' understanding of American professor's lectures (Huang, 2004), Chinese students at an American university expressed difficulty understanding American professors for several reasons, including professors' rapid

speech, lack of clear pronunciation, and use of colloquialism and slang. These students also complained about professors' use of long and complex sentences, which tended to be confusing (Huang, 2004). Ahn (2010) investigated the influence of instructors' accents on student achievement, observing that undergraduate students have sometimes blamed instructors' accents for their lower achievement in a class. Ahn found that (1) students had to use more cognitive ability to process information taught by professors with foreign accents and that (2) few programs support and prepare students for linguistically diverse classrooms. According to Ahn, younger, lower-achieving students complained more than older students with higher GPAs. Ahn (2010) concluded that learners' perceptions of instructors with accents and from other cultures might impact their learning in classes taught by professors with accents.

### **The Purpose of the Study**

There are many foreign-born professors at HBCUs, but there is limited data on students' perceptions of these professors. This research was designed to investigate students' perceptions of foreign professors. More specifically, the impact of teacher's accent, student's gender, student's cultural awareness, professor's teaching style, and student's ethnicity on students' perceptions of foreign professors was examined. Finally, this study's findings can be used to improve classroom instruction as well the hiring process for both native and foreign professors.

### **Statement of the Problem**

Many college students in the United States lack cultural and global perspectives awareness of other countries. Consequently, limited cultural experience can cause barriers to students' ability to communicate or establish relationships with foreign

professors. Therefore, it is not uncommon to hear students complain about taking a foreign professor's class or dropping the course (Dixon, 2020). According to Gruenert and Whitaker (2015), students from different cultural backgrounds sometimes have limited English language proficiency. A deficiency in the English language can limit the way students communicate with their professors. Some studies have suggested that Americans learn less when instructors have foreign accents (Chuang, 2010; Ngwainmbi, 2006).

Another linguistic challenge is that American English changes rapidly. Some Americans speak different forms of English language, including Cajun, Chicano, Spanglish, and Urban Black English. Despite these language changes, English scholars have strong opinions regarding "excellent" or academic English. Language changes pose many challenges since Americans do not always speak Standard English. Language can help delineate boundaries between those who are part of a certain culture and those who are not (Gruenert & Whitaker, 2015).

A speaker's ethnicity plays a role in listeners' perceptions of accents. Therefore, this bias also affects daily communications between students and foreign professors, according to a study by (Eisenclas & Michael, 2017). The previous study supports earlier findings that students of color whose native language is not English are labeled as deficient in the English language. Moreover, the home language and culture of students of color are considered inferior (Sleeter & Grant, 2009). Some studies have found more negative student attitudes towards non-native teachers compared to native American teachers; these attitudes vary when factors such as course level, gender, age, and previous experience are considered (Hertel & Sunderman, 2009).

Heblich et al. (2015) focused their research on whether or not it matters if someone speaks with a regional accent. The researchers observed that the moment one speaks; it immediately reveals his social and cultural identity, consciously or unconsciously. According to Heblich et al. (2015), people associate accents with attitudes and stereotypes. When a person speaks with a specific home-region accent, the in-group cooperate significantly to listen to the speaker more often. Heblich et al. (2015) revealed that perceiving other people's accents involves reconstructing such imprints and augmenting them with attitudes and stereotypes.

The current study was designed to determine HBCU students' perceptions toward foreign professors. More specifically, this study was an investigation of students' perceptions of foreign professors based on the teaching styles, professor's accent, students' cultural awareness, students' ethnicity, and students' gender.

### **Significance of the Study**

Since there is a growing demand for foreign professors in the United States, it is crucial to investigate students' perceptions of foreign professors in the HBCU setting. Results from this study will strengthen understanding and decision-making regarding service improvement for foreign professors at HBCUs. As most universities hire foreign professors, this study's findings may also support administrative decision-making, for instance, when making hiring decisions. Students' perceptions of foreign professors will provide educators with insight into students' expectations and the ways schools can address those expectations. Ultimately, this study will enhance general understanding of students' perceptions of foreign professors and some of the associated factors that may impact their academic achievement. These findings may also offer a foundation for

interventions that will enable students to interact with foreign professors more effectively.

**Research Questions:**

1. Does cultural awareness have any impact on students' perceptions of foreign professors?
2. Does a professor's accent impact students' perceptions of foreign professors?
3. Do students perceive foreign professors as effective as American professors?
4. Does student gender have any impact on students' perceptions of foreign professors?
5. Does a student's ethnicity have any impact on student's perceptions of foreign professors?

**Statement of Research Hypotheses:**

Five research hypotheses were addressed in this study, and these were:

$H_{01}$ : There is a statistically significant difference between students' perceptions of foreign professors and cultural awareness.

$H_{02}$ : There is a statistically significant relationship between student's perception of a foreign professor and professor's accent.

$H_{03}$ : There is a statistically significant difference between students' perceptions of foreign professors and teaching styles.

$H_{04}$  There is a statistically significant difference between student's perceptions of foreign professor and student's gender.

$H_{05}$ : There is a statistically significant relationship between student's perception of a foreign professor and student's ethnicity.

### **Assumptions and Limitations of the Study**

One assumption of this study is that students participating in the study provided accurate, timely information. Additionally, all participants were enrolled at the institution for at least one year. Another assumption was that this study could be generalized to similar research. In addition, it was assumed that the factors chosen for inclusion in this study would provide significant predicting power. Observer biases might have occurred if participants' background and experiences influenced their perceptions. Study contamination might have occurred if the participants were familiar with the study. All study participants were aged 18 years or older and had taken at least one class taught by a foreign professor. The investigator assumed that all study participants were qualified and would participate wholeheartedly.

The study also had several limitations. Given the scope of the research, it was impossible to target every possible foreign accent or racial/ethnic group. Participants' prior knowledge might have affected study outcomes, which is another possible limitation to consider. The third limitation is that although this was a quantitative study, random sampling was not used in the study. This study was also nonexperimental in nature, which means that no specific school policies, programs, or curriculum outcomes were directly evaluated. Finally, only a few variables were examined due to human and material constraints.

### **Definition of Terms**

Several terms were used throughout this study, and the definitions, which may slightly vary in the literature and in general use, are as follows:

*Accentedness*: The difference in the local accepted speech and foreign speech.

*Accent discrimination:* Unjustified discrimination against people who speak English with an accent.

*Foreign teacher accent:* A teacher who speaks student's native language with an accent or pronounces words differently

*Cognitive load:* The amount of information the human memory can hold at a time, or the workload of working memory while processing new information.

*Culture:* A shared system of beliefs or values.

*Cultural awareness:* The ability to understand someone else's cultural origin.

*Student gender:* A student's gender identity as either male or female.

*Foreign professor:* A professor who is foreign to the students and speaks English with a different accent.

*International teaching assistant:* A teaching assistant (TA) that is a non-native speaker of English; also called a non-native speaking TA.

*Microaggressions:* Actions that are considered indirect, subtle, or unintentional discrimination against a marginalized group.

*Student ethnicity:* A student's ethnic affiliation.

*Stereotype:* An assumption that certain characteristics of any given group apply to all members of the group.

*Teaching style:* The way a teacher teaches his or her students.

## **CHAPTER 2**

### **LITERATURE REVIEW**

The purpose of the current study was to examine the effects of teachers' accents, students' gender, teaching styles, cultural awareness, and students' ethnicity on students' perceptions of foreign professors. Two theories guided this inquiry, (1) the critical period theory and (2) Howard Gardiner's theory of multiple intelligences (Berger, 2009).

#### **The Critical Period Theory**

The first theory that guided the current study was the critical period theory. A critical period refers to a period during when certain things must happen or occur for normal development (Berger, 2009). Disrupting the critical period interferes with average growth. For example, if a child fails to master a first language between the ages 1 and 3 years, it will be more challenging for this child to master the language later, making that phase between the ages of 1 and 3 years "the critical period." Some studies have suggested that the years before puberty are the critical period in learning a second or third language (Berger, 2009).

According to the critical period theory, it is complicated to learn or speak a foreign language without an accent (Eggen & Kauchak, 2004). After the first 5 years of life, language acquisition is more complicated and ultimately less successful. Furthermore, not all languages use the same set of phonemes. Sometimes, a distinction that is essential in one language is ignored in another language (Kail & Kavanaugh, 2007). A foreign professor cannot speak American English like a native English-speaking professor without an accent based on the critical period theory.

When adults learn a second language, they intentionally or unintentionally refine their previously internalized linguistic and cultural patterns, norms, and conventions. Alternatively, the experience of living in a new environment for a long time and actively engaging with its people can help one improve fluency in a second language (Witte, 2014). There is a difference, however, between language acquisition and language learning. Language acquisition is subconscious while learning is conscious, and both contribute to the development of a second language. In addition, learned competence and acquired competence are usually two different skills. Language acquisition improves exclusively through comprehensive input while language learning occurs through formal rules, patterns, and conventions. Eggen and Kauchak (2004) indicate that it is extremely difficult to speak a foreign language after early childhood without an accent. However, some educators believe that an enriched learning environment during critical periods can enhance cognitive development.

### **Gardiner's Theory of Multiple Intelligences**

Howard Gardner's theory of multiple intelligences suggests that students have varying levels of intelligence across a range of intellectual areas. This theory points out that commonly used tests (e.g., standard verbal and nonverbal reasoning tests) do not allow all test-takers to demonstrate their true intelligence. Gardner emphasizes that an individual's particular intelligence-related strengths directly influence the way he or she learns. For example, a person with strong interpersonal skills would likely learn more effectively in social situations where relating ideas and knowledge to others can be encouraged (Prichard, 2005).

Gardner's multiple intelligences theory has helped educators analyze people's performance in different domains. The concept of multiple intelligences indeed makes intuitive sense. Gardner recommended that teachers adopt instructional styles that address the different intelligences in the classroom. Using a variety of instructional techniques can appeal to every student's learning modality. On the contrary, Gardner warned that not all ideas or subjects are adaptable for each intelligence (Eggen & Kauchak, 2004).

### **Factors of Focus in the Study**

The current study focused on students' perceptions of foreign professors at a historically Black college and university (HBCU). The demographic variables of interest in this study were teachers' accents, teaching styles, students' gender, students' cultural awareness, and students' ethnicity. As suggested in previous studies, students' concerns about foreign accents persist (Dixon, 2020; Heng, 2017; Park, 2016; Subtirelu, 2015).

To enhance teaching and learning at HBCUs, several approaches have been attempted. Some studies of HBCU student support have been focused on the curricular structures that promote under-represented minority student engagement in various careers, for example, a National Academy of Science, Engineering, and Medicine (2018) study among STEM (science, technology, engineering, and mathematics) students. To support students, HBCU faculty usually focus on retention and graduation by providing intentional supplemental instruction to a formal learning environment or training that is structured and takes place within a planned setting (Lee et al., 2019).

Experiences with diversity and inclusion at HBCUs are significantly different from one institution to another. Not all HBCUs prioritize diversity issues the same way (Shorette & Arroyo, 2015). According to Banks and McGee Banks (2010), race, social

class, and gender define people's categories. Students' racial characteristics may determine their responses to their foreign professors or others. Additionally, research has shown that students prefer to connect in similar cultural contexts and maintain their identities. As the factors of interest in this study are vital in education, investigating their impact on students' perceptions of foreign professors is critical.

### **Teacher Accent**

According to the critical period theory, the human mind can easily acquire language during a critical time or period (Eggen & Kauchak, 2004). This period is usually the first five years of human life. Research shows that it is challenging to learn and speak a foreign language without an accent after the critical period (Eggen & Kauchak, 2004).

Accents are an essential aspect of a speaker's social identity (Hadfield, 2012). Sanchez (2016) examined the impact of instructors' accents in online education and found that accents do not impact student learning. Contrarily, Sanchez (2016) concluded that students rate instructors as less effective based on instructor accent. Kavas and Kavas (2008) investigated undergraduate college students' perceptions and attitudes toward professors with foreign accents using self-administered questionnaires. The research focused on students' perceptions of professors with foreign accents. Over 82% of the respondents indicated that the instructors' knowledge was essential to classroom learning. Surprisingly, this study reported that at least 42% of researchers on accents have emphasized that every human who speaks a language has an accent, and every human who listens to others talk perceives an accent.

Some studies have suggested that negative biases toward people with foreign accents originate from the social categorization of in-groups and out-groups, but this notion is unclear. However, foreign speakers are not necessarily perceived as less credible despite the fact that their accents negatively affect the way people evaluate them in most societies (Foucart et al., 2020). Based on the findings of Mayer et al. (2003) and Ahn (2010), dissimilar native accents lower the level of student learning. Further, according to Ahn's study more cognitive ability is required to process information given by speakers with non-native accents.

Students with exposure to international environments are less likely to prefer same-race faculty (Ewy, et al., 2015). Ewy et al. (2015) indicated that students were highly critical of how fast the faculty spoke, especially if the speech was perceived as "heavily accented." In this study, students who felt that a foreign-accented professor was aware of the accent problem and willing to adjust welcomed the compromise in a friendlier manner.

Tao (2017), examining the effects of student exposure to non-English heritage languages versus exposure to foreign accents foreign-accented English during early childhood on language performances later in life, focused on linguistic tasks of young adults who spoke a different language at home. The results showed that people with most early exposure at home to accented English earlier spoke more native-like English than those who spoke a non-English heritage language at home. Tao concluded that early and extended exposure to accented speech does not appear to enhance the ability to understand foreign accents. Moreover, the researcher reported that extended exposure to foreign accents might be disadvantageous when listening to unfamiliar accents. There

was no significant difference whether one had been over-exposed to unfamiliar accented speech or not (Tao, 2017).

Grey, et al. (2019) investigated the electrophysiological correlates of sentence comprehension of native-accented and foreign-accented speech in a second language (L2), comparing these with sentences produced in a foreign accent different from that associated with the listeners' first language (L1). In this study, the bilingual speakers (i.e., Dutch and English) listened to speeches by native Americans. Grey et al. found that bilingual speaker-listeners process different accents in L2 conversations, but the effects on real-time L2 sentence comprehension are unknown. The researchers also noticed that behavioral sentence comprehension was highly accurate for both native-accented foreign-accented sentences. Different patterns for L2 grammar and semantic processing of native- and foreign-accented speech were evident. Grey et al. (2019) suggested that the way listeners comprehend native- and foreign-accented sentences in their L2 depends on their familiarity with the accent.

Ewy et al. (2015) investigated students' perceptions of foreign-accented faculty, uncovering some of the underlying factors regarding students' reactions to foreign-accented faculty. Ewy et al. focused on the impact of students' international exposure on their perceptions of foreign professors and analyzed students' perceptions of foreign-accented faculty members' efforts to overcome accent-related communication problems. The researchers concluded that international exposure significantly affects students' perceptions of foreign professors and revealed that student see foreign professors more positively if they think professors are making conscious efforts to improve communications (Ewy et al., 2015).

According to Chuang (2010), undergraduate students' perceptions and attitudes toward foreign teachers' or professor's accentedness affects their learning. The researcher analyzed the perceptions and attitudes of two groups of undergraduate students, 34 native English speakers and 32 non-native English speakers who were also foreign international teaching assistants. Chuang found that neither nationality nor gender was statistically significant. Both groups of participants on average showed moderate to high positive awareness and appreciation of the value of intercultural communication, and it was clear that undergraduate students with more knowledge of cross-cultural communication had attitudes that are more positive and rated international teaching assistants' accents as more significant. However, Chuang (2010) found more negative than positive results when students were asked to describe their classmates' feelings toward international teaching assistants.

There are varying levels and degrees of accentedness. Studies have shown that East Asian languages produce the highest levels of accentedness in English because they are *tonal* languages. Tonal languages differ from English at the prosody level (Horton, 2013). Tonal languages exist in many parts of the world, including the Pacific region and some African countries. A tonal language has separate tones or a different internal pattern of rising and falling pitch. For instance, in Africa, the Yoruba tribe language has three sounds that are scalar but nonlinear, so in the Yoruba language, "h" tones are the most stable while "m" tones are the most unstable (Pulleyblank, 2004).

Some studies have indicated that younger children tend to have an advantage in learning new pronunciation and accents (Banks & McGee Banks, 2010). As previously noted, the critical period of language learning is the first five years of life (Eggen &

Kauchak, 2004). Banks and McGee Banks (2010) identify some of the factors affecting L2 learning as a learner's age, first language, and motivation. While Eggen and Kauchak (2004) observed that the brain is more responsive to language acquisition in an early span of life, some researchers disagree to some extent and consider age just a factor. There is no precise age cut-off for language acquisition (Eggen & Kauchak, 2004).

Abello-Contesse (2009) observed that children learn L2s quicker than adult learners. This observation aligns with Eggen and Kauchak (2004). However, in contrast to earlier findings studies, Abello-Contesse (2009) noted that there is no magic age at which one can learn a new language. Both younger and older L2 learners can reach advanced levels of a new language as mastering a new language depends on specific learning characteristics. Schepens et. al (2020) shared that after adults learn a new language, their speech remains noticeably non-native; however, non-native accent variants affect new or non-native language proficiency. Kavas and Kavas (2008) shared this view by pointing out that most adult L2 learners speak with an accent.

Ngwainimbi (2006) observed that students tend to learn less because of foreign professors' accents. Most foreign professors, however, find it hard to learn and acquire foreign language accents and speak an L2 without an accent. Schepens et al. (2020) found that after adults learn a foreign language, their speech or pronunciation tends to remain the same. Dewaele and McCloskey (2015) investigated multilingual speakers' attitudes about foreign accents among multilingual language users. Data were collected from 2035 respondents via online questionnaire, and the findings revealed that multilinguals who were extroverted, emotionally stable, and tolerant of ambiguity were significantly less bothered by other peoples' accents. Surprisingly, those who were stronger in more

languages had more negative views toward foreign accents including their own accents. Participants who had worked in diverse environments had positive views regarding foreign accents (Dewaele & McCloskey, 2015).

### **Student Ethnicity**

Although some people assume that all HBCU students are African American, recent studies show these institutions' increasing diversity (Mobley, et al., 2017). In recent years, there has been more focus on the importance of diversity at HBCUs (Greenfield, et al., 2015). Black (2021) examined teacher's race/ethnicity and student expectations, finding positive statistical significance. In a recent study, Black (2020) also noticed that little research has been focused on student expectations at community colleges. These findings support the study that reported little is known about students' evaluations of instructors (Seung, 2019).

Bokek and Davidovich (2011) examined the challenges of teaching in a global world, analyzing teacher-rating data for 768 Israeli instructors. The instructors consisted of 602 Israel-born professors and 166 former Soviet Union teachers, and students were from the same two groups. Study findings indicated that Soviet-born students gave higher evaluations to instructors with a shared background. Israel-born students showed the same pattern, showing that ethnicity has some significance in student-teacher perceptions (Bokek & Davidovich, 2011). Hertel and Sunderman (2009) investigated students' attitudes toward native and non-native language instructors with a focus on students enrolled in beginning, intermediate, and advanced Spanish course taught by native and non-native teachers. They found that overall, students preferred native instructors for reasons associated with pronunciation and culture.

Bokek and Davidovich (2011) observed that previous research does not cover the issue of ethnocultural similarity between instructors and students. Based on this study, instructor evaluations are significantly affected by the interaction between student origin and instructor origin. Students tend to rate educators of the same race or ethnicity higher than they rate non-native educators, meaning that compatibility between the student's country of origin and the instructor's country of origin is essential to student satisfaction. Ethnocultural similarity serves as a mediating factor affecting student evaluations. Findings from Bokek and Davidovich (2011) support the theoretical paradigm of the similarity-attraction relationship in instructor-student or students rating professors from their race more highly.

Greenfield et al. (2015) collected the responses of students from different ethnic groups reflecting on their HBCU education and their experiences in classes taught by foreign teachers. One student stated that he had experienced racial microaggressions in which he was reminded of being an international student although he was an American-born citizen. Some studies have linked "school belongingness" with both motivations to learn and learning outcomes (Fisher, et al., 2016). Several students of different races/ethnicities discussed the discrimination they faced at HBCUs, including a Filipino student who later self-identified as Hawaiian to avoid discrimination, a White student who said that he was referred to as a "light-skinned brother," and an Ethiopian who said that being Black and Muslim led to him being taunted. Therefore, students' experiences at HBCUs are not homogenous (Greenfield et al., 2015; Heng, 2017).

Heng (2017) further acknowledged that international students' experiences in the United States are not homogenous. International students from non-predominantly white

regions reported less satisfactory experiences while learning in the United States than students from predominantly white countries. Students from non-white regions reported that they encountered negative experiences such as acculturative stress, biased treatment, and difficulty befriending host students or having easy access to their professors. Some students indicated that they were treated differently depending on their ethnicity.

According to Ho (2010), Chinese college students prefer teachers with racial/ethnic similarity even though they consider American professors highly qualified. In addition, Chinese students stated that Chinese professors were more demanding and that their expectations were higher than those of American professors. Students reported that they appreciated American professors' student-centered teaching styles (Ho, 2010).

In terms of student mentoring, some HBCUs students prefer mentors of the same racial/ethnic group. According to a survey of 250 HBCU students (Hickson, 2002) designed to uncover students' mentoring preferences, students indicated that it was essential for a mentor to be the same race. These students also pointed out that it was crucial to have a mentor that cares about their future and is interested in their education.

Eisenclas and Michael (2017) examined whether a speaker's ethnicity influences listeners' perceptions of accents. They found bias against Chinese people and considered Chinese accents as nonstandard, favoring the Caucasian person. Eisenclas and Michael (2017) concluded that some biases affect daily communication between students and foreign professors.

In an investigation of students' attitudes toward native and nonnative language instructors of Spanish, Hertel and Sunderman (2009) administered a quantitative questionnaire to participants enrolled in various university-level Spanish courses. The

students rated their professors' knowledge, teaching ability, and their students' potential to learn. Hertel and Sunderman indicated that students think native instructors have advantages over non-native instructors in terms of pronunciation and culture, but not in teaching grammar and vocabulary. Hertel and Sunderman (2009) further noted that students appreciate non-native instructors' ability to understand and teach grammar and their empathy for language-learning difficulties.

### **Teaching Styles**

Deale (2019) investigated undergraduate management students' perceptions of the ways they learn best and the implications for teaching and learning. These students believed they learned best when instructors provided short explanations, not long lectures, and allowed more student-interactive learning. Some students noted that they learned best with more visual aids and hands-on activities. Other students suggested that instructor enthusiasm matters. The students were also reported to prefer group work and course projects to individual student assignments (Deale, 2019).

Referring to Gardner's theory of multiple intelligences (Eggen & Kauchak, 2004), each intelligence processes a different type of information, and teachers should adapt their instruction to address these different intelligences in the classroom (Eggen & Kauchak, 2004). Gardner's concept of multiple intelligences is popular among education scholars because it can be used for curriculum development, selection of course activities, and related assessment items. Eggen and Kauchak (2004) added that when content is presented in class, its delivery should capitalize on as many intelligences as possible. Teachers should help students understand new concepts, and they should be familiar with learners' styles so that they can teach to each student's strengths and uniqueness

(Gregory & Chapman, 2005). Behnke, et al. (2014) found that effective teaching involves preparing students to meet the increased workplace demands in the global world.

Kavas and Kavas (2008) recommended that foreign-accented professors reduce the potential negative impact of their accent by using handouts, presentations (e.g., PowerPoint), and organized, accessible material; their speech should be loud and slow, giving students time to process the facts presented. Further, students should listen well, sit close to the professor, and take responsibility to develop cross-cultural communication. Above all, students must change their negative attitudes toward foreign professors according to (Kavas & Kavas, 2008).

Delpit (2012) acknowledged that many researchers refer to successful teachers of African American students as “warm demanders” as students of color can identify with these teachers and they do not lower their standards and are willing to help the students. Delpit (2012) also observed that warm demanders set high standards for students of color. Warm demanders expect their students to work hard and convince them of their brilliance, and they help them reach their potential in a disciplined, structured environment. Gregory (2011) also observed that students favor teachers who are demanding yet helpful and attentive. Students prefer a rigorous, fair, informative class with quality teaching and learning.

Professors have different teaching styles. Some begin a lecture by providing general statements and later providing the details, which is *inductive teaching*. Others begin with details and move to the key points, referred to as *deductive teaching*. Most students prefer the inductive style of teaching (Nist-Olejnik & Holschurh, 2015).

Fredericks (2007) asked college students to describe effective college instructors. The students shared many different criteria: effective college instructors are eager and willing to work with the students, knowledgeable about their subject and can present it in an organized fashion, and willing to admit their faults, shortcomings, and mistakes. They can use various teaching techniques to help a student learn a concept, display a lot of enthusiasm for their discipline and for teaching, have a sense of humor, and encourage students' opinions and provide opportunities for classroom discussions. Effective instructors also have high expectations for students and work with their students to achieve those standards, are honest and respectful of students' needs, can relate the course content to students' lives, and are available outside of class to discuss course issues and personal concerns. Finally, students in Fredericks (2007) noted that effective college instructors treat students as adults not children, treat everyone fairly and respectfully, are approachable and willing to help, and are flexible and willing to adjust or adapt as necessary.

Gentry (2013) pointed out that college teaching should be enjoyable and beneficial for both students and professors although this is not always the case. While professors think well of their teaching, students may see it differently. Some professors focus on cognitive skills, but they do not relate information to practical circumstances or prepare students for real-world situations. Studies (Gentry, 2013) show that some professors tend to teach via their actual learning style, but this may not match their students' learning styles. However, when teaching styles match students' learning styles, students retain more information. Moreover, the students can apply the concepts they learn and gain better attitudes toward a subject when professors teach according to

students' preferred styles. Surveying a sample of HBCU students, Gentry (2013) yielded two basic categories of teaching styles:

One that turned them on and the other that turned them off to learning. For example, they are turned on by Dr. Clear Explainer, who gives plain instructions, displays excellent lecture skills, and allows for feedback; they are turned off by Dr. Easily Get Off the subject who talks about everything in the class but what the class is about (p.28).

Gentry (2013) observed that not all professors approach teaching in the same ways as each professor has his or her own teaching style dependent upon academic discipline, class sizes, and individual preferences. However, most professors' teaching approaches can be grouped under four basic styles: formal authority, demonstrator, facilitator, and delegator.

According to Fredericks (2007), students expect professors to establish atmospheres of trust, and students should feel comfortable sharing their opinions without recrimination or negative comments. Fredericks further recommended that teachers choose their questions carefully so that students do not feel threatened, but valued and respected. In Fredericks' study (2007) students observed that some professors assume that people with foreign accents cannot write comprehensive or coherent papers.

Baleghizadeh and Shakouri (2017) examined relationships between Iranian English instructors' self-efficacy and their teaching styles, using the Teachers' Sense of Efficacy Scale and the Teaching Inventory to collect data. Results showed a significant relationship between teachers' self-efficacy and teaching style. Based on study findings, an instructor's teaching style was a determining factor in student achievement. They

concluded that helping teachers implement teaching styles associated with higher efficacy produces more successful students. Baleghizadeh and Shakouri (2017) also concluded that teaching styles and teachers' self-efficacy should correlate with learner achievement.

Chang (2014) investigated undergraduate students' perceptions of experiences in classes taught by foreign faculty and those taught by native faculty at 14 universities in Taiwan. Several factors were considered in the study (i.e., peer support, peer pressure, teacher support, teacher approachability, study preparedness, class participation, and learning comprehensiveness). Chang (2014) found that students in both foreign and local universities were reluctant to participate and felt pressured during classroom instruction. In addition, students observed that the content in foreign teachers' classes was difficult. However, students considered foreign teachers more supportive and approachable than local teachers, especially at private universities. According to Chang (2014), students were better prepared, studied more, and got more peer support in classes taught by foreign faculty.

Willis (2004) stated that at many universities, courses and programs are delivered to students in overseas markets such as China. Often, these courses are taught by foreign teachers. Based on study data, Chinese students preferred a teaching style that allows adaptation of subject materials. The motive for having foreign teachers in their country was to gain some awareness of studying abroad. Willis further stated that if Chinese students perceived that the program was best suited for an overseas market, they rejected it as unauthentic and bogus. Further, Chinese students shared that the teachers should summarize broad topics, hint at the answers to questions, and offer coaching prior to

giving tests or quizzes. The students expressed intense distaste for case studies in examinations since they were too hard for them to read (Willis, 2004).

According to Willis (2004), Chinese students preferred classes offered in foreign languages, especially in English, and class material or content-revision classes offered in their language. Further, students wanted instructions written in the language of the university at which the program was offered. For example, if a school was in Great Britain or the United States, then students wanted information in English. According to Willis, Chinese students have unique expectations for foreign teachers. Willis shared that a foreign teacher was considered part of the experience for Chinese students in western degree areas or degrees from American colleges as they are conduits to a different world. Besides, students expected foreign teachers to be experts, facilitators, and friends (Willis, 2004).

Lee and Keys (2013) proposed that diversity should be a core operating principle in higher education due to its changing landscape and shifting HBCU enrollment. It is not enough to simply open the doors to a diverse student population, but HBCUs should create welcoming, supportive environments and use teaching methods that facilitate student retention and preparation for success in a global market (Lee & Keys, 2013). Rao (2017) found that international students' learning challenges stemmed from their academic writing skills, non-participation, and comprehension abilities. Rao (2017) shared those students thought professors should offer more detailed feedback, provide a nurturing environment, and give informal feedback for all assignments.

Adjusting teaching style to meet learners' needs should not be a burden (Tanner, 2013). Tanner recommends using two major learning styles, field-dependent/global and

field-independent/analytical. In a field-dependent/global approach, students interact more and discuss more situations, and the teacher asks questions to determine if the students are learning and following instructions. Student-centered activities are encouraged, feedback is not delayed, and negative evaluations are avoided. Above all, teachers should establish a warm and personal learning environment for students.

For field-independent/global teaching style, Tanner (2013) recommends providing impersonal teaching situations (e.g., lectures, questions) to introduce topics, including students' answers, encouraging students to apply principles, and providing corrective feedback. Finally, teachers should be robust in organizing and guiding student learning. According to Tanner (2013), some students may exhibit characteristics of both styles. Tanner (2013) further noted that when students are in classroom environments that support culturally responsive teaching, then they can learn exceptionally well. This is a powerful way to help one understand the importance of perspectives and biases and the ways their minds automatically seek evidence to support their views.

At HBCUs, students are taught and supported in various ways that are focused on the curricular structures that promote under-represented minority student engagement in science, engineering, medicine, and other professions (National Academy of Science, Engineering, & Medicine, 2018). The goal of such a teaching and learning model was to forge a partnership with students in informal learning settings before moving into formal learning settings (Lee et al., 2019).

Gentry (2013) observed that not all professors approach teaching in the same ways as each professor has his or her own teaching style depending on academic discipline, class sizes, and individual preferences. However, most professors' teaching

approaches can be grouped under four basic styles: formal authority, demonstrator, facilitator, and delegator.

Some studies have reported that faculty members are frequently unaware of their students' views on their teaching. Faculty may also have misconceptions about "good teaching" to students. The researcher Gentry (2013) noticed that students want more equality and respect from professors; in contrast, faculty members frequently believed that students want them to control the classroom, entertain students, be paragons of virtue, or be buddies with their students (Gentry, 2013; Miley & Gonsalves, 2005).

### **Student Gender**

Black (2021) observed that there are well-deserved advances and achievements to diversifying and gaining success to higher education in the United States. Black (2021) also noted that progress has failed to reduce students' assumptions of inferiority and mediocrity directed at female teachers and teachers of color. Black (2021) concluded that a teacher's gender is significantly associated with student expectations only when connected to the teacher's race or ethnicity. Tindall and Waters (2017) examined the influence of gender and professional experience on students' perceptions of professors, gauging the professor's professional competence, professional warmth, course difficulty, and industry connectivity. The researchers indicated that students evaluate professors based on personal criteria and the professor's ability to connect classroom experience and theory (Tindall & Waters, 2017).

Dewaele et al. (2015) found that a teacher's sex has no effect on attitudes toward foreign accents. According to Dewaele women had more negative attitudes toward their own accents. In addition, women's perceptions varied by education level and age.

Dewaele et al. (2015) concluded that some multilinguals are sometimes bothered by foreign accents and cannot consciously stand foreign accents. One earlier study focused on differences between male and female business students' perceptions of male and female professors, considering positive and negative attributes (Tomkiewicz et al., 2008). In this study, only 48 attributes applied to male professors while all 53 applied to female professors. Female students in the sample viewed all professors, regardless of sex, as relatively homogenous, but males did not adhere to this generalization. Tomkiewicz et al. (2008) demonstrated that business students, in general, have trouble accepting female professors although female professors were thought to possess more positive attributes than male professors did.

Ewy et al. (2015) found that many students would avoid a class if the professor's name appeared foreign. Furthermore, male students had a slight preference for same-race faculty. Arasaratnam-Smith (2016) observed that females were more empathetic than males when communicating with people from different cultures. Hoorens et al. (2021) found that male professors are evaluated more favorably than female professors. According to Gentry (2013), male students indicated a stronger need for learning with an authority figure. Males also required more visual learning with more structure and mobility as compared to females (Gentry, 2013). In Gardner's theory of multiple intelligences, visual learning is deemed appropriate for some students.

Gendrin and Rucker (2002) investigated the impact of gender on teacher immediacy and student motivation to learn in the HBCU classroom. This study further examined the relationship between verbal and nonverbal immediacy. In this research, perceived cognitive and affective learning outcomes did not differ between men and

women. Gendrin and Rucker (2002) found nonverbal immediacy to better predict learning outcomes than verbal immediacy for African American men and women.

### **Student Cultural Awareness**

According to Gardner (Eggen & Kauchak, 2004) intelligence is the human ability to solve problems or do something of value in one or more cultures. Indeed, Gardner's theory has substantial implications for multicultural education because it illustrates the ways different cultures value and develop other areas of intelligence. Gardner recommended that teachers create intellectual profiles for individual students, emphasizing their strengths and bolstering their weaknesses (Bennett, 2007). Bokek and Davidovich (2011) found that students who strongly value their cultural origins evaluate professors of a shared origin more highly. This indicates an ethnic similarity-attraction bias among students. Students also tended to evaluate professors from similar socioeconomic statuses more favorably as reported by (Bokek & Davidovich, 2011).

According to Joyce et al. (2015) found that learning environments are viewed from cultural perspectives and vary by basic cultural themes, which has origins in Western societies. Teaching models should always offer cultural variety. Teaching models should connect learners to their cultural roots by providing a range of learning activities. As Gardner points out, learning styles and culture are connected (Tanner, 2013). Joyce et al. (2015) further stated that learning environments could be adaptive if we design them to respond to differences in learners' cultures, since some teaching approaches increase the chances of certain learning outcomes.

Heng (2017) noted Chinese students' preferences for professors familiarizing themselves with Chinese culture, and show that they care. Mast (2016) shared that those

students need inclusive learning that is focused on cultural experience. Mast (2016) adds that Chinese students experience many challenges at foreign institutions because their learning is deeply rooted in their culture, Chinese culture shapes students' learning experiences. Based on Gardner's theory, culture can drive instruction and help students connect new or acquired knowledge with the new concepts.

Tanner (2013) identified that understanding students' learning styles and culture are both essential to effective teaching and learning. This supports Gardner's recommendations to teach students via different styles that meet each student's needs (Tanner, 2013). Many educators acknowledge the cultural conflicts and varying student experiences at every institution:

As we try to accommodate students' cultural and learning differences, it is most important to value each person's individuality deeply. If we believe that people do learn and have the right to learn in a variety of ways, then we will see learning styles as a comprehensive approach guiding all educational decisions and practices. (Tanner, 2013, p.1).

People tend to regard their own culture as superior to other cultures, which is referred to by sociologists and anthropologists as *ethnocentrism*. Ethnocentrism can create cultural bias at any institution. Most studies suggest that people regard their own culture as the only important one, claiming that their hometowns, states, or regions are better than others. Students can also be biased against foreign professors, making successful instruction difficult (Pieper, 2014). Addressing this situation, President Fred Young of Elon University staunchly encouraged university students to familiarize themselves with different cultures and linguistic diversity. President Fred Young ensured

that Elon University students traveled to and resided in foreign countries to be exposed to new cultures (Keller, 2014).

Studies suggest that to listen well in academic settings, a student needs relevant background knowledge and the ability to distinguish between important and unimportant information besides having skills in certain areas, such as note-taking. Without such skills, students cannot identify the purpose and scope of lectures or follow topic development. During class, American professors sometimes mention examples or situations that exist only in American culture; however, it can be challenging for students from different cultures to follow such lectures. Although some professors use body and facial movements to provide additional clues for learning, these clues and examples are usually culturally based, thus confusing to international students (Huang, 2004).

Smith-Barrow (2019) acknowledged HBCUs' are welcoming more international students. It is essential that different cultures are maintained on HBCU campuses to provide the diversity that students need. Smith added that while some American students wonder about major and rapid cultural changes at their HBCUs, others welcome these opportunities to meet new, and different people. Some HBCUs have seen increased enrollment among international students. For example, between 2014 and 2017, international enrollment at Morgan State University tripled from 300 to 900 students, and the numbers of international students are still growing (Smith-Barrow, 2019).

Many education experts suggested that the day-to-day work associated with teaching influences the way teachers enact their teaching philosophies; all the daily functions at any institution revolve around the climate or culture. However, school culture and school climate, although used interchangeably, are different. "School

climate” refers to the way students experience the school, and “school culture” refers to the way teachers and administrators interact and collaborate (Koch, 2012). All schools have different cultures and climates; consequently, foreign professors who choose to teach in the United States, find themselves in new teaching environments with unfamiliar school cultures or climates. Foreign professors need the support of their colleagues as well as loyal mentors, but this is not always possible.

Ornstein and Hunkins (2013) observed that no nation can be an island that’s left to itself. Therefore, American students must be receptive to foreign professors and to expanding their multicultural knowledge. Foreign professors are like ambassadors of a foreign culture. Ngwainmbi (2006) noticed that one-third of the professors at HBCUs are from Africa and India. Ngwainmbi (2006) further observed cultural bias, racial profiling, and nepotism in some colleges.

Block et al. (2016) assessed student competence after taking an undergraduate social and cultural diversity course at a mid-sized public university. The California Brief Multicultural Competence Scale was administered at the beginning and the end of the course. Block et al. (2016) found that the course improved students’ self-reported cultural competence. Other researchers have acknowledged that experiences during formal schooling may educate students in concrete areas, such as the formulation of social policies, but students’ cultural competence needs are crucial. Culture-related courses should be focused on self-evaluation as a vehicle for humility, (Block et al., 2016). Culture is something that is socially transmitted, something that changes, and something that is fluid. Students can come from cultures of low expectations, but they can also meet

high expectations due to culture's fluidity. A person can also be born in a culture of low expectations and later become successful and wealthy (Tanner, 2013).

Dixon (2020) found that American students attending local community colleges have little exposure to other cultures and that most American students were not culturally aware and had difficulty listening to people with different accents. Dixon (2020) further observed that it is common for students to not enroll in a foreign professor's class, switch classes, or drop the class. According to Dixon, students' lack of cross-cultural experience contributed to them misunderstanding foreign teachers. Dixon (2020) recommended that colleges develop interactive strategies to bridge gaps between students and faculty from different cultures, which could enhance students' cultural awareness and acceptance.

Culture consists of shared beliefs, symbols, and interpretations within a group of humans (Banks & McGee Banks, 2010). Most researchers view culture primarily as the symbolic, conceptual, and intangible aspects of human societies as the values, symbols, and interpretations of culture distinguish one person from another in every society. Banks and McGee Banks (2010) further stated that it is difficult to identify and describe the United States' overarching culture due to the nation's diversity and complexity. Behnke et al. (2014) noted that students must learn about other cultures or experience intercultural settings.

Many studies (Gruenert & Whitaker, 2015; Arasaratnam Smith, 2016) have focused on intercultural communication competence (ICC) due to its relevance in an increasingly multicultural world. These studies have focused on appropriate engagement in multicultural environments. Although some scholars question the concept of ICC and consider it a Western formulation, other researchers are still interested in studying

authentic positive connections between individuals from different cultures. According to Arasaratnam-Smith (2016), empathy directly contributes to ICC. The concept of ICC suggests that persons with no prior experience or exposure to intercultural communication can still be perceived as competent intercultural communicators simply based on their ability to sympathize with someone from a different culture (Arasaratnam-Smith, 2016). According to Gruenert and Whitaker (2015), culture is not a problem that needs to be solved, but rather a framework that a group can use to solve problems. This view is aligned with Gardner's theory of multiple intelligences, which implies that culture helps people learn according to their learning styles.

According to Allen (2016), HBCUs provide classroom experiences that encourage Latino students to participate in the university's learning community and overcome obstacles related to college adjustment. In addition, family members, professors, peers, administrators, and employers are instrumental in offering academic and interpersonal validation. While HBCUs have provided validating campus environments for African American students for years, little is known about Latino student experiences (Allen, 2016; Palmer & Gasman, 2008).

Allen (2016) observed the obstacles to interpersonal validation emerging when family members were unfamiliar with HBCU campuses and when Latino students' culture and organizations were unsupported. With declining college enrollment, some HBCUs have implemented outreach strategies to attract more students from other ethnic groups, including Latino students. Shorette and Arroyo (2015) noted some of the changes occurring at HBCUs, such as White students comprising 13% of the total student population at HBCUs in American in the year 2015.

Gruenert and Whitaker (2015) called culture a “social narcotic” to which most us are addicted that all of us feel when we belong to a group. As members of common cultures help shape each other, culture evolves into a unique group of individuals who share specific characteristics. When individuals move, they adapt to the culture of the new environment. However, when people are moved as a group, they bring their own culture along (Gruenert & Whittaker, 2015).

## **CHAPTER 3**

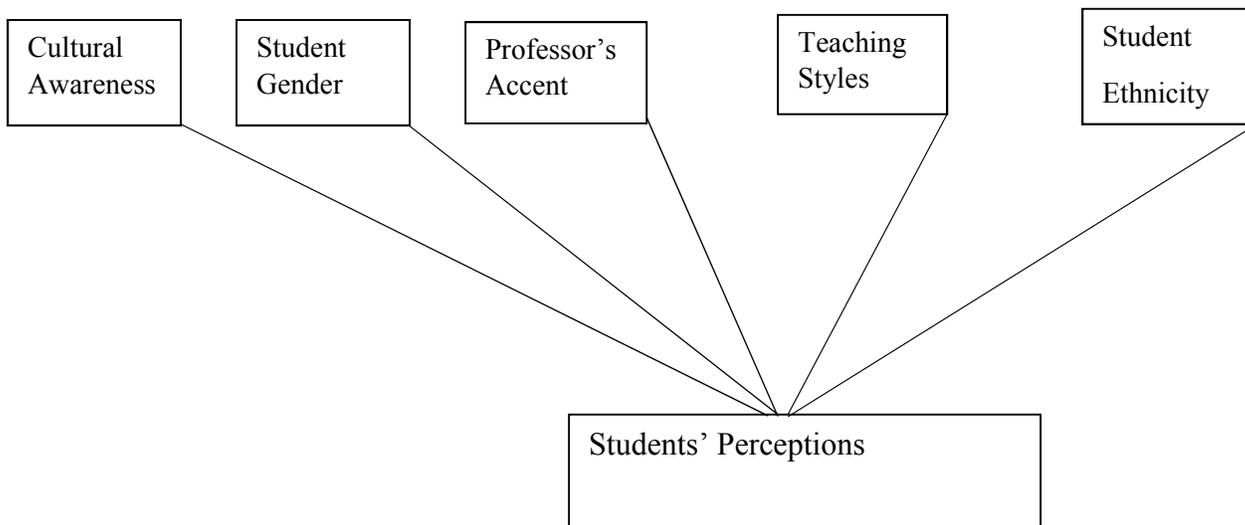
### **DESIGN OF THE STUDY**

The purpose of this study was to investigate student's perceptions toward foreign professors based on teacher accent, student gender, teaching styles, student cultural awareness, student ethnicity, and a foreign professor's accent at a historically black college and university (HBCU).

#### **Research Design**

Multiple regression was used for analysis in this study. Multiple regression predicts outcomes based on more than two predictor variables and is an analysis of the effect of two or more independent variables on a dependent variable. Researchers use the correlation statistic to predict future scores of this nature. Correlational research is usually ideal for measuring the effect of many variables and establishing a pattern of relationships (Creswell, 2012). Regression analysis is a tool that predicts an individual's score on one variable based on knowing one or more other variables (Jackson, 2005).

The investigator analyzed the relationship between teachers' accents, students' gender, teaching styles, students' cultural awareness, and students' ethnicity against students' perceptions of foreign professors using multiple regression. The predictor variables were analyzed via a pilot study to ensure that they were related to the dependent variable, but not related to each other, which is true of multiple regression models (Salkind, 2008). The multiple regression model for this study is shown in Figure 1, and it includes five unrelated predictors and one criterion or dependent variable. When independent variables are unrelated to each other, then each one can make a unique contribution toward the outcome.

**Figure 1.***Multiple Regression Study Design Mode***Data Collection Procedures**

Quantitative data collection techniques include surveys, questionnaires, checking lists, and running scales. A questionnaire can be created via a free web-based tool on the SurveyMonkey.com website. Using the SurveyMonkey tool, invitations to complete surveys can also be sent to aid quick data collection (Creswell, 2012; Mertler, 2014). After data collection, the data were imported into the SPSS statistical software package and grouped by each variable.

**Instrumentation**

A modified version of the Questionnaire about Foreign Teaching Professors (QAFTP) was used to gather data on students' perceptions of foreign professors. Participants were first asked to check responses regarding their perceptions using a Likert-type scale. Next, affective tests, instruments that examine students' perceptions (Gay et al., 2012), were used to measure students' perceptions of foreign professors.

To enhance the questionnaire, the modified QAFTP used in this study had a 5-point Likert-type scale of measurement with values ranging from “strongly disagree” to “strongly agree.” Gorbunova (2003) used a similar instrument to probe the attitudes of American college students toward non-native English-speaking professors. Most of Gorbunova’s questions were answered with a simple “yes” or “no,” but these questions were replaced with multiple-choice questions allowing a respondent to select one of five choices (i.e., strongly disagree, disagree, uncertain, agree, and strongly agree). These options enabled the use of the Likert-type data appropriately in this study.

Using five-point Likert-type scale provides more data and enhances the research instrument; such scales are sometimes referred to as “agreement scales” because participants are asked if they agree or disagree with certain statements. Thus, these scales were appropriate in the current inquiry. Further, the survey used in this study was modified to provide more questions than the instrument used by Gorbunova (2003). The design of the instrument used in this study is similar to a design in Creswell (2012).

Creswell (2012) included descriptive questions, but no descriptive questions were used in this study to protect participants identities, which could possibly be revealed in lengthy narratives. Researchers have an obligation to protect study participants. This questionnaire contained items related to teachers’ accent (7 items), cultural awareness (10 items), ethnicity (4 items), teaching styles (7 items), and perceptions (21 items). Gender was used as a dichotomous variable. The questionnaire was simplified so that participants could complete it in 15 minutes or less. Questionnaires were e-mailed or handed out to all participants, and the participants responded to all items in the questionnaire. There were five independent variables and one dependent variable in this research. Independent

variables included foreign professors' accent, foreign professors' teaching style, students' ethnicity, students' gender, and student's awareness of different cultures. Since gender was a dichotomous variable in this study, females were designated as "0" and men as "1" for SPSS calculations and the output.

### **Instrument Validity**

When a test or instrument measures what it is intended to measure, then it is considered a *valid* instrument. Therefore, validity is the property of an assessment tool that supports the fact that the tool accurately measures what it is expected to measure (Salkind, 2008). In this study, the QAFTP was used to measure students' perceptions, and it provided two types of validity. (1) *Content* validity to ensure that test items reflect the universe of items in the topic being measured, which was students' perceptions of foreign professors. (2) *Construct* validity, which was used to correlate with the set of test scores with some theorized outcome that reflect the construct for which the test is being designed; construct validity also ensures that an instrument accurately measures abstract traits and abilities. Construct validity was used to examine how well test samples reflect underlying constructs in the study (Salkind, 2008).

An instrument that measures what it is designed to measure with consistency is considered reliable. Validity and reliability can be established during instrument or pilot testing. An in-depth review of the survey instrument was conducted to ensure its validity. However, both internal and external threats were anticipated. Likely internal threats included history, maturation, instrumentation, and mortality. History is unexpected event that occurs during the study and affects a study's procedures and results. Hence, research procedures were followed to control threats. Maturation refers to participants

experiencing physical or mental changes, thus not effectively participating in the study. Any signs of maturation detected during the study would have led to expediting the process to avoid the threat.

Possible instrumentation threats include lack of reliability, lack of validity, or both. Reliability validity was maintained throughout this study as the QAFTP was repeatedly tested. The survey instrument was pilot tested with at least 10 participants. Finally, mortality occurs when participants drop-out of the study, which is a common occurrence. Per research consent regulations, study participants could drop-out without any repercussions. Additionally, an external threat that can pose a problem for any study is the sample-selection process, which can affect the study's generalizability. To eliminate this threat, a sample size was used in this study that has effectively been used in similar studies. Dong (2008) used 10 participants while Chuang (2010) used 66 participants.

### **Instrument Reliability**

Reliability of a test implies that the tool provides consistent results. The QAFTP was tested several times using abstract data to ensure its reliability. The measuring tool provided *interrater reliability*, which examined the percent of agreement between raters of students' perceptions of foreign professors. The instrument provided internal *consistence reliability*, which correlated individual item scores with the total score. The tool also provided *interrater reliability*, which examined the percent agreement between raters of students' perceptions of foreign professors. The QAFTP provided *consistence reliability*, which correlated individual item score with the total score.

Qualitative validity is a process that a researcher uses to maintain consistence of responses (Creswell, 2012). To maintain qualitative reliability, all research procedures were documented without any steps being compromised. All completed questionnaires were rechecked or cross-checked to ensure that there were no obvious mistakes. Further, the data were triangulated to ensure correctness and justify the themes in the study. Failure to maintain reliability in this study could have resulted in measurement errors. To avoid obvious measurement errors, the measuring tool was repeatedly checked for consistency.

According to Lodico et al. (2006), there will always be some error associated with measurement as no instrument is perfect. A simple calculation of the standard error of measurement is used to help a researcher estimate a true score. Table 1 shows abstract data for testing the QAFTP tool. The abstract data was used to test the validity and reliability of the instrument as shown below.

**Table 1**

*Abstract Data for Testing the QAFTP*

Student Number	Student gender	Professor's accent	Student ethnicity	Teaching styles	Cultural awareness	Students' perceptions
1	1	9	22	11	23	27
2	0	8	20	12	30	29
3	0	11	24	13	25	28
4	0	7	25	10	24	30
5	0	12	23	13	21	30
6	0	10	19	14	35	29
7	1	14	21	14	36	26
8	0	13	18	10	38	34
9	1	11	18	13	30	36
10	0	10	17	11	30	29

## **The Pilot Study**

A pilot study was conducted to ensure respondents understood the questions and completed the questionnaire correctly. The pilot study involved 10 participants who completed the questionnaire and provided data for analysis. Based on the pilot study participants' feedback, some of the questions in the questionnaire were initially were not clear. All unclear questions were reworded for clarity, and several irrelevant questions were deleted from the survey. Usually, certain aspects of a research plan can be field-tested during the pilot study as the purpose of a pilot study is to identify unanticipated problems and rectify them before the actual survey is administered.

After the pilot study, the following modifications were made to the questionnaire: (1) All the unclear questions were reworded. (2) All irrelevant questions were deleted. (3) Gender was used as a dichotomous variable. (4) The number of items under "accent" was increased from three to seven. (5) The number of items under "ethnicity" was reduced from five to four. (6) The number of items under "teaching styles" was reduced from ten to seven. (7) The number of items under "cultural awareness" was reduced from thirteen to ten. (8) The number of items for "students' perceptions" were increased from fifteen to twenty-one. These adjustments were necessary to simplify and clarify survey questions for study participants. In the pilot test, the QAFTP was e-mailed to 10 participants, all HBCU students. The participants completed the instrument, and they were asked to put a check beside any questions that were unclear. Table 2 shows the pilot study data results based on analysis of the 10 participants. Dong (2008) used 10 subjects for a similar study.

**Table 2***Pilot Data Analysis and Results*

Student #	Student gender	Professor's accent	Student ethnicity	Cultural awareness	Teaching styles	Student perception
1	1	12	9	57	13	45
2	1	7	6	54	17	43
3	0	10	4	49	10	43
4	1	12	15	38	8	26
5	1	9	7	52	15	40
6	0	7	3	56	18	45
7	0	10	7	54	13	41
8	1	9	11	45	12	37
9	1	6	11	36	7	28
10	1	9	8	55	15	43

Pilot test data were analyzed using SPSS, and several results were observed: A smaller standard deviation (*SD*) implies that results of the data were closer to the mean. As seen in Table 3 below, the data indicates that there were no higher *SDs* among the independent variables and the dependent variable.

*3. Descriptive Statistics for the Pilot*

Variable	Mean	Standard deviation	N
Student perceptions	39.10	6.82	10
Student gender	.70	.48	10
Student accent	9.10	2.03	10
Teaching style	12.80	3.65	10
Cultural awareness	49.60	7.53	10
Teacher ethnicity	8.10	3.57	10

All *SDs* in Table 3 above, were low and within acceptable range. The *SD* represents the average amount of variability in a set of scores. The larger the *SD*, the larger the variability (Salkind, 2008).

According to SPSS output data from the pilot study, 91.7% of the criterion variance (students' perceptions of foreign professors) was explained by the independent variables (i.e., student gender, teacher ethnicity, teacher accent, teaching styles, and student cultural awareness). This signifies the fact that the selected variables have a high prediction percentage for the outcome or criterion

According to the F-test below, there is statistical significance for the entire regression model for this study. At an  $\alpha$  level of .006, this regression is statistically significant because the  $p$  value is less than .05 ( $p < .05$ ). The model as whole predicted students' perceptions of foreign professors, which was the focus of this study. According to the F- test, the model predicted the results at 91.2% based on the pilot study data as indicated in table 4 below. The F-test shows a statistically significant effect [ $F(5,4) = 20.875, p < .006$ ].

**Table 4**

*Multiple Regression Model Summary*

Model	R	R square	Adjusted R square	Std error of the estimate	R square change	F change	Df1	Df2	Sig. F change
1	.981	.963	.917	1.966	.963	20.875	5	4	.006

The study's null hypothesis states the following: Student ethnicity, student gender, teaching styles, student cultural awareness, and teacher accent have no impact toward students' perceptions of foreign professors. Consequently, the null hypothesis was

rejected since a regression relationship exists ( $F = 20.875, p = 0.006$ ). The analysis of variance in the model table 4 showed a significant value of 0.006. The  $p$  value chosen for the study was .05. Based on the pilot study, the null hypothesis was rejected since the significance of .006 is way below.

As shown in table 5 below, for every one unit of  $SD$  or change in gender, the criterion increased by 2.141; for every one unit of  $SD$  in teacher accent, students' perceptions increased by 0.159; when 1 unit in  $SD$  increased in teaching styles, perceptions decreased by  $-0.359$ ; for every one unit of  $SD$  in student cultural awareness that increased, perceptions increased by 0.730; and teacher ethnicity perceptions decreased by  $-0.945$  for every unit of  $SD$  increase.

**Table 5***Multiple Comparison of Variables*

Variables	Unstandardized coefficients (B)	Unstandardized Error	Standardized Beta	Significance
Constant	12.223	9.876		2.84
Student gender	2.141	2.334	.152	.411
Teacher accent	.159	.625	.047	.812
Teaching styles	-.359	.488	-.192	.502
Cultural awareness	.730	.307	.805	.076
Teacher ethnicity	-.945	.550	-.495	.161

On checking the coefficients to see if multicollinearity had been violated, the results below in table 6 indicate that all the variables showed no multicollinearity. Tolerance values for multicollinearity are usually between 0.1 and 10.0. In this pilot study, the tolerance value for student gender was 0.338, for teacher accent was 0.268, for teaching styles was 0.136, for student cultural awareness was 0.080, and teacher ethnicity was 0.111. All the factors were within an acceptable tolerance range as shown in the output below.

**Table 6***Collinearity Statistics*

Variable	Significance	Tolerance	Value inflation factor (VIF)
Student gender	.411	.338	2.960
Teacher accent	.812	.268	7.300
Teaching styles	.502	.136	7.358
Cultural awareness	.076	.080	12.00
Teacher ethnicity	.161	.111	8.899

Since the multiple regression formula was  $Y = B_0 + B_1x_1 + B_2x_2 \dots$ . Therefore, predicting students' perceptions based on the predictors in the model was as follows:

Students' perceptions = 12.223 + 2.141 (student gender) + 1.59 (teacher accent) + 0.359 (teaching styles) + .730 (student cultural awareness) – 0.945 (teacher ethnicity).

Table 6 shows that collinearity of variables values was low and within acceptable range. Higher values within collinearity diagnostics indicate the presence of high collinearity within the variables. Collinearity can increase standard errors or reduce the power to detect reliable effects of correlated variables in a regression model.

In the pilot study, Table 7 shows that the values of residuals were independent. When values of residuals are independent, Durbin-Watson range should be between 1 and 3. The Durbin-Watson range for this study was 2.572, which is within acceptable range. This implies that the assumption of residuals being independent has been met.

**Table 7***Multiple Regression Model Summary*

Model	R	R square	Adjusted R Square	Std error of the estimate	Durbin Watson
1	.981	.963	.917	1.966	2.572

During the pilot study, 47 questionnaires were e-mailed to potential participants, and only 10 were completed and returned by seven male respondents and three female respondents enrolled at an HBCU. Based on the findings from the pilot study, females, on average, rated “teaching styles” more highly than males while males rated “ethnicity” more highly than the females. Females rated “cultural awareness” and “teacher’s accent” more highly than males. Higher ratings indicated that the factors had more impact on the participants’ perceptions. These findings may vary since fewer females completed the questionnaire than males. The multiple regression model used in the pilot study was significant and predicted 91.7% of the variance in the dependent/criterion variable. With more raw data, the significance of the model may vary.

## CHAPTER 4

### RESULTS AND DISCUSSION

The objective of this study was to investigate the effects of professors' accents, students' gender, teaching styles, students' cultural awareness, and students' ethnicity on students' perceptions of foreign professors at a historically black college and university (HBCU). Acceptance or rejection of the hypothesis was based on data generated from this research.

The final sample consisted of 200 students who completed the questionnaire administered to collect data in the current study. Some questionnaires were emailed out, while some were handed out to the participants to complete. After all data had been collected, multiple regression analysis was performed using the SPSS software. All the data was tested at .05 significance level. Table 8 below shows the mean and standard deviations for the independent and the criterion variables. Standard deviation is a measure of variability and shows how much each score in a set of scores, on average varies from the mean. The results in table 8 indicate that the standard deviations were not wide. The closer the standard deviation, the more accurate the estimate. The standard deviation for the predicting variables ranged from .501 to 5.023. These deviations were low since they were based on a sample size of 200 participants.

This study answered questions to the following null hypotheses:

$H_{01}$ : There is no statistically significant difference between students' perceptions of foreign professors and cultural awareness.

$H_{02}$ : There is no statistically significant relationship between student's perception of a foreign professor and professor's accent.

$H_{03}$ : There is no statistically significant difference between students' perceptions of foreign professors and teaching styles.

$H_{04}$ : There is no statistically significant difference between student's perceptions of foreign professors and student's gender.

$H_{05}$ : There is no statistically significant relationship between student's perception of a foreign professor and student's ethnicity.

**Table 8**

*Descriptive Statistics*

Variable	Mean	Standard deviation	N
Student perception	69.87	7.140	200
Student gender	.51	.501	200
Teacher accent	21.96	3.488	200
Cultural awareness	34.51	3.397	200
Teaching styles	27.37	5.023	200
Student ethnicity	11.63	2.791	200

The factors of interest in this study included professor accent, teaching styles, student gender, student ethnicity, and student cultural awareness. These factors were evaluated using the study model and instrument and deemed appropriate for use in this study. All the predictor variables correlated with the criterion variable, thus met the requirement for multiple regression. Furthermore, all the predictor variables were uncorrelated, but related to the outcome as required for multiple regression analysis. Therefore, both the predictor and the outcome variables met the multiple regression assumptions (see table 8).

A Likert scale was used in this study to rate responses in five categories: strongly disagree, disagree, uncertain, agree and strongly agree. The five-point Likert scale allowed five choices for the respondents in the questionnaire for the current study. Likert scales are usually used to assess opinions, attitudes, or behaviors in research. The use of the Likert scale easily allowed grouping and analyzing students' perceptions of foreign professors in this study.

### **Null Hypothesis Testing**

$H_{01}$ : There is no statistically significant difference between students' perceptions of foreign professors and cultural awareness.

Students responded to several questions under students' awareness of different cultures. Some of the participants' responses to cultural awareness are summarized in the tables included in this section. Table 9 shows students' responses to one of the questions under students' cultural awareness. Under cultural awareness, students responded to 10 different questions. Table 9 are students' responses to the question: Can a foreign professor give students a taste of another culture, which in itself is educational value?

**Table 9***Foreign Professors Considered as Vehicles to Learn Foreign Culture Responses*

Response	Percentage
Strongly disagree	8
Disagree	9
Uncertain	1
Agree	25
Strongly agree	57

As shown above in table 9, students' awareness of different cultures plays a big role in a learning environment. The findings showed that 57% of the students strongly agreed that they enjoy working with people from other cultures and countries. Approximately 8% strongly disagreed that a foreign professor can be used as vehicle to learn foreign culture, while 9% only disagreed to this statement. Another 1% of the sample were uncertain they could learn foreign culture through a foreign professor. Moreover, 57% of the respondents thought that taking a class taught by a foreign professor is an opportunity for developing cross-cultural communication skills.

The output for the effect of cultural awareness on students' perceptions of foreign professors showed a value of .017 which was statistically significant since the value was below the set p-value of .05. Therefore, the null hypothesis was rejected.

$H_{02}$ : There is no statistically significant relationship between student's perception of a foreign professor and professor's accent.

**Table 10***Frustration with People with Foreign Accents Responses*

Response	Percentage
Strongly disagree	15
Disagree	40
Uncertain	10
Agree	30
Strongly agree	5

According to table 10 above, study findings show that a professor's accent is not a major problem for students. In this study, 15% strongly disagreed that accents affect their learning while 40% similarly disagreed that accents affect their learning. About 10% of the participants were uncertain whether a professor's accent could affect their learning. While 30% agreed that a professor's accent could affect their learning, 5% strongly agreed that a professor's accent affects their learning.

Students' perceptions of foreign professors based on teacher accent were rated at .05 p-value. The SPSS output showed that the effect of teacher accent on students' perceptions of foreign professors was .148. Therefore, the results were not statistically significant, and the null hypothesis was not rejected.

$H_{03}$ : There is no statistically significant difference between students' perceptions of foreign professors and teaching styles.

*11. Comparing Foreign and American Professors' Effectiveness and Teaching Styles Responses*

Response	Percentage
Strongly disagree	2
Disagree	3
Uncertain	20
Agree	45
Strongly agree	30

Table 11 shows students' responses indicated that foreign professors were as effective as American professors. The question specifically asked: Do most foreign professors teach as effectively as American professors? Moreover, 45% of the participants indicated that foreign professors are as effective as American professors. Only a small percentage of about 2% strongly disagreed that foreign professors were not as effective as American professors. Another 20% were uncertain to whether foreign professors were as effective as American professors. Overall, 30% of the subjects strongly agreed that foreign professors were as effective as American professors.

The SPSS output showed the teaching styles results were statistically significant at a p-value of .017, since the set value for the study was at a p-value of .05, the hypothesis was rejected.

$H_{04}$ : There is no statistically significant difference between student's perceptions of foreign professors and student's gender.

Based on study data, 45% of the survey respondents were males, so they were outnumbered by females at 55%. Both female and male participants were from varying ethnic backgrounds and age groups, with ages starting at 18 years. According to the data, participants can effectively learn from either male or female professors. Approximately 39% of the sample reported uncertainty with learning from either male or female foreign professors. When asked whether male students prefer male foreign professors, 56% of the students were uncertain, 22% agreed, and 17% disagreed.

According to the SPSS output, the effect of student gender on students' perceptions of foreign professors was at .018 p-value. Considering the set value for the study which was .05 p-value, the effect was statistically significant, Therefore, the null hypothesis was rejected.

$H_{05}$ : There is no statistically significant relationship between student's perception of a foreign professor and student's ethnicity. The results were significant for this hypothesis.

Table 12 shows the statistical significance for all the null hypotheses and the variables in the current study. As shown below, the null hypothesis that was not statistically significant stated that; there is no statistically significant relationship between students' perceptions of a foreign professor and professor's accent. All the other for null hypotheses were statistically significant.

## A summary of all Null Hypotheses

**Table 12**

*Study Statistical Significance Table*

Null Hypothesis	Variable	Study P-Value	Significance
$H_{01}$	Cultural awareness	0.017	Significant
$H_{02}$	Teacher accent	0.148	Not significant
$H_{03}$	Teaching styles	0.017	Significant
$H_{04}$	Student gender	0.018	Significant
$H_{05}$	Student ethnicity	0.010	Significant

Of the 200 participants, 70% were African American students, 10% were Hispanic, 1% were White, 8% were Asian, and 11% were classified as “Other,” which included students from the Middle East and Europe. When students were asked if they learned better from foreign professors or native professors, 42% indicated that they could learn as well from a foreign professor as they could from a native professor. Respondents further agreed that if they had trouble understanding a foreign professor, they would talk to him or her about it.

When participants were asked if they preferred having same-race professors, 50% of the candidates disagreed, 25% were uncertain, 10% strongly agreed, 10% were uncertain, and 5% did not respond. On a different question, students were asked if they learned better from teachers with a shared ethnic background, 25% “strongly agreed” and 40% only “agreed.”

The results for the effect of teacher ethnicity on students' perceptions of foreign professors were at a p-value of .01. The study set p-value was at .05. Therefore, the results were statistically significant, and the null hypothesis was rejected.

As shown in table 13 below, 200 students participated in the study. The majority of the participants were African American.

**Table 13**

*Participant Frequency Distribution by Ethnicity*

Variable	<i>N</i>	%
African American	140	70
Whites	2	1
Asian	16	8
Hispanic	20	10
Other	22	11
Total	200	100

**Study Demographics**

Two hundred students from a historically black college and university participated in the current empirical study. The researcher targeted 300 participants, but only 200 students completed the study questionnaire. Of the 200 participants, 90 were male, and 110 were female. Although gender and ethnicity provided some demographics for the study, they were also among the variables in the regression model for the study.

## Study Limitations

The major threat to the study was Covid 19 which, slowed the sampling process and limited the number of participants to 200. However, the sample used in the current research was sufficient, considering similar studies have used far few participants. For instance, Dong (2008) used 10 participants.

As shown in Table 8 earlier, averages from the mean are not spread widely. The *SD* (Standard Deviation) for student perception was 7.14, which is not very high. All the other variables (i.e., teacher accent, student gender, teaching styles, student cultural awareness, and student ethnicity) had low *SDs*. The *SD* measures average deviation from the mean. All *SDs* indicated that the spread was small, or responses lacked wide *SDs* even though analysis was based on a sample size of 200. Closer *SDs* indicate that the data are more reliable while wider *SDs* indicate that data are less reliable. The six factors that were considered in this study are presented in Table 8. These variables were the only independent variables weighted for their effects on students' perceptions of foreign professors during the pilot study and in the actual research.

**Table 14**

*Multiple Regression Model Summary*

Model	R	R square	Adjusted R Square	Std error of estimate	Durbin-Watson
1	.497	.247	.228	6.273	1.580

In table 14, Durbin-Watson is at 1.580, which indicates that the values of residuals are independent. Values of residuals are independent when they fall within 1 to 3 of the Durbin-Watson range. This implies that the assumption of residuals being independent has been met. Table 15 also showed a standard error of 6.273 based on a

total sample of 200 participants. A standard error is a measure of accuracy in prediction. The wider the standard error, the more widely the sample means are spread. The standard error observed in this study was small, considering the sample size of 200 subjects.

The p-value or probability value for this study was set at .05. P-value is used in hypothesis testing to help the researcher to decide whether to retain or reject the hypothesis. The smaller the p-value results than the set value for the study, the more likely the null hypothesis is rejected. In the current study, the F-test showed a p-value of .000 which was far below the set p-value of .05 as shown in table 15 below.

**Table 15**

*Anova Model for Study Significance*

Model	Sum of squares	Df	Mean Square	F	Sig.
Regression	2510.798	5	502.160	12.760	.000
Residual	7634.557	194	39.353		

The output table 15 shows that all the values of variables (cultural awareness, gender, teaching styles, teacher accent, and student ethnicity) were significant at an alpha level of .000. The output for the pilot study also showed that all the predictors were significant at .006, as indicated in table 4 earlier. In table 16, the F statistic which is a test of significance shows that the P-value is significant at .000. Therefore, at an alpha level of .05, the regression is statistically significant. More specific, cultural awareness, student gender, student ethnicity, and teaching styles had a statistically significant effect on students' perceptions of foreign professors.

In regard to gender, 22% of the male participants indicated that they prefer male foreign professors, while women had no preference. The gender factor was statistically significant, even though females indicated that they could learn effectively from either male or female professors.

Results revealed that cultural awareness had a significant impact on students' perceptions of foreign professors. Students observed cultural differences impacted their learning as well as communicating with foreign professors, but they were willing to learn how to cope with the situation. The participants who had earlier attended other multicultural institutions contributed far less significant scores towards students' perceptions of foreign professors. Overall, cultural awareness effect was statistically significant.

Students noted that teaching styles matter. The findings of this study revealed that there were some significant differences between foreign professors' teaching styles, for instance 17% of the participants observed that foreign professors have difficulty understanding and answering students' questions.

When it came to student ethnicity, the respondents were asked, if they preferred a professor of their race or ethnic group? At least 10% strongly agreed that they preferred a professor from their ethnicity or race. Moreover, 25% responded that they learn better from a professor of their ethnic group.

Regarding a professor's accent, 65% strongly agreed that some accents are difficult to understand. When asked if they were willing to adjust in speaking and listening styles to communicate better with professors with foreign accents, 55% of the participants strongly agreed. Approximately 30% indicated that it was frustrating talking

with people who have a strong foreign accent and thus the variable further provided a significant response to the study.

The F test in the table 15 above shows that there is a statistical significance for the entire regression model for this study. At an alpha level of .000, the regression is statistically significant because the p-value is less than .05 which is the same as (p-value <.05).

In table 15, the *F* test shows a statistically significant effect, [ $F(5, 194) = 12.760$ ,  $p < .000$ ]. This implies that the multiple variables of interest in the study have a statistically significant effect on students' perceptions of foreign professors. More specifically, the factors evaluated in the study had some impact on students' perceptions toward foreign professors.

## CHAPTER 5

### CONCLUSIONS, DISCUSSIONS, IMPLICATIONS, AND RECOMMENDATIONS

#### Conclusions

This study examined the effect of cultural awareness, foreign professor's accent, teaching styles, student gender, and student's ethnicity on students' perceptions of foreign professors. More future studies on students' attitudes toward professors may change some common misconceptions people may have about foreign professors. For instance, the notion that students learn better under the same ethnic or their native professors was found false in the current study. Misconceptions can positively or negatively impact students' expectations and overall perceptions of foreign professors. Furthermore, negative perceptions of foreign professors can negatively impact students' performance, while positive perceptions of foreign professors are likely to boost student performance or achievement. The findings in this study indicated that most students respect foreign professors and are willing to accept cultural differences that exist in every learning environment.

As indicated in the theoretical framework, foreign professors cannot speak American English without an accent. Although studies suggest that it is complicated to learn a foreign language and speak it without an accent, but it seems that some students are not aware of it. When students embrace other people's culture, it helps them to see new ideas, and perspectives that lead to everyone's academic success.

Although Ngwainmbi (2006) reported that Americans learn less due to foreign professors' unfamiliar accents, this study did not find any evidence to support this notion.

Park (2016) observed, when some students could not understand foreign professors, they dropped the courses taught by the foreign professors. In this study, an insignificant number of participants agreed that they would drop a professor's course if they had a hard time understanding the professor. Perhaps the degree of the professor's accent may impact communications between students and the professor. In the current study, students indicated that they are willing to learn how well they can communicate with foreign professors who have different accents. As Heng (2017) pointed out, familiarizing with other cultural backgrounds can help to breach some of the barriers some students may have while communicating with foreign professors.

However, students should understand that foreign professors may have foreign accents, but they are usually qualified to teach. Professors may also struggle to understand students as well since they are also not used to their students' accents. In Arizona, state law makers have mandated that English teachers must be native English teachers (Blum & Johnson, 2012). This mandate appears to block students' willingness to accept foreign teachers.

Irizarry (2011) also pointed out that prejudice and discrimination based on language or linguicism are alive and well in the United States. Furthermore (Moyer, 2013) reported that a foreign accent is a criterion for workplace discrimination. Observations by (Irizzary, 2011 & Moyer, 2013) indicate that prejudice and discrimination impact student's perceptions of foreign professors. Encouraging student acceptance of people from different cultures, regardless of their accents may help to improve relationships between foreign professors and their students.

Arasaratnam-Smith (2016) found that females are more empathetic when communicating with people from different cultures. In this study, females had no preferences and reported that they could learn effectively from foreign professors whether they were either male or female.

Students' awareness of different cultures seems to play a powerful role in students' perceptions of foreign professors. As Howard Gardner shared, students' cultural background contributes a lot to their learning and understanding of new information. Other factors (e.g., student's gender, professors' accent, teaching style, and students' ethnicity) can also impact students' perceptions of foreign professors.

The study focused on 200 students' perceptions regarding foreign professors at an HBCU. Using a Likert scale questionnaire, the respondents provided their perceptions through emails or completed handed out questionnaires. In both the pilot and final study, the participants responded to 47 questions in the research instrument.

This was an empirical study that assessed five predictors against one criterion, hence multiple regression was an appropriate analysis for this study. Each variable made a unique contribution towards understanding the dependent variable.

## **Discussions**

According to the data collected for this study, 86% of the participants had taken at least 3 courses taught by foreign professors, and approximately 14% had taken at least 1 course taught by a foreign professor. At least 20% of the participants were enrolled in courses that were in their major areas of study.

As universities will always hire foreign professors, students need to adjust to various teaching styles and accents. When responding to the question: Do most foreign

professors teach as effectively as American professors? Approximately 30% of the participants strongly agreed that most foreign professors were as effective as American professors. Another survey question that the subjects answered was: In future, are you likely to live and work with people from other countries or cultures? To this question, 7% agreed. Students observed that foreign professors work as hard as native professors, and some students acknowledged that in future, they would probably work with people from other countries, which makes cultural awareness important to them.

The findings of this study indicated that most of the students enjoy knowing people from other cultures and countries. When asked if it would be difficult having a roommate from a different cultural background, 3% strongly disagreed that they did not have a problem having a roommate with a different cultural background. Furthermore, the majority of the respondents indicated that they were interested in learning how to communicate with people from other cultures. In regard to the question: Are you interested in international news and issues regarding multicultural environments? Approximately 35% of the students were interested in listening to international news and issues regarding multicultural environments. When the participants were asked whether attending a multicultural institution had helped them to understand foreign professors, most of the students agreed that attending a multicultural institution had helped them to learn how to communicate with foreign professors. Parker (2016) observed that some students did not like foreign professors. This study found only an insignificant number of students fall under this category.

Indeed, a professor's teaching style matters. In this study, it was found that most foreign professors teach as effectively as American professors. Approximately 30% of

the subjects strongly agreed that most foreign professors were as effective as American professors were. Most of the students observed that they could learn just as well from a foreign professor as they could learn from an American professor. The findings of this study indicated that both foreign professors and American professors show the same level of concern for their students' success. When the respondents were asked if it were better not to allow foreign professors to teach in the United States, the majority disagreed. Most students observed that foreign professors encourage creative problem solving, and are always eager to work with students, although the majority revealed that most foreign professors were not willing to admit their faults, and shortcomings. The study also found that foreign professors set high expectations for their students and treat their students fairly. Some of the respondents indicated that they would transfer to another class or drop the class if their professor had a strong accent, which was consistent with Park (2016) findings. Although Sanchez and Khan (2016) reported that students are less likely to rate foreign professors as effective and helpful as native professors, this study's findings were inconsistent with this report. In the current study students indicated that foreign professors are as effective as native professors.

Some participants indicated that if a professor had a strong accent, they would transfer or drop the class. However, the majority of the sample considered making adjustments in speaking and listening to communicate better with foreign professors with unfamiliar accents. Most students acknowledged that some accents are difficult to understand and that they were sometimes biased against certain peoples' accents.

Students indicated that it was not frustrating to talk with people of different ethnicities. According to this study's findings, students do not have a hard time adjusting

to and learning from professors of different ethnic groups. When the subjects were asked if they preferred a teacher of their race or ethnic group, the majority disagreed. Students also observed that it was not hard to learn from a professor from a different ethnic group. Ho (2020) found that students prefer a teacher of their ethnic group. In this study, one question required students to indicate if when choosing a course, they would pick one taught by a native professor over the one taught by a foreign professor, most of them indicated that it didn't matter.

When participants responded to questions regarding their preferences for male or female foreign professors, 39% reported that they were uncertain. Another 5% of the males agreed that they preferred male professors to female professors. This was consistent with previous studies noting that male students have a slight preference for male teachers (Ewy et al., 2015). Tomkiewicz and Bass (2008) found that female students viewed all professors as relatively homogenous, regardless of sex, but males disagreed with this generalization.

The participants perceived that when there is a communication problem between students and a foreign professor, students should work with the teacher to resolve the situation. Both professors and students should find alternative ways to communicate with each other. Overall, participants noted that foreign professors show about the same level of concern as American professors. Further, the majority of the participants agreed that they are equally responsible for improving their communication with their foreign professors. Approximately 75% "strongly disagreed" that foreign professors should not be allowed to teach in the United States, 20% "disagreed," and 3% were uncertain.

About 50% of the participants were in favor of attending workshops or orientation programs in which they can learn to communicate better with foreign professors.

Participants acknowledged that learning new verbal and nonverbal communication styles could improve their communications with foreign professors. Among the students who had attended multicultural institutions, 44% shared that these environments had helped them to improve their communications with foreigners.

### **Implications**

Several implications related to each of the variables of interest can be drawn from the current study. In terms of teachers' accents and teaching styles, some participants acknowledged that foreign professors' accents were hard to comprehend; however, they also noted that they can learn new ways to communicate with people from different cultures through communication workshops. Students recognize the importance of maintaining good relationships with their professors. Results also show that foreign professors are as effective as American professors. Therefore, future studies should be focused on correcting misconceptions, for example, that foreign professors are not as effective as American professors. In terms of cultural awareness, participants reportedly enjoyed knowing people from other cultures and countries. Most students indicated that they are interested in international news and issues regarding multicultural environments. This implies that some of the participants had made some progress toward accepting and respecting other peoples' cultures.

In terms of ethnicity, most students were not frustrated when talking to people of different ethnicities or race. Further, when the students were asked whether they learn better from same-race professors, the majority "strongly disagreed." This implies that as

long as a professor uses a variety of instructional techniques to address each student's learning modality, most students will learn. Not many studies have focused on gender in regard to student perceptions about foreign professors. Although a few studies indicate that male students shared preferences for male teachers on student evaluations, not enough evidence was found in the current study to support this.

The findings of this study indicate that students are willing to learn how to communicate effectively with foreign professors. Students want a good rapport with their professors although this is not always possible. Good teacher-student relationships have a strong positive effect on learning. Therefore, the findings of this study imply that improving relationships between foreign professors and students is essential for student success. Students are not the only ones who benefit from student-teacher relationships, but teachers benefit as well. A healthy student-professor relationship can help the professors to improve their interpersonal and professional skills and gain more trust from students.

### **Recommendations for Future Research**

This study examined the effect of cultural awareness, teacher accent, teaching styles, student gender, and student's ethnicity on students' perceptions of foreign professors. At the conclusion of this study, it was clear that further research should be conducted in the area of students' perceptions of foreign professors as several pressing questions have not been fully answered. As the context of the current study was a historically Black college or university, future studies could occur in different contexts, including elementary, middle, and high schools to find differences across the levels of education. Also, future studies could be focused on the impact of school culture and

school support of foreign educators. Future researchers should also consider both qualitative and quantitative studies as well as longitudinal studies, all of which will involve different research designs. According to this study, 55% of the participants indicated that their attitudes affect their ability to understand foreign professors. Perhaps future studies should focus on ways to change students' perceptions toward foreign professors.

Both professors and students should embrace cultural diversity. Embracing cultural diversity will enhance tolerance of other people's cultures. Students or teachers who embrace cultural diversity are more likely to support global assimilation and discourage prejudices or biases against foreign accents or cultures.

The first step that students can take is to learn about other cultures. Secondly, is acceptance of the fact there are many different cultures, and every culture should be recognized or embraced. Accepting cultural differences and embracing them, can enhance student-teacher relationships, as well as student learning.

## **APPENDICES**

**APPENNDIX A**

**Protocol Approval Letter by Texas Southern University**



TEXAS SOUTHERN UNIVERSITY  
Office of Research

**March 23, 2021**

Good day, Caleb Butiko!

This is to inform you that your amendment protocol #ES018, "Students' Perceptions of Foreign Professors at a Historically Black College and University (HBCU)", is exempt from Texas Southern University's Institutional Review Board (IRB) full committee review. Based on the information provided in the research summary and other information submitted, your research procedures meet the exemption category set forth by the federal regulation 45 CFR 46.104(d)(1) and 45 CFR 46.104(d)(2):

*Research, conducted in established or commonly accepted educational settings, that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction.*

*Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording)*

The Federal Wide Assurance (FWA) number assigned to Texas Southern University is FWA00003570.

If you have questions, you may contact the Research Compliance Administrator for the Office of Research at 713-313-4301.

*PLEASE NOTE: (1) All subjects must receive a copy of the informed consent document, if applicable. If you are using a consent document that requires participants' signatures, signed copies can be retained for a minimum of 3 years of 5 years for external supported projects. Signed consents from student projects will be retained by the faculty advisor. Faculty is responsible for retaining signed consents for their own projects, however, if the faculty leaves the university, access must be made available to TSU CPHS in the event of an agency audit. (2) Documents submitted to the Office of Research indicate that information obtained is recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subject; and the identities of the subjects will not be obtained or published; and any disclosures of the human subjects' responses outside the research will not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. The exempt status is based on this information. If any part of this understanding is incorrect, the PI is obligated to submit the protocol for review by the CPHS before beginning the respective research project. (3) Research investigators will promptly report to the CPHS any injuries or other unanticipated problems involving risks to subjects and others.*

**This protocol will expire March 23, 2024**

Sincerely,

Marion Smith, PhD, Chair  
Institutional Review Board (IRB)

**APPENDIX B**

Consent Form

### **Consent Form**

**Dissertation Title:** Students' Perceptions of Foreign Professors at a Historically Black University and College (HBCU).

**Protocol Investigator:** Caleb Butiko ([butiko@att.net](mailto:butiko@att.net))

You are invited to participate in research that will explore students' perceptions of foreign professors and the impact on student achievement. You will be required to complete a simple multiple-choice questions survey form online. Your information will be kept confidential. Completing this form may take 15 to 20 minutes.

There are no risks associated with your participation. Please note that your participation will help to improve the teaching services of foreign professors at Texas Southern University and other institutions. You have the right to withdraw from participation at any time without any penalty. Your individual privacy will be maintained at all times.

If you have any concerns regarding this study, please direct your questions to the protocol advisor, Dr. Ingrid Haynes Mays, at [Ingrid Haynes-Mays@tsu.edu](mailto:Ingrid.Haynes-Mays@tsu.edu) or by phone at 713-313-7179, and Ms. Rhonni Dixon from the Texas Southern Review Board (IRB) at 713-313-4301.

By choosing *Yes* below, you acknowledge that you are over 18 years old, you have read this document, and consent to participate in this study.

Yes \_\_\_\_\_

No \_\_\_\_\_

**APPENDIX C**

**Survey Questionnaire**

**A QUESTIONNAIRE ABOUT STUDENTS' PERCEPTIONS OF FOREIGN  
PROFESSORS AT A HISTORICALLY BLACK COLLEGE AND UNIVERSITY.**

**Use an "X" to Check your Choices for all the Following Questions.**

**I. Experience with Foreign Teaching Professors**

A. Have you had a course or section of a course in which the instructor was a foreign professor whose native language was not English?

\_\_\_ Yes    \_\_\_ No

If no, go to section II. If yes please answer questions B and C

B. How many courses have you had with the foreign professor? Please check one.

\_\_\_ One    \_\_\_ Two    \_\_\_ Three    \_\_\_ Four    \_\_\_ Five

C. How many of these courses with the foreign professor were in your major? Check one.

\_\_\_ None    \_\_\_ One    \_\_\_ Two    \_\_\_ Three    \_\_\_ Four  
\_\_\_ Five

D. How did you rate your teacher's teaching styles?

Poor \_\_\_ Fair \_\_\_ Good \_\_\_ Very Good \_\_\_ Excellent \_\_\_

## II. Scale of Preferences

Check the appropriate number to indicate the extent to which you agree or disagree with each of the following statements, using the following scale with an "X"

Strongly Disagree 1

Disagree 2

Uncertain 3

Agree 4

Strongly Agree 5

1. If I got a foreign professor with a strong accent, I would try to transfer to a different section of the course or another teacher's class.  
1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_
2. I can learn just as well from a foreign professor as I can learn from an American professor.  
1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_
3. I enjoy knowing people from other cultures and countries.  
1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_
4. When there are communication problems between students and professors, students can do very little to improve the situation, especially when it is due to unfamiliar accents.  
1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

5. In the future, I probably won't live or work with people from other countries or cultures.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

6. As a student, I would be willing to make adjustments in my speaking and listening styles to communicate better with foreign professors with unfamiliar accents.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

7. Having an international student as a roommate with a different cultural background would be a difficult situation.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

8. If I had trouble understanding a foreign professor, I would talk with him or her about it during office hours.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

9. Having a class with a foreign professor is an opportunity for developing cross-cultural communication skills.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

10. It is frustrating to talk with people who have a strong foreign accent.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

11. Students' attitudes affect their ability to understand foreign professors in class.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

12. I have little interest in learning to communicate with people from other countries or cultures.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

13. Do you learn best from a female or a male foreign professor?

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

14. Male students prefer male foreign professors.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

15. Female students have no preference, they can learn effectively from either male or female.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

16. On the whole, foreign professors show about the same level of concern for students' success as do American professors.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

17. I am interested in international news and issues regarding multicultural environments.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

18. American students can help foreign professors in their adjustments to the U.S classroom.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

19. In a class with a foreign professor, there is not much students can do to improve communication.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

20. Foreign professors can give students a taste of another culture, which in itself is educationally valuable.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

21. As a student, my efforts have effect on the communication that occurs in the class.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

22. Most foreign professors teach just as effectively as American professors.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

23. Improving communication skills in a class with a foreign professor is useful preparation

for living and working in an increasingly global society.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

24. Students should not have to take responsibility for improving communication between themselves and a foreign professor.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

25. It would be better if foreign professors were not allowed to teach.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

26. I would be interested in attending a workshop or orientation program that would help me

communicate better with foreign professors.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

27. By learning new verbal and nonverbal communication styles, I probably could improve communication between myself and a foreign professor.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

28. Students should share responsibility for classroom communication.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

29. Foreign professors make a sincere effort to communicate effectively in the classroom.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

30. My foreign professor encouraged creative problem solving.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

31. My foreign professor assigned a wide variety of assignments.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

32. My foreign professor was always eager and willing to work with me.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

33. My foreign professor was always willing to admit his faults, shortcomings, and mistakes.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

34. My foreign professor had high expectations for me and helped me to achieve my goals.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

35. My foreign professor treated everyone fairly and respectfully.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

36. If you have attended a multicultural institution, has it helped you to understand foreigners?

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

37. My efforts are important for successful interaction in class with a foreign professor.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

38. The skills involved in intercultural communication are becoming increasingly important in today's society.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

39. If there are difficulties with classroom communication, the foreign professor is responsible for improving the situation.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

40. Many foreign professors have difficulty understanding and answering students' questions.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

41. I prefer a professor of my race or ethnic group.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

42. Students learn better from a professor of their ethnic group.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

43. I find it hard to adjust and learn from professors of different ethnic groups.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

44. In an international living situation (for example, international co-op or residence hall) would be an interesting experience.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_

45. The intercultural communication that occurs in the class with a foreign professor has little relationship to the real world.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

46. As a student, I am willing to adjust to different accents, eye contact patterns, and nonverbal communication styles of foreign professors.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

47. If I could choose the section of a course myself, one of my main criteria would be to get into a section taught by an American professor.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

48. It is not possible to expect students to make listening and or speaking adjustments to communicate with foreign professors.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

49. Interacting with people of different cultural backgrounds will not be part of my planned career.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_

1. Age: \_\_\_\_ 18 \_\_\_\_ 19 -20 \_\_\_\_ 21 -22 \_\_\_\_ 23 -24 \_\_\_\_ 25 and  
over

2. Gender: \_\_\_\_ Female \_\_\_\_ Male

**III. Predominant ethnic/racial background:**

\_\_\_ American Indian or Alaskan Native

\_\_\_ African American

\_\_\_ White

\_\_\_ Asian American or Pacific Islander

\_\_\_ Hispanic or Spanish

\_\_\_ Other

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