
This book focuses on foreign language curricula in academic institutions and provides an analysis of the process, as well as strategies, of learning. There are various examples of experiments carried out in classroom settings which would provide us with the analytical data critical to our research.


Shows information about the university’s demographics. For example, there is a table that shows students’ enrollment in specific colleges and majors. There is a column that separates sexes and the rest are columns that separate race/ethnicities. This source is useful because it gives us insight as to how many people are international students. It shows if the students are residents or ‘foreign.’ In general, it gives good information as to how students are distributed in the colleges or departments. For the purpose of our research study it is important to know what departments to focus our investigations in. Unfortunately the information provided is from 2005, but it should still give us a good idea of how the enrollment is typically.


Examines the background factors such as learning strategies, language practices, age and sociocultural variables in affecting the second language learning. With TOEFL as a reference, identifies those factors which have significant effect on language learning based on a research utilizing a sample size of 101 students. Also include student observations on how to improve the teaching.


Provides listings of resources, included are brief descriptions of each program that the university offers or that are found in the surrounding community. The information is relevant because it is important to know how the university is catering to the needs of all students, and that there is help being provided for those that need it. It also serves as a form of education for those that are not aware of the resources, and some of the programs could also be useful when thinking about what has worked and what has not in order to make effective recommendations to improve language barriers.


In this book, Müller relates the problem of language barrier to international organizations and shows how they attempt to overcome it. Through this source, we aim to find relevant examples of issues faced by a group of individuals who are brought together
in a work environment, as well as solutions that may be pertinent to the issues faced in academic institutions.

Survey of International Students. Administered to 50 University of Illinois Students between April 13th and April 18th 2006.

This survey will serve as a primary research tool for our ethnography project. This information will be used for both its quantitative and qualitative qualities. The open ended questions will give us ideas as to the severity of the language barrier problem as well as any possible solutions that our survey subjects present.

Survey of Students with International Teaching Assistants. Administered to 50 University of Illinois Students between April 13th and April 18th 2006.

This survey will serve as a primary research tool for our ethnography project. The information will be used for both its quantitative and qualitative qualities. This survey focuses on students that have had problems in the past with understanding their teaching assistants. We will use this information for statistical purposes to explain the severity of the language barrier problem. The open-ended portion will be used in the generation of ideas that we recommend to solve the problem.


This source focuses on the social patterns of international students. A survey of 497 international students serve as the evidence for this report. The social benefits from international interaction are shown throughout the report. This report will be helpful in providing reasons as to why the language barrier problem must be solved.


Discusses the problem with underutilization of information services in academic libraries by international students. Identifies cultures differences and different communication styles as the roots of problem. Also examines the factors in communication styles that hinder interaction such as use of languages, non-verbal communications, directness and indirectness, and English Idioms. Recommends ways to accommodate cross-cultural differences.


West relates various first-hand experiences of individuals who were
placed in multilingual settings. He also provides several accounts of how attitudes influence speech, with the consequent inference that knowledge of both customs and words are necessary to engage in successful world communication. This will serve as a good source of anecdotes, helping our research recognize the varied problems faced by different people as they come together.