academic settings. Another idea would be to cover several different speech acts in a specific setting, such as an advising session with a professor. Most importantly, the videos should not only focus on the speech acts, but also point out the interactional features of the dialogue between the interlocutors.

The scenarios in this study were created based on the researcher’s own experience as an international student in a U.S. university. Future research should survey what faculty and staff members in U.S. universities find to be the most common scenarios when interacting with students, especially non-native speakers, to make the multimedia materials even more authentic. Future research should also consult the literature on this topic in the field of international students in higher education and SLA.

Specifically, for Part 6: Strategies, the videos should not only depict international students sharing their experience performing certain speech acts. As has been suggested by the participants in the feedback questionnaires, the videos in Part 6 should also include what members of the U.S. academic setting (e.g., professors, teaching assistants, students, writing center consultants) identify as appropriate and polite.

References


