The Experience of Multilingual Doctoral Students Related to Academic Success
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Introduction
For multilingual students, academic writing can be difficult in a second language leading to delays in academic progress. Reading comprehension and research skills are similarly affected. Social and cultural influences also shape academic writing. These collective factors can lead multilingual students to undervalue their academic abilities. This study identified writing challenges faced by multilingual doctoral students in an online learning environment.

Methodology
Descriptive qualitative study. Six multilingual doctoral nursing and education students. Semi-structured interviews. Iterative content analysis.

Results
- Academic writing expectations increased with the doctoral degree and required more detail and structure than previous degree experiences.
- The impact of being a multilingual learner was described through language identity and was related to the complexity of different languages and the dissonance between language translation and meaning.
- Helpful resources came from academic supports, faculty, social media, and peers.
- Needed support includes multilingual resources and awareness of the importance of language and culture to academic writing. “Your first language, it’s part of you and who you are and your identity” P4

Conclusion/Recommendations
For supporting multilingual online doctoral students timely academic success:
- The need for early and individualized identification of writing challenges and consistency of feedback.
- The need for multilingual mentors and resources including editorial.
- The need to raise faculty and the academic team’s awareness and competence regarding multilingual students’ cultural and academic needs.

“Equity isn’t giving every student the same thing but giving every student what they need to succeed” adapted from I Ruiz