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ABSTRACT
        This study explored the aspect of international
student culture. To understand how international students perceived
their experience as foreign students and how they make efforts to
break down language and culture boundaries while they are studying
abroad, five international graduate students in the college of
education in a large mid-Atlantic University were interviewed. The
research questions focused on: the kind of experience the students
were having; whether the students perceived their experience in
similar ways; and the kinds of coping mechanisms these international
students were using to deal with problems. Four significant themes
emerged from the analysis of in-depth interview transcriptions and
field notes of participant observation: insider and outsider,
language handicap, lonely island, and reflective learner. This study
produced three main findings. First, supportive instructors and
classmates, American friends, and an assistantship are important
factors in helping these foreign students convert from being
outsiders to insiders. Second, international students perceive their
language problem as a kind of handicap that affects their learning,
social adjustment, and self-confidence. Third, loneliness is a common
feeling of international students because they have no time to make
new friends due to the load of academic work and the limitation of
language. It is suggested that international students can promote
cultural awareness among both teacher educators and prospective
teachers in teacher training programs. Breaking down cultural and
language boundaries between international and American students can
provide valuable cross-cultural and educational experience for all.
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54.23 Teacher Preparation and Multicultural Education

Learning Multiculturalism from the Experience of International Students:

The Experience of International Students in A Teacher Training Program

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Contents

Abstract

This study explored the aspect of international student culture. To understand how international students perceive their experience as being foreign students and how they make efforts to break down language and culture boundaries during the studying abroad period, I approached five international graduate students in the college of education in a mid Atlantic University. The guiding questions were: What kind of experience do they have? Do they perceive their experience in similar ways based on their shared experience of studying abroad? What kind of coping mechanisms or defense mechanisms are these international students using to deal with the problems they have?

Four significant themes emerged from data of in-depth interview transcription and field notes of participant observation, including insider and outsider, language handicap, lonely island, and reflective learner. This study produced three main findings. First, the supportive instructors and classmates as well as an assistantship are important factors in helping these foreign students convert from being outsiders to insiders. The number of American friends international students also contributes to their feelings of being outsiders or insiders of the host culture. Second, international students perceive their language problem as a kind of handicap and thus it affects their learning, social adjustment. and self-confidence. Third. loneliness is a common feeling of international students because they have few or no friends in the new country. However. they have no time to make new friends due to the load of academic work and the limitation of language.

In response to the growing emphasis on the multicultural educational community, it is suggested that international students can be a very good source for promoting cultural awareness to both teacher educators and prospective teacher educators in teacher training programs. It is worth the effort to break down cultural and language boundaries between international students and American students, thus providing valuable cross-cultural and educational experience for all.

Learning Multiculturalism from the Experience of International Students:
The Experience of International Students in A Teacher Training Program

Problem Statement

The growing emphasis on multiculture in the educational community contributes to the need for preparing teachers for diversity. Earlier research has explored teachers' beliefs and concerns regarding multicultural education (e.g. Montecinos & Rios, 1995; Hysmith et al. 1995). Researchers also develop approaches to enhance prospective teachers' abilities for teaching in an ethnically diverse community (e.g. Smolkin et al. 1995; Flood & Diane, 1995; Johnson, 1995; Valli, 1995). However, little is known about how to promote teacher educators' positive attitudes and knowledge concerning cultural diversity as well as to establish an optimal cultural atmosphere in teacher training programs.

As a foreign student learning about the issue of multicultural education in a U.S. campus, the researcher notices the possibility of using international students as a resource to increase cultural awareness for both teacher educators and prospective teachers . By promoting social contacts among international students and American students, and increasing cross-cultural discussions, a more optimal cultural atmosphere can be established in teacher training programs. This study explored the learning experience of five international graduate students in a teacher training program. Based on an understanding of the sojourners' perceptions and difficulties of being a foreign student, efforts can be made to break down language and cultural barriers among international students and local students, thus promoting positive and rich multicultural experience for all.

This paper presents the aspect of international student culture in the graduate school of College of Education at a mid Atlantic University from the foreign students' point of view. The first section is a brief overview of the study abroad issue in higher education. The major discussion focuses on the phenomenon of culture shock and the coping and adjustment of sojourners. In the second section, a qualitative study of five international students regarding the meaning of being a foreign student is presented. The study was addressed in terms of the stage, the actors, interviewing as the process of inquiry, researcher as key research instrument, the culture of international students, and researcher's reflections. Finally, recognizing the need of preparing teachers for diversity, suggestions are made to establish an optimal multicultural environment in teacher-training programs.

Studying Abroad -- A Culture Encounter

Studying abroad has a long history in higher education. Not only students from under-developed countries go to first-world countries to acquire new knowledge and techniques for improving their home countries, but also students from well-developed countries are encouraged to study abroad for obtaining cross-cultural learning experience and thus help either the growth of the individual students or the further development of international understanding.

Year after year, an increasing number of students from different countries come to America to pursue higher education degrees. The number of foreign students enrolled in U.S. colleges and universities for the year of 1993/94 is 449,749 which is thirteen times the number of that of 1954/55 (IIE, 93/94). The foreign students represent various cultures and are widely spread among the states.

There were 2,546 non-immigrant students, for example, at one mid-Atlantic University in the Fall of 1994. These students represented 136 countries (IES, 1995).

The increasing population of international students in the U.S. adds to the diversity of the student bodies in educational communities. In the discussion among administers and policymakers in the Spring Hill conference (1984) held by Institute of International Education, most of the participants agreed that diversity of the student body provides enrichment. However, not much is really known about the educational benefits, cognitive or attitudinal, of bringing together students of varying national, ethnic, or class origins (Barber, 1985).

Students studying in a foreign land have to deal with not only academic challenges but also with culture shock. It is assumed that the experience of culture shock may enhance sojourners' cultural sensitivity toward both their respective cultures and the host culture. An understanding of international students' perception of their cross-cultural experience can provide an insight into the cultural atmosphere of American educational settings.

In addition to the culture shock and adjustment, the international students may not be aware of the academic principles and practices in the American educational system. Certain values and assumptions function implicitly in the minds of instructors and students in the world of American academe, such as individualism and competition, progress-orientation and reasoning style, and attitude toward knowledge (Robinson, 1991). In order to further international students' success in a foreign college or university, a peer-pairing program has been developed by Westwood and Barker (1990). Their comparison groups study revealed that overall achievement rates are higher and drop-out rates lower for those who participated in the matching program of first-year students with host national students.

International students from various countries share meanings in term of culture at the U.S. campus, which enables them to act together (Becker, 1986; Bogdam & Biklen, 1992). For example, culture shock is a shared experience among international students. When people leave their home countries to a new country, they probably feel culture shock after they fall into a routine. According to Funaki (1995), there are three basic causes of culture shock, including the loss of familiar cues, the breakdown of interpersonal communication, and an identity crisis. For example, people in a new country may lose the social cues for maintaining interpersonal relations and behave appropriately for the new culture. People from different cultures may have different communication styles (Levy, Rodriguez, & Wubbels, 1995) and they may have different expectations of response. Moreover, people in other countries may become more "aware of how their own culture has shaped [their] thinking and perceptions and [they] may become more conscious of the hidden part of [their own] culture." (Funaki, 1995, p. 3)

The following section is a qualitative study of five international students. This study showed international students' interpretation of their learning experiences in a teacher training program. The leading questions are: What kind of experiences do they have? Do they perceive their experiences in similar ways based on their shared experience of studying abroad? What kind of coping or defense mechanisms are these international students using to deal with problems they have? The results were organized in terms of themes as outsider and insider, language handicap, lonely island, and reflective learner.

What does it mean to be a foreign student in a teacher training program?

<u>The Stage</u>

The target university in the mid Atlantic region has a huge campus (see Diagram 1) and has more than 23,000 undergraduate students and 8,500 graduate students in the Fall of 1994. It includes more than 2,500 non-immigrant students representing 136 countries. For a new student, the campus may look like a jungle. There are no significant directional signs and you cannot tell one building from another. Mary, an international student transferring from another small campus, described what she saw upon coming this university as follows: "Oh, my god, I can't handle this." (interview, 4/5. P.1) She walked from one end of the campus to the other for registration. She said, "You have to look at the map and try to figure out where to go."

Near the center of the campus is the graduate students' library. The College of Education is in a four-story building located a short distance from the rear of the main library. The offices of various departments are located on different floors. For example, the offices of the Special Education Department and the Measurement & Statistics Department are on the first floor. Therefore, people in these two departments may be found easily on first floor. However, there are common areas where students may meet each other, such as the computer center and curriculum laboratory in basement of the building.

When people who have some kind of responsibility in their departments or in the college, they will have a fixed place. either a single office or a desk in a big office. Sometimes they may only have a mailbox. Thus. people may spend more time in this building since they have their own place here. Consequently, they may have more opportunities to meet and get to know other co-workers and students. From my data, my interviewees interpret their experiences in terms of being outsiders or insiders. Those who have fixed assignments spend more time in the building. Consequently, they have more friends in this building and found it easier to transfer their feelings of being an outsider to an insider. Therefore. for international students, an assigned place of work and with some responsibilities become a key factor in their adjustment process.

<u>The Actors</u>

In order to explore international students' perspectives of tneir experience in the College of Education at this campus. I approached five international students, including Cherry, Jan, Mary, Melody, and Sari. all fictitious names. All members of my informants were registered full-time graduate students in the College of Education when the study was conducted. I chose these five members for the following reasons: First. they all participated in an emerging international student group. Second. they were at different stages in their study programs when they entered this group. For Example. Cherry was in her first semester and Melody was at the end of her master's program. Two of them are doctoral students. two of them are master's students, and one student is in the transition from the master's program to doctoral program. Third. I wanted to choose the students who came from different countries. Due to the uneven distribution of student countries of origin in this College. the five participants only represent three Asian countries. Moreover. since all my subjects are female international students. they may. therefore. share some female perceptions of what Belenky et al. (1986) called. "women's ways of knowing." Actually. some male international students attended this group after I started my study, and they may have different viewpoints of the same

experiences. However, my study is limited only to the perspectives of representative female international students in the College of Education.

Interviewing As A Process of Inquiry

In order to understand the experience of studying abroad from the international students' own points of view, I used the in-depth interview technique as a primary inquiry method. I also conducted participant observations, videotaping the group meetings and activities. Several significant events of individual students are also recorded in my fieldnotes. I collected as many written materials relating to them and the international group as possible. However, in this paper, I used the interview transcriptions as the major data source.

During the interviews, I tried to keep my questions open-ended so as to allow the informants to answer from their own frame of reference rather than from prearranged pointed questions (Bogdan & Biklen, 1992). Similar to what Erickson described about fieldwork, my interview procedure was also full of inductive and deductive dialogue (Erickson, 1993). Sometimes I asked inductive questions to understand how the interviewee interpreted her experience, such as "What does it mean to you?" Sometime deductive questions were used to understand to what extent the informant applied her interpretation of one event to other events, such as "Did you have a similar experience?"

Two question frameworks are very helpful in improving my question skills. The first framework is the developmental research sequence (DRS) proposed by Spradley (1979; 1980). According to Spradley (1980), three types of questions, including descriptive, instructive, and contrast questions, can be used for the acquisition of various kinds of information. For example, the question, "Would you please tell me what is it like to be a foreign student in classroom?" is a descriptive question designed to elicit the language the teachers use in describing their classroom experience. "What kind of experiences are critical in the process of adjustment during the study abroad period?" is typical of structural questions, which will help the researcher find out how informants have perceived and organized their experience of being a sojourner. "What are the differences of study experience in your home country and in a foreign country?" is a kind of contrast question, designed to find out what informants mean by the various terms used in their language. The contrast questions are also used to discover the dimensions of meaning by which informants distinguish the objects and events in their world.

Another technique is called "the three-interview series" suggested by Dolbeare & Schuman and was cited by Seidman (1991). In the first interview stage, focused on life history, the researcher asks the participant to "tell as much as possible about him or herself in light of the topic up to the present time." In the second stage, the details of experience, the interview concentrates on "the concrete details of the participants' present experience in the topic area of the study." In the third stage, reflection on the meaning, "the participants are asked to reflect on the meaning of their experience" (see Seidman, 1991, for details).

In his two-year ethnographic study, Wolcott (1973) avoided developing the friendship with his subject principal. He agreed that such a relationship with the participant might deter the researcher from writing analytically and objectively about the subject. However, I have no choice to maintain just a "warm, sympathetic observer" as did Wolcott in his study because, after all, the subjects are my friends although they participated in my study. It is a little strange to interview friends but I gained some advantages based on the existing friendships. For example, I didn't have to spend too

much time on developing rapport. We usually have kind of small talk or informal conversation in either Chinese or English at the beginning of the interview. After I felt the informant had already gotten used to the type of conversational interview, I turned on the recorder and began to ask questions in English.

The interviews usually lasted at least 3 hours, but I only recorded one or one a half hours. I noticed that during the interview period, the respondents seemed to have difficulties describing their experiences and expressing their feelings. Moreover, I was afraid of influencing their thinking, so most of the time, I just asked questions rather than shared experiences and feelings with them. Although Bogdan & Biklen (1992) thought that the field worker's feelings may be an advantage to elicit the respondents' feelings, I was concerned that as an insider researcher, if I revealed too much of my personal feelings, I would be influencing the participants to express feelings which were not really their own. Therefore, I asked more descriptive questions and tried to elicit the meanings of their experiences from their points of view. However, we usually had further conversation after the recorded period. I found when I shared my own experiences with the informants and when we conversed in our own language, more pertinent information would emerge. I, therefore, made notes about what experiences we shared. It might be helpful in understanding the true meanings of their daily encounters which might not be adequately described due to the limitations of language ability. However, I limited the use of shared experience data because it might reflect too much the researcher's bias.

In transcribing the audiotapes, I found that during the interview period, the informants and myself kept amending our sentences and trying to choose the right words to describe what we wanted to say. If culture evolves through language, I think it should be through the person's first language not his or her second language. Sever mistakes in grammar and pronunciation were retained in the transcriptions of interviews unless the informants requested for change.

Researcher as Key Research Instrument -- the researcher's personal experience

When I arrived in the United States in the Fall of 1993, I knew that the new life ahead was full of challenges and difficulties. I was a little afraid but I also held optimistic expectations that I was capable of taking the tough times with the good. I was so excited and wanted to learn about America first-hand with an open-mind. I thought that if I wanted to really learn about American culture, I should share a room in an American home rather than in my friend's house. After a time-consuming search, I found a nice room about 5 miles away from campus. Unfortunately, the first lesson in the U.S. is like a nightmare. I did not get any money back and left that house crestfallen. I don't like to talk about it with others, even with my families in home country. I was sorely hurt and disappointed by the incident. This experience threatens the trust I had in people in this land. I noticed that my enthusiasm for making American friends faded. It may have influenced my interpretation of the behavior of my American classmates.

After school started, I buried myself in reading and homework. I went to school for classes and stayed at home for studying. Day after day, night after night, the only thing I wanted to concentrate on was studying. I seldom talked with classmates when I was in school. Sometimes I participated in class discussions but most of the time I was a listener. I felt that I was almost an invisible person in school. I was no longer that intelligent girl who had wonderful ideas and prided herself on being a creative thinker. I noticed that I had to find some resources to help myself out. Therefore, I signed

up for a conversation group to improve my fluency in English. I went to the writing center to have my papers edited. I participated in cavalry training because I thought that if I could do something familiar, maybe I could restore my confidence. At that time, I felt that I was floating on a very dark ocean. I was searching around for guidance and a sense of stability. I really expected to meet someone who could understand what I needed and help me.

Fortunately, I survived by studying very hard and restored my self-esteem by gaining good grades in my courses. When I recall my first year, my life over here was one long stint of studying. It was not until the second year that I felt more comfortable in handling my life here. In addition to academic work, I volunteered in an international organization to introduce my home culture to many groups out of campus. However, little questions has been asked about my culture in classes and at campus. It seemed that people did not see my difference in terms of culture rather than in terms of language.

More new international students came and asked me about my experiences. I shared my experience with them and thought that the difficult time is natural that every international student would go through it. However, when I heard that one of the new students was depressed and might give up, I was saddened and astonished. I knew that she was an experienced and excellent person in her professional field. Why could she not go through this adjustment period? I began to question whether it is necessary that every international student go through a long adjustment to the new environment? Is there a better way to help international students into the new study environment without being subjected to a stressful period? I examined my own experience in the first year and I began to ascertain what other international students experienced in their new academic environment.

The Story of An International Student Group

It was a sunny afternoon. I had first finished talking with another international student about the problems she had. I was leaving the education building. Suddenly a flyer attracted my attention. It announced "Minority student meeting." The meeting would be held upstairs in ten minutes. "Am I a minority student?" I asked myself and I decided to ask people who were in charge of that meeting. When I arrived at the meeting room, there were only two secretaries present. I asked, "Is the meeting also for international students?" One of the secretaries looked at me and asked, "Are international students minority students?" "I don't know." I answered. Another secretary ventured her opinion, "I think they are minority students." "OK, so you are welcome to attend this meeting." the first secretary said. I sat down with my drink and watched people coming in. When I found that I was in the wrong place, it was too late to leave. There were in total about fifteen minority students at this meeting. All of them were Africa-American students except me. The dean gave a talk about building a multiculture educational community. Then there were many people talking about some resources for minority students. I was confused about who I was on this campus. Since I was a formal graduate student here, I should have the right to have these resources available to me and to be informed. However, I have never been informed and never felt that my needs were addressed. I felt the need to speak and I raised my hand. I stood up and said something like international students also needed to be informed and needed more assistance. From their facial expressions, I was not sure if my comment was heard but I decided to be insistent.

After the meeting, I decided that I had to pursue the idea. I felt that if I didn't, then the idea might

never be raised again because I was not always so brave and outspoken. Then I met with the assistant dean several times. I suggested many topics that international students might be interested in or need to learn about. Then a letter calling for building a community for international students in education was distributed to other international students (We wanted to find all but had a difficulty to get a whole list of international students.) Surprisingly, some international students were not on the mailing list but they were made aware of the new group by those who attended the meeting. Consequently, there were 20 international students in the newly formed activity, including international students in education and their international friends in other departments.

Based on my observation in activities of the international student group in the College of Education, I found that students usually gathered into several small groups. Students from the same country tended to gather together and speak their own language; nevertheless, students from different countries gathered together and speak English. The latter discussed more issues in terms of culture sharing or information exchange. The former discussed more issues in terms of personal interests. It needs more time to know if the grouping will change after more activities of the international student group are held. However, all my informants are excited about the effort of building an international students group in the College of Education.

Mary described why she came to the first meeting of this group:

"I felt, I very much felt that this was going to be a group of international students coming together. I thought this is a useful place for me to go. I mean, you know, it can be emotionally supportive. It can be a place where I can get more information, get more knowledge. You know, we have some problems which were pretty unique, which American students don't face. So for all these reasons I decided that I should go and at least find out what it is all about." (Mary, interview, p.5).

International students come this group with different expectations, they, however, agree upon that it is an emotional supportive, experience sharing, and learning extending group. Until now, the most valuable thing is to learn about American education through the group activities. In the future, they think the group can help them learn more about not only the cultures of other international students but also American culture.

The Culture of International Students: Shared Experience

After I read and reread the interview transcriptions, several themes and issues emerged.

Outsider and insider
Outsider
Being an outsider is a common feeling among international students. Students from other countries, sitting in an American classroom, have difficulties participating in classroom discussions not only because of the language barrier but also because of the content of the course. When the issues are not relative to their experience, international students find that they have little background knowledge to involve themselves in the discussion. At the moment, they feel that they are in the classroom as an outsider and observer. Cherry felt very frustrated "every single day" as an outsider. She said:

"For example, you're sitting in the classroom and you, well, you hear people talking about some topics or some issues and you can't cut in. You just can't cut in because, well, sometimes you don't really, you don't understand what they're talking about. ... they're talking about some kind of programs, some kind of social issues that never be heard of. So I just like 'Well, What are they talking about?' I have to pay attention, have to concentrate on their talking. That's really... very hard for me. I mean I have ..otherwise I'll totally got lost. I just don't know what they are talking about." (Cherry, interview, p.2).

Melody also felt sometimes the problems discussed in the class were very different from those of her country. She said, "This is related to their culture and their society and this is hard for me." In dealing with the feeling of being an outsider, Melody would raised questions to challenge her classmates. She said.

"What they are talking about I can't understand. It is so hard for me to conceptualize it. And I think when I raise some questions about [which] they take for granted, ...they will feel so strange and they will explain it to me... I think because education is related to the society, so they will notice I am an international student because I have so different perspective from them." (Melody, interview, p.1-2).

However, being an outsider is not always a negative feeling. Sari said that when she was asked about her opinions on issues regarding American problems, she answered that she felt like an outsider. Her classmates felt sorry for her. But she did not feel sad because, she said, "... [when] I said outsider it is a little different from what they mean ... Because [being an] outsider means [that] the problems of US is not my problems really. I am just a visitor. That's why I am outside of the problem..." (interview, p.1). Being an outsider, Sari thought that her opinion about those problems might be mor objective. Sari said, "They are their problems. How they see [and] how they pursue [them] is their problem. So it's very much subjective. I can probably tell or see the problem more objectively because I am not insider of that problem."(interview, p.1)

For Mary, she felt that she was an outsider in this society rather than in her department. She said.

"I think in the department, I feel absolutely at home. I don't feel like a[n] outsider. But it is more like I still have to adjust to some of the outside world. You know, things like ... if I have to get gas for my car, I don't know how to do it. So it is more the American life I still need to adjust." (Mary, interview, p.2).

From outsider to insider

Why do my informants have the collective sense of being outsiders but have different feelings about it? Two of them who have assistantships in the department seems to suffer less than those who don't have a position in the department. Does the position of assistantship make everything different? I asked Sari to imagine what would be different if she did not have a assistantship. Instead of answering my question directly, Sari recounted the many advantages of having an assistantship. She said:

"Because I get the research assistantship, I could work a..a lot of benefits. I could work whole project by myself from beginning to end. This is really good experience for me... And another thing is because I get an office that is in the graduate assistants office. I have many friends and almost at least 2 or 3 times a week we can see each other and support them ... Another thing is because of the assistantship, I can use all the... such as computer, printer, and copy machine in my

office. Of course my grant has to pay for the copy machine. But the computer and printer, I didn't need to pay... And I have an access to the reading and resource in my ... I have the key of the department. I can work Saturday and Sunday. Even school is closed... So I was lucky." (Sari, interview, p.7).

When she was asked about when her loneliness and when the feeling decreased, she stated that being an assistant was one reason for starting to feel like an insider. "Since I got the assistantship. I have to go to office every day and I work and I have many people to talk to. [The] first couple [of] years, when you don't have friends., it is really very difficult." (interview, p.9).

Mary shares the experience of having an assistantship with Sari. When Mary came to this campus, she had a part time assistantship, but the money was not enough for the expenses she incurred.. So she also worked in a day care center. Then an instructor in one of her classes asked her come to her office to talk with her. At that time, the professor was looking for a full-time graduate assistant. Mary got the job and her financial problem was completely solved. Mary noticed that the assistantship was very important to her, however, she thought the supportive adviser, professors, and classmates in her department were more important since they helped her revert from being an outsider to insider. Why the adviser was a key factor in helping Mary become an insider of her department will be discussed latter.

In contrast to their being outsiders in an American university society, my informants feel that perhaps their advisers and American classmates are the outsiders-- outside the culture of international students. When Cherry described the difficulty she has in the classroom, she said, "I really don't feel that .. they're sympathetic... I don't think they're sympathetic enough.... And my adviser ... sometimes he is very helpful. But I still don't feel that he can understand what I feel. He can't really understand what I feel as an international student in this program." (interview, p.3). This time she was an insider of the culture of international students who share the same feelings and difficulties.

When talking about the international student group, all subjects are happy to have people who have shared experience get together. However, the sense of being an insider of the culture of international students is not well expressed in these interviews. As the international student group grows, the sense of being an insider of international student culture might become clearer.

The identity of being outsider or insider relates to the sense of belonging to the group. As Jane described the feeling of belonging, she said, "I think if you think you belong to some group, ...you care about what happens to the group, you care about your friends in the group, you give your support to the group." (interview, p.10). However, she did not find this kind of connection between her and the department because she did not develop "friendships" with her classmates. She thought friends and classmates were different -- "Classmates discuss the [subject matters]--what happens in the classroom-- but friend, when I say friend you care what happens [to] him or her, even though out of the class." (interview, p.11). Therefore, the more friends the international student has in the group, the more he or she feels that he or she belongs to the group, thus he or she may think him or herself is an insider of the group. Conversely, the fewer friends the international students make in the new land, the more they feel as an outsider of the culture.

In my study, Mary always talks about her American friends, also she has less feeling of being an outsider. Sari has some American friends too. so she does not feel being an outsider is so painful. However, Cherry, Jane, and Melody have more friends who come from the same country rather than

American friends, and they, therefore, have strong feelings of being outsiders in their classes or departments.

Language handicap

In order to study abroad, most international students have to use a second language as their learning language. Since it is the second language, it is almost impossible for international students to speak as fluently as their native classmates. However, international students perceive their language problem as a kind of handicap and thus it affects their learning, social adjustment, and confidence.

Disadvantage in learning

In the classroom, in addition to the feeling of being an outsider, it is also difficult for a foreign student to keep pace with their classmates in the discussions. When and how to cut in is a continual challenge for a foreign student. Due to the limitation of language, international students are also reluctant to participate in classroom discussions. In short, there are two major aspects of difficulties in learning relating to language: speaking and writing.

A. Speaking in class

Melody thought the most difficult part for her in classes is "to talk and do presentations." She said, "I think this is a personal problem because I always feel nervous when I stand in front of all my classmates. And they just stare at me and I just feel so nervous. And I think they might not understand what I am talking about." (interview, p.1). However, she also found that most of her nervousness came from a lack of confidence in speaking English.

When she just arrived on this campus, Mary was afraid to talk with people. "when I am talking in English," she said, "it doesn't really flow very well. It is like, you know, sometimes I can't find the right words." (p.2). But she found that people in her department were very supportive, so now she can talk with people and has many American friends in her department. She suggests that international students should break down the culture barrier and try to communicate with others.

> " I think probably one of the things that international students need to do is to be able to communicate what they need. Because I think a lot of us came from cultures where is not O.K. to talk about what problems you have. And I think it is probably nice ... over here, they encourage you to talk and they expect more direct communications. Like I think back home, you know people are used to indirect communications, so you know that's kind of sensing. And you know here, people are not used that kind of communication." (Mary, interview, p.9).

Cherry is the best English speaker among five informants in my study. I also know that one retired experienced language professor volunteering in helping international students is working with Cherry. His comments on Cherry's English is "You can not tell that she is a foreign student." But Cherry is so disappointed in her English ability. Cherry feels that she has been living with frustration ever since she entered her program. Cherry described how hard she tried to speak in the class but always felt frustrated.

> "Actually I've tried very hard to speak out in the class. Sometimes I just find, you know, that I really can't cut in. They talk too fast. And they just like blah..blah.., blah.. blah.., and well, you

know, after I just put up all my gust to raise my hand up and then I found out, well, everybody is watching, everybody is looking at me and just like, well, I don't know what to say and I just get nervous and I just said, 'Oh, well...' I just say something like very, probably maybe irrelevant to the issue they are talking about., You know, at that time I feel very embarrassed and feel so bad about that." (Cherry, interview, p.2).

How the instructors and classmates react to international students' speaking performance is an important feedback for the foreign students. If the instructors and classmates behave like they are interested in their comments, the international students would be more willing to speak out. However, if they feel that the instructors and classmates do not understand what they are talking about and show sort of no interest in their talking or are impatient, then the international students will maintain their silence in the learning process. For example, Cherry said,

"Whenever you are talking English, as you have that kind of confidence, actually, you can speak very well. In that class, sometimes I just feel like, since I've been regarded by them as a person with lousy English, speaking lousy English, so I just like kind of ...I was like withdraw myself or, you know, like holding back." (Cherry, interview, p.2).

Jane was not so confident in expressing herself in English and she feels lots of pressure in the classroom. However, she admitted that the best experience she has in the classroom is when she is asked to discuss her paper.

"I remember when I gave [the teacher] my assignment, [she asked me] 'Do you want to share your experience with classmates?' I said 'OK.' I said that and ..and..and..so she discussed my thought] in the classroom and she gave me more chance to say something, some specific situation, just for example, she asked me about the homosexual situation in my country. Yes, she gave me much opportunity to say something. ... [And my classmates']responses were very good. [They] asked me something and expressed their curiosity. It made me felt [that] I really can give them something and made them [have a better] understanding about my country." (Jane, interview, p.6-7).

B. Writing papers

Writing papers is an important phase of the learning process, especially in the College of Education. For international students, writing papers is an exhausting and time-consuming task. The major problem in writing is the grammar and structure of English. Most of the international students think assistance in correcting grammar and editing papers is needed. They also have tried to find help in various ways. Mary said, "I still have problems when I am writing papers. I usually need somebody to edit it." (p.2). Mary has received much help from her advisers and classmates. Sari seeks assistance from American friends in the same department and sometimes she gets help from her project adviser. Cherry has the assistance of a retired experienced language professor. Jane and Melody took a writing course in the first semester and sometimes go to the writing center to have their papers edited. Although the resource is available, writing is still a major weakness of international students.

Jane is at the end of her master's program. When I asked her what is the most frustrating thing in her learning experience. "Language problem" she named it very quickly. The language problem makes learning experience here more difficult and less satisfying."I think writing reports is the most difficult part in my learning experience," Jane said,

"I spend lots of time finishing reports but I know I didn't do a good job even though I [have tried to] do my best. And I just feel [that] if I can use my own language, I can do a very good job. I feel [frustrated because] I try so hard..but I only can do that." (Jane, interview, p.12-13).

Sari is at the end of her doctoral program. She did not feel uncomfortable about language handicap because "it is just [a] nature process" (p.1). However, she also thinks the most difficult part of her learning experience is the writing. She said,

"Because [of] the English handicap, [I am] not good [at] writing and [a] slow thinker. So it takes more time... [And] if we want to write [a] better quality paper, it really takes time." (Sari, interview, p.4).

In addition to the grammar difficulty, Melody's frustration about writing papers came from her perspectives which differ from her teachers'. She said,

"In the first semester, it was the grammar problem. And for [the present] one [it] is just the thinking. Maybe, I think this teacher is more conservative. And also well ... it is so hard for her to accept the criticism..." (Melody, interview, p.6).

In writing, international students get feedback from their instructors from the way in which they comment on the paper. Some will write down the comment, "You have to improve your English writing "; Some don't make comments but carefully make corrections of grammar. Maybe the instructor wants to help them improve writing by correcting mistakes on their papers. However, Jane felt that she does not receive any encouragement from her instructors. She said,

"I don't think they give me encouragement. They just give you suggestion like ye..you had better [to] improve your English writing. Maybe..it will be better if they can give me [suggestions about] what kind of resources I can seek , I can try to find, [or] I can use." (Jane, interview, p.3).

If the instructors can also read the international students' papers without regard to their grammatical errors, and critique the unique thinking or valuable ideas in their papers, it would be more helpful in encouraging them to improve their writing.

Disadvantage in social adjustment

The limited language ability also hampers the international students in making friends with American classmates. Cherry has a vivid description about how she felt that American classmates don't like to know her better due to her language problem.

"They just don't like to talk to you because you can't speak good English. I mean, it doesn't mean that they don't like you or something. You know, just like they don't know how to communicate with you. Because they're saying, 'Well do you understand what I am saying?' or 'Do you really understand?' or 'What are you talking about? I really don't know what are you talking about.' And they're just like ... they don't want to get to know you MORE. They don't want to get to know you more. They don't want to understand you more." (interview, p.6).

Jane wants to chat with her classmates but she said,

"I am afraid [that] maybe some question I want to ask is impolite..maybe and I want to discuss my study with them or just tell them about my problem but...I feel uncomfortable sometimes. I think maybe [it's] something I had better not to tell." (Jane, interview, p.1).

Big "I" and small "I"

The feeling of having a language handicap has a negative impact on international students self-esteem and self-confidence. In the interview, Jane described herself as "the poorest person in the world" or "not smart enough to handle the whole study" when she talked about her learning experience. However, When she is with the people from her own country, she is always a kind of leader of conversation. For example, in the spring party of the international student group, I saw Jane talking about movies and her experiences to a small group. At that time, she looked full of confidence and had many ideas. She was absolutely a different person comparing to the one in class. The feeling of being language handicapped also makes her feel like she is mentally handicapped.

Cherry has the similar experience that her language ability does not support her self-image.

"Sometimes I think about, like 'The level of your English ability equals to the level of your intelligence.' Really, in this place. Because ... We can't just put our thought into exact words in English. So sometimes we... we talk just like a child. We can just use simple language, I mean, simple sentences, simple words, and, you know, we're not so even. We can just talk very simple things. But it is not really. It is not true, right? We have our profound thinking here in our mind. We have our brilliant ideas about some kind of issues but we can't really express it, I mean, it is like I'm a handicap. I am a handicapped person. I'm a handicap, you know, just like... you can't do something that people can do." (Cherry, interview, p.2).

Actually, the international students are excellent students in their home country. Melody, for example, graduated from her undergraduate school with the highest grades. Sari was the only female student in engineering department in her undergraduate program and also graduated with good grades. The language disadvantage makes international students feel they are not so good now. The feeling of being a top student and suddenly becoming a mediocre one especially hurts. However, some international students can overcome this by getting assistance from the school.

Mary is one of the lucky persons. She described how she get helps from her advisers.

"My both professors, my adviser and the other professor, have been very supportive professionally. Like last year, the professor I work with, took me to Atlanta to present with her in [a national conference]. I have no experience, you know. I talk to her about what we are presenting; what we are going to do it., and, you know, she just have so much confidence that I was going to be able to do it. You know, that give me confidence. The same from my adviser. Like at the moment she is editing a book, and she asks me to write a chapter with another doctoral student. ... They've just asked me come and do this. And that you know you need to do things like this." (Mary, interview, p.3).

In her first semester, however, Mary was not so confident about herself. For example, in her first semester, she registered for nine credits first, then she found she could not handle it. She told to her adviser, "You know I have to take these slowly. I have to take six credits this semester." And she felt her adviser understood her difficulty. The same also happened to Cherry. She went to her adviser and ask permission to take fewer courses in her first semester. Her adviser did not think it is so difficult to take four courses in one semester. Cherry insisted on taking only three courses, and so her adviser

approved. Nevertheless, he didn't seem happy about that prospect.

Actually every international student wants to work as hard as possible to meet the academic requirement. When I asked them about their social life, they were surprised as if they had never learned of the term. social life. They spend almost all the time in studying and writing. Their description of a typical day is just studying, go to school, and studying, of course, they did eat and sleep. When an international student goes to the adviser and says that "I can not handle this.", they have already been suffering for a long time. I remembered when Jane wanted to drop one course in her third semester, she thought and thought for a long time. She talked with this friend and that friend. Finally, she went to her adviser and she found that it is not a big deal for an American student to drop a course. But why for international student, is it so difficult? Maybe because they have higher self-expectations and they are not so confident about themselves as they are studying in foreign language in a foreign country. They don't know how to tell people about their problems or they don't feel comfortable talking about their problems. Cherry said,

> "Well, actually I've learned not to tell anybody about my hard feelings or bad feelings because, you know, people have their own problems. They don't have time. They are not willing to listen to you. They have their own problems anyway." (Cherry, interview, p.1).

When they face problems, they try to figure them out on their own. Jane said,

> "when I meet this kind of [academic] problem I think I try to find some resources from library. Most of time, I just ask [the instructor] the big point. And [about] the detail, I want to try to find [it out] in the library." (Jane, interview, p.2).

Cherry hoped that her classmates and teachers have their sympathies when she felt depressed, and she will be all right to deal with her own problems. She said,

> "I am still here. I have to deal with all kinds of problems and challenges ahead of me. ... I will do that all by myself. But just at that particular moment, I just like to have someone to REALLY understand what I feel. You know, like kind of really sympathize what I feel." (Cherry, interview, p.6).

Lonely island

I want to use some metaphors to illustrate international students' life in the U. S. It is like Jack enters to the giant's house; it is like a tiny boat floating on a huge ocean; It is like flying in a new sky, you don't know the directions or the rules; It is like an island. Yes, an ISLAND. It is said that "No man is an island unto himself." However, every international student is like an island surrounded by water of a different culture. The island has its connection to its home land deep in the water. The island has its potential treasure but people in the boat on the ocean only can see the small part above the water. People may not be interested in visiting the small island, but when some of them board here, they may find the richness of the island. There are many islands in the ocean. International students like a group of islands as a whole but have their own shapes and treasure. However, as islands they are separated by water, they are lonely islands.

No Man Is An Island unto Himself

island of the international student

The ocean of host culture

home country
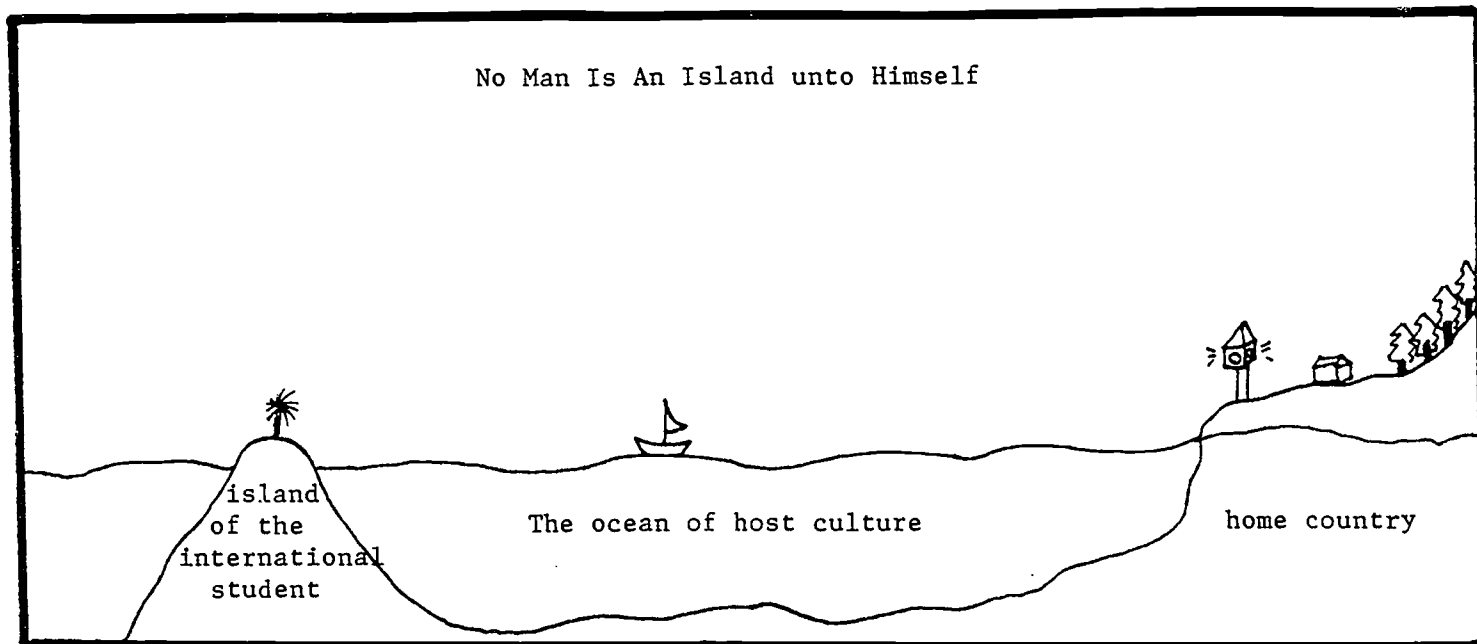
Loneliness is a common feeling of international students because they have no or little friends in the new country and no time to make new friends. Cherry said,

"Actually I've tried to talk to people, and attend some activities. ... But I really think that I don't have time. I mean, my study load is very very heavy. I have so many assignments and homework to take care of, such as papers, projects, you know, interviews. So I really can't find some time. I really can not find time to make new friends, you know. I really like to make new friends. I think ...people, we are human. We need friends. Friendship is very important to everybody." (interview, p.3).

Not only do they have no time to make new friends, but they also have difficulty making American friends due to the language problems. Jane likes to make friends with American classmates but, she said,

"You know. When we say friends we share [with] each other the emotion and the plan..the future plan ..a lot of things but ..but with a[n] American, it seems not easy to share the feelings. Yes, it's not easy. Why it's not easy ? Language. I cannot think, I cannot say, I cannot express my emotion , my needs, my desire so detail, so completely as I want [in English]." (Jane, interview, p.11).

It seems to be easier to make friends with other international students rather than with Americans. Sari, for example, has more friends from different countries than American friends. When they are out of classrooms, Melody and Jane spend most of their time with friends from the same country. Cherry, however, does not have many friends even from the same country. She felt that due to the age factor, her interests and concerns were different from other students. So it is so difficult to have someone to talk with. Again, Mary is the lucky one because she has a very good relationship with her classmates, so she has both international friends and American friends.

Do they feel American classmates don't want to make friends with them? Most of my informants thought that their classmates are friendly. However, American students have their jobs, families, or other social activities, but foreign students do not easily become involved in their social activities. Maybe the American students do not know how to interact with people from different cultures as the international students do. Therefore, it is necessary to explore how to improve the development of friendship between international students and American students.

International students also represent various cultures in the college, however, most of them do not feel their cultures and experience are deemed as valuable or interesting by people in this college. Moreover, my informants talked about racism in different ways. They felt that people in this country still can not appreciate diversity even on this campus. Why do they have this kind of feelings? Cherry guessed that probably international students are "oversensitive" about this. She said,

> "For example, if I were an American, probably I wouldn't feel that way. [I would think] just like, 'Oh, well, this person is not a friendly guy. So ... next time I will not smile at this person.' But for me, it's like [being] a foreigner here, ... probably I will think, 'Well, maybe the person is a racist. Well, the person has his or her hatred toward me because I am a foreigner here, because I am one of the minority here in this society." (Cherry, interview, p.5).

However, it is true that there is little opportunity for these international students to show their cultures either in classes or out of classrooms.

If the international students are islands then their advisers should be the explorers, who like to explore and find something valuable in different islands. What kind of relationship do international students have with their advisers? I have observed the relationship of American students and their advisers for a long time. I feel that American students have closer relationship with their adviser, for example, they joke with their advisers and are not afraid to talk or argue with them. But this would not happen between international students and advisers. My informants think advisers are those who give them academic suggestions and solve their academic problems. They respect their advisers but do not expect them to be friends.

However, a supportive adviser is especially important for an international student's learning and adjustment. Mary thinks her adviser is the key factor in her being able to settle down and become an insider of the department. Describing her arrival at this school, her adviser told her that,

> "I don't know what your communication style is, and how things are in your culture, but I expect that if you have any problem or whatever you need, [you have to let me know because] I don't know enough about you. You have to let me know what you want or do and I will find the ways to see how we can do it." (Mary, interview, p.10).

Then she took Mary around the department, introduced Mary to the secretaries and showed her different offices of the department, where the restroom is, and where everything is. As Mary described it, her adviser is a very busy professor but she always let Mary feel that she is approachable. Mary said,

> "She gave me her office phone number, [and] her home phone number... Always she made it very clear that she was approachable. She always let me know how could I reach her. You know where I should leave her a message or whom I should contact if I have problems." (Mary, interview, p.1 & 10).

Most of the time. Mary appreciates that she has very "supportive" adviser, professors, classmates, and the department. Is it because Mary is especially excellent? or is it because she is lucky? What factors make the department, the adviser or professors, and classmates so supportive to international students? According to Mary, a periodic group meeting of her program in the department has been very useful for her in getting to know people and their academic activities. Multicultural issues and promoting respect to diversity are important concepts in her program, therefore, people in the program are more culturally sensitive. For her adviser, Mary said maybe because she has many research projects dealing with cultural issues and she also works with people in different countries, so "she is probably more aware that [I] am from [a] different culture." (interview, p.10).

There is a growing emphasis on multiculture in the educational community. Preparing teachers for diversity become an important issue in many teacher preparatory programs. However, if the professors , as teacher educators, do not have the kind of cultural sensitivity, how can they teach prospective teachers to appreciate different cultures? Moreover, the graduate school in the College of Education is sort of preparing teacher educators. If these prospective teacher educators can not develop cultural sensitivity in their learning process, how can we expect them to become culturally sensitive persons in their future work? International students in this college could be a very good source for promoting cultural awareness to both teacher educators and prospective teacher educators. What I found in this study indicates that we did not do a good job in these two issues.

Reflective learner

According to Funaki (1995), international students use coping mechanisms rather than defense mechanisms to deal with the problem of culture shock. How do international students develop a new understanding of the host culture and awareness of their own culture? In this study, I found that reflective thinking is the most significant process when my informants deal with their problems in terms of culture shock. Their learning by reflective thinking can be generalized into four aspects: (1) about self, (2) about learning, (3) about own culture, and (4) about host culture. The reflective thinking about own culture and about host culture is a reciprocal procedure. Following are some examples of the informants' reflective thinking regarding self , learning, own culture and American culture.

When Jane tried to explain why she was not comfortable to tell the teachers about her problems in learning, she reflected this in the concern of self from others' view.

"Maybe it's because my background. Sometimes I think maybe this kind of problem is easy for them but I cannot understand. I cannot deal with it. Maybe I am afraid [that] they think I am stupid, maybe." (Jane, interview, p.1).

Cherry interpreted her difficulties in studying abroad in terms of not only language but also her own stage of life. She said,

"You know, life have different stages. And at my age, right now, the stage of my life. I want to pursue some personal relationship or personal life to me. I mean, meaningful personal life to me. So since in here I don't have any support system. I am alone here. All my friends and families are in my home country. I am just alone here. Often times I don't have one to talk to. It is like I am

blocked out from my support system in my country. I just, at my age, I really think my personal life will be more important than what I learn here." (Cherry, interview, p.1).

Melody said some extended activities from the classroom are very helpful for her to "think more about myself and my experience." In her study, her always try to reflect her learning experience here to her past learning experience or future job. For example, she said,

"Before I came here, I never know what is empowerment and what emancipation means. And I only think, well what I learned in the school is what I am going to teach in the future. And now I can see if some day I go back to [my country], and devote myself to teacher education, I can bring what I experience right now to my students..."(Melody, interview, p.5).

For Sari, reflective thinking in term of culture difference emerged significantly from the interpretation of her learning experience here. About the issues of minority, for example, Sari said,

"I would never see myself as minority. We don't think people as in terms of minority or majority. Minority or majority is not a problem in my country or my common vocabulary in my everyday life. So, always I see myself as majority. I identify. Sometimes I [do] reading for [my] class of education, there are the minority group students or something. I thought that maybe I am in the minority..but I don't think minority is a fault. But I did know the race is nature. ..doesn't make so much big deal to me." (Sari, interview, p.1).

The international students understand that they are just "visitors" in this country. They may or may not participate in this society, but they observe and evaluate this society sensitively and develop their understanding of the host country in their own ways. Because all of my informants want to return to their countries after their study, therefore, what experiences they have in this campus or in this study period may affect their understanding of American culture. From my interviews, I found that the development of understanding of the host culture is based on their reflective thinking of what they see or what they experience. However, misunderstanding is also developed due to the lack of effective communication. If the exchange learning experience is a way to learn about other cultures for improving international relations, it is necessary to promote real understanding by establishing effective communication between international students and Americans.

Researcher's Reflections: To be a field worker

Who was I as a insider field worker?
In this study, I am a friend of the participants more than a researcher. I think that they did not see me as a researcher when I was observing, videotaping, and even interviewing them. They have shared many personal and negative experiences with me. However, when they noticed that these experiences might be reported in my paper, they were concerned with my keeping confidential their personal information. I understand what they are worry about. Because the meanings which my subjects give to their experiences are not supposed to be revealed to outsiders of the international student culture, they feel insecure to let them out. Besides, there are only few international students in each department in this college. It is very easy to figure out one subject from others by analyzing

and gather all the information in this paper. I have this concern too. I am afraid that the difficulties and problems reported in this paper would be misread and interpreted by the reader as that these international students are not capable in studying here. Actually, what I want to describe is how hard these international students try to study successfully in other country and suggest that a school can do something to help them become effective learners.

However, as an insider researcher, I feel that I am more sensitive than my subjects about experiences of being an international student. Therefore, I may gain insight into the difficulties and problems of international students. It is good for me to easily understand the meanings of my participants' experience; it may be bad because I would be misguided by preoccupied understandings. When I finish my interview with someone, I always feel that I need to do something for her or him. In conducting quantitative study, this is not a problem because there is no real relationship between researcher and subjects.

In qualitative research, however, due to the close and trust relationship, I always feel that I need to do something for my subjects since I know their problems and difficulties. In conducting this study, I find that I am encouraged to promote more activities for my subjects. It is fine because I am also a member of this group, however, I am concerned that if I am going to do other qualitative research, how can I handle this attempt-- always want to do something foe my subjects? Thus I will be involved too much and have difficulties to be an objective researcher. How to move from inside to outside smoothly is a further challenge of mine.

Detachment or attachment?

It is difficult to detach myself from the group of international students. Due to the attachment, I have more sympathy rather than doubts in interpreting the meanings of my participants' experience. Therefore, my analysis may not be as objective as I hoped it would be. Besides, I find that my attachment to the culture of international students makes me lose a chance to perceive these experience from the outsiders' points of view. I don't know how other insider researchers overcome this problem. Maybe I should include some outsider subjects, such as international students' American classmates or instr ːtors. to help me understand the culture of international students from different perspectives.

This study is also a kind of action research because I conduct it with a view to improving practices and understanding it better (Borg, Gall, & Gall, 1993). This study is a means to explore the need of the international student group. Based on the findings of this study, I have more ideas about how to make the international student group function and to make it helpful to all.

Application to Teacher preparation and Multicultural Education

Literature has shown that most foreign students valued their academic experience in the U.S. but varied on attitudes toward their experience of American culture (Klineberg & Hull, 1979; Johnsrud, 1993; Liberman, 1994). It has been found as regards true to the participants of this study. According to a modified culture contact hypothesis suggested by Klineberg & Hull (1979), "those foreign students who are satisfied and comfortable with their interactions with local people and the local culture during their sojourn would report broader and more general satisfaction with their total

sojourn experience, not only nonacademically but also academically." (p.53) Research showed that with closer social interaction with local people, especially, local students, international students have a more positive attitude toward local people, are more satisfied with their stay, and possibly have a better understanding and knowledge of the local people (Klineberg & Hull, 1979; Rohrlich, 1991).

The quality and quantity of contacts with local students, in contrast to social contact with local people, influences the students' conclusions regarding the accuracy of the local people's knowledge of their home country (Klineberg & Hull, 1979). Based on their limited contacts with local students, the participants did not feel that their American classmates are interested in learning about other cultures. As Chandler (1985) pointed out that "the schools are making certain efforts to Americanize foreign students; most of the instructors are Western, whether the students are heterogeneous or diverse." (In Barber, 1985, P.16) The foreign students are making little impression on the American students. In a country as diverse as the United States, the contributions that foreign students could bring to the campus are the opportunities for cross-cultural interactions among students that help local students reject some national stereotypes, be less ethnocentric in their judgments, and more international in their outlook. As Klineberg & Hull (1979) said, "People to people understanding begins on a person to person basis." (P.89) Based on their contacts with fellow students, the international students are more likely to identify some national or cultural stereotypes of the host students.

Since more and more international students from various countries major in education in many schools, the opportunity of learning about the various cultures increases for both teacher educators and for prospective teachers. The more social contacts with people from different cultures, the less national stereotypes, and the more openness is possible toward other cultures. It is a good opportunity for prospective teacher educators and teachers to experience multiculturalism in the classroom through directly interacting with international classmates. However, from my informants' descriptions of their friends, I found that if more students came from the same country, they are more likely to stay in their own group and less likely to develop friendships with people from different countries. In contrast, there are few social contacts out of class between international students and American students.

Because most of the instruction are Western and Americanized, little interest is shown in other cultures and little discussion relates to international students' experience in the U.S. classrooms. Since multicultural education is important in the current educational community, it is necessary to reconsider what is happening in teacher training programs and try to prepare teachers for diversity by creating a multicultural environment rather than just by reading texts.

I believe that international students can be a very good source for promoting cultural awareness to both teacher educators and prospective teacher educators in teacher training schools. As a result of this study, a series of culture awareness activities is being developed in one international student group. It will be more helpful if they can be extended to the whole college and involve more host students. In response to the growing emphasis on multicultural educational community, it is a new issue for teacher educators to think about, namely, how to break down cultural and language barriers between international students and American students in their classes, and thus provides valuable cultural and educational experience for all.

Moreover, the coping mechanisms international students used to deal with the problem of culture shock may suggest some patterns of cultural adaptation. When a person enters a different

culture, he or she will experience similar cultural adaptive processes. The understanding of how international students develop a new understanding of the host culture and awareness of their own culture might help educators think about the cultural adaptive processes of prospective and experienced teachers when they are asked to teach in schools with different cultural backgrounds, or of students when they enter schools other than those having a majority of students of their own culture.
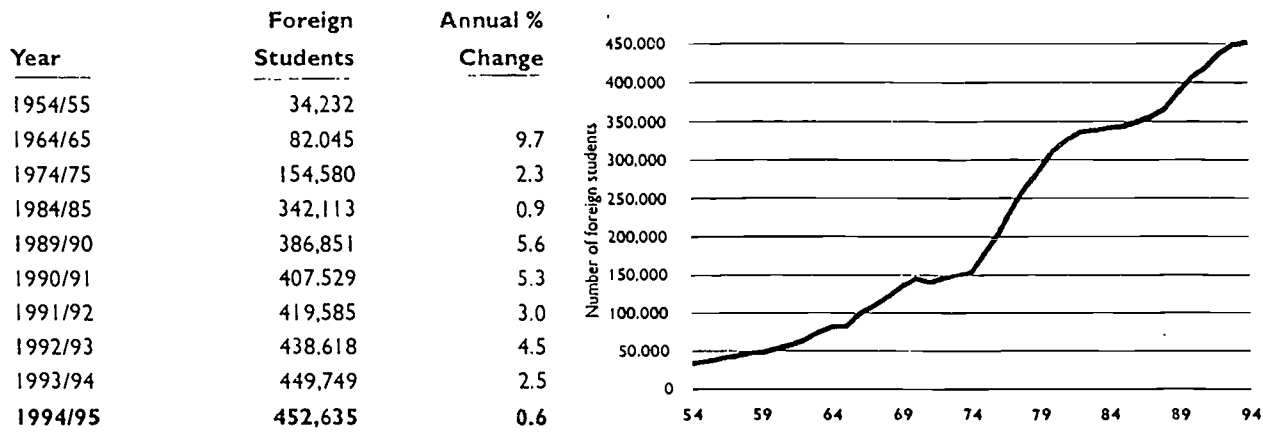
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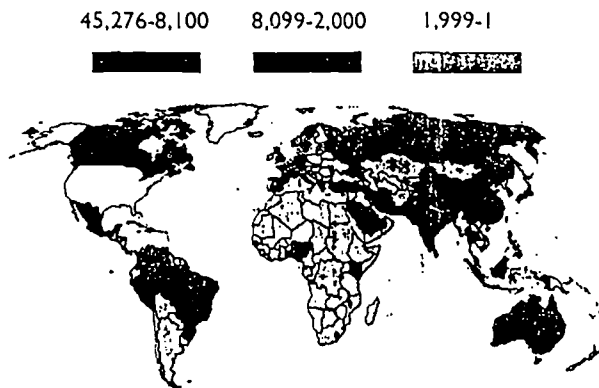
FAST FACTS: Open Doors 1994/95

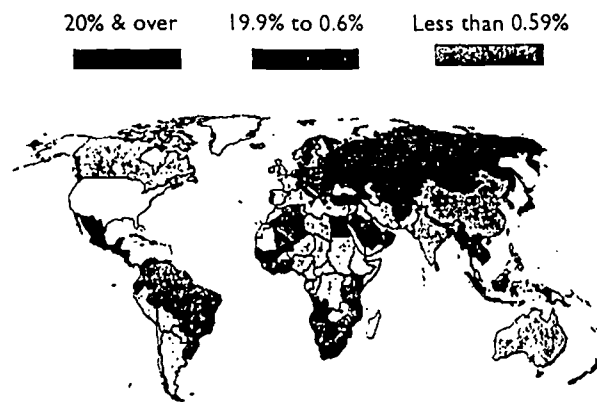## FOREIGN STUDENT ENROLLMENT (Section 1)

Year	Foreign Students	Annual % Change
1954/55	34,232	
1964/65	82,045	9.7
1974/75	154,580	2.3
1984/85	342,113	0.9
1989/90	386,851	5.6
1990/91	407,529	5.3
1991/92	419,585	3.0
1992/93	438,618	4.5
1993/94	449,749	2.5
1994/95	452,635	0.6

WHERE THE STUDENTS COME FROM, 1994/95

45,276-8,100   8,099-2,000   1,999-1

FOREIGN STUDENT TOTALS BY WORLD REGION, 1994/95 (Section 2)

Region of Origin	1993/94 Total	1994/95 Total	% Change
Africa	20,569	20,724	0.8
Asia	264,693	261,789	-1.1
Europe	62,442	64,811	3.8
Latin America	45,246	47,239	4.4
Middle East	29,509	30,246	2.5
North America	23,288	23,394	0.5
Oceania	3,857	4,327	12.2
World Total	449,749	452,635	0.6

LEADING PLACES OF ORIGIN (Section 3)

Locality	1993/94 Number	Locality	1994/95 Number	% Change
China	44,380	Japan	45,280	3.4
Japan	43,770	China	39,400	-11.2
Taiwan	37,580	Taiwan	36,410	-3.1
India	34,800	Korea, Rep of	33,600	8.1
Korea, Rep of	31,080	India	33,540	-3.6
Canada	22,660	Canada	22,750	0.4
Hong Kong	13,750	Malaysia	13,620	-0.7
Malaysia	13,720	Hong Kong	12,940	-5.9
Indonesia	11,740	Indonesia	11,870	1.1
Thailand	9,540	Thailand	10,890	14.2
Germany	8,510	Mexico	9,000	12.2

PERCENTAGE CHANGE IN FOREIGN STUDENT ENROLLMENT, 1993/94 - 1994/95

20% & over   19.9% to 0.6%   Less than 0.59%

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PRIMARY SOURCE OF FUNDING, 1994/95 (Section 8)

Funds from U.S. Sources

Funds from non-U.S. Sources

Other(1%)
U.S. Private Sponsor(2%)
Current Employment(2%)
U.S. College or University (16%)
International Organization(0%)
Foreign Private Sponsor (2%)
Home Government/University(5%)
Personal & Family(68%)
U.S. Government (1%)
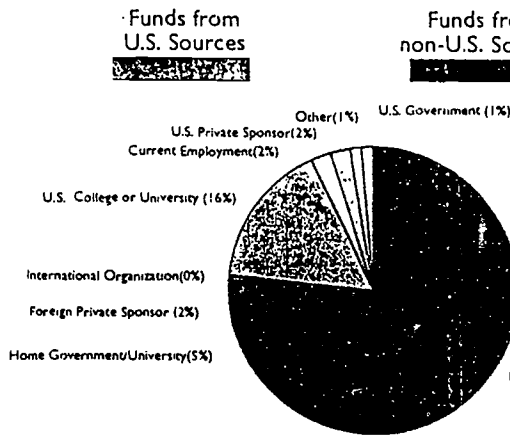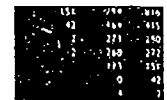
Primary Source of Funds	Students	%
Personal & Family	309,557	68.4
U.S. College or Univ.	74,640	16.5
Home Government/Univ.	23,944	5.3
Current Employment	11,271	2.5
U.S. Private Sponsor	9,913	2.2
Foreign Private Sponsor	9,867	2.2
U.S. Government	5,386	1.2
International Organization	2,218	0.5
Other	5,839	1.3

INSTITUTIONS WITH THE MOST FOREIGN STUDENTS, 1994/95 (Section 9)

Boston University	4,734
U Southern Calif	4,259
U Wisconsin-Madison	3,964
NY U	3,832
Ohio St U	3,760
U Texas Austin	3,753
Columbia U	3,644
Harvard U	3,410
U Pennsylvania	3,168
U Illinois Urbana-Champ.	3,064
U Michigan-Ann Arbor	2,748
U Houston	2,646
Texas A&M U	2,627
U Minn-Twin Cty	2,606
George Washington U	2,591
Stanford U	2,587
Cornell U	2,567
Iowa State U	2,495
Southern Illinois U-Carbondale	2,485
U Maryland College Park	2,484
Purdue U	2,481
Arizona St U	2,473
Michigan St U	2,444
Northeastern U	2,383
Brigham Young U	2,367

WHAT FOREIGN STUDENTS STUDY, 1994/95 (Section 10)

Field of Study	1993/94 Students	%	1994/95 Students	%	% Change
Business & Management	87,268	19.4	91,427	20.2	4.8
Engineering	76.055	16.9	72,797	16.1	-4.3
Physical & Life Sciences	39,614	8.8	36,380	8.0	-8.2
Other*	39,613	8.8	45,720	10.1	15.4
Math & Computer Sciences	36,153	8.0	34,937	7.7	-3.4
Social Sciences	35,752	7.9	36,075	8.0	0.9
Fine & Applied Arts	24,097	5.4	23,389	5.2	-2.9
Health Sciences	19,786	4.4	20,728	4.6	4.8
Humanities	17,007	3.8	16,775	3.7	-1.4
Education	13,657	3.0	14,894	3.3	9.1
Agriculture	9,361	2.1	8,901	2.0	-4.9

* Includes fields such as General Studies, Communications and Law

ACADEMIC LEVEL (Section 10)

Academic Level	1994/95 Students	%
Undergraduate*	221,500	48.9
Graduate	191,738	42.4
Int. Engl. Lang.	16,207	3.6
Practical Training	13,208	2.9
Non-degree	9,981	2.2

* Includes Both Bachelor's and Associate Degree