

INTERNATIONALIZATION IN HIGHER EDUCATION: ISSUES FACING
STAKEHOLDERS WITH POSSIBLE SOLUTIONS

by

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Abstract

With more international students coming to study in the institutions of higher education in the United States, it is essential to examine the infrastructure, support system, and cross-cultural awareness which currently exist within the campus community. Issues regarding internationalization face many institutions on both the micro and macro-level due to numerous variables including the lack of communication between departments, organizations, and offices on campus and an unguided direction of the goals and ambitions behind it. By looking at how the various stakeholders involved in internationalization are affected, possible solutions for academic institutions can be suggested. This report analyzes some of the ways in which the stress and workload often associated with internationalization can be alleviated in order facilitate a community which embraces diversity, and encourages mutual respect in an ever changing global society.

Table of Contents

List of Figures	iv
Acknowledgements	v
Dedication	vi
Chapter 1 - Introduction	1
Chapter 2 - The Demographics of English Language Learners	5
Chapter 3 - The Role of TESL within academia	9
3.1 - The ESL Instructor	10
Chapter 4 - Challenges International Students Face	14
4.1- Integrating International Students	25
Chapter 5 - Challenges Facing Faculty	27
Chapter 6 - Conclusion	31
References	34

List of Figures

Figure 2.1 International Students in the U.S., Top Fields of Study, 2010 (Institute of International Education, Open Doors 2011).....	6
Figure 2.2 Global View of International Student Origins, 2009 (Institute of International Education, Open Doors 2009).....	7

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Dedication

This report is dedicated to my husband, Damien Hansen-Devaux, for supporting and encouraging our family in every way possible, including my own ambitions.

Chapter 1 - Introduction

Through a review of existing research on the subject, it appears that within many higher education institutions in the United States, there is a disagreement amongst the campus community regarding whose responsibility it is to initiate, fund, and maintain services to international students and to what extent such assistance should be provided. Throughout North America, there is a continual disconnect between academic and service-oriented departments and various student organizations on campuses with regard to the goals of internationalization, the responsibility of assisting international students' acclimation process, and the source of the issues which arise. As a result, the concept of internationalization appears to often be viewed as a burden with financial advantages instead of an educational benefit for the entire campus community. Such divides impoverish the educational experience of international students, lessen the learning opportunities of domestic students preparing for a career in a global market, and increase the stress of already overburdened faculty and staff.

Many international students within higher education institutions appear to struggle emotionally, linguistically, and/or academically throughout their academic experience at the university. Although there are a number of individuals and groups willingly assisting such students throughout their educational pursuits, such as international student organizations and outreach activities, the current amount of financial resources and the number of trained personnel provided to assist and integrate students from abroad does not seem to suffice. Consequently, many international students experience alienation, isolation, and an inability to successfully follow through with their program of study.

A lack of communication amongst members of higher education institutions, therefore, appears to create disadvantages for the international students as well as losses for the campus community as a whole. The faculty teaching, mentoring, and advising international students also suffer due to the absence of an integrated framework within the university system which focuses on streamlining the various aspects of internationalization across all administrative offices, organizations, and departments in the community. Many faculty members who already hold responsibilities, which often far exceed their availability due to economic shortfalls, may view international students as a time-consuming encumbrance rather than an academic asset, because of the students' inadequacy of academic and linguistic readiness and the time involved in working with this population.

Domestic students within the campus community also miss out on the numerous advantageous learning opportunities involved in internationalization. Native English speaking students could be provided options which allow them to engage in intellectually and culturally challenging interactions with the international student population. Such activities would further enhance their future profile when preparing to work and live in an ever-changing global society and improve their cross-cultural and interpersonal communication skills. Furthermore, cultural exchanges between domestic and international students could further promote the notion of studying abroad, a factor which is considered to be a benchmark in measuring the quality of an educational institution (Pike, 2004).

With such experiences and observations in mind, I decided to review the current research regarding internationalization within the university and college campus communities of North America for my graduate report. As a bilingual English as a Second Language instructor at Kansas State University with a spouse who is an international student, I wanted to obtain a

broader view of the actors involved in international student education in order to better understand the current infrastructure within the university and to suggest possible solutions. Although the content and approach used within the ESL classroom is extremely important, and I address such aspects in the report, I wished to study an area relatively new to me, and, as the research demonstrates new to higher education in the United States. Furthermore, I wanted to focus mainly on the acclimation process of students from Asia, as the majority of students with whom I work are from this part of the world. Moreover, many universities and colleges are currently experiencing an increase in enrollment from this particular region of the world (see Figure 1). In addition, I looked for articles and research which addressed listening, one of the four skill areas taught in ESL classrooms, as this specific area of study often receives less attention than the reading and writing components and is often extremely challenging for ESL students.

My review focuses on the roles of instructors, professors, administrators, students and the university system; the importance of understanding the links between the students' learning outcomes and perceived treatment from others; and the vital aspects of incorporating communication, mutual respect, autonomy, and identity into the campus, for both native and non-native speakers; and the ways in which universities and colleges may address the issue of internationalization in a proactive and beneficial approach. In the future, I hope the research I have done will further assist the university faculty, staff, and domestic and international students in enhancing collaboration and communication, and in defining the desired learning outcomes and objectives for the cultural integration of international students, both on campus and within the department of teaching ESL in which I work. I believe that I am now more mindful of the issues directly facing international students as they transfer from the ESL classroom and

commence content-area courses in general education courses and in their academic field of study. Such knowledge and understanding allows me, as an ESL instructor in academia, to better assist the students and community with which I work.

Although internationalization, as applied to higher education, includes branch campuses and partner institutions abroad, in this report I only use the term to refer to the knowledge, culture, and language acquisition of international students and the institutions curricula and learning outcomes in a global society (Altbach & Knight, 2007). While there are numerous advantages to internationalization within a campus community, those addressed in this report refer to the economic benefits for the university or college, the social, linguistic and cultural benefits for the international and domestic students, and the overall advantages for the institution on both micro and macro-levels. Furthermore, this review refers to general findings and thoughts regarding internationalization and does not refer to a specific institution.

Chapter 2 - The Demographics of English Language Learners

Around the globe, nearly every country is experiencing an increase in student populations from abroad coming to study within their higher education institutions. This augmentation of student mobility has occurred within the past two decades for a number of reasons. Some countries are experiencing a need to send their students abroad while other countries are prospering from the economic advantages of an increase in enrollment from students abroad. Industrialized countries realize the need for their student population to be able to function and compete within a global economy (Altbach, *Change*, 2004). India, China, and South Korea are experiencing a rise in population, yet are unable to accommodate their populations' increasing demand for higher education. Such factors, along with the role of the English language in the global economy, indicate that the amount of international students coming to the U.S. may steadily increase (Lee & Rice, 2007).

As shown in Figure 2.1, in the academic year 2009/10, approximately 58 percent of international students were enrolled in universities in the U.S. with an academic focus on science, technology, engineering, and mathematics; a number which then increased by 23 percent in 2011 (IIE, Open Doors 2011 Report). English-speaking developed nations are undergoing the largest growth in the movement of internationalization in higher education as the English language is a key component for communication worldwide in areas such as business and science (Altbach & Knight, 2007). Also shown in Figure 2.1, a total of 26,059 international students were English Language Learners, a number which increased to 32,306 in the 2010/11 academic year. With such statistics in mind, American universities currently under economic pressures to increase the amount of international students, offering an intensive English language program, and academically strong in the areas of math, business and sciences may wish to hone

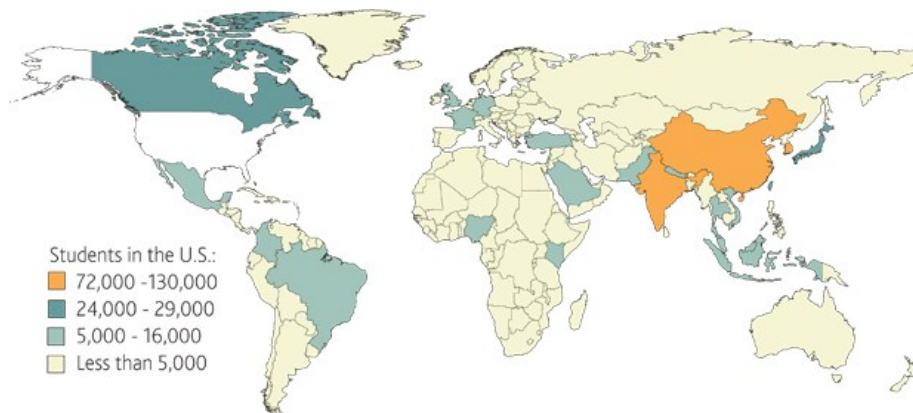
in on the recruitment possibilities such combinations could offer and adjust their academic infrastructure in order to better accommodate such diversity.

Figure 2.1 International Students in the U.S., Top Fields of Study, 2010 (Institute of International Education, Open Doors 2011)

INTERNATIONAL STUDENTS IN THE U.S.: TOP FIELDS OF STUDY	
<u>Field of Study</u>	<u>2009/10</u>
Business and Management	145,401
Engineering	127,443
Math and Computer Science	60,800
Physical and Life Sciences	61,311
Social Sciences	59,978
Fine and Applied Arts	35,807
Health Professions	32,105
Intensive English Language	26,059
Education	18,301
Humanities	17,993
Agriculture	10,288
Other Fields of Study	76,731
Undeclared	18,706

In 2009, a number of higher education institutions within the U.S. saw an eight percent increase of international students from the previous year. As shown in Figure 2.2 below, in 2008/9, a total of 72,000 to 130,000 students from Asia enrolled in universities and colleges in the United States (Institute of International Education, Open Doors 2009 Report). During the academic year of 2009/10, the number of international students in the U.S. rose by three percent, setting a record high (IIE, Open Doors 2010 Report). This trend continued into 2011 with 73,000 to 158,000 international students in the U.S. coming from Asia (IIE, Open Doors 2011 Report). A total of 30 percent of the 2010 international student population in the U.S. were Chinese, defining China as the most important sending country (IIE, Open Doors 2010 Report). Therefore, the trend of international students coming to the U.S. continues to increase along with the need for higher education institutions to address how this population will be assisted during their studies.

Figure 2.2 Global View of International Student Origins, 2009 (Institute of International Education, Open Doors 2009)



In the pursuit of international recruitment, the United States has two advantages as it has the world's largest academic system and carries the most significant role in English language use (Altbach, 2004). Within the U.S., California, New York, Texas, Massachusetts and Florida were the most popular destination, receiving 43 percent of the international student population during the academic year of 2008-09 (Institute of International Education, Open Doors 2009 Report). However, nearly every region experienced a surge in international student enrollment. For example, the South received an eight percent increase and the Midwest had a seven percent increase. Kansas had a 14 percent increase of international students during this same period (Institute of International Education, Open Doors 2009 Report).

The swelling in the ranks of international students within the United States alleviates economic shortfalls ailing many universities and colleges while simultaneously presenting social, linguistic, and cultural exchanges for various individuals within such educational settings. In order for universities and colleges to continue the discussion of a possible action plan for the

integration of internationalization within the campus community, it is necessary to analyze the various actors involved: the international and domestic students, administrators, staff, and faculty. The academic starting point for many international students in the U.S. is the ESL program within the institution. It is therefore beneficial to examine existing structures, methodologies and objectives of ESL programs in higher education in order to suggest possible solutions to the issues facing internationalization in postsecondary education.

Chapter 3 - The Role of TESL within academia

In many institutions, faculty in content-based curricula, as well as administrators and staff within the campus, often view the role of an ESL department as a language mender, able and responsible for preparing international students for all of the future linguistic and cultural encounters of their academic endeavors. However, language and culture, particularly as it pertains to varying subjects of study and teaching styles, are malleable and self-determining variables, not stagnate and pre-defined components. It is, therefore, an insurmountable task to prepare international students, all of whom come to the U.S. with their own background knowledge and expectations, for the various academic, emotional, cultural, and linguistic challenges that they may face once out of the ESL program and pursuing their academic degree. With that said, it is necessary to assist international students, should they wish the aid, in varying methods during the entirety of their experience within the institution, from getting assistance after orientation to receiving extra-academic support while pursuing their degree. Although all stakeholders of internationalization need to participate, it seems necessary to deem one office, organization, or academic field responsible for the conduit of such a task.

The ESL program in higher education, should it receive the proper amount of support from university departments and administration, seems to hold the potential key to turn the institution into a more effective outlet of international education. Because the faculty and staff of the ESL program are the only stakeholders to concentrate exclusively on the learning outcomes, cultural adaptation, and personal achievements or challenges of each individual international student testing into the program, a stable base of internationalization within a department of the institution could be achieved. ESL instructors and staff could have personnel responsible for meeting with the various representatives of internationalization from the different

departments, offices, and organizations on campus. Such collaboration, when initiated and encouraged from the administration, could facilitate the flow of internationalization within the campus community, assist international students in their linguistic and cultural acclimation process, and alleviate extra-work for many of the actors involved.

In many ESL institutes within North America, the curriculum of English language acquisition is divided by skill area (i.e. reading, writing, speaking, and listening). This “artificial separation of language skills” was spawned by methodological movements from the 60’s and 70’s and then carried into a theory of productive (speaking and writing) and receptive (listening and reading) skills formed in the 90’s (Kumaravadivelu, 2003, p. 225). During this time, textbooks and curriculum within ESL pedagogy were formed to simulate the divide of skill areas. Today, such an acquisition trend continues and most of the textbooks used within the ESL classroom in higher education, are based on one of the four skill areas. Because skills cannot be isolated ESL instruction focuses on the development of one particular skill. However, when preparing international students for the university classroom, the question needs to be raised as to the efficiency and justice in concentrating on one specific skill area, when the ESL students will be using both receptive and productive skills in the classroom while learning new content and facing linguistic and cultural challenges. Perhaps, in the future these four areas need to be integrated more clearly or ‘practice’ courses which directly mirror the general education classes could be offered.

3.1 - The ESL Instructor

Within the framework of a university or college setting, it is essential to analyze the possible role of the ESL instructor. One example of the role of the ESL teacher within the classroom is that of a ‘Transformative Intellectual’ (Giroux, 1988). This role integrates an array

of sociolinguistic, sociopolitical, intuitive, reflective, and participatory concepts into the learning environment (Kumaravadivelu, 2003). Such practices in the classroom encourage both students and instructor to work collaboratively on the progress of each individual's skills while bearing in mind the essential factor that language and culture often function as one constituent. With this in mind, when approaching the practice of ESL teaching at the university and college level, it is possible that ESL instructors, using such current teaching philosophies and strategies, hold extensive professional knowledge, encourage students to contribute and share thoughts in a respectful and communicative environment, and create awareness of the interconnection of cultural and global issues by linking the students' education to the outside world (Kumaravadivelu, 2003). Such teaching characteristics benefit students when making the transfer from the ESL classroom to the content-area specific courses.

Zwiers (2004) posited that, as instructors, it is our duty to analyze our own study and work habits prior to assisting our students. Upon examining our own ways of study, instructors are then more apt to express the step-by-step process of preparing for academic achievements and study habits. According to Zwiers (2004), instructors must also make it clear to students the necessity of striving for habituated study techniques and strategies while increasing their capacity to recognize and comprehend academic language. The categories which Zwiers (2004) asserted to be key are: "learning habits," "use of context to interpret meaning," "recognition of words that describe thinking skills," "read challenging but understandable materials," "take risks in the new language", and "converse with native speakers about academic topics" (Zwiers, 2004, pp. 60-61). Such teaching techniques could be used by both ESL instructors and content-area professors at the university and college level. The results of applying the categories listed by Zwiers (2004) in the classroom and, eventually, in independent study, could adhere to a greater

amount of initiative and autonomy of the ESL student and further integration into the campus community.

Varying schools of thought exist regarding the depth to which the ESL instructor should go in order to build the linguistic, social, and cultural bridge that occurs between the students university or college experience in the ESL classroom, and the academic department to which they transfer in order to pursue their degree. Within such a discussion, it is essential to agree upon the key tools which the instructor may utilize within the classroom in order to promote academic learning. The way in which the ESL instructor perceives her or his role and responsibility in the academic readiness for international students beginning their field of study is central to the encouragement of each ESL student's academic accomplishments and adaptation process (Ferris & Tagg, 1996; Zwiers, 2004; Harmer, 2007; Kumaravadivelu, 2003).

Once the responsibility of the ESL instructor regarding the academic preparation of international students is established by the university or college community, the creation of the necessary bridges between academic and administrative departments and the ESL program can be addressed. In that sense, it is imperative for the ESL instructors and staff to have an established open line of communication with the faculty members, advisors and department heads of the various departments, particularly those which are most frequented by international students, and the administration. This is to enable the ESL instructors to be aware of the expectations and challenges facing the ESL students, as well as the content-based professors. Furthermore, interested professors from the academic departments could also benefit from such forms of communication because they would be able to learn and reflect upon the various teaching techniques used within the ESL classroom in order to assist international students in forming their identity, understanding central facts, and gaining autonomy. However, such an

ambitious project may not be able to be established due to the existing responsibilities and constraints of content-area faculty members. It is, therefore, necessary for the higher education institution to analyze the various levels within the community affected by internationalization and work with key members and existing resources across campus to form solutions and possibilities.

Chapter 4 - Challenges International Students Face

Many non-native speakers, when pursuing a degree in universities and colleges in North America, face a plethora of difficulties. Although each student's educational experience is unique, studies regarding the integration of international students in higher education within the U.S. indicate that there are overwhelming problems facing non-native speakers as they pursue their studies (Lee & Rice, 2007; Zamel, 1995; Altbach, 2004). The challenges international students face may range from English proficiency and academic success to discrimination and cultural adaptation. A key component to the success of internationalization in academia and achievements of each student from abroad, is the manner in which the institutions faculty, staff, administrators and domestic students receive, assist and interact with international students.

Alfred and Swaminathan (2001) in an article entitled "Strangers in the mirror: immigrant students in the higher education classroom," addressed the emotional reaction many students with whom they have worked, as adult ELLs, have in conjunction with their identity and placement inside the classroom. Through oral and written feedback in an elongated conversation between Alfred and Swaminathan (2001) and their students, regarding ELLs adaptation to university and college classroom settings, the learners often expressed feelings of isolation and seclusion when interacting with their native English speaking peers and professors. The students questioned felt that instructors, within a class of native and non-native speakers, often labeled and divided the student body as such, rather than attending to each student individually or viewing the class as a whole.

Alfred and Swaminathan (2001) also observed that, within the framework of university courses, students from all corners of the globe are, at times, grouped together as a "homogenous entity" and it is often, in the opinion of the international students questioned in the article, as

though others “see their differences as deficits that need to be rectified” (p. 29). Such potential treatment of the international student body may hinder the students’ development of identity in their new environment as well as create obstacles in their communicative venues and social interactions which may further challenge their linguistic and cultural learning opportunities, acclimation process, and overall academic success. The learner may, therefore, become more reticent when using L2 in the classroom, less apt to engage in class activities such as group discussion, and unable to utilize the language skills acquired prior to commencing their academic field of study due to an increase in emotional and psychological stress.

Rather than viewing the international student in the classroom as the sole individual in charge of his or her academic success, it would be beneficial for the campus community to dedicate specific resources within the institution and to encourage cross-cultural interactions and activities within a safe and respectful setting. For example, domestic students receiving scholarships from the university or working towards a field of study with international components (i.e. Teaching ESL, International Business Certificate, and Leadership Studies) could be required to assist non-native students for a certain number of hours. The ‘hours’ could be for credit or in return for receiving the scholarship offered. For the domestic student, work involved in such an endeavor could be emails conversations or assistance with using existing campus resources. Such connections could be made prior to the international student arriving on campus in order to assist in the integration process on campus as well as linguistic immersion. A system such as this would benefit both the international and domestic students participating.

Furthermore, within classroom settings, the curriculum and course discussion could facilitate inter-cultural interactions where all students are, amongst themselves, able to find a voice that further encourages their learning endeavors and realizations of cultural identity. Such

conversations and interactions could take place online, as group homework, or within the classroom and could be applied to classes within the ESL program of the institution as well as in the content-based areas. Without the ability to appreciate the cultural components existing within the classroom setting and the advantageous learning outcomes regarding such aspects, many of the cultural components which built higher education seem to have been lost.

In a study conducted by Lee and Rice (2007) in a large public university in the U.S., 501 international students were surveyed, 24 of whom were later interviewed regarding their thoughts and experiences in studying in the U.S. with specific questions focused on neo-racism. Of the students interviewed those of non-White cultural background felt the most discrimination. For example, one woman from a country in the Gulf Region stated that “The most difficult thing for me personally was the race issue” (Lee & Rice, 2007, p. 395). Another student, an Indian male, explained “They (Americans) already have [their ideas] set and they try to tell *me* how it is [there]...It is a little disconcerting because I don’t see any desire in their minds, I mean true desire in the minds of people here to really understand and know another culture (Lee & Rice, 2007, p. 399). Should the topic of how internationalization within the campus community be further ignored or viewed as a burden, it appears that radical issues such as race, religion, and discrimination, may begin to be heard from the voices of the international student community.

As the international student population within higher education institutions in the U.S. continues to rise, universities and colleges need to find ways that better assist their acclimation and acculturation process while opening the conversation of cultural difference to the departments and organizations on campus. The findings of Lee & Rice (2007) and Alfred and Swaminathan (2001) further elaborated the necessity for faculty, staff, and administrators to engage in a proactive, goal oriented and respectful dialogue with international students in order

to enhance the campus' understanding of such elements as culture, identity, and community. A key component to establishing respect amongst all of the various identities and backgrounds within the campus is to utilize existing organizations and elements within the establishment which embody and represent the diversity of all students.

Examples of possible organizations to undertake such an endeavor would be a multicultural organization within the community or an International student organization, or representatives from each working together in order to integrate internationalization into the existing framework of multiculturalism within the institution. The campus community would benefit from such connections on a number of levels. Effective connections between the representatives of multiculturalism and internationalism would encourage the students from abroad to find a voice other than 'international' within the community, U.S. students with diverse backgrounds would be encouraged to redefine diversity and identity as it applies to a global society, and events on campus which represent multiculturalism would then include the various facets defined by such a term.

In addition, representatives of internationalization within each college, department and office on campus could meet twice during the academic year, in August and March, to ensure the goals for the success of internationalization are being met. Such a committee could exchange ideas regarding the integration of international students into the departments, the system of credit transfer, existing resources available across campus to assist students, the process of training Teaching Assistants to work with non-native speakers, and gaps within the existing framework which need to be addressed. As many academic departments within higher education in the U.S. function independently on a number of levels, it would be advantageous for the representatives on such a committee to exchange ideas and concerns in order to avoid unnecessary repetition and

efforts, and to encourage a more solid infrastructure, regarding internationalization, within the institution as a whole.

Furthermore, it is essential that the international students be represented within the mission statement of the university itself. Should the university ignore the concept of incorporating all of the components of diversity within its campus, the international students, institutions and individuals on campus which represent them, may then feel that their voice, participation, and goals do not count as equal and that they are, somehow, entitled to less of an educational experience. Keeping in mind the history of the U.S. and the future of globalization, this would be an imperative element to address regarding the issue of internationalization.

Morita (2004) examined L2 learners' perspectives regarding their participation in oral activities while attending university courses. The study focused primarily on the speaking and listening skills of international learners because "the issue of L2 participation and socialization is closely related to important issues such as identity, competence, power, access, and agency" (Morita, 2004, p. 573). Morita's (2004) research posited that a direct link can be made between the linguistic acquisition and competency of international students and their involvement in and perceptions of the surrounding community. In order for the cultural acclimation process to begin, international students must, then, achieve a certain level of acceptance before experiencing an increase in community involvement and, potentially, a growth in academic capacities, both social and linguistic. To further support this claim, Morita (2004) cited the work of Wenger (1998) which stated "...newcomers must be granted enough legitimacy to be treated as potential members...Only with legitimacy can all their inevitable stumbling and violations become opportunities for learning rather than cause for dismissal, neglect, and exclusion" (p.101). It is, therefore, necessary for the campus community to offer opportunities with

integrated and step by step support for international students to fold themselves into the existing life and activities of the educational institution.

During an academic year, Morita (2004) analyzed the discourse and socialization experiences of six female first-year graduate students from Japan within the classroom community who were new to Canadian academia and studying in three different departments. Various forms of data collection were administered. The participants in the study gave weekly reports regarding the classes they were taking and their participation. Each student also participated in three formal interviews, conducted throughout the academic year. Furthermore, as a participant observer, Morita (2004) observed various courses being taken by the focal students on a weekly basis. This allowed her to study the participants' interactions with others as well as their confidence and speech patterns, which may not have been addressed in the weekly reports. As a fourth measure, Morita (2004) interviewed the professors teaching the courses of the participants in order to obtain information regarding their opinions on the subject of international student involvement and comprehension in class, as well as their experience in working with the focal students.

In analyzing the data from her study, Morita (2004) observed that each student's identity evolved several times during the academic year, and often in accordance with the role they were able to establish within a particular classroom community. Many of the students often expressed a feeling of being less capable than the other students in class on a number of levels; the focal students believed they were not able to understand the lectures, discussions, readings, and activities as well as their classmates. Specifically, four of the students studied expressed a fear of sounding "stupid or not very logical" when speaking in class (Morita, 2004, p. 583). Conversely, in other classes, some of the participants felt that they were able to perform well in

class and contribute to discussions as an active member. Those in the study who felt this way created an identity within the classroom as a valuable member, which then further advanced their participation in class discussion. The students felt that the views and attitudes of their peers as well as the instructors, greatly aided in defining this behavior. Such opinions are parallel to the amount that individual students participated in the specific courses. For example, the student named Shiho was able to contribute more in one of her courses than in others and reported feeling that the positive feedback she received assisted in that process.

Further analysis of the specific case of one of the individuals studied named Lisa, demonstrated the specific challenges that one participant faced during the academic year and how those struggles were addressed, by both herself and her academic community. Lisa arrived in Canada with a background in teaching EFL at the high school level and eager to increase her knowledge of language education within a different social and cultural context. Upon starting her university courses, she felt that she was not able to articulate her thoughts easily and contribute to the course discussions. Throughout the academic year, Lisa stated various reasons for her difficulty in oral expression during class, such as, her inadequate level of English listening skills, restricted familiarity with the content, fear of making mistakes, concern of her classmates' view of her, and feelings of inferiority. In response, Morita (2004) posited that Lisa's feelings about her experience were due to a difficulty in "negotiating competence and membership in the classroom" as well as her identities (p. 584). In order to improve her oral skills, Lisa used a number of strategies, ranging from "speaking in less face-threatening situations", speaking with the instructors outside of class, and increasing her opportunities to use academic English outside of class (Morita, 2004, p. 585). Through this process, Lisa felt that she experienced a great deal of personal changes. As a result of her perseverance and hard work, her

confidence increased, she participated more in class, and became more aware and accepting of her own performance in English. Lisa was able to create and define her own identity as a non-native English speaker.

Through the study conducted by Morita (2004), it can be concluded that, in some fashion, international students often experience an explicit need to find a role within the new social, cultural, and linguistic environment of their academic institution which enables them to feel powerful, respected, and autonomous. In order to establish such an identity within the classroom, Morita (2004) noted that “the data show that the individual student’s participation had a reciprocal relationship with her sense of competence produced in the classroom” (p. 596). Hence, it is extremely important for instructors and native-speaking students to be aware of their role in classroom interactions with regard to international student involvement and acclimation. Addressing such issues as power, culture, and identity would enhance the involvement of students of all backgrounds within the classroom, provoke cross-cultural exchanges, and further develop the campus’ knowledge of individual and communicative identity.

When considering the various ways in which institutions can integrate such concepts into the educational objectives and activities of the students, it is important to consider the ways in which respectful and mutual connections can be made between students and the efficacy of learner autonomy. By including opportunities for students from all backgrounds to learn how to exchange knowledge respectfully while further defining self-identity within a diverse world, the learning outcomes and future possibilities of students are enhanced. Discussing ways in which students are able to participate in elongated relationships with individuals outside of their social, cultural and economic group may stimulate a curiosity about the world while promoting self-discovery.

Huang (2006) collected data from seventy-eight Chinese students “enrolled in the 2000 winter semester at an American university” with an equal number of male and female participants from a wide range of academic departments (p. 385). All of the students participating in the study had been able to enter the university with TOEFL scores high enough to allow them to enter directly into their academic track. A questionnaire containing thirty items was used in order to implement the study and the data collected was processed and divided into categories by a computer-based analysis (Huang, 2006).

The results of the study indicated that listening comprehension skills for the participants are challenging for a number of different reasons and the tools which they use in order to overcome such difficulties vary as well. In the study, a majority of the students found that previewing the text before beginning the listening comprehension exercise was useful. Furthermore, 80.8% of the focal students found that note-taking is a valuable skill to have during the lectures (Huang, 2006). However, undergraduate students found this to be more important than the graduate student participants. In regard to the difficulties facing international students, the results of the questionnaire showed that “The rank order was 1) listening, 2) vocabulary, 3) speaking, 4) reading, 5) writing, 6) grammar, and 7) pronunciation” (Huang, 2006, p. 387). Lastly, another key issue addressed in the questionnaire was the manner in which the Chinese participants approached the significance of cultural acclimation as a useful tool to English language advancement. Of the 78 participants, a mere 32 percent “suggested that Chinese students get well acquainted with American culture by every possible means” (Huang, 2006, p. 388).

The study conducted by Huang (2006) illuminates various factors which face international students and which must be addressed by all actors involved in the educational

process. For example, according to the participants, students from China felt that their listening skills were less advanced than their reading and writing. This would indicate that comprehension levels are the greatest hindrance in academic accomplishment for some international students. Factors such as the organization of faculty lectures, visual assistance, and peer support may need to be assessed in order to facilitate the learning outcomes of students with such profiles. In addition, opportunities for international students to enroll in one or two credit hour courses while studying towards their degree and in the process of completing the ESL program may be valuable. The ESL program within the university could use instructors with backgrounds in Speech, Writing, Literature, and Business English to create courses for the international students who have either tested into their content-based program of study or are about to complete the ESL program. ESL instructors participating in such courses could be required to observe the university general elective and beginning level courses in order to ensure that the curriculum is geared specifically towards the academic tracks and various teaching styles of the institution. Such courses would, hopefully, enable students from abroad to receive extra-assistance in the academic features specific to the courses they will or are studying, give ESL instructors an opportunity to interact with faculty in different departments while reminding themselves of current practices in academia, and ease many of the burdens which faculty address when working with international students.

Furthermore, the study by Huang (2006) addresses the lack of participant interest in making the link between American culture and language to further enhance their linguistic comprehension skills. Such findings are contradictory to the issues expressed in studies previously mentioned; making it clear that the integration of internationalization on campus necessitates the drive and motivation of all stakeholders. Various elements such as an exclusive

desire to obtain a degree and return to their home country, a pre-existing notion of alienation, or an inability to connect communicative competencies with learning outcomes, could drive the wish for some international students to communicate more with their own linguistic community than with domestic peers. Regardless of the reasons, communicative need and initiation to engage are essential components in the cultural acclimation and linguistic development of learners of a second language. It therefore must be remembered that even when an institution creates an environment conducive to cross-cultural exchange many students, both domestic and international, will not always see the need to participate and may, therefore, in some cases, continue to burden the existing structure. Offering as much assistance as possible from the initial mentors of the international students seems to be a solution that may enhance the learning experience of some of the stakeholders mentioned. Such assistance would be found in the institutions recruiting agency abroad and on campus, with the ESL instructors, the individuals working in International Student and Scholar Services, the Residence Assistance within housing, and the domestic student with whom the international student may have connected prior to arrival.

In addition, the study by Huang (2006) introduces the fact that all of the participants, Graduate and undergraduate, passed the TOEFL and then immediately began their academic field of study within the institution. Such results indicate that, when reviewing the many linguistic and cultural difficulties which international students face in academia, the solutions cannot exist exclusively within the department responsible for teaching ESL. The entirety of the university or college is responsible for establishing continual assistance throughout the acclimation process of each individual international student on campus. A plan of action involving various departments and offices within the community is, therefore, necessary to create

and implement so that the students, both domestic and international, interested in receiving such services can prosper.

4.1- Integrating International Students

Various teaching methods and activities can be used in order to assist and encourage students in their communicative competence within the classroom setting. An example of such pedagogy is classroom talk: a method of learning which promotes the active participation of students within the learning environment to interact with one another and the instructor (Vygotsky, 1978). In order for students to benefit from the practice of classroom talk, issues such as mutual respect and cultural understanding must be addressed while perceptual mismatches, which refer to the possible communication and perception gaps between the teacher and learner, and stereotyping are curtailed (Kumaravadivelu, 2003). The learning outcomes may then be achieved through meaningful discussion and key language repeated (McNaughton, 2002; Ellis, 2002).

Dooley (2009) described the need for current educational literature to address a key issue facing classroom talk. In order for ELLs to participate in classroom activities, such as discourse, they must have other classmates willing to speak with them. Dooley (2009) stated that “with notable exceptions, there is a lack of attention to the conversational capabilities of those others, in particular white, monolingual English-speaking students” and that this particular demography of students do not necessarily initiate conversations with international students (p.497); furthermore, when in a dialogue with an ELL, they do not “carry a fair share of the burden to achieve understanding in the conversation” (p. 498). With the notion that learning “occurs through engagement”, the actuality that the individual students within the classroom of an American university setting often have extremely diverse backgrounds and cultural knowledge

must be addressed in order to develop the communicative gateways between learners (Kalantzis, Cope, & the Learning by Design Project Group, 2005, p. 47). It is, therefore, a necessity for all students in higher education to have the opportunity to increase their intercommunication skills and self-awareness by investing in their learning process and being encouraged by the instructors and institution to do so.

The concept of learner investment assumes that when language learners speak, they are not only exchanging information with target language speakers, but they are also continually organizing and reorganizing who they are in the linguistic and social world of their second language. Therefore, Norton states “an investment in the target language is also an investment in the learner’s own identity, an identity which is constantly changing across time and space” (Norton, 2000, pp. 10-11). White, monolingual English speakers in America’s higher education must be given the tools to converse with ELLs and have the benefits of such communicative pathways demonstrated and encouraged through class activity. International students need to receive the supportive guidance and speaking opportunities within the classroom which promote self-development and cultural adaptation. Miscommunication between students feeds stereotypes and can further augment the linguistic power relationships which can often inherently exist in the English language (Dooley, 2009). It may, therefore, be concluded that through classroom talk, students, native and non-native alike, have learning opportunities which enable them to form a stronger sense of self and examine how that relates to their existing community. Institutions and instructors are responsible for creating an environment which adheres to such communication and understanding.

Chapter 5 - Challenges Facing Faculty

When reviewing the obstacles which international students and academic institutions face in today's global society, another important factor to be addressed is the viewpoint of the professors who teach content-based courses. Ferris and Tagg (1996) examined professors' opinions of ESL learners within a classroom setting with specific regard to listening comprehension and speaking capacity. The study focused primarily on the listening and speaking skills of international students. Ferris and Tagg (1996) had observed that the majority of current research regarding the academic skills of ESL students was primarily centered on the reading and writing components, even though it had been previously found "academic listening tasks pose formidable challenges for L2 students" (p. 299). As a point of departure, Ferris and Tagg (1996) used Ostler (1980). Ostler (1980) found that the ESL participants she observed were better able to express themselves with friends and when using everyday vocabulary than in class activities. Similarly, Mason (1995) asserted that students with a TOEFL score meeting university admission requirements are actually often not linguistically prepared for academic listening.

Regarding the method used for the research of Ferris and Tagg (1996), ESL instructors were contacted at four different institutions within the United States and requested to give the majors which ESL students within their campus most frequently sought to pursue. Ferris and Tagg (1996) then sent 946 professors specializing in such areas of study, and working at the four institutions, a questionnaire focused primarily on the speaking and listening abilities of non-native English speakers during lectures and class participation; a fourth of the faculty responded. Questions within the survey requested information such as, the enrollment information of a course, to what level all students within the course participated, precisely how often difficulties for ESL students occurred, and areas for improvement (Ferris & Tagg, 1996). Of the surveys

returned, results demonstrate that “ESL students make up either 10-25% or 25-50% of the student population, a mix of international and immigrant students” (Ferris & Tagg, 1996, p. 303). The most common native languages of students addressed in the survey were Chinese, Japanese, Korean, and Spanish.

International students experience a wide range of academic English in listening comprehension, depending on their program of study. The professors participating in the study also mention that, although note-taking skills and lecture comprehension continue to be key components to academic success, many university courses provide written and visual materials which assist their students (both native and non-native English speakers) in understanding the subject at hand. Therefore, the level of note-taking skills which the international students need to possess may depend entirely on the professors and department with which they are working. Additionally, Ferris and Tagg (1996) pointed out in their survey that many courses also require collaborative work, presentations, and impromptu group work which necessitate students to use their listening and speaking skills. Such findings illustrate the need for universities and colleges to examine the specific course work of each academic department and course into which international students will be transferring most often, once having attained the necessary level of English as a Second language. This plan of action would further bridge the linguistic gap students are experiencing. As mentioned previously, the undertaking could be administered by the ESL program within the university or college. Such an endeavor would necessitate the ESL instructors to be extremely familiar with such factors as the academic content and oral expression used within each department’s entry-level coursework. In addition, in order to incorporate graduate students into the possible scenario, the ESL program could offer graduate ESL courses geared specifically towards their future academic expectations with particular regard to writing.

The courses could be mandatory for all graduate international students to take, regardless of their TOEFL scores.

Although the survey concentrated on issues regarding ESL student participation and comprehension, several key factors specific to international student involvement were addressed. The majority of professors in business and engineering believed their “ESL students had problems with working in small groups, working with peers on graded assignments, and giving oral presentations” (Ferris & Tagg, 1996, p. 304).” The business professors also referred to the ESL students’ inability to fulfill the course requirements of working on assignments with native speakers, initiating discussions, and actively contributing to debates. Furthermore, professors from all academic areas of study voiced concern in the ESL students’ failure to effectively take notes in class and take advantage of office hours (Ferris & Tagg, 1996).

In the section of the survey which requested suggestions from the respondents for areas of improvement, many professors further expressed their concern for ESL students’ participation and ability to interact with other students, and suggested ways in which ESL instructors, should the students test into such a program, better prepare ESL students for their future academic workload. The professors questioned in the survey strongly advised ESL instructors to use authentic materials and offer students a number of opportunities to listen to real lectures given by different speakers (Ferris & Tagg, 1996). In addition, the professors stressed the need for ESL learners to be aware of the importance of “communication skills in general, by teaching them to ask and respond to questions effectively, by giving them practice speaking, and by encouraging class participation” (Ferris & Tagg, 1996, p. 311). Furthermore, ESL instructors were encouraged by the professors to find opportunities for the ESL students to interact with native speakers while using academic vocabulary and themes (Ferris & Tagg, 1996).

Even though the study conducted by Ferris and Tagg (1996) occurred some time ago, all issues articulated in the survey still continue today in academia with two significant varying factors: there is a greater number of international students studying in higher education within the U.S. and, given the current economic system, there is a greater need for enrollment from abroad. In addition, international students currently enrolled in higher education within the U.S. have far different backgrounds and expectations than in previous generations; an element which may create disconnects between students and faculty in regards to factors such as students goals, objectives, and desired learning outcomes. This element may further create a sense of alienation felt by both faculty and students. Internationalization within the university and college setting has, therefore, been an issue for some time, yet establishing best practices in international education has, in many regards, remained at a standstill. In addition, there is a continued lack of communication between departments and offices within the campus regarding the role of the ESL program and the entry requirements of international students.

Zamel (1995) studied the issue of ESL learners within academia and the perspective of faculty through a questionnaire with request for feedback. She noted that the responses from faculty varied greatly regarding the positive and negative aspects of working with ESL students within the classroom, yet most participants expressed mainly the undesirable outcomes. One faculty member stated “My experience with teaching ESL students is that they have often not received adequate English instruction to complete the required essay tests and papers in my classes” (Zamel, 1995, p. 509). The quote from the professor reveals a frustration with the workload involved in teaching international students, the inability of the student to produce at level work, disappointment the ESL programs preparation, and a possible misunderstanding of the university system regarding language requirements within higher education.

Chapter 6 - Conclusion

Numerous actors play significant roles in the success of internationalization in higher education within the U.S. Should the university or college as a whole establish links between the numerous stakeholders involved, the burden often linked with internationalization within the campus would be lessened. Furthermore, connections would be made within the institution in order to further the conversation of preparing all students for a global society and ensuring that the curriculum and instruction fits such a future. In order to reach the possible prospects of internationalization within the campus community, a number of steps can be carried out.

The role of the English Language center or program within the institution would need to be established and supported. Rather than viewing the program as the sole investor of all aspects of learning for the international students, from linguistic to knowledge centered, the concept could be changed to that of a department which works with all ESL students, including those who are accepted to the university with high TOEFL scores. The staff and instructors within the program could work on committees with the heads of departments, organizations and offices across campus in order to ensure that the goals of internationalization be met. Courses which allow international students to prepare for their academic course load when completing the ESL program along with courses which give assistance to students while taking their general education courses could be offered. Writing courses for international graduate students could be mandated; an act which would lighten the work loads of many faculty members in various content-areas.

Academic departments could further integrate internationalization into their curriculum, learning objectives, and scholarship hours. Domestic students studying to work in a field with components of globalization could be required to take a course in which they work directly with

the international student community. Assisting native-English speaking students to be able to communicate with non-native students would greatly assist their ability to communicate cross-culturally. Furthermore, it could be compulsory for scholarship recipients in certain areas of study to connect with an international student via email or group discussion.

In addition to the departments and offices on campus working together to streamline and facilitate the advantages of internationalization, organizations within the campus could work together. By extending the definition of diversity to include the international community, students from all backgrounds would have the opportunity to communicate and learn from one another. Inviting and encouraging international students on campus to identify themselves with domestic student groups could further erase potential existing divides and allow students to work together in creating a healthy and diverse campus community.

In conclusion, by working together within the campus community to improve awareness of cross-cultural communication, identity, and linguistic and social power, everyone involved in the educational process is able to benefit from the setting of a global society. Faculty members are able to enhance their teaching methods and connect with one other in defining the role and responsibility of the faculty member. Native English speakers can improve their ability to communicate with others, and thus, be better prepared to live and work in an international market, global economy, and multilingual world. Finally, international students are encouraged to define their new identity within the L2 while building their self-awareness and academic proficiency. In today's world, an American university or college setting holds the possibility of creating ideal learning outcomes in intercultural exchange and communicative competencies. Should the many stakeholders participating in various aspects of internationalization within higher education be aware of the advantages and opportunities a linguistically and culturally

diverse community offers while receiving assistance regarding potential disconnects associated with such an undertaking, all actors involved would be able to benefit from and contribute to a prosperous educational experience that integrates the future of globalization into the curriculum and framework of the institution.

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