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# The perceptions of twenty-five international undergraduates with regard to their stay in selected Massachusetts state colleges.

Jennie Mary Celona  
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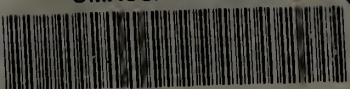
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THE PERCEPTIONS OF TWENTY-FIVE INTERNATIONAL UNDER-  
GRADUATES WITH REGARD TO THEIR STAY IN SELECTED  
MASSACHUSETTS STATE COLLEGES



A Dissertation Presented

By

JENNIE MARY CELONA

Submitted to the Graduate School of the  
University of Massachusetts in partial  
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May

1982

Education

C Jennie Mary Celona 1982

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DEDICATION

To my immigrant parents, whose courage  
and fortitude led to this.

## ACKNOWLEDGMENTS

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My brother, Louie, for his constant encouragement, interest, pride and love which assured me that at least one member of the family really understood what this whole process involved and that it was worth it! Grazie, caru fradu miu.

## ABSTRACT

# The Perceptions of Twenty-five International Under- graduates with Regard to Their Stay in Selected Massachusetts State Colleges

(May 1982)

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Directed by: Dr. Jack Hruska

This study was designed to gather and analyze the perceptions of twenty-five international undergraduates enrolled in three Massachusetts State Colleges during the Fall Semester of 1981.

Using an in-depth interview procedure, the researcher asked a series of questions of twenty-five foreign students at Bridgewater, Framingham and Worcester State Colleges. The twenty-five interviewees were randomly selected from a total population of seventy-three international undergraduates registered at these three colleges during the Fall Semester.

The study was divided into four general areas: (1) recruitment, (2) orientation, (3) adaptation and, (4) acculturation. The underlying question in each of these areas was "How?"

The Guide to the Interview was prepared by the

researcher and four international students not included in the study. The questions were piloted in four interviews, after which minor changes were made. All interview sessions, which lasted approximately 45 to 120 minutes, were tape recorded on individual cassettes.

Data was categorized and analyzed according to the four general areas of the study. The replies to six questions were transcribed verbatim. Interview tally forms and a rank order check list were devised to analyze the remaining questions.

In the area of recruitment, the study showed that more than half the interviewees chose a particular state college because of the availability of a desired major. Fourteen interviewees entered the three colleges in the study as transfer students from other American junior colleges, colleges or universities.

The research showed that the one segment of an orientation program in which almost all students received assistance was the selection of courses. Only eight interviewees were initially introduced by someone at the college to the International Advisor on campus.

The general impression in the area of adaptation was that most of the students did not experience any serious adaptation problems. Most of them also did not receive assistance in this area from anyone at the three colleges.



As for acculturation, twenty-four interviewees did perceive some degree of change either in their personality or behavior. In most cases, they also perceived the changes as positive ones.

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## C H A P T E R I

### INTRODUCTION

"I believe, in all sincerity, that there is no substitute for direct person-to-person contacts that go deep into the heart of all the problems which invoke our common concern and capture our imagination. There is no better way to reach a profound insight of the complexity of the world we live in and grasp the immense problems we face today and are likely to encounter in the future. In the process, our opinions might differ and our views might occasionally diverge. Indeed, our culture emphasizes diversity and multiplicity as a means of reaching consensus and compatibility. What is required is not identity of viewpoints, but a genuine acceptance of each other's right to hold different opinions and entertain different ideas."

Anwar Sadat  
President of the Arab Republic  
of Egypt

In a speech to the United States  
Congress, Washington, D. C.  
November 5, 1975 (Parker, 1976:5).

The international students in higher education in the United States are potentially an invaluable national resource for this direct person-to-person contact mentioned by Sadat. Their presence on American campuses could enrich the education of all students as well as the research and teaching programs of American institutions (U.S. Dept. of State, 1970:5). The 1979 President's Commission on Foreign

Languages and International Studies stated in one of its principal recommendations:

Colleges and universities should encourage and support more international exchanges of students . . . and look more to the opportunity for encouraging international perspectives offered by the presence of foreign students. . . (p. 22).

The mere presence of international students on U.S. campuses does not, however, assure greater international understanding. The acceptance of foreign students into an institution of higher learning brings with it specific responsibilities and problems. Without careful planning and administering, student exchange programs could be more cosmetic than useful in bridging cultures, and more damaging than helpful to all (Burn, 1978:14). Since its establishment in 1948 the National Association for Foreign Student Affairs (NAFSA) has addressed the quality of foreign student experiences in and out of the classroom.

The Massachusetts State Colleges with their diversity of programs and resources would appear to be some of the principal institutions in this state to serve both international students and to benefit from their enrollment. However, relatively little is known about the recruitment and activities of international students on the various state college campuses. The 1980 NAFSA Directory of Institutions and Individuals in International Educational



Interchange showed a total number of 358 foreign students in seven of the Massachusetts State Colleges with three colleges not even listed.

While statistics are available concerning the number of international students enrolled in each state college and their country of origin, no data is available presenting these students' views of their stay in the Massachusetts State Colleges. Replies to questions such as why they chose a Massachusetts State College and what experiences they have had as undergraduates in a state college have not been recorded. Given the declining college enrollment, and the close scrutiny now being focused on higher education, it would appear timely to seek out and analyze the perceptions of foreign students with regard to their stay in Massachusetts State Colleges. This study gathers and analyzes the perceptions of twenty-five international undergraduates currently enrolled in three Massachusetts State Colleges.

This first chapter provides an introduction to the present study. The first part of the chapter addresses the reasons for the study and the second part explores the practical implications.

## Background

The rationale for the development of international student programs in the United States is multi-faceted. Cultural, financial and political issues are three major aspects of this rationale. Of these three, cultural considerations are the ones selected as most pertinent to the present study. This section of the chapter will, therefore, define and discuss the following elements to be found in cultural considerations:

1. culture
2. culture shock
3. cross-cultural education

### 1. Culture

In culture we must imagine a great arc on which are ranged the possible interests provided either by the human age-cycle or by by man's various activities. . . (Benedict, 1970:155).

Culture is, indeed, a great arc insofar as it is a continuous portion of the circle of life. It is also a great ark encompassing personal shelter and behavioral patterns. To simply state that culture means the way people live seems too easy and too obvious. Yet this is the meaning of Seelye's statement that culture is a very

broad concept embracing all aspects of the life of man (1968:38). It is also what is meant by Nelson Brooks when he referred to the basic life situations in which the ego of the individual and the distinguishing characteristics of society interact (1971:58). In a later essay Brooks further clarified the meaning of culture:

. . . Of the several meanings of culture, two are of major importance for us: culture as everything in human life, and culture as the best of everything in human life. . . . For want of better terms, we refer to the best--which of course includes music, letters and arts--as Culture MLA, while the all--which includes such basics as belief, behavior and values--we may call Culture BBV (1976:34-35).

Culture BBV, Hearthstone culture, small "c" culture are all terms used to express the meaning of culture in this study. Culture is the way people live. This is the sole meaning intended whenever the word is utilized in the study. This is also the definition so essential to an understanding of the problems, difficulties and questions confronting an international student in a Massachusetts State College.

## 2. Culture Shock

The international student experiences trauma when his/her native values confront those of a strange society. And this is true of any young person, American or foreign, who leaves his/her parents' home to live on a college

campus. The American student, for example, who is suddenly responsible for doing the laundry, living within a budget, and making friends, experiences a certain degree of culture shock. The trauma, in the same situations, suffered by a young Iraqi student not yet acclimated to colloquial American English will be even greater than that of his/her American counterpart. For both of these students the problem of surviving is caused by the anxiety that results from losing all familiar signs and symbols of social intercourse:

. . . words, gestures, facial expressions, customs, or norms are acquired by all of us in the course of growing up and are as much a part of our culture as the language we speak or the beliefs we accept. All of us depend for our peace of mind and our efficiency on hundreds of these cues, most of which we are not consciously aware (Oberg, 1972:8).

The aforementioned Iraqi student has to cope, therefore, not only with the loss of familiar signs of communication but also the loss of language, which is the major symbol system of communication.

Three principal methods for getting over culture shock as quickly as possible, as suggested by Oberg, are:

1. getting to know the people of the host country
2. becoming a participant observer by joining the activities of the people
3. leaning heavily on compatriots.

Learning the language of the host country, Oberg stated, is the most successful way to get to know its people. Observing or participating in their beliefs, behaviors and values does not mean, however, that the foreigner has to abandon his/her ways. Finally, Oberg also mentioned that it is natural for foreigners to seek support from their compatriots.

### 3. Cross-cultural Education

Once foreign students have recovered from culture shock, their energies can then focus on the task at hand: becoming cross-culturally educated. According to Adler, the cross-cultural learning experience is:

. . . a set of intensive and evocative situations in which the individual experiences himself and other people in a new way distinct from previous situations and is consequently forced into new levels of consciousness and understanding (1972, 22).

The first part of this learning experience involves a realization by the student that within any culture there is a great variety of beliefs, behaviors and values. Not one American culture exists in the United States but rather many versions of it. These range from rural to suburban to urban, from Black to Chicano to WASP, from blue-collar to white-collar, from teen to elderly (Allen & Valette, 1977: 325). The United States is not unique in this diversity. A given description of contemporary behavior in any present-



day culture will probably, at best, be correct for only a slight majority of the people in one particular social class of the national group in question (Grittner, 1977: 283). Having come to this realization, international students might then think of the ability to function comfortably in any version of American culture as one of the principal goals of their cross-cultural learning experience. The new levels of consciousness and understanding might then also be considered as a new set of beliefs, behaviors and values by which the students might live out their lives.

While the foreign undergraduate in the United States is in the process of becoming cross-culturally educated, the American undergraduate could pass through the same process. Ideally, all American undergraduates would spend at least a semester studying and living in an alien culture. Realistically, not every one is able to do this. Most American undergraduates will probably not visit any of the Third World countries during their college years, if ever. Through their peers and colleagues from these countries on their own campuses, however, they might develop open-mindedness and tolerance and begin to understand a different way of life. So, without leaving their own country, they, too, could become familiar with a wider set of beliefs, behaviors and values.



Adler observed that the individual experiences himself and other people in a new way through cross-cultural contacts. The reverse logic of understanding one's own culture by first understanding another culture might, therefore, be considered here. Brooks stated that by learning to understand the ways of other people, human beings can develop a deeper insight into their own ways (1971:54). This insight can then enhance an individual's ability to cope with new situations and to adapt to a world in transition. Cross-cultural education can prepare the student, international or American, for the trauma of "future shock" because "the ability to cope with the unfamiliar can be a powerful outcome" (Chastain, 1976:7).

### The Study

This section addresses three components of the study:

1. purpose of the study
2. significance of the study
3. clarification and delimitation of the study.

#### 1. Purpose of the Study

The purpose of this study is to gather and analyze data from foreign students about their experiences as undergraduates in three Massachusetts State Colleges. The study intends to observe life on and off Massachusetts State

College campuses through the eyes of twenty-five international students randomly selected from Worcester, Bridgewater and Framingham State Colleges.

The 1980 NAFSA Directory of Institutions and Individuals in International Educational Interchange listed the following Massachusetts State Colleges and their total number of foreign students:

Boston State College (200)  
Bridgewater State College (35)  
Fitchburg State College (6)  
Framingham State College (28)  
Massachusetts Maritime Academy (21)  
North Adams State College (10)  
Worcester State College (58)

Not even listed in the Directory, yet also part of the then existing Massachusetts State College System, were Salem and Westfield State Colleges and Massachusetts College of Art (NAFSA, 1980:33-35).

For this study, it was decided to interview a sampling of the total foreign student population, as recorded in this 1980 Directory, at the three state colleges with the largest international student enrollments. During the proposal phase of this study, Boston State College was in the process of merging with the University of Massachusetts, Boston Campus. The foreign students at Boston State, by

becoming part of a larger university system, could no longer be considered as State College students. Thus, according to the 1980 Directory, the three Massachusetts State Colleges with the largest number of international students were at Worcester, Bridgewater and Framingham.

In separate, semi-structured, one-hour, taped interviews twelve students from Worcester State College, seven from Bridgewater State College and six from Framingham State College were questioned on four general areas of their stay in Massachusetts State Colleges: recruitment, orientation, adaptation and acculturation. By use of the semi-structured interview, composed of structured and open-ended questions, data not available by any other approach was gathered.

The general concerns in the area of recruitment were how they first heard of these Massachusetts State Colleges and why they chose a specific state college. The orientation questions provided data on the students' initial encounter with the American system of higher education as well as their particular state college. Adaptation questions elicited information on the students' methods of learning about and dealing with some of the most fundamental aspects of the American way of life: communicating, banking, housing, eating, and the weather. The final part of the interview focused on the students' perceptions of how they have been modified by direct contact with the American way.

## 2. Significance of the Study

By analyzing the foreign students' views of recruitment, orientation, adaptation and acculturation activities at three state colleges, previously unavailable data was provided concerning what happens to international students once they are accepted into Massachusetts State Colleges. The points of view provided by listening to these students speak about themselves and their experiences presented a new possibility for understanding them. By focusing on the day to day activities of these students, the study presents another view of life in three Massachusetts State Colleges than that of students who may have been born and spent most of their lives in the Commonwealth of Massachusetts. Whether or not this view of life in three state colleges is complimentary does not enter into the significance of this study. What is significant is that international students have been given the opportunity to express and present their views. A record of these perceptions is now available for other researchers who might wish to evaluate or modify foreign student programs at these three colleges.

As the student population in Massachusetts declines, so will the number of students attending Worcester, Bridgewater and Framingham State Colleges decline. Malcolm Scully, senior editor of The Chronicle of Higher Education, wrote that in 1991, the number of 18-year-olds will be twenty-six

percent lower than the 1979 figure. The Western Interstate Commission for Higher Education predicts that the region to be hit hardest by far is the Northeast. The Commission estimates that the number of high school graduates in the Northeast will decline--from 1979--by twenty-two percent in 1987, by forty percent in 1994, and by thirty-eight percent in 1995 (Scully, p. 7). It follows, therefore, that, within the next twenty years, Worcester, Bridgewater, and Framingham State Colleges will have to actively recruit beyond the high schools in Massachusetts to maintain student enrollments. By selecting at random twenty-five international students from Worcester, Bridgewater and Framingham State Colleges, previously unavailable information became evident for the recruitment of foreign students.

In addition to recruitment, the general areas of this study are the orientation, adaptation and acculturation of international students. From an administrative point of view, these three areas are in the realm of Student Services or Student Affairs. By asking foreign students at three state colleges to relate their personal experiences in finding housing, for instance, or in choosing their courses for a semester, this study presents the students' perceptions of the services offered them by their particular state college. Having analyzed their responses, general suggestions are offered for any office of student affairs



which seeks to better answer the needs of international students in the areas of orientation, adaptation and acculturation.

### 3. Clarification and Delimitation of the Study

#### A. Definition of terms

The following terms, which are essential to this study, are here clarified in order to avoid any ambiguity of meaning:

1. acculturation: a process of intercultural borrowing between diverse peoples resulting in new and blended patterns.

2. adaptation: free interaction with people from the host country and acceptance of their culture.

3. I-20 form: Certificate of Eligibility for nonimmigrant "F-1" student status; available from U.S. Department of Justice Immigration and Naturalization Service; issued to student after academic acceptance by school official authorized to issue Forms I-20A.

4. international or foreign student: a person studying in the United States on an F-1 (student) visa who intends to return to his/her native country upon completion of his/her education.

5. Massachusetts State Colleges: seven State Colleges at Bridgewater, Fitchburg, Framingham, North Adams, Salem, Westfield and Worcester, and the Massachusetts College



of Art and Massachusetts Maritime Academy.

6. orientation: an acquaintance with the existing situation and environment on a campus and in a community.

7. recruitment: an admissions process which seeks to increase the number of students enrolled in a college or university.

#### B. Exclusions

This study does not consider the fact that many international students in the Massachusetts State Colleges do not return to their native countries nor does it examine the reason for this. By the above stated definition of an international student, this study is concerned only with those students who, when accepted to Worcester, Bridgewater or Framingham State Colleges, do intend to return home upon completion of their studies.

This study is concerned only with undergraduate international students; graduate foreign students at Worcester, Bridgewater and Framingham State Colleges were not interviewed.

C H A P T E R I I  
REVIEW OF RELATED LITERATURE

While there is much literature written by experts about the presence of foreign students on American campuses, there is little literature about what international students themselves think of this experience. This chapter has been divided into two sections to review the relevant research findings:

1. the presentation of selected views from the literature on the adaptation problems facing international students on an American campus;

2. the presentation of the findings in several studies which sought the perceptions of foreign students on American campuses, and one study which looked at the attitudes of American university students toward students from other nations.

Adaptation to an American Campus

One of the administrative responsibilities of the American university is to facilitate the adaptation of the foreign student to the American campus. This adaptation begins the moment the student arrives in the United States.

Not to be ignored by universities and colleges is the fact, as stated by DeLey, that:

. . . on arrival in a foreign country, the simplest actions of everyday life may require astute deduction and intense mental effort. Streetcars, restaurant menus, plumbing fixtures, banks and bureaucracies all may present simple but enigmatic cues requiring immediate correct interpretation. Within a few hours or a few days the sheer number of such interpretive operations may become very large indeed. The result is fatigue, frustration that things so simple can be so difficult, and a growing feeling of anomie or meaninglessness (1975:837).

In addition to the fatigue and frustration cited by DeLey, foreign students may experience poor academic performance because of their adjustment problems. In a paper entitled "Evaluating Orientation for Foreign Students" James W. Longest wrote that in the absence of an orientation program, the first semester is the period in which most of the student's adjustment takes place (1969:34).

. . . Failure to give such an orientation may cause more of the students to not meet requirements and find themselves involved in academic or social problems (p. 23).

Longest argued that the rationale for an orientation program for foreign students is that it will speed the adjustment process and lessen difficulties, thereby lessening the amount of anxiety experienced in making adjustments. He also included the belief that decreasing the severity of difficulties and consequent anxiety facilitates adaptation which in turn leads to better academic performance (p. 3).

The goals of an orientation program, as stated by Forrest Moore, Foreign Student Advisor at the University of Minnesota are:

1. to provide knowledge about the host country
2. to prepare the student for the educational system in the United States
3. to acquaint the student with the university
4. to rehearse coping with problems
5. to improve the student's English language facility (Pedersen, 1975:58).

Universities can most realistically plan to meet these goals in the first two weeks prior to the semester, but may have to extend the process of orientation for those who need it. During this first semester of adjustment, Longest suggested that a reduced scholastic load made up primarily of courses in the student's major, in which his motivation and familiarity could be expected to be high, might be a reasonable procedure for most foreign students and particularly those from underdeveloped countries (p. 51).

Since many international students are non-native speakers of English, training in English as a Second Language (ESL) is one of their more urgent needs. Shana'a addressed this need in her article "The Foreign Student: Better Understanding for Better Teaching." She reminded the reader that even though foreign students must prove

their English language ability by passing the Test of English as a Foreign Language (TOEFL) exam for admission, this does not mean that they have no need for special English courses. The TOEFL examination is a written one that compares their knowledge of English with that of other foreign students. Their adjustment to the many dialects and idioms to be found in the United States can be very difficult (Shana'a, 1978:243).

Kaplan wrote that, as in the development of any university program, the most important step in the development of an ESL program is the initial statement of an institutional policy. Such a policy, since it affects the whole university ought to be created at the highest level of administration. The institution should create a committee responsible directly to the President to formulate an institutionwide commitment and policy. This committee should be charged not only with the development of a policy but should also be authorized to implement that policy once it has met with general approval (1968:46).

A suggestion, made by Kessler, for the placement of an ESL program in the college organizational structure, is that it be a part of the Division of Languages, Literature and Communication. Depending upon the number of students enrolled, the ESL program could function as a separate unit within the division and have its own director who would be



responsible to the division chairperson. By clearly separating the ESL program from the English department, the idea that these courses are a form of remedial English is eliminated (1974:5).

A further recommendation that ESL courses not be considered remedial was also made by Kaplan:

English language programs for foreign students are intended to improve the linguistic proficiency of such students so that they can more realistically profit from the educational experience for which they allegedly sought admission to an American institution. Such programs are in no sense remedial, any more than foreign language programs in French, German, or Spanish are remedial for domestic students. English is as much a foreign language to most foreign students as French, German or Spanish are to most American students. Courses for foreign students, then, ought not to carry the remedial stigma. Course numbers should not be subcollegiate, and course titles should not imply that the courses are remedial (p. 44).

The objective, as expressed by Bohan, for students in an ESL program is the acquisition of a basic minimal command of English for success or survival in their education in an English-speaking country. The intent of the faculty is to help these students acquire this basic command of English, and not to require of them the fluency expected of native-born speakers of English (1978:3).

In addition to ESL courses and orientation programs, the consideration of cultural differences appears in the literature as a special adaptation area for international students. Helms, for example, signaled out two common



occurrences in Arab speech style that might prove problematic in an American university setting:

. . . eloquence and rhetoric are highly appreciated in the Middle East. . . loudness is a way of emphasizing a point and is not meant to express anger or hostility (1978:9 & 10).

Barna wrote of professors being stunned by comments, such as the following, by Arab students:

How can we respect teachers who don't demand attention, who sit on the desk, who dress informally, and who let students bring coffee to class, or even sleep (1979:11)?

Yet the students must adapt, continued Barna, to whatever different learning style is in operation:

. . . A wise instructor will realize, however, that students as well as instructors are encapsulated by their own cultural ways. The students often do not know what is expected, only that they are "wrong". What they need is someone to recognize their difficulties and help them adjust. Most of all, they need to feel that their own behaviors and methods are recognized as being legitimate, just not appropriate at that time and place (p. 10).

In a previously cited essay written by Joyce Shana'a, additional cultural differences exhibited in classroom behaviors were pointed out. Foreign students are often slow and clumsy in labs because of a lack of experience in this area. Due to a deficiency of books in their native countries, they often have no concept of the value, resources, and use of a good library. Even their attitude towards cheating differs from the American view, sometimes,

because friendship is highly valued and they aid their companion at a risk to themselves to insure survival.

It is in this area of personal and social adjustment that the literature is especially rich:

In offering its academic competence to foreign countries, in accepting their students and their funds, the university takes on a responsibility to provide adequate information, regard for needs and continuing concern for and facilitation of personal and social adjustment (McMillen, 1976:12).

Taylor, in "The Cultural Handicap in University Education", defined counseling as:

. . . the technical process whereby an individual with difficulties in personal and social adjustment is helped to work through these difficulties by the counselor's use of appropriate techniques (1969:295).

According to Walter, the failure of foreign students to seek this counseling may be based on three key premises:

1. Counseling is an unfamiliar concept
2. Counselors are considered authoritarian
3. Counseling does not fit into the support system of foreign students (1978:4).

Torrey observed that formal psychological services are not utilized by foreign students because they are highly suspicious of any records being kept about them. Many students believe that there is someone in the university's administration who is an employee of the Central Intelligence Agency and whose job is to identify future foreign "trouble makers" (1970:85).

From Taylor's viewpoint, once channels of communication have been established between an instructor and a student, the instructor can help the student maintain integrity in the face of a threatened psychological challenge, particularly if the instructor is foreign born or has had the personal experience of living abroad. The concerned instructor who notices the following symptoms in any student should not remain silent:

. . . dispirited, day-dreaming, worried, withdrawn. . . academic work below the levels of performance promised by entrance exams (p. 298).

(Domingues advised that a general principle for professors and counselors to keep in mind is that the more different the cultural background of the foreign student is from that of the United States, the more likely it is that the student will develop emotional problems of adjustment. These problems are quite often manifested in psychosomatic complaints (1970:84).)

According to Das, one set of foreign students' counseling problems centers around academic work: understanding the American educational system, planning what courses to take, difficulties with English (1976:2). Huang also noted the difficulties with English. (The foreign students, he stated, regardless of their previous training and exposure, are expected to be equally proficient in reading, writing, comprehension, and verbal interchange on

a par with their American peers. The stress involved in trying to cope with a sixty or eighty page reading assignment when a student's reading speed confines him to three pages per hour could be the cause of other personal and social problems (1976:216).)

Additional distinctive counseling problems of foreign students, as noted by Domingues, concern finances, housing and health needs. (Many students require some financial counseling during their stay due to the rates of international currency exchange, increased living costs, higher tuition fees and a limited opportunity to seek employment. One of the satisfactory solutions for housing international students is a host-family arrangement. This is advantageous both to the host family which is rewarded through the acquaintance and sharing of experiences with students from abroad and the pupil who enjoys quasi-parental roles.) As for health needs, the counselor may want to ascertain whether the college health program is understood and utilized by students. Cultural differences in diet and attitudes toward health may indicate the need for special attention (pp. 84-85).

(Domingues further addressed the rationale and requirements for a foreign student advisor on campuses.) According to her, during the 1980's, the position of advisor will become crucial in American colleges and universities

enrolling fifty or more foreign students. On campuses with over one hundred foreign students this should be a full-time position (p. 85). The placement of the foreign student advisor's office within the framework of the dean of student's office affords a strategic location to establish contacts with the student and faculty agencies interested in international cultural exchange.

In addition to the generally recognized requirements for student personnel workers, Domingues noted that the professional preparation of a foreign student advisor should include some, if not all, of the following:

1. an acquaintance with immigration laws, world cultures, and predominate world religions
2. counselor training
3. background in anthropology and social psychology
4. field experience in another culture (p. 87).

As the United States continues to become more informed about foreign peoples, problems and cultures, the position of foreign student advisor continues to become far more professional and sophisticated. (A publication of the U.S. Department of State, entitled International Exchange: Leaders for Tomorrow. . . A Review of U.S. Programs for Foreign Students, published in 1970, stated that the United States had become more aware of the need not to Americanize the foreign student here but to prepare him [sic] best to



serve his [sic] own country and its culture, in short to help him [sic] prepare for leadership (p. 19).

This same awareness is closely allied to an awareness of the nationalistic commitment of certain foreign students, which was studied at the University of California in Los Angeles, during the academic year 1967-1968. The hypotheses tested in this cross-cultural study of international students were three:

1. the maintaining of a cultural identity
2. a commitment to the "role of a national"
3. the dual detachment from home and host societies.

The study concluded that the foreign student's attachment to a national state as an abstract entity is seriously weakened. A second conclusion stated that the erosion of commitment to a national state is usually not compensated by new commitments to other broad collectivities. Finally, it was concluded that the resulting state of an ideological dual detachment is accompanied, in many cases, by a general sense of alienation and resignation. What was really at issue in this study is the likelihood of an individual becoming irrevocably a "marginal man", unable to become an integral part of any society, home or host (Becker, 1971:480).

In a position paper entitled "Preparing Teachers for Cultural Pluralism", Shryer cited certain capabilities



desired in teachers that might here be noted as relevant to the alleviation of the "marginal man" problem. According to Shryer, teachers are expected to be able to:

1. Understand the contributions and life styles of various cultural groups in our society.
2. Recognize and deal with dehumanizing biases, discrimination and prejudices.
3. Create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations.
4. Respect human diversity and personal rights (1975:147).

### Perceptions of Foreign Students

The following review of research which examines the perceptions of international students in the United States has been divided into three sections:

1. studies which used personal interviews to obtain data
2. studies which used written questionnaires to obtain data
3. a cross-cultural study which involved both international and American university students, and utilized both interview and questionnaire techniques.

#### 1. Studies Utilizing Personal Interviews

In an article published in 1971, Klein, Alexander, Tseng, Miller, Yeh, Chu and Workneh wrote:

Four years ago we embarked on a study of the American experience of the foreign student. As psychiatrists and psychologists, our interests quite naturally went beyond the student's educational adjustment to his personal, lived-life experience--his moods, concerns, social world, and general style of life. As clinicians, we were especially concerned with the many stresses present before, during, and after the sojourn. We were interested both in delineating these stresses and in devising workable ways to predict, understand, and treat cases of maladaptation (p. 77).

They began their study by giving a background questionnaire to a total of 580 students from thirty-five foreign countries as the students passed through the Foreign Student Reception Center at the University of Wisconsin in 1966 and 1967. Several research projects were then executed including one with Asian students. Approximately sixty students were given a follow-up questionnaire after nine months on campus, and over a two year period the researchers then carried out "intensive interviews" (p. 84) with more than forty students from Taiwan and Hong Kong. The primary focus of the interview was on the nature of the Asian students' social interactions with Americans and with fellow nationals on the Madison campus.

The questionnaire addressed social relationships broadly and "superficially suggested" (p. 84) that at least half of the students did not establish close friendships with Americans. Interview data, on the other hand, showed that the vast majority of Chinese interviewed failed to establish close relationships with Americans:

Two main themes that emerged from our interviews with Chinese students suggest factors that are important in conceptualizing the nature of the barriers that exist between Asians and Americans. First there are superficial differences in social behavior that require adjustment or relearning of rules and patterns of social conduct. Second, and perhaps more important, are the implicit emotional risks inherent in adaptation to these new ways that stem from basic functional differences in social roles. . . . (The Chinese culture is traditional and authoritarian--one in which young people receive a great deal of structure and support both from family and from peers. American culture stresses quite opposite values for young people including self-expression, challenge to the system, independent behavior, informality, and constant change of peer associations. When faced with these conflicting pressures it is easy, especially for the somewhat insecure Chinese student, to fall back into the security provided by the Chinese subculture (p. 85).)

Perhaps the assumption made by Klein and the others that "negative attitudes and experiences of foreign students are difficult to assess reliably" (p. 81) is most relevant to the present study. (Noting the difficulty of anyone to share personal negative thoughts and feelings with strangers, they also stated that this problem is:

. . . especially difficult to overcome in interview situations where cultural differences make interactions somewhat awkward and difficult. . . . But our experience has shown us time and again that extensive probing and contact reveal negative attitudes and painful (p. 81) experiences we would never know of had we not persisted (p. 82).)

A second research project involving only personal interviews and no questionnaires was conducted by Ajit Das at the University of Minnesota, Duluth campus in 1977.

(The purpose of this study was to determine "the kinds of assistance that foreign students need in dealing with the problems that they encounter, upon arrival and later on in their sojourn, the sources from which they obtain such assistance and the perceived adequacy of such assistance" (p. 3).

Using an "interview schedule" (p. 3) Das conducted interviews lasting from thirty to forty-five minutes during the Spring Quarter, 1977. The twenty-seven males and seventeen females interviewed came from the following parts of the world:

Far East including Hong Kong	22
South Asia	6
Middle East	6
Africa	6
Latin America	4

Not unlike the Asians in Klein's (1971) study the students in this study from the Far East, Hong Kong and South Asia also had difficulty in making friends. The differences in Chinese and American cultures pointed out by Klein and the others (p. 85) might also be used as an explanation in Das' study.

Of particular relevance to the present study were the following findings in Das' study:

1. Almost ninety percent of the foreign students interviewed needed help with housing, registration and program planning upon arrival. Seventy-three percent received "fairly adequate" (p. 3) help in these areas from the student personnel staff of the college while twenty-seven percent depended on friends and family for this kind of help.

2. Most students, by their own efforts with "some informal help from fellow students" (p. 3), acquired an understanding of how the American educational system worked within an academic quarter (p. 4).

The conclusions drawn by Das from this investigation were specific and important enough to the present study to merit verbatim reproduction:

1. . . . Foreign students generally feel socially isolated and desire more informal social contact with American students.
2. There is very little social contact between foreign students and people in the community. This further heightens the sense of social isolation on the part of the foreign student.
3. The social isolation of the foreign student diminishes the value of (p. 5) his sojourn in a different culture; it also deprives the American student of a potentially valuable experience, and the local community of an educational resource.
4. It is incumbent on student personnel staff, especially counselors, to develop imaginative programs to integrate the foreign student in the social life of the college and the community (p. 7).

Among the proposed solutions for these problems were the "adoption" of a foreign student for a year or so by a



host family. The idea that a student does not necessarily live with the family but "has a standing invitation to visit informally" (p. 7) appeared most noteworthy. An additional proposal that has worked "rather well" at the Duluth campus was the "study-buddy" program (p. 7) where foreign students who needed help with their English or study skills were teamed up with an American student who was willing and able to help.

The University of Minnesota's Twin Cities' campuses were the site of the final study to be discussed in this section of the review. Interviews of varying degrees of formality were conducted with "several hundred foreign students, both undergraduate and graduate" (Hendricks & Skinner, 1977:124). The article entitled "Adaptive Social Patterns of Foreign Students" is a summary of the findings of Hendricks & Skinner's more lengthy study concerning the social and economic coping strategies found among the more than 1600 students at the University of Minnesota.

Of particular interest in Hendricks & Skinner's article is the discussion of the legal classification of foreign students as "alien". The authors stated that this category is supportive of the notion prevalent among most Americans that foreign students are extrinsic to the social system in which Americans are involved:



(In fact, because about 20 percent of the foreign student population resides in university dormitories, because they are largely restricted to on-campus employment during the school year, and for other reasons, the foreign student in many ways is more intrinsic to the university than are the many American students who live and work off campus.) Coupled with the foreign students' lack of connections to the larger society are the legal and social aspects of their position which serve to concentrate their activities within the university's environs (p. 125).

People who may be of assistance to the foreign student were viewed as "brokers" (p. 125) by Hendricks & Skinner. Such persons and units as the International Student Advisor's Office, other nationals from a student's country, religious institutions, and relatives residing in the United States would all be considered brokers. The authors concluded that the activities of foreign students were seen to be "rational socially adaptive strategies in response to the constraints imposed by their particular social and legal position in U.S. society" (p. 127).

## 2. Studies Utilizing Questionnaires

As with most studies relating to the perceptions of international students in the United States, the three to be discussed in this section are concerned with the adjustment problems encountered by these students. Although the literature contained more research projects utilizing questionnaires than interviews, the three studies which

follow were deemed the most applicable to the present study because they were all based at public institutions. For purposes of discussion, they have been placed in chronological order.

Bournazos and Leamy (1974) summarized the findings from 102 international students who answered anonymously a mail questionnaire. The concerns in this survey were the students' attitudes on such matters as dormitory living and related matters about their education at Western Michigan University. The most interesting finding reported here was:

7. Most students feel no discrimination or only a few isolated instances while here at Western (p. 6).

Since it was unusual to encounter only "a few isolated instances" of discrimination when most of the literature pointed to discrimination as the rule and not the exception, a closer look at the countries of residence of the respondents was made. Of the 102 students, eight did not list their country of origin, leaving ninety-four students from twenty-eight different countries. Of these ninety-four students approximately one fourth were Chinese.

Two highlights of the study done by Klein and others, discussed in the previous section of this review, might then be used to explain this finding. Firstly, it is easier for the Chinese student to "fall back into the

security provided by the Chinese subculture" (Klein, p. 85) than to try and mix with Americans, thereby eliminating the possibility of being discriminated against. Secondly, extensive probing and contact, not possible in a questionnaire mailed anonymously, are necessary to reveal "negative attitudes and painful experiences" (p. 82).

(Approximately four years after this study at Western Michigan University, Stafford and others, in 1978, conducted a questionnaire study of 747 international students at North Carolina State University. One purpose of Stafford's study was to determine the level of adjustment of international students at NCSU in selected areas and the other purpose was to compare adjustment levels on the bases of student classification and of the area of the world of the student's home country (Stafford, 1980:40). Fifty-three of the 186 undergraduates given questionnaires during registration replied whereas 225 of the 365 graduate international students replied. A unique result of this study was the listing of homesickness as the most difficult area, with two-thirds of the students reporting that it was a problem at least some of the time. Of particular interest to the present study was the following result:

Undergraduates reported significantly . . . greater levels of difficulty than did graduate students with English language, academic course work, finances, food, unfriendliness of the community, and maintaining cultural customs (p. 41).

(The study also showed that students from different parts of the world experience different types of adjustment difficulties at an American university. For instance, students from the Orient and from Southeast Asia reported the greatest difficulty with the English language while "African students reported a high level of difficulty with unfriendliness in the community compared to all other groups" (p. 42).)

The final study concerned solely with international students involved 213 undergraduate and graduate Nigerians enrolled in Kansas State Universities in 1979. The purpose of this study was to identify the problems experienced by these students during the 1979-1980 academic year. The instrument used was a modified version of the Michigan International Student Problem Inventory. The results showed that students reported problems in seven of the eleven sub-scales:

. . . Respondents identified the most problems on the financial aids sub-scale, with the sub-scale, dealing with social-personal, academic records, student activities, living-dining, orientation services and placement services following respectively (Arubayi, 1980:7).

. . . Nigerian students reported no problems in four of the eleven sub-scales. This includes admission and selection, English language, Health Services, and religious services in descending order (p. 7).

Two of the recommendations made by Arubayi were of

particular interest to the present study. The first was that a joint effort by both American and Nigerian governments should be made to provide pre-departure orientation to prospective Nigerian students. According to Arubayi, this orientation should focus on topics such as the American educational system, American culture, and the difficulties experienced by Nigerian students currently studying in the United States. The second interesting recommendation was that Kansas colleges and universities should no longer request prospective Nigerian students to take the TOEFL exam (p. 8).

### 3. A Cross-Cultural Sensitivity Group Experience

A study conducted by W. Frank Hull IV on international and American students at the Pennsylvania State University was unique enough in both procedure and findings as to merit its own separate category.

Hull had three experimental groups of ten Americans and three foreign students each spend an average of forty-five and one half hours together during a weekend. Group members were together constantly, breaking only for meals and sleep. The purpose of his study was to test the effects of such a cross-cultural sensitivity group experience on American students.

The instrument chosen to research the effects of this experience on American students was the W-Scale, developed



to measure a continuum from nation-mindedness to world-mindedness, using thirty-two attitude choice items:

. . . Sample items from this scale include the following: "Our country should permit the immigration of foreign peoples even if it lowers our standard of living." "Our responsibility to people of other races ought to be as great as our responsibility to people of our own race." "It would be dangerous for our country to make international agreements with nations whose religious beliefs are antagonistic to ours" (Hull, 1972:115).

The W-Scale was administered to all participants immediately prior to the weekend laboratory, just following the laboratory and, then, five weeks later. "The experimental group of Americans showed a significant increase in world-mindedness after participating in a sensitivity group also attended by students from other cultures" (p. 120), and this change was retained five weeks later.

Of more relevance to the present study was the interview data amassed by Hull. Five weeks after the experiment, in addition to an administering of the W-Scale, participants were given an unstructured, one hour interview on their reactions to the laboratory. Some of the changes experienced by American students are reflected in the following comments:

I thought they might be more like us than they were.

I found out they were real people.



It is one thing to have preconceived notions about international students. . . another thing to experience it.

We had an Indian girl in our group. . . I respected her at first like I would a nun, but at the end I washed her face in the snow.

I don't remember having any feelings about international students at first but I loved them afterwards--all of the hatred and misunderstanding that goes on between people of different countries is really ridiculous.

I became aware that people from other countries are very much like us (p. 119).

The following comments from the international students also reflected changes in their attitudes:

I got to know that some (Americans) are sincere in trying to know me as a person. At the beginning they treated me as a black from Rhodesia. They didn't mean it (i.e. their interest); I didn't like that. But I found that they were really interested in me. Saturday, I started seeing some of them as people--individuals--not just as Americans. They started talking to me as (first name) and not as a black foreign student. All Americans are not alike; they are people too. . .

Usually Americans are reserved. . . I was really surprised that they are like other people. I began to love some of them. They are very much like me. When you go to another country, you feel the people there are different. Maybe everyone in the world is the same. I really think much, much better about Americans now than before; here they were more interested in you, not your country--in me as a person. They are very, very much like me! (p. 120).

### Summary

This review of related literature centered on:

1. a presentation of experts' opinions from the

literature

2. a presentation of empirical findings from the literature.

Both the theory and the research presented in this chapter support the three basic assumptions of the present study. The first assumption is that all international students in three Massachusetts State Colleges suffer culture shock to some extent. (The literature shows that unless efforts are made, from the very beginning, to help the student cope with his/her new environment, the first semester could be a total academic loss for the student and the entire college career a negative one.)

A second assumption of the present study is that international students in three Massachusetts State Colleges are a precious, neglected source of cross-cultural education for the American student. The literature supports the view that learning to understand the ways of other peoples can help to develop in cross-cultural students the ability to cope with new situations. The empirical literature, especially, has shown that both international and American students can and do adapt to different social and cultural habits when necessary. To deny them the opportunity to develop this adaptation would appear to be denying American students an important part of their education.

The final assumption of the present study is that three Massachusetts State Colleges have done little to assist international students in achieving their expectations and needs. The literature has shown that although students from different countries have different needs, there are some exigencies basic to all international students, namely in communication and counseling. Unless these needs are satisfied, an international student's expectations of a fruitful educational experience could turn into a disappointing experience with the United States, resulting in misunderstandings when the student returns home.

## C H A P T E R I I I

### METHODOLOGY

In order to study more closely the perceptions of international undergraduates with regard to their stay in selected Massachusetts State Colleges, the researcher interviewed twenty-five randomly selected foreign students in three colleges. In this chapter, the design and research procedures for the study will be fully explained and described. The chapter has been divided into six sections, in actual chronological order of the research procedures:

1. Development of interview guide
2. Pilot interviews
3. Identification of international student population
4. Selection of random sample
5. Interviews
6. Procedures for analysis of data

#### 1. Development of Interview Guide

A preliminary interview guide was composed by the interviewer as part of her dissertation proposal. This guide contained a total of thirty-three questions in the five basic areas of the interview. Those areas are:

- a) Introduction
- b) Recruitment
- c) Orientation
- d) Adaptation
- e) Acculturation

It was then decided to have some international students assist in composing the interview guide. One foreign student whom the researcher had known as a student in two of her courses was contacted for help. The student and her husband, a graduate of Worcester State College and currently an international graduate student at the University of Lowell, along with two other international undergraduates from Worcester State College, were invited to the interviewer's home to help formulate a guide to the interview.

The preliminary guide to the interview, which was then used in the pilot interviews, was the result of a four-hour group discussion session with the researcher and these four international students. The preliminary guide contained a total of twenty-five questions in the five basic areas of the interview. Of those twenty-five questions, thirteen were from the original interview guide composed by the researcher. Of those thirteen questions, six pertained to procedural matters and only seven were able to be used from the researcher's preliminary guide.



In addition to composing questions for the guide, these four students offered the following suggestions for the researcher in order to obtain authentic answers during the interviews:

1) The interviewer should identify herself as a graduate student at the University of Massachusetts working on her dissertation and not as a faculty member at one of the State Colleges nor as someone who had done an internship in foreign student advising.

2) Multiple-choice questions should not be used in the interview as the student's tendency would be to decide which answer the interviewer preferred rather than to give an honest answer.

The second suggestion was easily carried out during the interviews. Their first suggestion, however, was sometimes beyond the researcher's control. In some cases, the researcher had already been identified to the interviewee as a professor by the International Advisor, or, in other cases, the researcher was already known to an interviewee as a faculty member.

After the preliminary guide was tested in pilot interviews, one question each was added to the Introduction, Orientation, and Adaptation sections of the guide and two questions were added to the Acculturation section. These additional queries originated during the pilot interviews

and stressed matters the interviewees thought should be included or clarified. The final guide to the interview, a copy of which is found in Appendix A, contains a total of thirty questions in the five major areas of the interview.

## 2. Pilot Interviews

On September 29, 1981 the researcher received the first copy of a list of international undergraduates at Worcester State College. She was advised by the secretary to the Vice President for Student Affairs that this list was not final because the class rosters had not yet been issued. Having taken the names from last year's records, the secretary reminded the researcher that until the class rosters were issued, there was no way of knowing if each name on the list was actually a full-time student.

Of the thirty-five names on this list, two were eliminated because they were students who had helped compose the preliminary guide to the interview. Of the thirty-three remaining names, the class break-down was as follows:

Seniors	11
Juniors	14
Sophomores	5
Freshmen	3

The researcher had decided not to include Freshmen and Sophomores in the pilot interviews because they had had fewer years of experiencing this culture.

The names of the eleven Seniors were placed in a container and one name was selected. After an unsuccessful attempt to reach this person by telephone, two additional names were chosen. When the third name was called a relative answered and gave the interviewer the student's new phone number. It was in such situations that the researcher did identify herself as a faculty member at Worcester State College before asking for a new phone number.

The names of the two Juniors desired for the pilot interviews were also randomly selected by placing all fourteen names in a container and drawing out two. These two students were then contacted by phone and appointments made to interview each one.

Since some of these interviewees had been students of the researcher, it was necessary to seek other candidates. The secretary to the Foreign Language Department at Assumption College, where the interviewer had taught a course, contacted the Registrar's office for the names of any foreign students on their campus. One name was provided and the only international student at Assumption College, a second-semester Sophomore, was

contacted and agreed to be interviewed.

The first two pilot interviews were conducted on October 6, 1981 at Worcester State College in student lounges located in the Student Center. The third pilot interview was conducted on October seventh in a seminar room assigned to the Counseling Center and also located in the Student Center. The pilot interview at Assumption College was conducted on October ninth in the office of the previously mentioned secretary during her lunch hour.

All four interviews were recorded on separate cassettes. Beyond minor technical difficulty, no real problems were encountered during the pilot interviews. The guide to the interview was altered slightly after these interviews.

### 3. Identification of International Student Population

On September 17, 1981, a telephone call was made by the Vice President for Student Affairs at Worcester State College to his colleagues at Bridgewater and Framingham State Colleges. The purpose of this phone call was to seek the support of the Vice Presidents on these two campuses for the study, and to identify the International Student Advisor on each campus. That same day, the researcher sent a letter, a copy of which is in Appendix B, to these advisors. Since the interviewer

knew each one personally, a hand-written note was added to the letter asking for the advisor's help.

Less than a week later, the researcher received a note from the advisor at Bridgewater stating that his list would not be ready until after October first. The researcher was asked to remind him after that date of her wish for a copy. After two weeks had elapsed and no reply had come from Framingham, the interviewer telephoned the advisor there. As a result of the follow-up on the initial request for a list of international undergraduates, the final lists from all three colleges were received by October fourteenth.

The list at Worcester State College, received on October seventh, contained a total of thirty undergraduates. Their class break-down was:

Seniors	10
Juniors	12
Sophomores	5
Freshmen	3

The names of guide developers and pilot interviewees were then deleted from the list. After these eliminations, the class break-down of twenty-four prospective interviewees at Worcester State College was as follows:

Seniors	8
Juniors	9



Sophomores	4
Freshmen	3

The list received from Bridgewater State College contained a total of forty-two names with the following class break-down:

Class of '80	1
Class of '81	2
Class of '82 (Seniors)	8
Class of '83 (Juniors)	8
Class of '84 (Sophomores)	12
Class of '85 (Freshmen)	6
No class given	5

After eliminating the names of the eight students not actually listed as Freshmen, Sophomores, Juniors or Seniors, the total number of prospective interviewees at Bridgewater was thirty-four.

Framingham State College's list contained twenty-nine names with the following class break-down:

Graduate or Continuing Studies	13
Seniors	1
Juniors	5
Sophomores	6
Freshmen	3
No class given	1

After making the same type of deletions as were made on the Bridgewater list, the total number of prospective interviewees at Framingham State College was fifteen.

#### 4. Random Sample

Once the international student population had been identified at each of the three colleges, it was then possible to select randomly twenty-five students to be interviewed. For each institution, the procedure used was:

- a) prepare a list of names for each class
- b) cut up the list into strips of paper, each strip containing one name
- c) place all strips of paper in a container
- d) draw out one name at a time
- e) number the strip of paper as it is selected
- f) compose a list, in numerical order of selection, of interviewees and alternates for each class.

The proposed design of the study called for twelve students to be interviewed at Worcester, seven at Bridgewater and six at Framingham. Because most of the international students at Worcester State College enter as transfer students from junior or community colleges, it was proposed that junior class members would be half of the

total interviewees on each of the three campuses. It was also proposed that eight additional names would be selected at each college to allow for students who might refuse to be interviewed or not be available for an interview. At Framingham State College, only seven additional names could be selected as there was only one Senior listed. Table 1 shows the numerical distribution at each college of available interviewees, as detailed in the previous section, proposed interviewees and randomly selected interviewees.

## 5. Interviews

### a) Scheduling the interviews

Worcester State College was chosen for the initial interviews because it is the home campus of the interviewer and its list of international students was the first one received. Of the twenty names randomly selected from that list, six were initially contacted by telephone. Five of those six students agreed to be interviewed and appointments were scheduled at their convenience. Since they were not able to be reached by telephone, the remaining fourteen students received a copy of the letter found in Appendix C. Of those letters, sent on October ninth, one was returned to the researcher because of the wrong address.

TABLE 1  
DISTRIBUTION OF INTERVIEWEES

College	Class	# Available	# Proposed	# Selected
WSC	Seniors	8	2	4
	Juniors	9	6	9
	Sophomores	4	2	4
	Freshmen	3	2	3
SUBTOTAL		24	12	20
BSC	Seniors	8	1	3
	Juniors	8	4	6
	Sophomores	12	1	3
	Freshmen	6	1	3
SUBTOTAL		34	7	15
FSC	Seniors	1	1	1
	Juniors	5	3	5
	Sophomores	6	1	4
	Freshmen	3	1	3
SUBTOTAL		15	6	13
TOTAL		73	25	48

A schedule of times available for interviews was left with the Vice President's secretary, who then scheduled the students as they contacted her. By October nineteenth only nine students had been interviewed so a second letter, Appendix D, was sent to students who had not replied to the first letter. Again a possible schedule was left with the secretary whom two additional students did contact. Since one more interviewee was necessary the telephone number of a Freshman not previously available was obtained and an interview scheduled.

At Bridgewater and Framingham the researcher mailed to the International Advisors:

1. copies of the letter in Appendix C
2. a list of the students to be contacted
3. a schedule of times available for interviews.

The advisor at Bridgewater scheduled six interviewees. On the first day that the researcher was interviewing on that campus, she contacted a seventh student by phone and his interview was scheduled for the next day. The advisor at Framingham scheduled four interviewees. When the researcher returned to that campus a week later, still in need of two interviewees, she made telephone contact with one student who agreed to an interview later that afternoon. The International Advisor and the interviewer then proceeded to the college dining hall where the



advisor found a student who was willing to be interviewed but, for some unknown reason, had not received the initial contact letter. That student's interview was held immediately. Of the students contacted by the advisors only one refused to be interviewed.

b) Conducting the interviews

Interviews at Worcester were all conducted in the Student Center. The sites used were the seminar room assigned to the Counseling Center, the Vice President's office when he was away, the conference room assigned to the Student Affairs office, a music lounge and a student lounge. All of these places were quiet and private except for the student lounge. The music playing constantly in the Student Center did not, however, interfere with this particular interview. The fact that this interview was held between 5:00 and 6:30 p.m. also meant that the area of the student lounge where the interview was held contained no one but the researcher and student.

Two of the Worcester interviews were held on October fourteenth, three on October fifteenth, three on October sixteenth, one on October nineteenth, two on November third and the final one on November fifth. All interviews were recorded on separate cassettes and lasted from forty-five minutes to ninety minutes. The entire interview of one student, held on October sixteenth, was not recorded

due to technical difficulties. This was discovered once the researcher had returned home, too late for immediate remedy. This interview was held again, and recorded, on November fifth.

One interview conducted in Worcester was with a student who, at that time, had been in the United States for only three months. Although the student had had five years of English study in his native country and had passed the TOEFL exam for admission to Worcester State, he obviously was not at all fluent in English. During this interview the researcher relied heavily on techniques borrowed from her experience as a foreign language teacher, namely:

1. speaking slowly and distinctly
2. rephrasing questions that were not understood
3. repeating the student's answer to verify comprehension
4. completing unfinished answers for the student
5. gesturing.

Techniques 3 and 4 also proved to be helpful in many of the other interviews even though students were fluent in English.

All interviews at Bridgewater State College were held in a seminar room located in the Student Union. Due to the distance involved from the interviewer's home to this

college, all seven interviews here were conducted in two days. Three took place on October twenty-sixth and four on October twenty-seventh. These seven interviews were also recorded, with no technical difficulties, on separate cassettes and ranged in length from forty-five minutes to two hours.

The interviews at Framingham State College were held in the International Advisor's office, when she was away, and in the VIP Lounge located in the College Center. At all three colleges the locale for the interviews was decided and arranged by the International Advisors or the Vice President's secretary. The first interview in Framingham was held on October twenty-second, three more on October twenty-third and the final two on October thirtieth. These interviews were also recorded with no technical difficulties and ranged in time from one to two hours.

One unique incident occurred at Framingham. The last student to be interviewed there had been speaking with the researcher for an hour when the student saw, through the draped windows of the VIP Lounge, her sister in the corridor. At the interviewee's request, the sister was called into the lounge and the interview completed with both women actually contributing to the questions, sometimes simultaneously.

Once all interviews had been held, a formal thank-you letter was sent by the researcher to the Vice President at Worcester State (Appendix E) and the International Advisors at Bridgewater and Framingham (Appendix F).

## 6. Procedures for Analysis of Data

The methodology involved to analyze the data recorded in the interviews consisted of four separate procedures:

- a) Categorization of the data
- b) Transcription of responses to selected questions
- c) Composition and completion of an Interview Tally Form
- d) Composition and completion of a Rank Order Check List

### a) Categorization of the data

The data was classified according to the five major areas of the interview guide (Appendix A): Introduction; Recruitment; Orientation; Adaptation; Acculturation.

After listening to all twenty-five cassettes for the first time, the researcher decided which responses were to be transcribed verbatim, which were to be part of the Interview Tally Forms, and which were to be analyzed by use of the Rank Order Check List.

b) Transcription of responses

Due to the richness of the students' responses, it was decided that the following questions would be transcribed verbatim:

- 2.3 "Did you have any problems getting a student visa from the American Embassy (Consulate) in your country. (If yes, explain)."
- 4.1 "Did you have any problem with the English language? If yes, what? (How did you correct this problem?)"
- 4.4 "Have you adapted yourself to American food? (If no, why? If yes, how?)"
- 5.2 "What specific social customs have you given up or accepted in order to be more like others?"
- 5.3 "Are you living here along or with someone in your family?
  - a. If alone, how has living away from your immediate family changed your lifestyle? (e.g. dating; entertainment, making decisions).
  - b. If with your family, what changes have American customs made on your attitudes towards each other?
- 5.4 "What recommendations or suggestions would you make to someone from your country coming to study at \_\_\_\_\_ State College?"

The use of EE to designate the interviewee and ER the interviewer proved to be most helpful in the transcription of student responses. This particular technique, and others to aid in transcription, were suggested by Banaka (1971).



c) Interview Tally Form

Three tally forms were actually prepared to analyze certain data. One form was used for the introductory questions, numbers 1.1 through 1.7, and can be found in Appendix G.

Tally Form "II. Recruitment" (Appendix H) was devised to analyze the data obtained in questions 2.1 through 2.5. After listening to several of the interviews, the researcher decided that the answers to the following questions had a limited number of possibilities:

- 2.3 "Did you have any problems getting a student visa from the American Embassy (Consulate) in your country?"
- 2.5 "Where and how did you first hear about \_\_\_\_\_ State College?"

These questions were then easily transformed to appear on the tally form in the following manner:

- 2.3 Did EE have any problems obtaining visa from American Embassy?  
 \_\_\_\_\_ a. Yes  
 \_\_\_\_\_ b. No  
 \_\_\_\_\_ c. Not really
- 2.4 Where did EE first hear about \_\_\_\_\_ State College?  
 \_\_\_\_\_ a. Native country  
 \_\_\_\_\_ b. U.S.
- How did EE first hear about \_\_\_\_\_ State College?  
 \_\_\_\_\_ a. Friend  
 \_\_\_\_\_ b. Relative  
 \_\_\_\_\_ c. Other (specify)

The following questions, although offering more possible answers than 2.3 and 2.4, also proved to have a limited number of possible answers:

- 2.1 "How did you get your I-20 form?"
- 2.2 "In your country, were there specific requirements to get a student visa? (If yes, what were the requirements?)"
- 2.5 "Why did you decide to attend \_\_\_\_\_ State College?"

Once again, before changing these questions into their tally form, it was not necessary to listen to all the interviews. The questions as they appear on the tally are:

- 2.1 How did EE obtain I-20 form?
- \_\_\_\_\_ a. Sent by compatriot friend living in U.S.
- \_\_\_\_\_ b. Sent by relative living in U.S.
- \_\_\_\_\_ c. Sent by State College administration
- \_\_\_\_\_ d. Sent by junior college in U.S.
- \_\_\_\_\_ e. Purchased from American college representative in native country
- \_\_\_\_\_ f. Other (specify)
- 2.2 What were requirements for student visa in EE's native country? (Check any that apply).
- \_\_\_\_\_ a. I-20 form
- \_\_\_\_\_ b. Letter of financial support or bank statement
- \_\_\_\_\_ c. Passport
- \_\_\_\_\_ d. Physical examination
- \_\_\_\_\_ e. Specific Q.P.A. from high school
- \_\_\_\_\_ f. High school transcript
- \_\_\_\_\_ g. TOEFL exam score
- \_\_\_\_\_ h. Other English exam score
- \_\_\_\_\_ i. Additional (specify)

- 2.5 Why did EE decide to attend \_\_\_\_\_ State College? (Check any that apply).
- \_\_\_\_\_ a. Financial considerations
  - \_\_\_\_\_ b. Location of the college
  - \_\_\_\_\_ c. Desired major available
  - \_\_\_\_\_ d. Degree would be accepted in native country
  - \_\_\_\_\_ e. Other (specify)

The researcher completed a "II. Recruitment" Tally Form for each of the twenty-five interviews. A friend of the researcher, whose profession is Guidance Director in a public middle school, completed questions 2.1 and 2.2 for twelve of the interviews. Inter-rater reliability on these questions was ninety per cent.

Tally Form "III. Orientation", found in Appendix I, was devised to analyze the data obtained in questions 3.1 through 3.6. Due to the small number of possibilities for each question in this area, this particular tally form caused no difficulty in its formulation. The researcher completed a "III. Orientation" Tally Form for each of the twenty-five interviews.

d) Rank Order Check List

The following questions all focused on problems in adaptation and/or acculturation:

- 4.2 "How did you learn to do your banking business?"
- 4.3 "How did you find a place to live?"
- 4.5 "Did you have an idea about the climate in \_\_\_\_\_? (Did you have any adaptation problems with the climate in \_\_\_\_\_? If yes, what did you do about them?)"

- 4.6 "Were you lonesome or homesick when you first came to \_\_\_\_\_? (If yes, what did you do about it?)"
- 5.1 "What is your native language?  
 a. What are the effects of speaking English on your native language?  
 b. Does your native language have any effect on your speaking English? (If yes, explain.)"
- 5.5 "What's your biggest problem right now at \_\_\_\_\_ State College? (e.g. academic; social; otherwise)"

In order to rank the difficulty experienced by the students in each of these problems, a Rank Order Check List (Appendix J) was devised. Each problem as stated on the check list was given a number from one to ten, with one meaning the student had absolutely no problem in this area, and ten meaning the student experienced a serious problem in this area. For example, in problem "4.2 \_\_\_\_\_ Learning to do banking business", a "1" could mean that the student opened a bank account on his own and had no problem in doing so. A "10" on question 4.2 could mean that the student still does not have an American bank account and is responsible for large amounts of cash.

Question 5.6 "If you had to do it again, would you do anything differently? (If yes, what and why?)" was also included on this check list in a different form:

- 5.6 Would EE do anything differently?  
 \_\_\_\_\_ a. Yes\*  
 \_\_\_\_\_ b. No  
 \_\_\_\_\_ c. Not sure  
 \*What? and Why?

The researcher completed one check list for each of the twenty-five interviews. Another friend who has had experience as a newspaper reporter and editor completed a check list for eight of the interviews. Inter-rater reliability was eighty-nine per cent.

By use of the above-described techniques of data analysis, the researcher was able to make a written record of each student's response to all thirty questions in the Guide to the Interview.



## C H A P T E R I V

### FINDINGS

. . . That is one thing I still find difficult to do. . . talking to people any how, without considering their age. . . I find it hard to stand up. . . in the class and call the teacher his name. . . I use teacher just to show the difference between two persons. . . the student and the teacher. . . . Even if the teacher is younger, he's still your teacher. . . you have to give him the respect to teach you. But here it's quite different. . . it's the opposite. . .  
(Student #25)

This quotation by a Nigerian student shows that common occurrences in one culture may not be so common in another. A virtue of the semi-structured interview is that it allows for comments like the above. This way, data not available by any other approach was collected.

One of the disadvantages of this approach proved to be an excess of information. Once a certain rapport was established between interviewer and student, some of the latter tended to ramble on simply because they had "no one to talk to" or no one who had ever asked them "such questions." Sections of some interviews, therefore, while essential to the general tone of the interview, did not fit into any categories and were not considered part of the findings.

This chapter presents and discusses the data received in the twenty-five interviews. To facilitate this discussion, the major divisions of the chapter are the same as the categories used to gather and analyze the information given, and shown in the Guide to the Interview, Appendix A. The Rank Order Check List, which was used to analyze problems in both the Adaptation and Acculturation areas, has been added as a division of this chapter. The material to be presented, therefore, has been arranged in the following sequence:

1. Introduction
2. Recruitment
3. Orientation
4. Adaptation
5. Rank Order Check List
6. Acculturation

Since all interviewees were promised anonymity, they have been identified by the numbers from 1 to 25 instead of their names. Likewise, the particular State Colleges have been coded as SCX, SCY and SCZ. Where necessary, fictitious names have also been used for other schools and colleges mentioned by the interviewees. The letters EE refer to the interviewee (student) and ER to the interviewer (researcher).

BACKGROUND INFORMATION ON INTERVIEWEES  
N = 25

Question	Variable	Category	Number
1.1	Sex	Male	11
		Female	14
1.2	Marital Status	Married	4
		Single	21
1.3	Age in Years	18	2
		19	4
		20	4
		21	1
		22	6
		23	4
		24	2
		28	1
		31	1
1.4	Country of Origin	Bahamas	1
		Belgium	1
		Bermuda	1
		Brazil	1
		Canada	1
		Cyprus	1
		Greece	1
		Hong Kong	1
		Iran	6
		Japan	2
		Lebanon	1
		Nigeria	2
		Portugal	1
		Republic of Trinidad and Tobago	1
		Syria	1
		Uganda	1
Venezuela	1		
Zimbabwe	1		
1.5	Major	Biology	1
		Biology and Nuclear Medicine Technology	1
		Chemistry	3
		Communication	1
		Economics	1
		English	1
		Elementary Education	2
		Food and Nutrition	1
		Geography	1
		Home Economics	1
		Mathematics	7
		Media	1
		Nuclear Medicine	1
		Physical Education	1
		Speech Pathology and Audiology	1
Undeclared	1		
1.6	Class	Freshman	3
		Sophomore	6
		Junior	8
		Senior	8
1.7	Time in U.S. in Months	3	1
		9	1
		10	1
		12 (1 year)	3
		21	1
		24 (2 years)	5
		30	2
		33	2
		36 (3 years)	2
		39	1
		42	2
45	1		
48 (4 years)	2		
51	1		

## 1. Introduction

### Results

The intent of questions 1.1 through 1.7 was to establish a factual background on the twenty-five students. The results of these questions are shown in Table 2. For questions 1.2, the marital status of the students, the category "Divorced" has been eliminated as none of the interviewees was divorced. In all questions the final column, "Number", represents the total student responses to each category.

### Discussion

As can be seen from Table 2, more than half of the interviewees were older than twenty-one years. Because the researcher was impressed with the maturity of the twenty-five interviewees as compared with her general impression of college students, it should be noted that chronologically, many of these international students are older than American students. Reasons offered by the students were usually that they had worked in their native countries before deciding to go to college or that other personal circumstances prevented them from going to college immediately after graduating from high school.

A look at the majors selected by these students shows that more than half were in scientific areas or mathematics. The researcher did expect to find more majors in scientific

fields since the literature suggested this. Of interest was the one undeclared major because the general impression had been that international students know exactly what they want when they come to the United States or that they cannot afford the luxury of a time period where they do only general studies. It may be significant that this particular student was not here on a student visa but a special diplomatic passport because his father worked for the United Nations.

The proposed study called for the interviewing of four Freshmen, four Sophomores, thirteen Juniors and four Seniors. The difference in the class divisions of the actual interviewees may be attributed to the following factors:

a) The two students who refused to be interviewed were Freshmen.

b) Many international students took extra courses in the summer or through Continuing Education and these credits had not yet been transferred to their records. A student could have answered, therefore, that he/she was a Senior whereas on paper he/she was officially a Junior.

c) Class notation on the lists of students received by the researcher may have been inaccurate.

d) Some international students did not hurry to change their official records because they feared



immigration problems.

## 2. Recruitment

### Results

The purpose of the questions asked in the area of recruitment was to ascertain why international students chose to study at state colleges and the amount of bureaucratic red tape necessary for a student to arrive in Massachusetts.

Question 2.4, which asked where and how the students first heard of the college they were attending, resulted in nine interviewees first learning of the college in their native country and sixteen in the United States. Six students heard about the college from a friend, seven from a relative and twelve from another source. Of the twelve, more than half first learned about the college while attending another school in the United States. The most unusual reply to 2.4 came from a Canadian student who first heard about SCX when its hockey coach phoned him and invited him down for a week-end in the Spring:

. . . He was the kind of person that was gifted with a silver tongue. He made this place sound like Notre Dame. I was impressed. . . I was flown down here which is. . . illegal because it's . . . recruiting and State Colleges for athletics can't do that. . . (Student #19)

The results to Question 2.5, which asked why the student decided to come to a specific state college, are

shown in Table 3. In looking at Table 3, it is to be remembered that each student could give more than one reason for choosing the college.

TABLE 3  
RESPONSES TO QUESTION 2.5

REASON	RESPONSES
Financial considerations	8
Location of the college	8
Desired major available	13
Degree accepted in native country	3
Other	13

Of the students who specified other reasons than the four listed, most showed that family reasons, for instance a sibling already at the college, or a relative living in the community, affected their choice. In addition to Student #19 who was "coming down here to have fun and play hockey", two other interviewees gave unusual reasons for choosing a particular college. Student #12 stated that SCY was chosen for him by a friend who was assistant basketball coach at Alpha University and had played basketball in Belgium on a semi-pro team with the student. Although this coach could have gotten the student into his university, he decided that Student #12 would

be happier at a smaller college. Student #20 gave as his only reason for choosing SCX the fact that he was late in returning to the United States from England, where he had gone from his native country to attend prep school, and SCX was the only school that would accept him without SAT's or other entrance exams.

Replies to question 2.1, how the student obtained his/her I-20 form, showed that six of the twenty-five interviewees originally received this document from a state college in Massachusetts. Eleven students specified other ways than those listed of obtaining their I-20 forms. Of these eleven, two never had to obtain an I-20 form: one who, because his father works for the United Nations, is here on an official visa, and the other who originally came to the United States on an "F-2" or spouse's visa.

In regard to the requirements for a student visa in the interviewee's native country, Table 4 shows the results as tallied.

TABLE 4  
RESPONSES TO QUESTION 2.2

REQUIREMENT	RESPONSES
I-20 form	18
Letter of financial support or bank statement	21
Passport	20
Physical examination	2
Specific Q.P.A. from high school	3
High school transcript	3
TOEFL exam score	5
Other English exam score	2
Additional	16

The most unique of the additional answers specified in Question 2.2 was by Student #15 from the Bahamas. According to her, one also needs a police certificate stating that one has never committed a crime in order to obtain a student visa in that country.

Of the twenty-five interviewees, eight stated that they did have problems obtaining a visa from the American Embassy. Thirteen replied "no" to Question 2.3, one "not really" and three did not have to go to the Embassy for a student visa.

Student #4 from Trinidad had not yet received her I-20 form from SCZ and obtained a visa in this way:

. . . the guy who I knew, who is my distant relative, he's a lawyer. And he doesn't really work in the Embassy. But he, of course, being a lawyer, knew all these people, O.K. So, he just. . . went to tell the guy that I needed to go up in time for the third, because if I had waited on the I-20 form, I wouldn't get here--I wouldn't have gotten here before the third, O.K.? And then he said, "O.K." and I just give him. . . the letter that the school sent to me accepting me and the receipt of the \$50 that I sent and everything and he said, "Well, O.K." But he see that I was coming and he said--he wrote a letter and. . . sealed it, I couldn't open it, telling . . . the immigration office up here, in New York, when I came in, that let me go without it because I have to go to school for the third. So the guy up here says O.K. and I came. (Student #4)

Among the eight students who replied "yes" to Question 2.3, the problems were usually concerned with slow service at the Embassy, different answers from different clerks, or having to wait for days in line. This latter occurrence was commonplace for Iranian students. The determination, and difficulties overcome, to obtain a visa by Student #6 are best described in her own words:

EE: That time that I was coming, was so hard. . . I slept--out--in the street for three days . . . two nights and three days, I stayed there. Because it was big, big line, you know?

ER: Was this in Tehran?

EE: Yes.

ER: And what year was this? Seventy--



- EE: '79. . . I went in and they said. . . after three days that I was staying there. . . we can't let you in because your passport is expired. Like six days, you know?
- ER: It had expired six days ago?
- EE: Just six days, you know. I said, "O.K. I will fix it. Just let me go in and show." Because we had to show. . . high school grades. And, the . . . financial statement and all those things. So, I had to go back and then stand in. . . line for getting passport. . . I did that. Then I came back and--
- ER: . . . you could renew your passport at the American Embassy? You didn't have to go to an Iranian office for your passport?
- EE: Yuh, it's Iranian office to get my passport. . . I went there. Then next day I went to-- the other one.
- ER: . . . back to the Embassy?
- EE: American Embassy.
- ER: Did you have to go in line again? The next day?
- EE: No, because I told them that I can't stand in lines. . . No. See, after they said you can't go in and talk to them, I said "O.K." . . . . But. . . somehow I went in. . . And I said, "Just, please, look at my. . . things that I got for you. See if there's anything wrong with that. If I wanna' go to fix my passport I can fix the others, too, you know?" And they said, "O.K. Your grade is low and we can't let you go. . ."
- ER: This is now the second time?
- EE: Yes.
- ER: . . . you haven't gone to fix your passport yet?
- EE: No, not yet. And then I came back and I told my mother. And she blamed me. . . She said, "Why did you go in?" And I said, "Well, I had

to go in and show them." So we went to do my passport. Then, I mean, that person told me "You can't go because you have low grades" . . . But my mother went and talked to her. She said, "Please, my daughter is . . . trying to go to U.S. . . for two years. Just--" She was crying, you know. Yuh. Then that lady said, "All right. I just can't. But I don't think," she said, "that Embassy will accept that" . . . . Because I had to show it to Embassy, American.

ER: Yuh. This woman that your mother was talking with, was this an American or an Iranian?

EE: Iranian.

ER: . . . an Iranian. . . working in the American Embassy?

EE: Yes.

ER: O.K. . . she said she didn't think the Ambassador would accept--

EE: Yuh. But. . . she send it to them and then, after two days, I went to get. . . the result. And. . . see, it was three possible things. Either. . . they don't accept you. Or either they accept you. Third thing that you have to talk with Ambassador, himself. . . I got the third possibility. . .

ER: That you had to talk with the Ambassador. Oh boy! (Laughter).

EE: So, I waited for another day, too. . .

ER: Another day in line?

EE: No, just. . . another day. Then I went to talk to him. And. . . he wanted to talk to me for my brother. About how long he's there and if he's staying there. . . So I said, "No, he's just studying there." So, he accept that. . .

ER: . . . he asked you more questions about your brother, then?

EE: Yuh, my brother, and he said, "Do you have enough money? Do you think you can support yourself there?" I said, "Yuh."

ER: . . . then, once he said "O.K."

EE: And then he gave me--he said "Come back at three o'clock and get your visa." I was so (laughter)--

ER: (Laughter) You were so happy?

EE: Unbelievable, yes. (Student #6)

### Discussion

The results of this study show that international students were not actively recruited by SCX, SCY and SCZ since only six of the twenty-five received their initial I-20 form from one of these colleges. The one case of active recruitment in the study was "illegally" done by a hockey coach.

Analysis of the interviews showed that nine of the twenty-five students initially heard of one of the three colleges in his/her native country. Because of the small number of foreign students in Massachusetts State Colleges as listed in the 1980 NAFSA Directory, the interviewer had not expected that that many students would have been aware of these schools in their own country. The fact, however, that only one of those nine interviewees actually saw a state college catalog in her native country strengthens the researcher's impression that SCX, SCY and SCZ were not actively recruiting international students.

Question 2.3, which asked the student if he/she had experienced any problems in obtaining a visa from the

American Embassy, proved especially worthy of the interview technique called "probing". Several students who quickly answered "no" to this question then went on to detail experiences that showed some bureaucratic annoyance if not an actual hold-up in obtaining the visa. Student #4's experience was an example of this and also showed the problems faced by a student who did not receive the I-20 form in time for departure. The case of Student #6, and others who slept in the street waiting for a visa, so impressed the researcher because, in her professional background she had had experience with Massachusetts State College students obtaining visas to study a semester in France. The memories of pampering the American students by actually obtaining the visas for them from the French Consulate were in sharp contrast to the vision of this young Iranian answering the Ambassador's questions.

### 3. Orientation

#### Results

The questions asked in this part of the interview were to determine the degree of orientation to the campus and the community experienced by the students at SCX, SCY, and SCZ.

The responses to Question 3.1 showed that nineteen of the twenty-five students were with someone else the

first time that they came to the state college. In fifteen cases out of the nineteen, the person with the interviewee was either a friend or a relative. A similar response was received to Question 3.6 where most of the students stated that a friend or relative had oriented them to the community or city.

The responses to Questions 3.2 through 3.5 are shown in Table 5. Among the twenty-two students who replied "yes" to Question 3.5a, six cited the International Advisor as the person who helped them select their courses while sixteen named either a faculty member, a college administrative office or an academic advising center at the college. The second largest number of "yes" replies was in answer to Question 3.3. Among the eleven affirmative answers to this question, two interviewees said that they were oriented to the campus by a student or roommate, one by a resident hall advisor, four by the International Advisor and four by either a faculty member or someone in an administrative office.

### Discussion

Both the students who assisted in composing the Guide to the Interview, and the literature, agreed that the better the orientation program is for international students, the easier the adaptation to an American campus



TABLE 5  
 ORIENTATION RECEIVED BY INTERVIEWEES  
 N = 25

Question	Response	
	Yes	No
3.2 Was the college aware of student's arrival date?	8	17
3.3 Did anyone at the college orient student to campus?	11	14
3.4 Did anyone at the college introduce student to:		
a) other students?	6	19
b) compatriots on campus?	5	20
c) his/her Faculty Advisor?	2	23
d) the International Advisor?	8	17
3.5 Did anyone at the college orient student in:		
a) choice of courses?	22	3
b) availability of student organizations?	1	24

is for them. The general impression from this segment of the study is that SCX, SCY and SCZ were not meeting the orientation needs of international students. In every instance, except the selection of courses, more than half the interviewees did not receive "an acquaintance with the existing situation and environment on a campus and in a community" (Chapter I).

In the matter of selection of courses, it is to be remembered that only six of the twenty-five interviewees received their original I-20 form from SCX, SCY or SCZ. Of the remaining nineteen, many came to these three colleges, especially SCZ, as transfer students. Since SCZ had a specific academic advising center for all transfer students, the impression from Table 5 need not be that international students received special academic advising. At SCZ they were advised as transfer rather than foreign students. On the other hand, at SCX many of the students cited the International Advisor as the person who actually pre-registered them into courses, so one might assume special academic advising for foreign students at SCX.

#### 4. Adaptation

Having defined adaptation in Chapter I as "free interaction with people from the host country and an acceptance of their culture", this segment of the interview

sought to determine how the international students learned to interact with Americans and to what degree they had accepted certain facets of the American way of life.

Question 4.1--Did you have any problem with the English Language? If yes, what? (How did you correct this problem?)

### Results

There were nine students who answered "no" to this question. After probing, five of the nine could say that they really had not had any problems, even understanding the American accent. The countries of origin of these five students were: Bahamas, Bermuda, Iran, Nigeria, and Uganda. For all but the Iranian, English was the native language of the interviewees and they had been exposed to American speech patterns before coming to the United States. As for the Iranian, when questioned as to why she spoke English so well, and what her background in English had been before the United States, she replied:

I had English all through my life--in school and in elementary school. . . I started really early. . . I was really young. And we used to--learn, like. . . three hours Farsi, our own language and three hours, the same time, English . . . . Since I was a kid. . . I liked English better than my language. . . . It was just my own interest, to--read books. I used to read books and magazines. . . . (Student #22)

The four students who initially answered "no" to this question, and then showed that they did have some

difficulty, were from Greece, Iran, Trinidad and Zimbabwe. These interviewees were also either native speakers of English or had had a considerable amount of English study in their native country. For example, the Greek student, when asked how much English she had had in Greece replied:

Seven years. . . . My three first years, I had it an hour and a half, three times a week plus . . . an hour and a half which was audio-visual. . . . After that. . . almost every day, an hour and a half, two hours a lot of times. And my two last years I had it every day for two hours plus on Sunday from nine to three with a fifteen-minute break, nothing else. . . . Private school . . . that just teaches English. . . . (Student #10)

The problems experienced by these four interviewees were either in understanding the American accent:

. . . Sometimes, like if they just stood up to talk to me. . . talk straight I would understand. But if. . . they were just talking. . . first and talking with slang and stuff, I didn't understand. (Student #4)

or in making themselves understood:

. . . Other people had problems understanding my English because I. . . had a British accent and they couldn't understand it. And I used to use slang words that . . . were British. . . . (Student #10)

In both cases, speaking slowly helped to correct the problem:

ER: What did you do about the problem of understanding people?

EE: I just said "Slow (laughter) down".

ER: And did they usually?

EE: Yuh. . . . (Student #4)

ER: . . . How did you get people to understand you? . . .

EE: I . . . just started speaking really slowly. . . . Once I spoke slowly, it was easier for them to understand it. And I tried paraphrasing what I wanted to say, so, it would get through to them. . . . That worked fine. . . . (Student #10)

Among the problems encountered by the sixteen interviewees who answered "yes" to this question, one of the more frequent ones was in the area of aural comprehension:

. . . understanding. . . . When I first came here, everything sounded like. . . noise. . . I just couldn't understand anything, even though I had a good background in English. . . five years. . . I got into English, I . . . listened to English music. . . I knew some people that. . . knew how to speak in English. . . . When I first came here. . . . I just couldn't understand, for the first, I think, two months. (Student #24)

Oh yes. . . the most. . . understanding. . . The written part, no. . . . (Student #21)

. . . The way we. . . used to speak it, it's the British way. . . . So when. . . I came here, it was. . . totally different. All the slang language they use and they go very fast. And . . . I had problems in my classes 'cause. . . some of the faculty. . . go really fast. . . . (Student #18)

Slang continued to be mentioned as a hindrance in their understanding others:

. . . Slang was the biggest problem. . . different terms. . . different vocabulary from what you learn in high school. That's kind of. . . basic English that. . . they're learning in high school. . . . A lot of times I didn't really understand the exact meaning of a word. But I could make up what they were talking about from the context, you know. (Student #12)



. . . First six months, I think I was trying to get myself familiar with the accent, and then I started learning words, and then I started learning slang, you know (Laughter). Because it's very rough when you know the correct English and they say something "I ain't gonna' do this". . . . And then you go and look for "ain't gonna'" in the dictionary and you don't know what it is.  
(Student #8)

Among the commentaries on colloquialisms was the following made by a Canadian whose native language is English:

. . . When somebody would come up and say they had a wicked good time, I didn't know what the hell they meant. . . . I goes, "Well, which was it, . . . good or bad?". . . . Terms like. . . "C'mon, let's go to the packy." . . . First time I heard that I thought they were talking about a Pakistani's house!. . . They said, "No, no, no, a package store." "What's that?" "That's where you buy beer" . . . In Ontario. . . "Let's go t' the brewery. . . or the LCBO. . . or beer store". . . . Small things like "hot ticket". . . I got a big kick out of the way. . . they never pronounced "r's" . . . .If they would really talk fast--it would be like a southerner. . . quick drawl. . . you have to listen. . . I needed sub-titles. . . And they all thought I talked funny!. . . (Student #19)

Although some interviewees did say that they would ask people to repeat or to speak slowly when they were unable to understand, some students did not do this when they did not understand a professor in class:

ER: What about in your classes? Do you have trouble understanding the professors?

EE: Sometimes I can't follow.

ER: Sometimes you cannot follow?

EE: Yuh--except the Physics, Calculus, English and P.E. Just only one courses I can't follow is Psychology.

ER: That one you cannot follow.

EE: Yeah.

ER: Have you talked to the professor?

EE: No.

ER: You afraid to talk (Laughter)--

EE: (Laughter) Yeah.

ER: Why?

EE: I don't know. . . (Student #2)

ER: . . . understanding professors. . . Did you ever tell them or go talk with them?

EE: They can't do anything for--you know--it's just me. . . He can't talk slowly just for me in the class, you know. . . (Student #6)

The more courageous students would speak to a professor about not understanding:

. . . I used to--make my teachers go crazy because--ask them, you know, a thousand questions and I think that was why I learnt English. Yuh. Because I wasn't shy, because some people are very shy. I wasn't shy and I asked a lot of questions and you know, I had my little dictionary with me all the time, so. . . . (Student #8)

. . . I had to go up, afterwards, and talk to the teacher. . . tell him what my problem was, that he was going so fast. And you know, that solved itself by time. . . . (Student #18)

ER: . . . in your first courses. . . did you have problems understanding the professor?

EE: . . . Yuh. . . I had some problems. Even now, I still have problem understanding them, because when they use American jokes. . . I still don't understand some. . . of their jokes.

And that may play an important role to somebody understanding what is going on in the class. . .

ER: . . . You never asked if you didn't get it. . . ?

EE: Well--there are certain things that you don't have to ask. . . that I feel. . . I would look stupid, because everybody in the class-- Maybe, you are the only foreign student there and. . . sometimes when you ask certain questions--I prefer asking such questions after the class. . . what I do is to ask my fellow students instead of asking the master, or the lecturer. . .

ER: . . . Have you ever. . . gone to the professor after class, or the lecturer. . . and asked him. . . ?

EE: . . . Yuh. . . I think I. . . do that. . . ,  
(Student #25)

EE: . . . First, I was too shy. . . to go and see professors and I just. . . take time. . . First exam, second exam. . . Anthropology course, I had a hard time. . . beginning of the semester. Then I talked to teacher and. . . started going to see him after class.

ER: And, so, that helped?

EE: Yes. (Student #14)

In addition to understanding, interviewees mentioned problems in speaking English:

EE: Yuh, I don't speak now (laughter)--imagine when I came. . . I had three months studying English. . . and I had a teacher, he helped me a lot. . .

ER: So you had private lessons. . . for those three months. And then when you came here, what problems. . . ?

EE: . . . Sometimes, when people was talking to me. Sometimes I could understand them. But I couldn't explain what I wanted to tell them. . . . Ooh, that was awful! . . .

ER: . . . How did you correct those problems then?

EE: . . . I still carry my dictionary with me. . . . all the time. So, sometimes I was looking the dictionary. It was funny, but people, I think some of them could understand. But another one . . . was like looking to me, and thought, "Well, we don't care about you and your problems." Sometimes we have hard problems when we find those people. . . . (Student #23)

ER: So, then. . . you did have problems when you first came?

EE: Yes, very much.

ER: Understanding or speaking?

EE: Speaking. I can understand very well--even when I came. (Student #6)

More than once, interviewees stated that as a means of improving their spoken English, it was necessary to get away from colleagues from their native countries:

EE: . . . I was the type of person who didn't spend a lot of--if I spent time with Iranians, I didn't talk to them in Persian. . . . The thing was that I spent a lot of time with American families. . . . In the beginning. . . there were times, like, I didn't speak Persian for six or seven months--except if I called my father. . .

ER: So that certainly helped you. . . being forced, really to speak English.

EE: Right, right, being forced. . . . (Student #8)

Let me tell you this. I learned English because I don't talk with say my country people. I think that's for my benefit. Because if I talk with the same guy I talk same my language, you're not going to learn too well. (Student #9)

ER: . . . What were your problems?

EE: I couldn't speak that well--I wasn't familiar with the . . . environment, how people talk--culture shock, you know.

ER: . . . How did you correct . . . speaking?

EE: . . . Less talking to Iranians and more talking to Americans. Especially, girl friends. That is the best thing, honest to God. . . . (Student #7)

Other self-proven aids to improve a student's English were television, listening and speaking with other people, dictionaries, and writing:

ER: . . . then, to correct your English problem . . . reading a lot--

EE: Read and write.

ER: How writing?

EE: Well--like, if--free writing they call it now. Just . . . write . . . . When I was in Iran whenever I was upset, I used to write for myself and express myself in writing. So I tried to write them in English so that I would learn--and if I didn't know one meaning, like--I would pick up Persian-English dictionary and--

ER: Then write, find the word in English?

EE: English, Yuh--That would help a lot. (Student #5)



. . . When you going to talk English, don't think in your language and talk it and translate it. That's difficult. . . try to. . . copy how people they talk. . . . Listening, listening too much and just copy how they're doing. Watching the accent. You know, trying to copy the accent, how they do. (Student #9)

ER: . . . What else helped you?

EE: T.V. . . "General Hospital" . . . soap opera is very good for foreign students. . . . Because they don't speak that fast, you know. They're not worried about finishing movie in two and a half hours. . . . Every-day life. . . . It's very slow. . . it's not John Wayne-type movies, to go fast. . . . T.V. helped a lot-- "Sesame Street". . . . It was for children, but you know I got my own T.V. at my room and I watched. . . "Sesame Street". . . I still have more American friends, boys and girls, than I have Iranian friends. . .

ER: . . . How about your. . . reading?

EE: Studying. . . books. . . reading.

ER: . . . Did ya' have problems with the writing?

EE: Still do.

ER: You still do? . . . . Wha'd' ya' do about that?

EE: Write more. . . read books about it, you know, how to write. Take courses, English composition. . . English literature and all those courses.

ER: And those have helped you?

EE: Definitely--definitely. (Student #7)

EE: . . . Right now I even do it, when I hear a word in the news or something. I just pick up my dictionary and look it up and you know, I still do it.

ER: . . . So, really, you corrected the problem in the beginning by asking questions--

EE: Right--

ER: Using the dictionary--

EE: I think. . . if a foreign student isn't shy to ask and isn't shy to speak, even though it's wrong grammar. . . . As long as you can express yourself, you know, I think they can learn English very fast. (Student #8)

. . . Since I was in . . . private school they have. . . meetings and I was very much into sports, so I. . . got related with guys. . . that. . . play every night. So I used to. . . go to the gym and that's how. . . I got in touch with people. . . from Venezuela, too. I met them at the gym. . . met a lot of people and started. . . trying to communicate with them. . . I wasn't afraid. . . My roommate who was from Venezuela, too. . . spoke very good English. . . and he used to tease me all the time because I just couldn't pronounce the things. That was my main problem, pronouncing. . . he just made. . . fun of me. But at the same time he would tell me how to say it right, if I say something wrong. . . I didn't mind that. . . because that encouraged me. . . to do better. So, he really helped me, without knowing it. (Student #24)

### Discussion

This question was of special interest to the researcher who, at the time of the interviews, had had twenty-one years professional experience teaching a foreign language to American students. Some of the comments made by the interviewees about learning English were familiar language methodology techniques: don't think in your language (Student #9); don't be afraid of errors (Student #8); don't be afraid to communicate with people (Student #24).

Additional comments or factors appeared to have a sense of déjà-vu to the researcher's foreign language instincts: the greater the student's desire, the better he/she will learn a language (Student #22); constant, intensive exposure to a language is one of the better ways to learn it (Student #10); even people who are native speakers have difficulties understanding regional accents (Student #4); conversation requires a warm, friendly atmosphere (Student #23); an acquaintance with a country's culture facilitates comprehension of its language (Student #25).

In his chapter on "First-Language Learning", Chastain made a list of possible extrapolations from first-to second-language learning. It was this list that explained the déjà-vu feeling of the researcher for the following excerpts from Chastain related very closely to interviewees' remarks:

2. Imitation and reinforcement play an important role in first-language learning.
4. One common error is the insistence on a natural-speed rendition. The model is thus incomprehensible (and only after comprehension does learning begin), and it is impossible for the student to repeat it. All parents slow down for their children; why not teachers?
6. . . . The important goal in language is that of communication, even if there are some grammatical errors and the pronunciation is not perfect. . . .
7. . . . The students' confidence, usually shaky as they begin language study, must be carefully preserved (1976: pp. 51-52).

Student #7's comments on soap operas and why they are useful for learning English initially caused a cynical reaction from the researcher. However, upon further reflection and consideration, she realized that points #2 and #4 of Chastain were actually true of soap operas and certainly of "Sesame Street". Thus, when this student stated that "they don't speak that fast" and "it's very slow", he, too, was verbalizing familiar foreign language techniques.

Question 4.4--Have you adapted yourself to American food? (If no, why? If yes, how?)

This question surprised the interviewer with the length of comments interviewees had to make on American food. Fourteen of the students replied in the affirmative to this question. Among these answers were the following remarks on the lack of seasoning in American food:

EE: . . . What's different from the Brazilian food is that no spices. The Brazilian people. . . use a lot of spices, and that gives the flavor to the food.

ER: So, what did you do, put a lot of salt and pepper on the American food?

EE: No, I usually put garlic powder. (Student #21)

. . . Everything was tasteless. . . . People just . . . shake pepper and salt, a lot, didn't even taste. . . . (Student #14)

. . . To me the American kitchen. . . they do have all the ingredients. . . they're all fresh and good. . . . But they don't know how to prepare it. . . . (Student #12)



Similar comments were also made by some of the eleven students who had not adapted to American food:

. . . But if I cook. . . like up here, they don't season their chicken. . . I have a whole lot of seasoning, so when I buy my meat or my fish or whatever. . . We put a whole lot of seasoning, a lot of onions, all in between the fish and stuff. That's how. . . I can eat it. . . They just stick it in the oven, then. . . put the things, after. . . . (Student #4)

. . . The food is. . . bland. . . I'm used to food being well-seasoned and. . . having a variety of food. . . In terms of seafood here in New England, it's pretty popular stuff. There's not much problem there. But, then again, the way you season seafood and that sort of stuff. . . The lobster. . . you. . . dip it in butter. At first I thought that was disgusting (chuckle). . . butter flavor?. . . We would. . . mince it. . . pull the meat apart. . . make a salad with. . . hot peppers and lime or lemon juice and cucumbers and celery and all that other stuff. . . I'm used to eating foods with hot peppers and limes and that sort of stuff in it. Then, to have lobster just dunked in butter (chuckle). . . . (Student #15)

ER: Is there a basic difference?

EE: Yes, very different. . . I say, there no taste. I mean, all over the place, just salt and pepper on the table. Otherwise, no taste. O.K. Potato, eat, no taste. Have to put in the salt or pepper or butter or something like. . . . And seasoning is also different. . . compare with Japanese food. Japanese food always half-way. Taste half-way. . . That mean: American food is this side or this side. . . salty or nothing. . . Japanese always think of half-way, you know, like taste a little bit salty but it's not salty salty. . . . (Student #16)

More than one student who gave an affirmative answer to this question also mentioned gaining weight from



## American food:

. . . When I was back home, I always wanted a piece of meat. . . mashed potato and. . . different kind of vegetables. . . I never had that back home. And I always saw. . . in American movies that they had this meal. . . I gained a lot of weight. . . when I came here. . . I gained about twenty pounds (laughter). . . Even though the food was terrible I was very eager to eat this American food. . . especially dessert. . . We don't usually have dessert back home. . . We usually have tea after. . . the meal. But you know, dessert and then go. . . to the deli, buy "Twinkies". . . lóllipops and stuff like that. . . (Student #8)

I gained weight from it. . . . My first year I gained fifteen pounds. . . In Greece, I don't eat breakfast at all. . . . Every other. . . person probably has coffee in the morning, or. . . Nescafe . . . or. . . any other type of coffee or. . . warm milk. That's the difference (chuckle) from the Americans. . . we never have milk on the table with dinner. If you would ever have it, they would look at you like, "What are you doing?" They prefer wine or something more-- . . . Then, I would have a dish of cooked meal for. . . dinner and for lunch. But our meals, one is at three and the other is at ten. Here, I came and I was having. . . French toast for breakfast with all that syrup on it and pancakes and all these things. I kept on trying things because when I came here I was really, really skinny. And my mother. . . in Greece kept on saying "You're going to die when you get there because you just don't eat". . . . Here. . . I liked everything. . . I loved corn. . . I could eat three or four. . . ears of corn. And, I loved cherry tomatoes. I could eat pounds of that. . . . Then I got introduced to . . . cinnamon rolls. . . chocolate chip cookies. . . all this. . . junk food. . . It was just. . . my trying to try everything.  
(Student #10)

Many of the students who have not adapted to American food cook their own meals. Another surprise for the researcher were the various methods interviewees had of

obtaining certain ingredients for native dishes:

ER: . . . Do you have trouble, finding the ingredients. . . ?

EE: Some. . . vegetables that. . . we have to use. But my mother send it for me sometimes.

ER: . . . How. . . in the mail?

EE: Yes (laughter). She puts it in a box and sends it to me. . . . (Student #6)

. . . We really don't have to eat American food if we don't want to. . . . There are certain types of food here that we can prepare in our own way. . . . We have some cooking stocks which we usually bring from home. . . . We dry. . . them and use them. . . . (Student #11)

Many of the interviewees equated American food with fast food restaurants:

EE: I don't see any American food, really, because they all come from other countries. Everywhere you go, you see Italian food, Greek food, Lebanese--you don't see that much American. Maybe hot dog or a hamburger. . .

ER: . . . What do you think of them?

EE: They're good when you don't have anything else. . . to eat. . . . (Student #1)

ER: . . . Do you eat out in restaurants much. . . ?

EE: I don't know if you call McDonald's a restaurant (laughter) but, yuh, sometimes we eat at McDonald's, Burger King.

ER: . . . Do you like that stuff?

EE: . . . Not really. First I liked it very much--because. . . we didn't have it like this in Iran. . . . But right now, I can't eat it because I've heard what they put in it (laughter). . . . (Student #5)

EE: There is some food I like it and there is not.

ER: . . . What do you like?

EE: . . . "Wopper" meals. . . has same taste like Shish-ka-bob. . . Yuh. . . McDonald's chicken. Fish, no way. . . steak, we have in my country, steak is the same. . . . I don't think there is American food. . . I couldn't find American food, can I?  
(Student #9)

First time I come here, I mean United States, I didn't care about food at all. I thought - - a - - cafeteria food is O.K. Hamburgers O.K. and some kids say "Ah, that's awful." But I say that's no problem to me. And I gained weight. . . . But now, like the fourth year, I just sick of the food. American food. I always thinking "Ah, Japanese food. I wanna' get it." So, uh, like once a week go to Chinese restaurant to get Chinese food. It's not Japanese food but still (laughter). . . .  
(Student #16)

One narration by a student who had adapted to American food covered so many aspects in such an interesting fashion that it is included in its entirety below:

EE: Oh, yes. Good old hamburger. . . I love McDonald. . . What else do you have in this country? . . . I mean, you have hamburger, then you put a piece of cheese on it, it's a cheese-burger, then you put a piece of bacon on it, it's . . . bacon burger. . . . And chili, which is not your country, it's Spanish. . . I don't know, if you have any American food in this country, except hamburger. All the other is French. . .

ER: . . . in the beginning. . . at Lady Mary?  
(Private college he had attended).

EE: Oh yeah. . . First day I walked into the dining room. I was walking with all the students. . . shy to talk. . . my head is really down. Honest to God, I used to walk so bad. My head was like--ninety degrees 'cause I couldn't look at

nobody in the eye. . . I'm walking into the dining room and everybody's . . . being served by the cook. They had roast beef, and, now, I find out it's broccoli. . . I'm walking. She gave me two pieces of roast beef and I really wanted some. . . broccoli but I didn't know what it is. . . I said, "Could I please have couple. . . pieces of those small trees?" Boy, they lay down laughing their head off. . .

ER: And what was your reaction?

EE: I got embarrassed. I thought I really said something. . . I thought I insulted them. . . Even now, when they see me they still tell me. . . "You want any. . . little trees?" We don't have broccoli in Iran. . . I love it. . . Most of the things. . . that you have, we have in Iran. . . I think the only difference in food is, you mix 'em different. . . We eat a lot of rice. . . Instead of rice, you eat a lot of potato. . . We don't have French fries in Iran, but we have potato. . . First time I saw mashed potato, I had no idea what it is. . . I looked at it. . . I looked at people when I. . . first started eating. That's what my father said too. . . "For the first two, three months, look at people. . . They might mind a little bit but you have to learn." . . 'Cause I didn't know how to eat the broccoli, with a fork or with a knife or pick it up in my hand. . . Mashed potato, I had no idea. I thought maybe you have to put it between bread and eat it. . . When they had baked potato. . . they eat the inside of it. . . So did I, O.K.? Then some of 'em eat the skin. . . I didn't know if I have to do it. But I did it because they did it. . . And now I really like. . . the skin of potato (laughter). . . So, looking at people helps . . . with food. (Student #7)

### Discussion

A general impression from the results in this segment of the interview was that none of the students had experienced serious problems in one of the more basic



aspects of everyday life--eating. More than half the interviewees stated that they had adapted to American food, while the remainder managed to cook either native dishes or at least food that they liked.

Of particular interest among the students who preferred to cook native dishes was the casualness with which they spoke of obtaining ingredients. Having vegetables sent from Iran (Student #6) or bringing cooking stocks from Nigeria (Student #11) might be interpreted as severe adaptation problems except for the fact that the interviewees themselves did not see this as even a minor problem.

The fact that Student #10 specified corn and cherry tomatoes as two of the first food products she liked was unusual because other students mentioned fast foods or junk foods as their early novelties. It is to be noted, however, that Student #10 initially came to the United States as a high school exchange student and lived with her host family. Exposure to junk or fast foods, therefore, might have been delayed for her.

Student #7's narrative illustrated not only the ingenuity of a non-native speaker to obtain what he wanted but also the natural reaction of a non-native speaker to uproarious laughter at a statement he had made. His story likewise displayed his courage in trying food products



that were completely unfamiliar to him and how he learned to eat them, and enjoy them.

## 5. Rank Order Check List

### Results

The purpose of the Rank Order Check List was to determine the extent of the problem experienced by each student in specific areas of adaptation and acculturation. Table 6 shows the data received from compiling the twenty-five check lists, a copy of which is found in Appendix J.

### Discussion

As can be seen in Table 6, the majority of the students did not have serious problems in the adaptation-acculturation aspect of the study. Not shown on the Table, yet evident in the actual remarks made by the students was the fact that assistance in any of these areas usually did not come from anyone at SCX, SCY or SCZ. The literature had suggested that international students rely on compatriots for help in adapting to their new environment. The replies of the interviewees in this study would appear to substantiate that suggestion since most sought the help of a friend or relative in many of these questions.

Also not evident from the Table is the fact that the students who did seek help from someone at the college

TABLE 6  
ADAPTATION AND ACCULTURATION PROBLEMS  
N = 25

Question	Problem									
4.2	Learning to do banking business									
4.3	Finding a place to live									
4.5	Adapting to climate									
4.6	Overcoming homesickness									
5.1a	Retaining fluency in native language									
5.1b	Eliminating native language from English									
5.5	Coping with current main problem									

Rank Order:	1 = No Problem		10 = Serious Problem							
	1	2	3	4	5	6	7	8	9	10
4.2	10	10	2	0	1	0	0	0	0	2
4.3	18	5	0	0	2	0	0	0	0	0
4.5	6	1	8	1	2	5	2	0	0	0
4.6	3	5	1	2	11	3	0	0	0	0
5.1a	8	2	0	1	11	2	0	1	0	0
5.1b	5	8	4	4	0	3	0	1	0	0
5.5	7	3	6	4	4	0	1	0	0	0
TOTAL*	57	34	21	12	31	13	3	2	0	2

\*Possible total in each rank - 175.

were all at SCX. Many of the students interviewed at this particular college mentioned a correspondence before arrival and initial contact with the International Advisor, some even having been met at the airport by this person. The unique problem specified by more than one student at SCX was that, because dormitories were closed during vacations and semester breaks, they had to find places to live for short periods of time. Student #17 stated how much of a problem this was for her:

. . . That was a really problem for me. . . I used to cry. . . When we used to have vacation, I was so lost, I didn't have anybody. . . I had to go to New York where I have. . . an aunt. . . Even if it was for four days I had to go to New York. . . . (Student #17)

Although the dormitories were also closed at SCY and SCZ, the problem was not mentioned by students at either of these colleges. At SCZ, the reason may have been that most of the international students did not live on campus, which was also true for some students at SCY. The interviewees who did live in the dormitories at SCY either went home during semester breaks or had friends and relatives in the area and were able to stay with them.

The two students who had serious problems learning to do their banking business had both been in the United States for more than one year and still did not have American bank accounts. Both interviewees did go home

during the summer and, at the time of the interviews, kept large amounts of cash with them during the academic year. When questioned as to their personal security because of this cash, they replied that they were careful not to let it be known that they did have a considerable amount of money.

## 6. Acculturation

Questions in this segment of the interview sought to discover what changes, if any, the students had undergone because they were living in the United States, and how they might prepare compatriots for these changes. The findings are presented below.

Question 5.2--What specific social customs have you given up or accepted in order to be more like others?

### Results

All interviewees except one found some change in their social behaviors even if only a slight one. The student who could not think of any modifications was from Hong Kong and, when interviewed, had been in the United States for three months. A Lebanese student also reacted to the question in a unique manner:

. . . I'm so proud of my culture so. . . I didn't give up. . . anything. . . . Whatever I do there, I do here. . . . The only difference is that. . . the people aren't the same. And you have to give explanations to why. . . . Some of the things. . . like helping others. Back home we help each other.

. . . Here, if you help someone, they say "Why did you do that for?". . . But back home we do it because it's our custom. . . that's the way we are. Back home we are very hospitable. Here. . . while people are friendly and everything, they're not as much hospitable. . . If. . . in the dorms. . . you invite someone over. . . they'd say, "Why are you doing all these things for me?". . . That's my culture. . . and you have to give explanations to why. . . I been doing this for twenty-two years. . . There's no way I can change. . . (Student #18)

The answers to this question can be placed in five general categories: greeting people; dating and friendships; hospitality; politeness and respect; entertainment. In the ways of greeting people, the comments of Iranian males were similar:

EE: . . . Over here, if you touch a boy. . . In my country, if we see each other, we shake hands. . . or we hug each other. That shows in our heart how much you have interest. . . to that person. . . But over here, when I was touching a friend of mine at the beginning, I didn't know the custom. And they were. . . saying "Don't" and I was kinda' shocked.

ER: . . . Did they tell you why?

EE: Yes. . . They said that because the people . . . think that I'm a gay or something like that, homosexual. . .

ER: . . . Were you surprised?

EE: I was surprised but I couldn't help it, you know. . .

ER: . . . Do you still do it. . . ?

EE: Yuh, I do it. . . when a friend of mine is leaving from airport to go to another town, I kiss him on the cheek. . . The people are kind of surprised to see that. . . I don't mind. . .



ER: . . . Would you do it with an American friend?

EE: No. . . because. . . there is a saying "If you wanna' be a Roman, do as the Romans do".  
. . . But not to a Persian. (Student #1)

EE: . . . In Iran, guys kiss guys. But in America, God, we do that, people, ooh, they go wild.  
. . . They think you're homosexual or something like that. But in Iran it's all right.  
. . . Sometimes. . . guys hold hands. God help us if you do that in United States. . . .  
Sometimes. . . to make fun of it, we do, yes  
. . . at the airport. . . I remember last time we went to pick up a friend of mine in New York. . . five guys. . . The minute he walked in, all of us jumped and we kissed him. Real. . . big kisses. . . making noise. . . just to make everybody look at us in the airport. . . . Just to look at people how they react to it.  
. . . Sure, we got everybody's attention. . . . Five Iranians. . .

ER: . . . the guy coming in was--

EE: Iranian . . . . All dark-haired guys. . . .  
(Student #7)

Although not speaking of kissing and hugging, a male interviewee from Zimbabwe also noted a change in his way of greeting people:

ER: . . . In your country, when you meet someone for the first time. . . you shake hands.

EE: Yeah. . . that's the first thing we do.

ER: . . . here, do you do the same thing?

EE: Uh--well, that's kinda' hard 'cause some people. . . they just say "Hi" to you and. . . some don't shake. . . . Some people just say "Hi. . . what's happening?". . .

ER: . . . if they just say "Hi", then you say "Hi".

EE: Yeah.

ER: . . . if you were back home. . .

EE: . . . back home I would have to shake hands. . . I wouldn't just say "Hi" and walk away. I'd have to shake hands, ask them how they are and how are things going and things like that. . . .  
(Student #3)

Changes in greeting styles were also noted by the following females:

ER: . . . greeting people. . . At home, if you meet a girlfriend in the street, do you hug her and kiss her?

EE: Yes.

ER: O.K. Do you still do that here?

EE: No. . . . They don't use to do this over here. . . . When my mother was arriving, my neighbor. . . took me to the airport and he asked me "Do you. . . kiss your mother, and should I do the same?" I said, ". . . No problem at all. In Brazil we are used to that." And he thought that because we are not too used over here to this. And even in the sidewalks in Brazil, everybody stops and talk to each other. . . . Usually here, we don't see anybody walking. . . in the sidewalks. . . .  
(Student #21)

EE: . . . Kissing. We kiss a lot. . . But my girlfriends. . . here they're not used to it. . . . I don't care now. . . . I gave it up, but now I'm beginning to--

ER: take it back. . . . (Student #22)

ER: . . . When you meet somebody for the first time, do you shake hands here?

- EE: . . . Yuh. There we shake hands or something like that. Here, they kiss. . . in the mouth. And there we don't use that, so that was difficult for me.
- ER: . . . there, wha' d' you kiss, on the cheeks?
- EE: . . . Yuh. . . so it's two kiss and here it's only one, right.
- ER: . . . Wha' d' you do here. . . the Portuguese way or the American way?
- EE: (Laughter) Sometimes it's Portuguese and other times it's American. . . it's confusing.  
(Student #23)
- ER: . . . How about. . . hugging your sister or kissing your sister? . . . Do you do it. . . in public?
- EE: . . . No, not really.
- ER: Here, in the United States, you don't. . . Why?
- EE: (Giggle) I don't know because I heard if they see you they think you are a (giggle) I don't know how do they call it?
- ER: They think you're . . . a lesbian. . .?
- EE: Lesbian. . . In Iran when you see a guy who's a friend, you don't kiss him. . . just shake hands.
- ER: But a girl?
- EE: You can kiss and hug and. . . do anything you want.
- ER: But here, you wouldn't do it. . .?
- EE: No. . . but sometimes we do, we don't care, because. . . as long as we know (laughter) who we are, it doesn't matter. . . . It's just . . . they look at you like you're some kind of a--
- ER: freak?

EE: (Giggle) Yuh, whatever. . . . (Student #5)

Changes in dating and friendship customs were prominent among the Iranian interviewees:

To be honest with you. . . going out with the girls. . . . Over here you can go out with girls. . . whenever you want. . . . In my country, it's not that. . . much. . . open relationship between boy and girl. . . . Maybe you date girl, ends up that. . . you get married. . . .(Student #1)

Socially, in Iran, we can't. . . go out with boys or. . . talk to them very much or. . . invite them to our house or we go to their house. But. . . here. . . there is not really much Iranian girls over here. So. . . they're just like your friends . . . you have to talk to them. They let you know . . . whatever you want. They tell you what they know if you have any questions. . . . That's good. . . .  
(Student #5)

ER: . . . anything else. . . anything you find yourself doing here. . . ?

EE: Oh, picking up girls. . . . Honest to God, that is so much easier in America. . . . In Iran. . . girls. . . don't date. . . until they're married and they're gone. . . .Until they're not married, they stay home with their parents. . . 60 percent of the time the marriages are. . . arranged. . . mostly by the parents. But nowadays it's getting better. Girls go out, guys go out and they meet each other. I don't think they still date. . . as open as they do in America. . . God forgive you if you lose your virginity in Iran. . . . You don't get married. And, it's a good chance that your father will kill you. . . I think my father will kill my sister if, for any reason, she loses her virginity. Unless she gets raped or something like that. . . .If she goes out. . . fool around, I think she'll be. . . honestly, literally. . .dead. She gets killed, they say. . .

ER: . . . in paying, when you're out on a date?

EE: . . . Guys pay. . . I've had somebody take me out, yes, couple of times. I've had girls. . . taking me out.

ER: . . . Would you ever do that in Iran?

EE: No, oh God forbid, no way! They think there's something wrong with her. Or she's trying to pay for--services. (Student #7)

ER: . . . dating habits. Are they different. . . ?

EE: Yeah (laughter). . . In Iran. . . most of the girls go out. . . with their boyfriends but their parents don't know about it. Unless they wanna' get married. . . I started. . . seeing this guy. . . last semester. But . . . things were different between us. He would've been hurt by me, I would've been hurt by him. . . . So we stopped seeing each other. . . . The things that I couldn't do bothered him. . . . He wanted me to take him. . . wherever I go, to my relatives. . . . But I thought maybe he feels uncomfortable. . . everyone speaks Farsi and he would get kinda' bored. . . . I couldn't just be with him. . . every single day. . . . Boyfriends and girlfriends here, they're together twenty-four hours. I could not do that. . . I never did go out with anyone. . . until . . . few months ago. . . . I thought. . . . I changed, but I didn't. . . . (Student #22)

Differences in male-female relationships were also noted by students from countries other than Iran, from Japan:

EE: . . . People, their way of thinking is different. . . For example. . . guy and girl. . . thinking about each other. . . . I come here, I don't talk too much. . . it's just my personality. . . . So some American kid said "How come Japanese so quiet? You guys are smiling. That's Japanese way? It's so weird!". . . But it's not weird for us at all. Once Japanese guys talk too much. . . that's ugly, very much in my country. But in this country, naw, guy have to. . . talk and make everybody laugh. This is when one



thinks guy is very popular or very nice person. . .

ER: . . . almost like. . . guys have to show off in front of the girl.

EE: Yuh. . . seems to be like this to me. . . . Maybe it's not. . . . (Student #16)

from Uganda:

ER: . . . boy-girl relationships? Do you see a difference?

EE: Yuh. I guess here they're a lot freer, more. . . liberal than back home. . . . Until you get up to the age of . . . twenty, it was out of the question to be dating. . . . It was work, you go to school, you come back home, you do your chores. . . . So as far as dating goes. . . it was definitely out of the question. . .

ER: . . . anything else. . . . Since you lived most recently in England. . . ?

EE: . . . If you do go to date. . . we feel obliged that we have to pay our way around. . . . When I came here, it was like. . . equal-equal. . . . People chipped in . . . . But in England . . . of course I went to a private school. . . . It was very strict. . . on manners towards a lady. . . . If we asked them out, we were obliged to pay their way out. . . . Here. . . if I took a girl out on a date. . . kinda' small squabble about it. . . I don't think, I've even to now got used to it. . . I still feel obliged 'cause I think that's been . . . brain-washed into me. . . . (Student #20)

from Syria:

ER: . . . social behaviors. . . with girls, is there a difference in this country?

EE: Too much. . . . Over there, you can be a friend of family, right. . . . If you have a neighborhood, you can. . . talk with the girls very easy, simple. But I think when I left. . . everything is changed. . . . Before, yes, it was

difficult to talk with the girls. . .

ER: . . . to date?

EE: Oh (chuckle) no way. . . . But you can go to home. . . . And I came here. . . it's very easy and different. . . I love this one here, not because I can find a woman, but . . . the pressure leaves some kind of depression inside in my country. . . . You feel depressed. . . because of this. . . . If you come here, you find it's natural. . .

ER: . . . you feel more free?

EE: Yes and gives you fresh memories (chuckle).

ER: . . . nice memories?

EE: Yuh. . . it's not like, if I will pay attention, if I will still think in that girl, always, always. How I'm going to talk to her. . . Here, it's very easy, you can talk to her. . . immediately. (Student #9)

and, finally, from Lebanon:

ER: What about. . . male-female relationships. . . ?

EE: . . . Back home it takes us (chuckle) sometimes a lifetime to get to know a person. . . . Here like (snaps fingers) it goes fast, and they break up fast. Everything fast. . . . I think it's immature, the way they handle things. . . . (Student #18)

Differences or changes in hospitality customs were cited by students from various countries although not with as much detail and insight as the following:

EE: . . . Someone invite me, go over there and stay, my friend's place. . . . Their family ask me, "Why don't you stay here and eat supper with us?" . . . . Stay with them. . . "Serve yourself." "Thank you very much." I will wait till everybody's served. . . One thing is I don't know what can I do. . . I don't want to

make them think I'm being a pig. . . so I just wait. "You don't like this?" "I like this--I'll just take this." "That's it?" . . . this is gone. . . Wake up in the morning. Everybody's so busy. . . "Wha' d' you wanna' eat?" . . . What can I say? Because, what they have? "What're you gonna' eat?" . . . "O.K. Corn Flakes" . . . "Are you sure?" I said, "Oh, pretty sure." . . . He fix bacon and eggs and I just have Corn Flakes. I say "God, I am so hungry" but I don't say anything, you know, Or sometimes, I get used to the situation. "Wha' d' you wanna' eat?" "Egg, please." "O.K." . . . He eating just Corn Flakes, right. I just feel so terrible. . . If I don't say anything, I can't get anything. . . In Japan, once I ask my friends over. . . . We serve for them, everything. . . . Just serve them, exactly same meal. . . . Another thing, I went to my friend's place with my friend. . . . His family didn't expect me to come. . . so they didn't fix any food for me. . . . He got food. . . five people eating. . . say "Are you hungry?" . . . Maybe I should have say "I'm hungry" but. . . I don't wanna' embarrass them. . . so I say, "Ah, thank you, I ate already."

ER: . . . in a Japanese home. . . what if you brought home somebody unexpected?

EE: . . . for example, my family's eating steaks. . . . Me and friend show up. Maybe say "Ah, sorry, but . . . didn't expect you guys" . . . Even if. . . she already fixed the steak for me, she say "O.K. you guys, you don't mind any other food?"

ER: . . . then fix something else for the two of you?

EE: Yes. . . I eat same thing as him. . . . Everybody all right. . . when. . . he back home, I can eat (laughter) the steak. . . . (Student #16)

Four of the interviewees who mentioned hospitality differences were also speaking of finances among friends:

. . . When you invited someone. . . back home. . . to dinner or to movies, whatever, you have to take care of everything. . . . In terms of expenses, everything. . . . Now, here, I find it strange because sometimes people invite you to go somewhere and you have to pay. . . . You have to share expenses, back home you don't. . . . Here, I find it. . . strange and it's bothering me sometimes. . . depending on the circumstances. Because, we have our own dignity. . . in terms of these things. . . it's like a shame. . . if you accept money from others that you invited. . . . But here . . . I don't have to accept it, not at all, I have my own way. . . . Other things?. . . O.K. . . Sometimes I find people here are very selfish. . . the whole world revolves around themselves. . . . They think of themselves first, then they think about others. . . . Back home, we think of others before ourselves. . . that's the major difference there. . . . (Student #18)

EE: . . . The other thing, I was surprised. When they give you a ride, like in Boston, you have to pay the gasoline. . . you have to share. That's completely different. . . . You never share, it's offended to say to somebody "You get this money." . . . I'm going anyways, why should I take the money from you?

ER: . . . the first time. . . did somebody offer you a ride to Boston?

EE: . . . I was going with my roommate. A friend of ours gave us a ride. . . . When we arrived in Boston. . . she said, "How much do you want?" She asked him. . . and she gave him some money. Then she said, "You have to give me some money because I gave him." I said, "Why, what for?" She said, "For the gas." . . . I didn't expect that.

ER: Now, . . . if somebody gives you a ride. . .

EE: Yuh, I ask him. . . "How much should I give?"

ER: . . . but if you go back to Cyprus. . . ?

EE: No, I would not do that. . . . They would look at me like. . . . (Student #17)



. . . One of the things that really amazed me, here, when I came to high school was like back home. . . we lent each other money, friends. . . five cents, a dime is not that important. But I found that for Americans it's a lot more important. . . There were times when I borrowed like twenty-five cents and the next day they come, "Where's my twenty-five cents?". . . It was kinda' rough for me. . . O.K., I'm not gonna' steal it from you, you know. . . I didn't give \$10 bills to people. . . I never went to them and asked them. . . If they know what to do, they'll give it back to me. . . I was very amazed. . . with it. . . . (Student #8)

EE: . . . The first thing is. . . when I invite friend to restaurant, I will pay for him. And I found different in United States. It's just pay everyone for himself. . . . Until this moment, I don't care about that. I mean, I pay. . . . And they like me, the girls (laughter).

ER: . . . here, the girls would pay their own?

EE: Well sometimes they will pay, O.K.? And sometimes I don't let them. (Student #9)

Politeness and concern for others were mentioned by the following six students. The last three, however, also specified respect for elders:

. . . at home. . . they. . . take everything to heart. . . . They care about the other person so much. . . . The care about another individual is there. . . with. . . the better part of the population as against up here. . . . (Student #4)

ER: What else. . . that you do differently here?

EE: To be ignorant toward people.

ER: . . . what do you mean?

EE: . . . Over here. . . if you get stuck in the road, you don't see that much people stopping . . . to help you. Or if . . . you see. . . something happening to somebody you just pass. . . . I have seen the people passing. . .



- ER: . . . What about you. . . do you stop and help. . . ?
- EE: I have done it so many times. . . . I tried not to do it but I couldn't. . . . You see that you wanna' be ignorant, the way they are. . . . I've helped a few times but. . . the reaction I got was almost the opposite which I had thought. That I would get appreciated what I did, but I didn't. . . . Like. . . once I gave somebody a ride and . . . wanted to rob me. . .
- ER: Somebody hitchhiking. . .
- EE: Yes. . . I took care of myself. . . .(chuckle)  
It happened to many friends of mine.
- ER: . . . Iranian friends?
- EE: Yes. (Student #1)
- ER: . . . anything else. . . ?
- EE: . . . Yeah, I'll tell you something that I didn't like. . . . When they have something, they won't give it to you that easily. . . . In Cyprus, when I have a candy bar. . . I'll cut it in half and I'll give it to somebody. But here, they just say "Do you wanna' bite?" That's all. . . . Sometimes I was so shocked, they will eat a sandwich and they wouldn't even offer. . . . In Cyprus, there's no way that you can do that, it's so offended.
- ER: . . . here. . . do you still offer. . . ?
- EE: . . . No, I have to offer, I can't do that. . . .  
I can't change it. . . . (Student #17)
- ER: . . . like in your country you say "Good morning."
- EE: . . . I've given up that. Because I've found that if you say "Hi" or "Good morning" to somebody you meet for awhile, sometimes. . . but it doesn't mean that if I get back home, I won't pick it up again. . . . One other thing is that we respect the elder. . . . And I still maintain

it here. . . . If you see an elderly woman carrying something which is heavy, you help her with it, even if you don't know who she is. . . . The other day, I met a woman in the subway. She was going up and she was carrying two shopping bags. I offered to help her with one, which I did. As soon as we got. . . upstairs, I was about to carry it up to where she waited for her bus. Maybe she thought I would carry it away because she asked me to give it back to her and I did.

ER: . . . Did she at least say thank you?

EE: Yuh, she did. . . . Like in the bus, if I'm sitting down. . . an elderly woman comes and I usually give up my seat.

ER: . . . Do you notice that Americans don't do that?

EE: Yes. (Student #11)

. . . I really don't know, to tell you the truth. . . . O.K. . . . especially grandparents and old people. . . . The way we treated them . . . is totally different than. . . what I'm seeing over here. . . . I don't think that the . . . average American kid treats the old person with respect at all. . . . They either try to pull a blind lid over the eyes or. . . try. . . get advantage over them. . . . I don't think you see that at all back home because. . . you had to respect them 'cause they were a lot wiser than you were and they got a lot more to offer. . . . (Student #20)

EE: . . . Back home. . . nearly everybody is your friend. . . but here is not. . . . People keep things to themselves. . . . Because nobody wants to listen to you. . . . I try to modify my behavior relative to. . . whom I'm with.

ER: . . . Can you give me some examples. . . ?

EE: Yuh. . . if I come in here and I know--people here they don't talk to nobody, you just walk in, you don't greet nobody, I walk in there, I don't say "Hi" to nobody. . . . If I walk in where I find Nigerians and I know everybody

you say "Good morning". . . I say "Good morning". . . . There's no respect in this place, I'm sorry to say. . . . Back home, if you are older than somebody you have to respect the person. . . . You don't have to talk to the person any how. . . . If you. . . try to be polite here, it looks as if you are stupid.

ER: . . . when you go back to Nigeria. . .

EE: I don't find it difficult. . . as soon as you go, it comes back to you. . . without wasting time. . . . It's harder for me to live here than to live back home. . . .(Student #25)

A student from Japan also noted a change in her behavior toward elders:

EE: . . . Politeness to older people. The way I speak with. . . older people. . . I find. . . I speak to older people casually. . .

ER: . . . whereas in Japan. . .

EE: I was more polite. . .

ER: . . . more formal?

EE: Yes. . . . (Student #14)

In regard to entertainment, two female students noted a difference in partying:

EE: Well. . . I don't like the way they party here. . . . When we do a party, we gonna' have food, definitely, and we gonna' offer the drinks. . . . When I first went to a party here, I had to take my own beer so I could drink (chuckle). Otherwise I wouldn't drink. . . . They smoke, joints. . . . We don't . . . have this habit in Cyprus at all. . . . They drink, getting drunk. And they lose their control. . . . We don't have drinking age in Cyprus. . . that's what I didn't like here. . . . Because I'm not twenty yet and I can't go anywhere. . .

ER: . . . whereas in Cyprus. . .

EE: We can drink. We don't get drunk. But we can party without getting drunk. (Student #17)

. . . I used to go. . . to parties and stuff, but I don't go to house parties up here. . . . I don't trust the people that might see me, that I wanna' be involved. . . to a house party. . . I don't trust the people up here too much. I find that they're . . . kinda' fast. . . . They don't really know you, they wanna' get right in your business and they want 'ya do something with them. . . .  
(Student #13)

Specific comments on the drinking age were also made by two Europeans:

. . . First of all, I was. . . kinda' upset with the drinking age over here. Belgium is and has always been a beer country. It's world famous for its beer. . . . There is no such thing as a drinking age. . . . My little brother of eleven years old, he can go into any store and buy all the beer he wants. But he will never do that 'cause that's not the way he's brought up. Beer isn't a big thing, getting drunk, stuff like that, over in Belgium isn't a big thing. And that was a major change to me. Coming over here and not be able to just drink beer or go. . . into. . . a bar, a cafe, just have a beer. . . . Now, I have to sneak in beers to dormitories, try to get a false I.D. to get into places. . . . The way people react to alcohol is . . . kinda' hard to understand. . . . The way American people react. . . . To me, it's like the biggest thing in their life, to get drunk. . . . They start out. . . breaking off things and destroying windows. . . bothering other people. . . .(Student #12)

. . . There is no drinking age in Greece. . . . It feels weird, though. . . I'm not the type of person that would ever go and drink a load. . . I like going to places where, you can have a glass of wine and talk. But you cannot do that because you don't have an I.D. or you have to find a false I.D. (giggle). I think this is kind of stupid. . . I think that. . . in United States you need. . . drinking age. In Greece, you know what liquor is. And here, you just drink it to do something stupid.



There, it's just different. It's connected with being social and eating. Whenever. . . we drink . . . liquor like vermouth or whiskey or any type of thing like that, we never drink it like that. We always have nuts or things like that for it. . . So it's really. . . more social. When you're gonna' have some people come over, you might give them a drink or two but you're always gonna' have something to offer. Because if you don't, you're anti-social, you don't know how to. . . have guests. (Student #10)

A Canadian also cited differences in drinking habits:

. . . Drinking's a part of every week-end here. But, I was doing that at home. . . It's different . . . here. . . just basically the style. . . They would all. . . make a packy run and go buy a six-pack. . . I said, "Why don't we just buy a case and keep it in the frig. . . that way it'll last all . . . week-end." And they said, "Ah, no, just get a six for now." . . . Different theory. . . . At home we would just buy maybe one, two cases, keep one down in the fruit cellar and keep one in the frig. . . . Here, you just go down, buy a case and try and get it drunk. . . in a night. . . . The one thing that I really noticed was. . . the way people don't think twice about picking up a six-pack and drinking and driving as they go someplace. . . . To me. . . that was. . . "Are you crazy? . . . No way. . . . If we get caught. . . we'll get busted!" "Ah, no, no. They'll just. . . give us a ticket or something." . . . Even now. . . I'll do it here. But when I go home. . . no way. . . It's a lot stricter at home. . . . Most of the drinking is done at a friend's house and you usually. . . spend the night there if you plan on drinking excessively. . . . Our town wasn't that big, so everything was within walking distance. . . . So, you just drank and walked home. . . . (Student #19)

A final remark on entertainment changes is the one offered by this interviewee:

ER: . . . how 'bout drinking?

EE: . . . I'd already gotten used to it when I was in England 'cause we used to drink quite a lot--



beer, that is. . . . There's been a drastic change because I don't really like the beer here. . . I don't usually go out as much. . . as I used to. . . I only drink week-ends now. . . very small amounts. . .

ER: . . . Any other. . . changes?

EE: Yuh. . . drugs and pot smoking. In England I did start. . . taking grass. . . . I came over here, it increased. . . . It's so free. . . in England, if you're caught with it, you get automatically sent to jail for at least three years. So, it's very hard to find it. . . here, it was very easy to find. So I increased. . . a large amount. But then, about six months ago, I completely quit. . . . It wasn't difficult 'cause . . . I don't really need to drink, I don't need to smoke pot. . . I do, on occasion, take a smoke of. . . pot. . . I don't usually take it now. . . . When I took it, it was a complete day that I used to do nothing but sleeping. . . . (Student#20)

In addition to the five general categories mentioned earlier in this section (greeting people; dating and friendships; hospitality; politeness and respect; entertainment) three other student responses to Question 5.2 were unique enough to merit their own category. The two interviewees who had been pro-ball players in their countries both noted a difference in the way their game is played in the United States; firstly basketball:

EE: . . . The way people play over here. They get really excited about it. And they'll really push you. It's something very important to people over here. . . . That was a positive change. I like it, the way they play over here. It's a rough game. . . not really rough but physically, it's, it's--

ER: rougher than in Belgium.

EE: Yeah. . . it's a better game over here. I like the game over here better. . . The difference is that over here you're playing with kids from eighteen to twenty-two years old. . . That's a small group. . . Over in Belgium. . . there's a bigger difference in age. You can't really get people from twenty-six years old to act like. . . young people from . . . eighteen years old. . . (Student #12)

secondly, hockey:

ER: . . . How 'bout in. . . hockey, is there any difference in the way you play?

EE: Yuh, I tend to be more violent down here. . . The officiating was set up where you just had two referees on the ice and both of them would call penalties and you had a matter of inconsistency. One referee would let things go, the other would call it. . . that used to infuriate me. And I used to express myself quite verbally. . . A lot of people that would come and watch us play started to think I was a little touched, crazy. I said, "I'm not like this, really". . . When I was playing at home, I used to be quiet. . . Whatever the referee said was "Yes, sir, no, sir." But here. . . you lose it. . . (Student #19)

The final unique comment by a student in regard to social customs was in reference to bathrooms. This particular interviewee was the only one to speak about this subject, yet his narrative, and his final suggestion that the researcher include this topic in the study, both merit a special place in this particular section:

. . . First night I was in Lady Mary in the dorm. . . I wanted to go to the bathroom, really bad. . . I'd seen Americans' bathroom before because I stayed in hotels. . . I know what it looked like. But I never used it because whenever they had that, they had one Persian bathroom next to it. . . And out of habit you just go to the Persian bathroom. . . I'm standing in the bathroom. . . looking at it. . . like it's gonna' grab me (chuckle). . . I walked out. . .

without doing anything. . . . I said, "I'm gonna' wait", this is in my own brain, "I'm gonna' wait until I go home and I'll go to the bathroom". . . Now it's bothering me. . . and I'm walking funny (laughter) and people ask me "Why the hell you walking funny?". . . What I did, I went to the bathroom. . . I know that you have to open the first cover. . . I didn't know, so I opened both covers. . . So, I sat. . . on the rim of the toilet. I said, "Oh, my God, this is uncomfortable.". . . Then, gradually, you say "What the hell is this thing for?" And I used it. . . no more problem. In Iran, we don't have any toilet paper. . . they use water to wash themselves with. And that was a bad problem. That's. . . the problem of, I think, people from Middle East. . . bathroom problem. . . I know we had a little. . . bit of preparation before I came here. . . We sat in a big. . . lecture hall and they said couple of things. But they never talked about this. . . It's not that important to mention but, when they come to think of it. . . it's as important as eating. . . And I think somebody should mention it. . . That is a good point. You have to mention it in your thesis, for sure.

(Student #7)

### Discussion

As defined in Chapter I, acculturation is a process of intercultural borrowing between diverse peoples resulting in new and blended patterns. During the session, detailed in Chapter III, to formulate a guide to the interview, the students and the researcher arrived at the following example to clarify adaptation and acculturation in their minds: Minoo, whose native custom is to shake hands when she is introduced to someone, does not shake hands when in the United States but does when in Iran: this is an adaptation process. Minoo discovers that she no longer shakes hands when introduced to someone

regardless of what country she is in: this is an acculturation process whereby Minoo has taken the American custom and made it her own.

Any visible change from adapting to another environment or a different behavioral pattern cannot actually be determined until the student returns to his/her native country. Many of the students' remarks cited above appear to be adaptive changes, especially those where the student said that he/she behaved one way in the United States and another way "back home". This dual behavior pattern, itself, could be considered acculturation, because the student, who before coming to the United States had only one set of behavioral patterns, now has two sets.

The major variable in the process of acculturation is the individual person. As shown by twenty-four of the twenty-five interviewees, some degree of change takes place in a human being when he/she lives in an alien culture. Student #18's comment that she had not changed anything in her culture showed that she did indeed make a change--in the United States she had to explain certain actions that she would have performed automatically, and certainly without an explanation, in her own culture. Student #25's remark that "it's harder to live here than back home" showed that even a native speaker of English



had to modify his behavior. The literature had stated that learning the language of a people is the first step in overcoming culture shock. This student's remark showed that mastery of the language is indeed only a step in the acculturation process.

Some of the students' replies reflected not only the culture of their native countries but also that of a larger group of people. Middle Easterners (Syria, Lebanon, Cyprus, Iran) and Orientals all spoke of differences in hospitality remarked in the United States. Africans noted contrasts in general politeness and respect of elders. Europeans who had no restrictions on the availability of alcoholic beverages were confronted with another culture shock: the drinking age.

Student #7's discussion of bathroom differences, and the remark that he had received a "little bit of preparation" in his country prior to departure, are interesting because this student was recruited for a private college in Massachusetts by an American representative in Iran. The fact that he was the one interviewee to mention even the slightest introduction to social customs suggests that SCX, SCY and SCZ are totally lacking in preparation of international students for culture shock, or in consideration of cultural differences.



Question 5.3--Are you living here alone or with someone in your family?

Results

Among the twenty-five students, eighteen were without immediate family in the United States at the time of the interviews. Six were living with either a spouse or a sibling and one was living alone at college, but his parents were living in New York City.

a) If alone, how has living away from your immediate family changed your lifestyle?

Most of the interviewees stated that living away from their immediate family had made them more independent and responsible. One student who first came to the United States when she was fourteen to attend high school had this to say:

I think it has. . . made me a little more independent. . . . When I was in high school . . . I was just a fifteen-year-old girl. . . . When you get an "F" in a subject, when you come home your mother usually yells at you. . . she cares. I felt the lack of it. Because when I get "F" for a subject, nobody cared. . . . There was nobody to yell at me. I missed that. . . a lot. . . . (Student #8)

A female's answer:

Oh boy. . . .It's not only living away from my immediate family, it's just living away, just living by myself. . . . Even though I am this age, I never lived away from home. . . .Everybody here from the time they reach eighteen they feel that it's time for them to leave. . . .The only time everybody left home at our house is because

they got married. . . . Just living away. . . was an adjustment. . . . Having to do everything for myself. . . . Wash my own clothes. . . cook my own food. . . . I couldn't cook because I never had to cook at home. . . . (Student #4)

was not that different from a male's answer:

Too much. . . . First, cooking. . . washing clothes. Saving time a lot, my mother, she was saving my time. . . . Here you have to do everything by yourself. . . . Give the time for the particular things. . . . It's tight . . . time. (Student #9)

Nor was the lengthy reply of a Greek:

It has made me think a lot, see a lot of situations from a third point of view. Try to solve my problems because I. . . would never call my family to ask them for something that's bothering me. I would just feel too immature. I'm too proud to do that. . . . It definitely has helped me on trying to keep my money together. . . .I know that even if I call my father to send me money, it will take a couple of weeks to get here. . . .I learned how to choose my friends. . . in such a way that since I came I haven't made any mistakes going around with the wrong people. Because I've been always really careful about it, because I know that if I do something wrong, it's gonna' be only me. . . . I can take more risks, though, because I know that Mom and Dad are not going to be around to see me. So, if I take a risk I'm taking the risk of my own life. . . I learn how to measure situations. Before I do something, I always think of it. . . . I learn how to put goals in my life. . . . I am in this country for some particular time. So, I do have to have some goal. I cannot just walk around without even caring about anything. I do have to care about myself and what I'm here for. (Student #10)

radically different from the reply of a Bermudian:

Well, for one thing, I've become very. . . independent. I know what I want, I go ahead and do it. . . . I only ask questions if I don't know something. . . . As far as. . . being on my own,

I think it's a challenge for me. . . . Even though I get homesick, I just keep telling myself: ". . . You wanna' be a dietitian, you wanna' career, there's something for you to look forward to, there's something that you will always have, and it's gonna' be yours, you work for it and you deserve it." So, even when my chemistry gets me down, I still go ahead and say "Well, hey, it's for me." . . . . Every time I talk to my mother, she. . . kinda' encourages me. She gives me more determination to say. . . go ahead. . . I just keep telling myself I gotta' do it. Because, if I stop now, I'm not gonna' wanna' go back and start all over. So I just keep plugging. (Student #13)

The following reply from a young man from Zimbabwe contained the same message as the two previous replies which were from females:

. . . I feel like. . . it's that time. . . when somebody has to have certain responsibilities. . . . Take care of yourself and things around you. . . . It shows. . . one is becoming a mature person. . . Once you establish that. . . you're somebody who's got responsibilities and there are certain things you have to control. Certain things that you say to yourself "I want to do this, I shouldn't do this." Then. . . you give yourself a number of reasons why and why not you should do them. . . It's like a job that I have to do. . . for myself. . . You're given. . . time to think of things that I want to do. . . . That's what I really believe in. . . do things at my own pace. . . . I don't mind advice. . . but. . . I like to do things at my own pace. . . . It comes out to be something that I like. . . . I put an effort into it. . . . (Student #3)

In substance, the reply of a twenty-year old Freshman:

EE: Well, a lot. . . . I always lived with my parents. So, in the beginning, I don't know, I feel like something was happening to me and I--I find something that--I would like to have, you know. Because I was, if I had to do something, if I want to do something, my mother would do it to me, you know.

ER: Or do it for you. . .

EE: Yuh. . . and I couldn't find this over here. So, I had to change my life. . . . If I have any problem, I had to bring home and talk to my parents. . . and they could help me. They helped me, really a lot. . . . Here. . . I talk to that people I live with. They help me a lot, too. But it's different because they are not my parents. . . they don't know my life. . .

ER: . . . dating. . . entertainment. . . changed?

EE: No, no, because there I was going out with my friends and here, too. . .

ER: . . . mainly in making decisions. . . .

EE: Oh, yuh. Everything, it's by myself. . . .  
(Student #23)

was similar to the reply of a twenty-eight-year-old

Senior:

EE: I think I became more and more independent.

ER: . . . anything else?

EE: . . . That word, 'independent,' covers everything because I make decisions for myself, I do certain things on my, you know.

ER: On your own.

EE: Yuh. I know my problem is coming, this thing is coming tomorrow, I have to do it.  
(Student #25)

In developing this independence and sense of responsibility, some students specified that they also maintained family values:

. . . Here you have to make your own decisions. Back home I. . . used to do it, but I have like my mother to go for advice. . . . But now. . . you have to do everything by yourself. . . . And



I don't mind that. . . . Because the way I was raised up. . . you have to feel the responsibility. . . you have to be responsible. . . Other ways. . . I'm still leading the same, I mean I have the same principles. . . same values. Nothing changed at all, except the environment. . . . Of course, it influences you sometimes, but . . . nothing major. . . . You have to go along. . . adjusting . . . . It doesn't influence my principles, my goals, my values. Those, they don't interfere with everything else. (Student #18)

. . . Whenever I do the things that I do, I think if I do it, is my father going to be happy or is my mother going to be happy. . . because I'm really concerned about these things. And if I see that it's not right, I won't do it. . . . When I was in Iran, my parents didn't know, I went out with three guys. . . . But when I came here, it really changed. . . . (Student #5)

Well, it's quite an experience. . . I think it really helped me to, I guess, to grow up. . . I'm not gonna' say that I'm mature. . . but it helped me, a little bit, to. . . do the things that I like to do on my own. . . . To face life. . . in a different way. . . my own decisions. Meet what comes. If I wanna' do something and if I think it's right, I'll do that. . . . When I left my country, I was seventeen. . . . I guess I was very young, a child you can call me. But my family really. . . encouraged me. . . helped me. . . to see the right things for me. So when I came here, I just didn't go crazy like many guys that I know that just went crazy because so many opportunities to do things because nobody's watching them. . . nobody after them. (Student #24)

One student had this to say about making a major decision:

ER: . . . making decision . . . differently because you're away from your family?

EE: . . . I will send letter to my father if something. . . I want advice from my father. . . . I will check his opinion and I compare my opinion. If it's O.K. I will make it. . . . My family . . . we always group together, if we are separate. . . . If I saw my brother he



is broken, I will help him, give him money. But here, no way, I couldn't find this. . .

ER: . . . What about. . . when you wanted to transfer. . . Did you make that decision yourself?

EE: Yuh. . . I don't have to send to my father because. . . he's not going to know anyway. If he's not going to live here and doesn't have any idea of education. . . going on here.

ER: . . . same thing when you changed. . . majors?

EE: Yuh, but I told him I'm going to study medicine. . . He liked that and he was happy. . .

ER: . . . Knowing that your father would like that, did that have an effect on changing your major?

EE: Yuh. . . before I came to United States, I was just trying to play with. . . my father. Don't like engineering. So, I told him, "Well, I'm going to study engineering". . . He says, "They don't have medicine?" I say, "Yes, they have." (chuckle)

ER: So you knew what he preferred?

EE: Yeah--and this effect, he has it, because he's a nurse. . . a male nurse. . . thirty years. . . He like to see his son. . . be someone like him. . . So, he always pushing to be that. So, I'm going to make his dream. . .

ER: . . . you don't completely ignore what your father would want.

EE: No way. . . because my father. . . he want me to have a good future. . . (Student #9)

Two students, both males, specifically mentioned the freedom they had by living away from their parents:

EE: It was very hard at the beginning, but now I'm used to it. . . I can make my own decisions a lot easier and I don't have to

look up to somebody all the time. . . I'm free to go home any time I want, I'm free to go out any time I want. . . I can bring friends home, I could not do that in Iran. . . If my father saw me in Iran with a girl, oh my God, I would be grounded for a week. . . That's a no-no.

ER: That was. . . when you were. . . eighteen. What about if you were there today. . . ?

EE: I think I would have been married by now and had a child. . . They did already chose my wife, too. . . . (Student #7)

. . . makes me a lot more independent. . . I don't feel I have to rush home and cry. . . At least I can try to handle them myself before I even approach my parents. . . I guess I'm a lot freer to do as I please. . . As far as taking orders from them. . . I do take the orders but I feel a kinda' resentment. . . I would take the orders and do whatever they want me to do. . . I wouldn't show no resentment to that. But inside myself, why should I take these orders? . . . As long as I'm away from home, that's what's fine with me. When I go home, it's all right. . . (Student #20)

One student verbalized, more gently than any of the others, how living away from his immediate family had changed his attitude towards his parents:

EE: . . . I learned to love 'em a lot more, especially my parents. The summer before I came over here the first time. . . the relationship with my parents was kinda', I don't know--

ER: Strained?

EE: Yuh, kinda' strained and I wanted get away from 'em for a while. . . It was a lotta' fun those first months over here. . . being away from everything. . . by yourself. . . I could do what I wanted to do. There was nobody to stop me. . . The second semester, I started realizing a little bit, "Wow, my parents gave me a great opportunity". . . I

started to feel different towards my parents.  
 . . . Last summer. . . we had a great time,  
 really. I learned to love 'em a lot more and  
 respect 'em. . . . It was a very positive  
 change. I actually grew up to be a lot  
 different. . . a lot more mature. . . . I never  
 had any problems doing things for myself.  
 . . . Even when I was over there, if I had  
 made a certain decision. . . I would do it.  
 . . . Nobody could stop me from doin' it. . .  
 It didn't really change. . . . I could easily  
 live by myself. That was no problem.

ER: . . . dating. . . . Has there been a change...?

EE: Yuh, there has. . . I was by myself over here  
 so I had all the freedom in the world that I  
 could do what I want to do. . . . When I got  
 back for summer, I realized that I couldn't  
 expect that. . . all that freedom. So, I  
 start talking about certain things with my  
 parents and they knew that I was used to a  
 lot of freedom, so they let me free a little  
 more, too. . . . They're treating me different  
 too, that's right. (Student #12)

b) If with your family, what changes have American  
 customs made on your attitudes towards each other?

The young man from Uganda, whose parents were living  
 in New York City at the time of the interview, stated  
 that he came from a large family of four brothers and  
 two sisters. They were all in high schools and colleges  
 "around the country". His reply to Question 5.3b was:

EE: I think there's been. . . a drift apart. . . .  
 When we were back home, it was the parents  
 who went and that was it, that was the law.  
 . . . But here, we argue and say, "No, that's  
 not right," 'cause I guess brother and sister  
 see other. . . children doing it. . . back-talk  
 their parents. . . . Back home, that was a  
 no-no (chuckle). But now, I guess because  
 they see other kids doing it and say, "Wow,  
 that's freedom. . . why can't we do it?"

ER: How 'bout your parents' attitudes. . . have they changed. . . ?

EE: . . . Yuh, I think they have to change to cope with. . . us changing too. . . . They changed a little and I guess they hate it. . . they hate New York. . . especially my father, he'll be glad to get out (laughter). . . Yuh, Manhattan. . . . (Student #20)

Interviewees who were living here with siblings noted that they had become closer to each other, so close, in fact, that one student had her sister sitting in on part of the interview. In the excerpt below, EE-S refers to the interviewee's sister, also a student at SCY:

ER: Living here with your sister. . . are you any different. . . than you would be if you were living in Iran?

EE: Yuh, a little bit different because. . . here I consider the only one I have is her. And I think she would think the same. We have a lot of relatives but that doesn't. . . that's different, I think.

ER: . . . you're closer. . . ?

EE: No, we were really the same. . . we were real close. . . I think somehow we got. . . even more because. . . here we have to do everything by ourselves. . .

ER: . . . Living away. . . from your mother and father, how has that changed your lifestyle?

EE-S: It's like. . . can I say?

ER & EE: Sure, sure.

EE-S: I wanna' protect her and she wanna' protect me.

EE: (Interrupting EE-S) You know, it's just this feeling.

ER: Plus. . . you've had to become more independent.



EE-S) (Simultaneously): Right.  
EE ) Oh yes, . . . We keep  
telling to our parents that we're not those  
girls that left home, you know.

EE-S: You know, when we were over there, we were  
like. . . we were in . . . glass house. . . .  
Nobody. . . could touch us. We were like  
spoiled girls, doing nothing... (Student #22)

The interviewee quoted below had lived with her  
parents and brother during her first year in the United  
States. At the time of the interview, her parents were  
back in Iran and she and her brother were living together:

ER: What about your relationships with your  
brother. . . with your mother and father when  
they were here. . . was there a difference in  
your attitudes towards each other. . . ?

EE: . . . I can say my mother was little different  
here. . . . In Iran. . . when I was talking  
with a guy she was saying, "What are you  
doing? Come on, come on. . .". But here, no,  
it was different. And. . . I couldn't get  
ride from boy. . . in my country. . . . But  
here, say, "No, doesn't matter, he. . . can  
give you a ride. . . ". She changed a little. . .

ER: What about your brother. . . any difference in  
his attitude toward you here than there was  
in Iran?

EE: Yes. . . . He let me to do anything myself.  
. . . I think he used to care if I wanted to  
go. . . dating somebody. . . . But now, no  
. . . He thinks more. . .

ER: . . . He thinks you're responsible enough,  
here?

EE: Yes. He said. "You're. . . twenty-four, I  
can't say anything to you". . .

ER: . . . Do you think if you were living. . . with  
your brother in Iran, it would be the same way?



EE: I don't think so. . . culture is different. . .  
So friendly here. . . me and my brother. . .

ER: . . . You're much closer here.

EE: Oh yes. . . I tell him everything. . . I don't  
hide anything. . . He, too. . . I can say  
he's my best friend. . . When he came here. . .  
I was seventeen. . . he's four years older  
than me. . . I was. . . little girl for him.

ER: But by the time you came here,

EE: Yuh.

ER: You weren't a little girl (laughter).

EE: (Laughter). (Student #6)

One interviewee who lived with her husband but away  
from their five children spoke of the loneliness this  
caused:

ER: . . . Do you have any children?

EE: Yuh. . . They were here but they went home.

ER: . . . How long were they here?

EE: . . . They went home last year--so--like two  
and a half years.

ER: . . . How many children?

EE: Five. . .

ER: . . . Why did they go back?

EE: . . . I'm coming here, it's a long way here. . . .  
Not having anybody to stay with them. . . . My  
parents are living and. . . they're fairly  
young. So, they are with them.

ER: . . . How has living away from your children  
changed your lifestyle. . . ?

EE: . . . I think that is one of the causes of my being lonesome, lonely here. . . even though I'm with my husband. . . I'm lonely because I miss those other members of my family. . .

ER: . . . Now that your five children are not here . . . any way that the life. . . you and your husband . . . lead is different. . . ?

EE: . . . I have more time now. I devote more time to my studies. (Student #11)

Another married interviewee who had lived in the United States without his wife but, at the time of the interview, was living with his wife and daughter, did not think that American customs had affected their attitudes:

ER: . . . You were married after you'd been here . . . you came back and you were living away from your wife. . . did it affect your relationship towards each other, being separated?

EE: With me and my wife. . . . The point is that I understand why I'm here and she understands why I'm here. And we understand what it takes to be here. . . . We were waiting for the time that things would work out.

ER: So that she could come?

EE: Yuh, sure.

ER: Now, that you're united again. . . you and your wife and your daughter. . . what changes have American customs made on your attitudes towards each other?

EE: Not much. . . There's nothing that I wouldn't have done back home that I don't do here. Or certain things that I do here that I. . . wouldn't do back home. . . . I haven't seen one. Maybe because she hasn't stayed long here. . . three months. . . . (Student #25)

### Discussion

The replies to this question illustrated that students maintained their family values even while separated from the immediate family and, at least in Student #5's case, these values were strengthened by the distance. Student #9's tale of changing his major showed that a serious decision of his was indirectly affected by his father.

The literature stated that, in general, foreign students do not seek out the counseling services available on American campuses. The fact that the interviewees in this study were either making decisions alone or writing home for advice substantiates the assumption that at SCX, SCY and SCZ, international students do not avail themselves of the counseling services. Student #23's remark that she talked to the people she lived with supports a related view from the literature that the fact that few foreign students look for counseling does not mean that they have no need of this professional technique.

Question 5.4--What recommendations or suggestions would you make to someone from your country coming to study at \_\_\_\_\_ State College?

### Results

Among the answers received to this question, there was only one definitive "don't":

EE: Not to come. . . Why? . . . Because. . . there's a lot of hassle. . . do this, do that, do that . . . . And if you run into a problem, nobody wants to listen to you. For example, there was a time I ran out of . . . money. Then I call this office. . . Student Services. . . to lend me some money to go home. But (name of person) said he would call Immigration on me. . . that I'm a foreign student, that I was suppose to have enough money with me. Then, I was telling him, "I'm not saying that I ran out of money." This is obvious. My money was to come. I had seven thousand something bill which I got from the school. And I sent it to my Embassy. They approved it. I sent it home, but they didn't send the money in time. So, I wanted, if I can just get some money, . . .after the money I had.

ER: As a loan.

EE: Yuh. . . .Then he said he will call the Ministry of Justice on me. That is very, very unfair. You see? So, I cannot advise anybody to come here for nothing!

ER: . . . Why did you run out of money?

EE: . . . I get money yearly. . . from my parents. . . . That was when my wife wanted to come. So, I wanted to go home to bring them because. . . sometimes if you get a wrong flight, they might change direction. And she was coming with the baby. . . stopping here and there will give them problems. . . . So, I had enough money to carry me home. . . . While I was waiting, airline increase their fare by twenty-five percent. So, I hadn't enough money again. So, that is what I mean that I ran out of money. So, calling the school to know if I can borrow just the money. . . . When he said he will call Immigrations on me. . . I told him that I'm not afraid of going home, that he should call them. . . .He asked me not to call his office and . . . ask for money, again, because he would take me to them. . . . How do you expect me to. . . tell my brother to come here. . .? That's why I said no. I don't have to think about it. . . . He didn't even listen to me. . . . (Student #25)

As if to counterbalance this student's opinion, two girls, at the same college as Student #25, said:

EE: I tell everybody that I like it. . . . The students here is much better than (name of school previously attended). . . .

ER: . . . how? More friendly. . . .?

EE: Friendly and politely. . . . The people that works here, they're so friendly. . . . The teachers are warm, everything. (Student #6)

. . . . Second of all, I would tell them. . . . school is very good. . . . I like the school very much. . . . even though I don't get along with students very much, but. . . . it's happy when I come to school . . . . everybody's happy. In (name of school previously attended) it was like. . . . environment was like upset. . . . dead. (Student #5)

The remaining replies to Question 5.4 can be considered as suggestions in these general areas: academic; adaptation; immigration; orientation; social.

As recommendations in an academic area, some interviewees offered their thoughts on choosing courses:

. . . . First, I would help 'em how to choose courses. . . . I would explain to them. . . . what the system is. I think it's real important for a person to know the system because they can get courses, which is useless. . . . They pay a lot of money and it's not worth it if you take courses that. . . . not accepted. . . . (Student #8)

. . . . Yuh, the courses. . . . because I really had a bad time, tough. . . . I wish I could pick them up on my own. Because if I knew it, I wouldn't take science. I wasn't ready to handle the science. I really had a bad time. . . . But now, that I pick up my own courses in the registration last semester . . . . I have a nice time. I have no problem. . . . I would pick the courses for them, before they come. . . . Because I know what they can handle and what they can't. . . . (Student #17)



First, to pick up advisor. . . for academic things. . . Get his courses in regular consequence, not jumping from Freshman to Junior, Senior. . . . Be aware of all the rules but not always stick to all of 'em (chuckle). . . . To explain all the regulations of the school. . . . What courses you need or what you should do for a minor, master. Not just listen to other students, just go pick the right person and get the answer and . . . make it firm. . . . That's pretty much help so you don't be thrown. . . out of places, going back and forth. (Student #1)

while other interviewees spoke of choosing a major:

. . . First, I will say that he should choose his major. That's important things. When I came to United States I change a lot of majors . . . I found, I suffer a lot. . . . This student should search in his major in different ways. . . planning what's going to be here. (Student #9)

. . . First of all, . . . they have to know what they're getting into. . . as far as the program is. . . what they're gonna' be taking. . . . If you come here and you don't know what you're gonna' take I don't think they really have people that . . . gonna' really. . . take care of you, say what you need to take. . . advisors. . . . They are called advisors but this advisor, they never write to you, they never come up to you, they never call you. . . . And sometimes you don't even know that you need advice. . . . You think you're doing something. . . right and you're not. . . . (Student #24)

Also in the academic area, several students cited the importance of knowing English:

. . . Know a lot of English and expression. . . . Sometimes we are afraid to tell somebody anything we feel. . . . (Student #23)

First of all, to improve your English. . . . (Student #22)

. . . Learning as much as possible the language because this comes easier, to live. . . . (Student #21)

. . . Secondly. . . if he can just keep away from his friends. . . if he doesn't know language. . . He should practice, listen to T.V.'s and. . . he needs a newspaper, not like, me, I don't do that. . . I don't have girlfriends to this moment. . . He should have a girlfriend, that's important. . . If you have a girlfriend, she will help you a lot. . . Yuh, American girlfriend. . . Her language, she's going to teach you, he can benefit from her. (Student #9)

. . . Learn the language fluently, first. . . before even you think about coming to America. That's the main issue, I think. . . When you learn the language. I think you learn everything. Language very important. Just to be able to communicate with people. And there are so many kinds of people in America. . . that you don't have in Iran. . . You have women who. . . stand up and they talk. . . say "I am a woman. . . this is my right." They don't say that in Iran. At least they didn't used to. . . I have never ever seen anybody who stands up. . . and say. . . "Hey I'm a woman. I have to be counted." All the ERA business and all those things. . . That is very important. Then you see guys who don't (chuckle) even care and then you see just different types of people. . . Really have to get used to that. . . The way to get used to it is by learning the language. That's the main issue, I think, for a foreign student to come to this country. . . The language is very important. (Student #7)

As advice to students in the area of adaptation,

interviewees made the following remarks:

To live in (name of community). . . It's hard, it takes both money and time to commute. When I was commuting by bus, roughly I spent \$30 every week. . . And sometimes I spent like four hours or tre hours commuting back and forth. . . Sure, I recommend it. . . By living in the dorm, they will know--more. . . They will conquer loneliness and they will make friends more easily. . . (Student #11)

. . . Not live in the dormitory. . . Because the way I think the Persians are, I don't think they find it very interesting to live in the dormitory.

. . . You don't have that much independence. . . or privacy. . . . You pay the same money that you can. . . rent an apartment. . . with a Persian. Also, you have to share the room with. . . other people. So, that wouldn't be fair to us, pay the same money and not getting the same service. . . . Other things, I've heard it about dormitories. . . and I know it's pretty much true that you won't be able to study that much that you want. . . . Every week-end or night there is. . . party going on . . . . You get pretty much known to the booze. . . . There is too much. . . drug-using. That's what I heard, I've seen it too. . . . I've seen so many people. . . living in dormitories saying these things. . . . (Student #1)

ER: That first year. . . when you were living with your aunt. . . . Would you make that recommendation. . . that they live in the dorms. . . ?

EE: I don't know. I think it would depend sometimes on the individual. I don't know how I would have coped the first year if I had moved down to the dorm. . . . I'm quiet and if. . . I don't know anybody I. . . don't go out of my way to--at least I didn't go out of my way to try and get to know anyone. I guess somebody might. . . think I was being snobbish or something.

ER: . . . in the dorms, wouldn't you have almost been forced into. . . meeting people?

EE: . . . I probably would have. . . I suppose living in the dorm would have forced me to get to know other people. . (Student #15)

An interviewee who originally came to the United States as a high school exchange student referred to the importance of a host family:

If they didn't have a host family, it would be pretty tough. . . . My host family has been my right hand. They've been there when I needed them but at the same time, they haven't been so much attached to me that I do not know how to do something on my own. But they're there every time

that there is something that--it's just too much for me to get. . . . (Student #10)

While some students recommend living in the dorm, one thought it better if a student lived alone initially:

. . . In the beginning I suggest to live by himself if he can. . . . The loneliness create. . . thinking. . . I myself. . . home, lonely. . . I just keep thinking a lot. . . and that's . . . pushed me to learn more and more. . . . You will be dependent on yourself. . . . (Student #9)

A male student was the one to suggest that prospective collegians learn something about American dress habits before coming here:

. . . Learn. . . some about food, culture. . . how they dress up here. . . . In my country, we don't wear baggy pants. . . . We wear tight pants. . . I don't like baggy pants. . . something coming off my waist. . . . I like something to stick to me. . . . I used to wear these things at Lady Mary. . . all nineteen of us and. . . the girls said. "All the Iranians wear tight pants to show what they got." . . . That wasn't the reason. . . . We were brought up with it. . . . Show me an Iranian who wears loose pants, one--you can't find any. . . . Americans do . . . always hanging. . . behind your thighs. . . I can't do that. I think that's gross, personally. (Student #7)

As for immigration status, one interviewee related the following experience which resulted from her ignorance in this particular area:

EE: . . . I was deported two years ago. . . because of such a stupid mistake. . . I just wasn't careful. I was probably a child, that's why. I had gone to England and I didn't know I had to have an I-20 form when I come back again. . . . So when I came back, the guy was really nice. He told me, "O.K., go back home and send the I-20 to Immigration." . . . So I. . .



got an I-20, and I sent it to Immigration. But they never get your letters in Immigration, they always lose 'em. . . . Few months later . . . in the peak of. . . trouble with Iran. . . eight high school students (giggle) and they deported six of us. . . . They canceled our visa and said, "You're allowed to stay here till June thirtieth." . . . We all had a lawyer . . . I just got my visa back. . . two months ago. I didn't have visa for two years.

ER: . . . they never deported you. . . .?

EE: No, because I had a lawyer. . . I think that was a tricky business because everybody got a lawyer. . . . I think lawyers got a lot of money out of that (giggle). . . . The point was, then, they deported anyone. . . . But right now, they are not that strict, they're very nice. . . . Before they didn't care about you, they used to say bad words to you. . . . But right now. . . they take time and stuff. (Student #8)

A student from Canada decided that he would "bring 'em down and show 'em all around" before his compatriot would begin his/her college career:

EE: . . . Just to get used to it. . . . Things here with state government. . . . You look at it and you just have to laugh. When you see four policemen on a construction site on a highway and they're getting paid a full day's wages. And they don't even need that. They can hire some poor guy to stand out there with a sign and (chuckle) do the same thing. . . . It's just so ridiculous, you laugh it. And you just start laughing for no reason that people. . . think you're crazy. . . . There's a lotta' red tape around here . . . even in this college system. . . . I guess state budget, it comes back to that. . . . Like the system of registering. . . . Where you go in and you got all these little tables and you have to run around with a card. . . . It's ridiculous. . . .

ER: . . . So you would bring somebody down then to show. . . .



EE: . . . show 'em the ropes.

ER: . . . in one weekend. . . ?

EE: Oh no. . . I'd see if they could come down for a week and spend a week at school. . . . Just show 'em people to know. . . . If you wanna' get things done, you have to go to the right kind of people. . . . Because the system through here, if you go the way they want you to, it's gonna' take two weeks. . . . So. . . you learn short cuts. . . . Just show 'em around, that's it. Because there really is no adjustment. (Student #19)

An interviewee from Trinidad also felt that an orientation "to show them around", was important for a prospective student:

. . . Academically. . . the system over here is so much different. If someone is over here. . . to show them around. Know how to get around. The important thing is not how smart you are in this school or how. . . much you can study. . . . Just know what to do. . . how to do it, how to get around. . . . If you don't understand something, like what I used to do, sit down and just say, "Oh, I don't understand it". . . Be able to go up to the professor or ask someone. . . . Know about the facilities, even if not offered at this school, offered at other colleges, that you can have. . . . Make use of the facilities and you'll do much better. Rather than just not knowing anyone at all. It's really hard if you don't know anything at all around here. (Student #4)

Interviewees from more than one country suggested that international students should mix more with Americans:

EE: To be with people all the time. . . people the same age. . . . Don't just integrate with-- Well, a lot of foreign students get together. So, try to . . . integrate with other people.

ER: . . . with, you mean Americans, too, not just with foreign students?

EE: Um-uh. . . But keep your identity. Some foreign students tend to think "Oh, I'm here in America, I'm American, so I don't care". . . Keep your identity. You are like a Japanese or Iranians, it's different. (Student #14)

Get involved. . . I don't see many international students getting involved at all, especially people from my country or, in fact, any other country here. . . With a few exceptions people don't get involved in the school activities. . . . The school's got a lot to offer. . . international kids. . . and to take the best advantage they can. . . They're on. . . student visa and once the school's over, they've gotta' go back. . . unless they get. . . permanent residency. . . . I'd tell the guy. . . take advantage of it. . . . Join as many things as you can. . . . Be active. (Student #20)

. . . I would say to. . . concentrate on your studies, but don't exclude people. . . . If you find that maybe you don't know everybody try and join. . . some organization. . . . Introduce yourself to people and to get to know others. . . It's no (chuckle) fun and it's uncomfortable and I guess you feel lonely when you don't know anybody else. I felt awkward a lot because I didn't know anybody. . . I guess when I didn't have a class I spent a lot of time in the library. (Student #15)

The following remarks on getting involved in activities were made by a student who originally came to California from Japan to learn English. After one year in California, he transferred to SCX:

EE: . . . Join organizations, a lot of organizations, whatever they like. . . . This college, it's not only place to study but also to act as. . . one of the student, same as American student. . . . I say this because, except myself, any other Japanese. . . in this college, they just study. That's O.K. . . they come here to study, that's important. But. . . if just study is important. . . stay home and study. . . . Studying in United States is just part of that life. . . I wanna' do. . . different

things, much contact with American people. . . hand by hand or touch each other. Not just in my brain, use my brain, I can do by myself in a small cubicle downstairs, just study. This is most Japanese people doing, this college. . . . Be active, more. . . . Have to be serious. . . for everything. Japanese have to be strong enough to make decision by himself. . . I saw so many . . . Japanese student in California. . . . They just. . . wanna' do. . . roller skate in the beach, surfing. . . in Los Angeles. . . . That is why they come to United States and try to get in university. . . but they can't. . . . What they doing? They speaking Japanese with Japanese kids. . . buy big car. . . \$5,000. . . driving around. . . living off campus. . . very nice apartment. . . Japanese people get together . . . smoking marijuana. . . get some drugs. They doing. . . bad things. I don't say everything's bad. . . . This is part of the experience. . . . But just whole year they're doing like this and maybe four years, five years, their visa's gonna' be expired. They have to go back to Japan. And college. . . kicking 'em out already. They're not going to college at all. But immigration officer can't do anything because they don't have any address. . . . They don't write. . . alien card once a year. . .

ER: . . . that's what you mean by "be serious", if you're coming to study, then get a college education.

EE: Yeah. (Student #16)

In a slightly more hesitant style of English, a young lady from Portugal also spoke of reaction to a foreigner:

EE: . . . Some people, if they are not American guys. . . they don't like exceptions. . . They put 'em away and they don't care about them. . . . Once I was. . . with a friend and she met me a man. . .

ER: She introduced you to a man.

EE: Yuh.

ER: . . . here in this country?

EE: Yuh. . . and he was American, I think. And she told him that I was Portuguese. . . . Before that, he was really interesting with me, talking and everything. After she said I was Portuguese, he didn't care about it. . . . He looked at me and told me "Are you Portuguese?" . . . And I feel like why did he say that? . . . We meet different persons over here. . . .

ER: . . . Why is that different from in Portugal?

EE: . . . If some. . . people from another country goes over there, they feel like: Well, they came here, maybe they like it and they wanna' know this country. So, they are really nice. . . . I don't think they are more friendly. But they don't care about if another people goes live over there or not. It's only their lifes and they don't care about it. . . . Here, they put the difference, if they come from Lisbon it's something. But if they come from islands, it's another thing. And they are Portuguese the same ways. . . . I couldn't understand that. . . . the first time.

ER: . . . any other suggestions. . . .?

EE: . . . It's really hard to be over here. . . . It isn't fault from anybody 'cause nobody knows our problems. . . . and so we have to in front of them. . . .

ER: Confront them yourself, you mean.

EE: Yuh. And don't think about anybody 'cause nobody comes helps. (Student #23)

An interviewee from Venezuela suggested that students not be deterred by an unfriendly reaction:

EE: . . . the school. . . . to know that the people here are gonna' be . . . cold to you. . . . don't care. . . .

ER: . . . By the people, you mean students, faculty...?



EE: Yuh. Faculty. . . mostly. Even the students. But I think it's easy for. . . us to meet the students. If you really wanna' make friends. . . you're gonna' have to go up to 'em. . . try to talk to them. . . . If you try ten people, maybe two of them or three of them, they gonna' try to be friendly to you. . . Since the people here. . . they're cold, don't try. . . to be like them. . . . You're always gonna' find people that. . . really wanna' be friendly or they. . . wanna' help you. . . . But you never know if you never try. . . . Always keep trying. . . to make friends even though. . . sometimes you're gonna' be disappointed when you say "Hi" to somebody, they give you a dirty look or they just snap at you.  
(Student #24)

The final recommendations presented here were, in the first case, specifically in praise of a smaller college:

. . . First of all, it depends on the person, on the character. . . if he is the type to adjust. . . . But coming to. . . it's really good for a foreign student, I think. Because it's a small college. . . the person doesn't feel like getting lost. . . like in the city. . . . And you have everything there. . . people there to help you and to show you what to do. . . . Some of the suggestions I make is. . . they should know themselves what they're coming here for. . . set up goals and try to reach them and everything else will run smoothly. . . if they go towards the goal they have set for themselves. And they don't let anybody else influence them. . . . Of course, you have to have a strong character and strong personality and you'll make it. But. . . is. . . a good place to be in. I kinda' like it. . . . The person. . . him or herself have to come here and see what it's like. . . see if they like it. But in terms of academics. . . the courses offered, the faculty, everything is excellent. I don't see why they're not gonna' like it. . . . Everything is there.  
(Student #18)

while the other two were general enough to apply anywhere:



. . . I would just tell 'em to be ready for anything. . . . You gotta' be really open-minded. . . . I've always been really open-minded. . . . When I came over here, I was. . . ready for everything. I didn't care what was going to happen to me. . . . I would make the best of it. (Student #12)

. . . Life is like an adventure. . . . There are certain things that happen when you don't expect them to. . . . But. . . you get along. . . you can deal with them. It's no problem. (Student #3)

### Discussion

An analysis of the answers to Question 5.4 showed that international students at SCZ had more negative reactions than students at SCX or SCY. Student #25, whose tale displayed a definite lack of communication and/or concern for a foreign student's particular personal problem, was at SCZ. Student #1, who suggested that foreign students not live in dormitories, was also speaking at SCZ where most of them do live off campus. Students #8, #1, #9 and #24, who all had recommendations in the academic area or in advising, were at SCZ.

SCZ was mentioned earlier as the college where most international students entered as transfers. The fact that four students there had suggestions related to courses or majors was also significant because this is the same college where much of the academic advising for foreign students was on the same basis as that for transfer students. The results here indicate that international transfer students need special attention.

All the remarks about international students integrating with Americans also came from the same college. Students #14, #20, #15 and #16 were all at SCX. What is interesting here is the fact that all interviewees at this college lived on campus and received more services from their International Advisor than those at SCY and SCZ. Their advice to prospective students to get involved might be attributed to a subconscious sense of community and/or gratitude for services received. Perhaps without realizing it, these students were looking for ways in which they might contribute something to the college.

The immigration story recounted by Student #8 illustrated what can happen to an international student who is not advised or ill-advised on the technicalities of the law. Her story also showed how students are affected by political differences between their country and the United States.

Question 5.6--If you had to do it again, would you do anything differently? (If yes, what and why?)

#### Results

The final question asked in the interview resulted in one "no", two "not sure" and twenty-two "yes" replies. One of the "not sure" answers did, however, have the following comment to make about his experience at SCZ:

I like to get to know lots of people. . . I find people here at. . . don't like to get involved. . . with a foreigner. One who acts. . . different family background. They never want to. . . socialize, try to find out more about them. . . I'm from Africa. . . people tend to ask stupid questions about the country itself. . . Things like Tarzan swinging from tree. . . Instead of trying to find out. . . why this person came from all that way here to the U.S. . . they want to make fun of them. . . They never want to socialize. . . The faculty. . . I haven't really. . . talked to any one of them. . . about the things that go on in Africa. Either they haven't asked or they're not interested. . . I have a class in. . . cultural geography. . . The professor . . . said Africa was a jungle. . . I was quite mad about that. . . I asked him for the definition of a jungle. . . I just don't agree with things like that . . . Even if I try to give 'em a picture of Africa. . . in their minds they have a different one altogether. . . It doesn't come to any agreement at all. (Student #3)

Four of the twenty-two "yes" replies stated that they would choose a different school than the one they were in. Three of these people were at the same college. Their reasons for changing ranged from wanting to enter "a good university" (Student #2) to the opinion that at SCZ nobody "puts foreign students into consideration" (Student #25).

Two students stated that they would choose a different state and three students who had transferred from one college to another felt that they would have been "better off" going to only one college instead of transferring. Six additional students referred to academic changes they would make such as a different major or different courses.

Among the more unusual answers to this question was

that made by Student #11 who, as a thirty-one-year-old senior, stated that she would go to college at a younger age because teen-agers can concentrate better on their studies. Student #15, who lived with her aunt's family during her freshman year would not repeat that experience because the relatives sometimes made her feel they were doing her a favor by letting her live there. Finally, Student #19 stated that he would start with a bigger initial investment because he had not figured on spending as much as he had.

#### Discussion

Bearing in mind the quotation by Anwar Sadat which opened this study, it is obvious that an extraordinary opportunity for person-to-person contact at SCZ was being overlooked. Student #3's comments also illustrated the monumental task faced by international students in overcoming stereotypes.

A general impression from these replies, once again, is that students at SCZ are less positive than students at SCX and SCY. Student #2's statement is alarming in view of the fact that he had only been at SCZ for a little more than one month at the time of the interview and, although he had passed the TOEFL exam, was far from fluent in English.

## C H A P T E R V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary of Findings

In order to gather and analyze data from international undergraduates about their experiences in Massachusetts State Colleges, the researcher asked a series of questions of twenty-five foreign students at Bridgewater, Framingham and Worcester State Colleges, using an in-depth interview procedure. The study was divided into four general areas: (1) recruitment, (2) orientation, (3) adaptation and, (4) acculturation. In each of these areas, the basic underlying question was "how?":

1. How did the student choose X State College?
2. How did the student acquaint him/herself with the college environment?
3. How did the student deal with certain aspects of daily life?
4. How did the student see him/herself changed by the experience?

The twenty-five interviewees were randomly selected from a total population of seventy-three international undergraduates registered at these three colleges during the Fall Semester of 1981. Given the purpose of this exploratory



study, the advantages of the in-depth interview outweighed possible quantitative results of a written questionnaire administered to a larger sample.

Data was collected through a series of semi-structured interviews conducted on the three campuses. For the interview, the researcher and four international students prepared a series of questions designed to collect background and personal descriptive information. The questions were then piloted in four interviews, after which minor changes were made in the interview guide. Interview sessions lasted approximately 45 to 120 minutes, although interviewees were asked to set aside one hour. All interview sessions were tape recorded with the full consent of participants.

Generally, receptivity was very high and students demonstrated an eagerness to talk in English, and to give forthright answers. Many interviewees thanked the researcher at the end of the session for the opportunity to discuss serious issues, a unique opportunity for several of them.

During the second phase of the study, data was categorized and analyzed according to the four general areas of recruitment, orientation, adaptation and acculturation. The replies to six questions judged to contain the most information were transcribed verbatim. Interview tally forms and a rank order check list were devised in order to analyze the remaining answers. The major findings are summarized

for presentation here under the above-mentioned four general areas of the study.

### Summary of Recruitment

The interviews showed that nine of the twenty-five students first heard about Bridgewater, Framingham and Worcester State Colleges in their native countries, and eight of them came to the United States specifically to attend one of these colleges. The source of knowledge about these institutions was, most often, a friend or relative. Fourteen interviewees entered these three colleges as transfer students from other American junior colleges, colleges or universities.

The reasons the students gave for choosing Bridgewater, Framingham or Worcester were varied, but more than half gave the availability of a desired major as one of the reasons for selection of a particular state college. The more popular majors among the interviewees were Mathematics (7), Chemistry (3), Biology (2) and Elementary Education (2). The lower tuition rates of state colleges and the physical location of the school were two other major reasons for selecting a particular institution.

### Summary of Orientation

Most of the questions asked in this segment were based on the experiences of the four students who had assisted

in the development of the interview guide. These students had not been through a specific orientation for international students and the questions reflected areas where they could have used help.

The research showed that the only segment of an orientation program in which almost all international students received assistance was the selection of courses. Generally speaking, most of the interviewees had to find their Faculty Advisor, meet other students and get acquainted with the campus on their own.

One of the more astounding results of this segment of the study was that only eight of the twenty-five interviewees were initially introduced to the International Advisor on campus. Eleven of the students interviewed either were not aware of who this person was, or whether there was such a person on their campus.

#### Summary of Adaptation

The general impression received from the interviews was that while most of the students did not experience any serious adaptation problems, they also did not receive assistance in this area from anyone at Bridgewater, Framingham or Worcester State Colleges.

An English as a Second Language Program resembling those suggested in Chapter II was not mentioned by any of

the students. The most recent college catalogues for Bridgewater, Framingham and Worcester State Colleges showed one course actually entitled English as a Second Language on one campus (Framingham, 1981:105). The data in the study indicated that sixteen students experienced English language problems. Of these sixteen, two interviewees received remedial help or courses in English and three students had taken regular English Composition courses. The remaining interviewees devised their own methods of improving their English skills.

For students who lived in college dormitories, which closed during semester breaks and vacations, finding a place to live during these periods was sometimes the cause of minor trauma. No mention was made of any assistance or advice from the college in this particular problem. Again, students had to fend for themselves.

Another aspect of adaptation where the colleges might have helped but did not was the climate. Some students, especially those from Africa, felt that they should have been better advised on the type of clothes necessary for a Massachusetts winter.

Finally, in the area of homesickness, not once was mention made of any professional assistance from the college. Students coped with this problem, too, on their own, either writing often to loved ones back home, or

telephoning, and sometimes "crying a lot".

### Summary of Acculturation

All but one of the interviewees did perceive some degree of change either in their personality or behavior. In most cases they also perceived the changes as positive ones. Specific modifications that emerged from the study were in the areas of greeting people, helping others, making decisions and accepting responsibility.

As for recommending Bridgewater, Framingham or Worcester State Colleges, the one student who firmly said that he could not do so was still smarting from a negative experience with a college official. General reaction among the interviewees was that they would recommend the institution, some more enthusiastically than others. The fact that only three students said they would choose a different college if they had to do so over again substantiates the impression that the colleges would be recommended by most of the interviewees.

Replies to what the student considered his/her biggest problem at the time of the interview were not radically different from the replies that might be expected from American college students. Except for the student, a non-native speaker, who specified English as her major current problem, many interviewees cited financial difficulties, problems in a particular course, or time to



complete their course papers and projects. Some students who did mention time as a problem also noted that it takes them longer to read and write something because of the language difficulties.

### Discussion and Conclusions

It is not the intent of this researcher, nor of this study, to make sweeping generalizations about foreign students in Massachusetts State Colleges. However, it does appear feasible to select certain themes from the literature reviewed in Chapter II and to correlate these with the experiences of the participants in this study. Throughout this discussion, it must be remembered that what are being correlated are the perceptions of twenty-five individuals at Bridgewater, Framingham and Worcester State Colleges. The core of the study was person-to-person contact; the core of this discussion relates the findings of the literature reviewed in Chapter II to the perceptions of the interviewees.

Four major ideas were selected from the literature as a foundation for discussion and conclusions of the study. These ideas are:

1. Failure to give an orientation may cause students to find themselves involved in academic or social problems.
2. Training in English as a Second Language is one of the more urgent needs of international students.

3. The consideration of cultural differences is a special adaptation area for international students.

4. Foreign students, generally, do not seek professional counseling.

Most of the participants in the study did not have any formal orientation program at the three colleges. According to the literature, lack of an orientation program could cause problems for the international student. This study did show problems in both academic and social areas for students. Additional investigation of the causes of these problems is necessary in order to conclude that they were aggravated by a lack of orientation. This study does, however, suggest, without definitely concluding, that lack of orientation caused academic or social problems for the interviewees.

In regard to English as a Second Language (ESL) training, whatever amount the interviewees had had did not come from the three state colleges. It can be argued that foreign students need to pass the TOEFL exam for admission to a Massachusetts State College, therefore, they are not in need of ESL training. Both the literature and the interviewees have shown that a successful score on the TOEFL examination does not mean that the student's academic career will not necessitate additional ESL training. Furthermore, transfer students from American colleges and universities

are not required to take the TOEFL exam for admission to a Massachusetts State College. Many of the interviewees in the study were transfer students, some from a junior college where they had first learned English.

The study showed that most students had abandoned certain social customs because they were living in the United States. According to both the study and the literature, then, cultural differences are a special adaptation area for international students. From the study it would appear that the consideration of these cultural differences is more absent than present on the campuses of Bridgewater, Framingham and Worcester State Colleges.

According to the literature, foreign students do not avail themselves of counseling services on American campuses. The study showed this to be true in that none of the interviewees ever sought professional counseling. For many, the statement to the interviewer that they had no one to talk to about serious matters could be interpreted as an indication that their adaptation to American culture might have been facilitated by counseling.

#### Recommendations for Further Research

This exploratory study generated a number of ideas and insights for investigation in future studies. The first of these ideas concerns two recommendations for a

possible replication of this study. The second addresses possible additional studies on the same three campuses, and the third set of ideas suggests possible further research.

The first recommendation for a replication of this study is that the current sample size be maintained. In this study, the researcher found it virtually impossible to obtain a definitive list of international undergraduates early in the semester. A study with a much larger sample would require extensive advance scheduling of interviews which would be difficult without an identification of the population to be studied.

A second recommendation which arose from this study is that anyone undertaking to interview non-native speakers of English should have some experience in speaking with foreigners. Misplaced adjectives, improper pronouns and prepositions could be the cause of serious misunderstandings between researcher and subject.

Additional studies could be done on the three campuses investigated in this study. Since differences did arise in the administrative handling of international students on each campus, it is assumed that other differences exist. Therefore, the results of a similar study conducted separately at any one of the three colleges, would yield an interesting point of comparison with this study.

Another avenue of research suggested by this study is what happens to international students once they graduate from Bridgewater, Framingham or Worcester State Colleges? How many do return to their native countries, and how many remain in the United States? What careers do they select? How do they perceive the education they received at these colleges?

Further research suggested by this study is the role of television in improving an international student's English. This could easily be done on one campus with two groups of students, one under controlled conditions, the other given free rein. The results of such a study would be beneficial to someone seeking to establish or improve an ESL program for international students.

Of additional benefit to someone seeking to establish such a program would be a linguistic analysis of the taped interviews of the non-native speakers in this study. The content of these cassettes could serve as the data base for a study of speech patterns, capabilities in spoken English, effects of the native language on English, and so on.

One dimension of this study that requires additional investigation is a comparison between state college international students who are transfers from other American colleges and students enrolling directly from their native countries. It would appear that international transfer



students face a double burden: cultural differences and acceptable transfer credits. A further study might ascertain whether it truly is a dual burden and how the students cope with it.

By exploring international students at three Massachusetts State Colleges, this study has paved the way for a similar investigation at the remaining colleges. Are there foreign students at Fitchburg, North Adams, Salem and Westfield State Colleges; at Massachusetts College of Art and at Massachusetts Maritime Academy? Where do they come from? Why are they there? How do they perceive this experience?

Answers to these and other questions need to be sought immediately, particularly because Massachusetts State Colleges are choking with budget cuts, eliminating departments and consolidating with community colleges. As stated in Chapter I, "if student exchanges are not carefully planned and administered, they may be more cosmetic than useful in bridging cultures, and more damaging than helpful to all concerned." If further study should prove that international students are being shortchanged in Massachusetts State Colleges, then it is the belief of this researcher that they should not be accepted for admission.

### Critical Components of a Model Foreign Student Program

The quote from Anwar Sadat's speech referred to at the beginning of this study stated that there is no substitute for direct person-to-person contacts. So that this contact between American students and international students in Massachusetts State Colleges might grow rather than be eliminated, the researcher proposes the following recommendations for a model program.

#### International Student Advisor

A faculty member should be responsible for students on an F-1 or F-2 visa and should be called the International Student Advisor. Use of the term "Foreign Student" should be eliminated because of the alienation suggested by the word "foreign".

The major qualifications for a faculty member to be an International Student Advisor are based on the capabilities for teachers by Shryer cited in Chapter II. The faculty member must be able to:

1. understand and appreciate the contributions and tolerate the lifestyles of various cultural groups in our society
2. recognize and deal with dehumanizing biases, discrimination and prejudices
3. respect human diversity and personal rights.

If the international student population is less than fifty, the Advisor should be required to teach two courses per semester as part of his/her workload. He/she would not need a secretary but should have access to a typist. If a college has between fifty to one hundred international students, the faculty member should be required to teach only one course per semester as part of his/her workload, and have access to a typist. For colleges with more than one hundred international students, the position of International Student Advisor should be a full-time faculty position with a secretary.

Since the International Student Advisor would be concerned with both academic and student affairs, he/she should be responsible directly to the President of the college and not to the vice-president in charge of student affairs.

#### Orientation Seminar for International Students

This program should be under the auspices of the Continuing Education division of the college, and at no additional cost to the international students who are already paying out-of-state tuition.

The seminar should be held each year during the two weeks immediately preceding the Fall Semester. American student volunteers should be an active part of the seminar as well as international upperclassmen. Part of this seminar

should be an intensive two-week ESL course taught by a qualified faculty member paid by the Division of Continuing Education. At the end of this course a diagnostic English test, oral and written, should be administered to decide into which English course(s) the student should be placed.

#### English as a Second Language Program

As suggested in the literature, the placement of an ESL program in the college organizational structure should be in the Division of Languages, Literature and Communication. Depending upon the number of students enrolled, the ESL program could function as a separate unit within the division and have its own director who would be responsible to the division chairperson. The most important aspect of the entire placement of an ESL program is that it ought not to be considered remedial English. It should, rather, be considered the same as a French or Spanish program for American students.

In addition to bona fide international students, this program should be open to American citizens who are non-native speakers of English. It would be expected, then, that student enrollment would be large enough to warrant Beginning and Intermediate ESL courses, just as the college maintains Beginning and Intermediate French and Spanish courses.

### Living Accommodations

An International House should be established on campus. This would be a residence hall open year-round with eligibility limited to international and out-of-state students. The fees charged should be the same as other dormitory fees on campus with an increase to cover the twelve-month period.

### Conclusion

At the beginning of the study the researcher stated, through Sadat's words, her firm belief that there is no substitute for direct person-to-person contacts. Designing and accomplishing the study have but reaffirmed this belief. At the same time, her wish to assist both young international persons, and to learn from them, has increased.

Following below is a statement made by Student #7 during the acculturation segment of his interview. The excerpt presented here is intended to conclude this study by offering a final perception of one international student in Massachusetts. It is also intended to serve as a last reminder that being an international student at a Massachusetts State College is not easy:

ER: . . . you changed?

EE: You should. You can't live in this country if you don't change. . . . There is no way.



. . . Me, I changed my lifestyle ninety-five percent. . . . Five percent that isn't changed is I still love my parents, I still love my country and I'm still proud to be an Iranian. . . . I think you have to change yourself forty-five percent when you arrive in this country to get along with people. . . . If you wanna' go back. . . you wanna' have friends. . . you Have to do that. The rest of it is up to you, you know, if you wanna' change yourself that much, it's . . .personal. (Student #7)

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APPENDICES

APPENDIX A  
GUIDE TO THE INTERVIEW



Guide to the Interview

I. Introduction

- 1.1 Sex: M \_\_\_\_\_ F \_\_\_\_\_
- 1.2 Married \_\_\_\_\_ Single \_\_\_\_\_ Divorced \_\_\_\_\_
- 1.3 Age \_\_\_\_\_
- 1.4 What country are you from?
- 1.5 What is your major?
- 1.6 What year (class) are you in?
- 1.7 How long have you been in the United States?

II. Recruitment

- 2.1 How did you get your I-20 form?
- 2.2 In your country, were there specific requirements to get a student visa? (If yes, what were the requirements?)
- 2.3 Did you have any problems getting a student visa from the American Embassy (Consulate) in your country? (If yes, explain.)
- 2.4 Where and how did you first hear about \_\_\_\_\_ State College?
- 2.5 Why did you decide to attend \_\_\_\_\_ State College?

III. Orientation

- 3.1 How did you get to \_\_\_\_\_ State College the very first time? (Were you alone or did you have help?)
- 3.2 Did anyone at the college know you were coming? If yes, who?
- 3.3 Was there anyone to show you around the campus and show you how to get to your classes? If yes, who?

- 3.4 Was there anyone to introduce you to:
- a. other students
  - b. people from your country on campus
  - c. your Faculty (academic) Advisor
  - d. the Foreign Student Advisor
- (If yes, who?) for each section.
- 3.5 Was there anyone to tell you about:
- a. choosing your courses
  - b. various student organizations on campus
- (If yes, who?) for each section.
- 3.6 Was there anyone to show you how to get around the city? (If yes, who?)

#### IV. Adaptation

- 4.1 Did you have any problem with the English language? If yes, what? (How did you correct this problem?)
- 4.2 How did you learn to do your banking business?
- 4.3 How did you find a place to live?
- 4.4 Have you adapted yourself to American food? (If no, why? If yes, how?)
- 4.5 Did you have an idea about the climate in \_\_\_\_\_? (Did you have any adaptation problems with the climate in \_\_\_\_\_? If yes, what did you do about them?)
- 4.6 Were you lonesome or homesick when you first came to \_\_\_\_\_? (If yes, what did you do about it?)

#### V. Acculturation

- 5.1 What is your native language?
- a. What are the effects of speaking English on your native language?
  - b. Does your native language have any effect

on your speaking English? (If yes, explain.)

- 5.2 What specific social customs have you given up or accepted in order to be more like others?
- 5.3 Are you living here alone or with someone in your family?
  - a. If alone, how was living away from your immediate family changed your lifestyle? (e.g. dating; entertainment; making decisions).
  - b. If with your family, what changes have American customs made on your attitudes towards each other?
- 5.4 What recommendations or suggestions would you make to someone from your country coming to study at \_\_\_\_\_ State College?
- 5.5 What's your biggest problem right now at \_\_\_\_\_ State College? (e.g. academic; social; otherwise)
- 5.6 If you had to do it again, would you do anything differently? (If yes, what and why?)

## APPENDIX B

Letters sent by Vice President at Worcester  
State College and Researcher to International  
Advisors at Bridgewater and Framingham  
State Colleges

Worcester State College  
486 Chandler Street  
Worcester, Massachusetts 01602

Office of the Vice President

September 17, 1981

Dr. Robert Mogilnicki  
Foreign Student Advisor  
Bridgewater State College  
Bridgewater, Ma. 02324

Dear Dr. Mogilnicki:

In a telephone conversation earlier this week with Vice President Deep of your institution, I was instructed to address this correspondence to you.

Professor Jennie M. Celona, a member of our Foreign Language Department, is on sabbatical this year to complete her Ed. D. at the University of Massachusetts in Amherst.

She has chosen as her dissertation topic The Perceptions of Twenty-five International Undergraduates With Regard to Their Stay in Selected Massachusetts State Colleges. She will be interviewing international students at Bridgewater and Framingham State Colleges, as well as Worcester State College.

Your assistance in locating the students for these interviews will be greatly appreciated. Any data obtained in her study will be made available to you. The students and campuses will in no way be identified in the dissertation.

I do feel that this study is extremely worthwhile and am eager to learn from it how Worcester State College might improve international student services. I hope that you will welcome the opportunity to share in this study.

Sincerely,

O. Clayton Johnson  
Vice President

OCJ/jc  
enc



103 June Street  
Worcester, MA 01602  
September 17, 1981

Dr. Robert Mogilnicki  
Foreign Student Advisor  
Bridgewater State College  
Bridgewater, MA 02324

Dear Dr. Mogilnicki:

Thank you for agreeing to help me with my study of international undergraduates' perceptions of their stay in selected Massachusetts State Colleges.

Please forward, in the enclosed envelope, a current list of the names, addresses and class year of international (foreign) undergraduates at your institution.

Once the students have been randomly selected from the list received, I shall contact you again for help in setting up the interviews of these students.

Your cooperation is sincerely appreciated.

Yours truly,

Jennie M. Celona

APPENDIX C

Letter sent to Students Selected for Interviews  
At the Three Colleges

103 June Street  
Worcester, MA 01602  
October 1981

Dear \_\_\_\_\_:

I am a graduate student at the University of Massachusetts in Amherst. This year I am working to complete my doctorate in higher education and international studies.

You have been randomly selected to participate in a study I am conducting as part of my dissertation. The title of the dissertation is "The Perceptions of Twenty-five International Undergraduates with Regard to Their Stay in Selected Massachusetts State Colleges."

Will you please help me by allowing me to interview you and tape record the interview? Both you and your campus will remain anonymous in the study.

Please contact \_\_\_\_\_ in the International Student Office at once for further details. It is essential to my study that you contact him/her even if you do not wish to be interviewed. It is also essential that I conduct all interviews during the month of October.

Thank you for your anticipated cooperation. I look forward to interviewing you.

Sincerely,

Jennie M. Celona

APPENDIX D

Second letter Sent to Certain Students at  
Worcester State College

103 June Street  
Worcester, Ma. 01602  
October 19, 1981

Dear \_\_\_\_\_:

Earlier this month I wrote asking for your help in a study I am doing to complete my doctorate at the University of Massachusetts in Amherst.

Not having heard from you, and still needing students to complete my interviews at Worcester State College, I AM BEGGING FOR YOUR HELP!

Will you please give approximately one hour of your time to answer questions about your personal experiences as an international student? All the information I receive is CONFIDENTIAL and students will remain anonymous in the final report.

Please call Mrs. Witt in the Foreign Student Advisor's office at Worcester State, 793-8070, and arrange for an interview.

Thank you for your interest.

Sincerely,

Jennie M. Celona



## APPENDIX E

Thank you Letter sent to Vice President at Worcester  
State College and International Advisors at  
Bridgewater and Framingham State Colleges

November 6, 1981

Dr. O. Clayton Johnson  
Vice President, Student Affairs  
Worcester State College  
Worcester, MA 01602

Dear Dr. Johnson:

Having completed the first phase of my dissertation, the actual student interviews, I wish to sincerely thank you and your staff for all the assistance you have given me in this project.

Not only were you helpful in locating the Worcester State international students for interviews, but your support for the project greatly facilitated the scheduling of interviews at Bridgewater and Framingham State Colleges.

Please also convey my gratitude to the students who participated in the interviews. Their willingness to give of their time, and their honesty, turned what might have been a tedious task into an absolutely delightful experience.

Thank you, again, for everyone's cooperation.

Sincerely yours,

Jennie M. Celona  
Associate Professor

103 June Street  
Worcester, MA 01602

APPENDIX F

Thank you Letters sent to International Advisors  
at Bridgewater and Framingham State Colleges

November 6, 1981

Prof. Carolla Haglund  
International Advisor  
Framingham State College  
Framingham, MA 01701

Dear Prof. Haglund:

Having completed the first phase of my dissertation, the actual student interviews, I wish to sincerely thank you for your gracious assistance in scheduling the interviews on your campus. My task of interviewing randomly selected international students at Framingham State was greatly facilitated because of your cooperation and professionalism.

Please also convey my gratitude to the students who participated in the interviews. Their willingness to give of their time, and their honesty, turned what might have been a tedious chore into an absolutely delightful experience.

Thank you, again, for everyone's assistance.

Sincerely yours,

Jennie M. Celona  
Associate Professor

103 June Street  
Worcester, MA 01602

APPENDICES G, H, AND I  
Interview Tally Forms



Interview Tally Form

## I. Introduction

Tape # \_\_\_\_\_

1.1 Male \_\_\_\_\_

Female \_\_\_\_\_

1.2 Married \_\_\_\_\_

Single \_\_\_\_\_

Divorced \_\_\_\_\_

1.3 Age \_\_\_\_\_

1.4 Country \_\_\_\_\_

1.5 Major \_\_\_\_\_

1.6 Class \_\_\_\_\_

1.7 Time in U.S. \_\_\_\_\_ years.

Interview Tally Form

II. Recruitment

Tape # \_\_\_\_\_

2.1 How did EE obtain I-20 form?

- \_\_\_\_\_ a. Sent by compatriot friend living in U.S.  
 \_\_\_\_\_ b. Sent by relative living in U.S.  
 \_\_\_\_\_ c. Sent by State College administration.  
 \_\_\_\_\_ d. Sent by junior college in U.S.  
 \_\_\_\_\_ e. Purchased from American college  
 representative in native country.  
 \_\_\_\_\_ f. Other (specify)

2.2 What were requirements for student visa in EE's native country? (Check any that apply.)

- \_\_\_\_\_ a. I-20 form  
 \_\_\_\_\_ b. Letter of financial support or bank statement  
 \_\_\_\_\_ c. Passport  
 \_\_\_\_\_ d. Physical examination  
 \_\_\_\_\_ e. Specific Q.P.A. from high school  
 \_\_\_\_\_ f. High school transcript  
 \_\_\_\_\_ g. TOEFL exam score  
 \_\_\_\_\_ h. Other English exam score  
 \_\_\_\_\_ i. Additional (specify)

2.3 Did EE have any problems obtaining visa from American Embassy?

- \_\_\_\_\_ a. Yes  
 \_\_\_\_\_ b. No  
 \_\_\_\_\_ c. Not really

2.4 Where did EE first hear about \_\_\_\_\_ State College?

\_\_\_\_\_ a. Native country

\_\_\_\_\_ b. U.S.

How did EE first hear about \_\_\_\_\_ State College?

\_\_\_\_\_ a. Friend

\_\_\_\_\_ b. Relative

\_\_\_\_\_ c. Other (specify)

2.5 Why did EE decide to attend \_\_\_\_\_ State College?

(Check any that apply.)

\_\_\_\_\_ a. Financial considerations

\_\_\_\_\_ b. Location of the college

\_\_\_\_\_ c. Desired major available

\_\_\_\_\_ d. Degree would be accepted in native country

\_\_\_\_\_ e. Other (specify)

Interview Tally Form

## III. Orientation

Tape # \_\_\_\_\_

3.1 The first time EE came to \_\_\_\_\_ State College  
he/she

- \_\_\_\_\_ a. was alone  
\_\_\_\_\_ b. was with someone (Who?)

3.2 Did anyone at the college know EE was coming on  
his/her first day?

- \_\_\_\_\_ a. Yes (Who?)  
\_\_\_\_\_ b. No  
\_\_\_\_\_ c. Not really  
\_\_\_\_\_ d. Don't know

3.3 Was there anyone at the college to show EE  
around the campus?

- \_\_\_\_\_ a. Yes (Who?)  
\_\_\_\_\_ b. No  
\_\_\_\_\_ c. Don't remember  
\_\_\_\_\_ d. Got letter for orientation but didn't come

3.4 Was there anyone at the college to introduce EE  
to:

- a. other students  
\_\_\_\_\_ a.1 Yes (Who?)  
\_\_\_\_\_ a.2 No  
\_\_\_\_\_ a.3 Don't remember  
b. people from EE's native country  
\_\_\_\_\_ b.1 Yes (Who?)  
\_\_\_\_\_ b.2 No  
\_\_\_\_\_ b.3 Don't remember  
c. EE's Faculty Advisor  
\_\_\_\_\_ c.1 Yes (Who?)

\_\_\_\_\_ c.2 No

\_\_\_\_\_ c.3 Don't remember

d. the Foreign Student Advisor

\_\_\_\_\_ d.1 Yes (Who?)

\_\_\_\_\_ d.2 No

\_\_\_\_\_ d.3 Don't remember

3.5 a) Did anyone at the college help EE choose his/her courses the first semester?

\_\_\_\_\_ a. Yes (Who?)

\_\_\_\_\_ b. No

b) Did anyone at the college tell EE about the various student organizations on campus?

\_\_\_\_\_ a. Yes (Who?)

\_\_\_\_\_ b. No

\_\_\_\_\_ c. No, but EE noticed publicity on campus

\_\_\_\_\_ d. No, but EE learned about one or more organizations through friends

3.6 How did EE learn to get around the city?

\_\_\_\_\_ a. Part of ESL class

\_\_\_\_\_ b. Friend/relative showed him/her

\_\_\_\_\_ c. Alone, asked questions and/or studied

\_\_\_\_\_ d. Other (specify)



APPENDIX J  
RANK ORDER CHECK LIST

Rank Order Check List

To rank the problems below, choose a number from 1 to 10, using these numbers as guide:

- 10) Serious Problem  
Took several efforts: still not completed
- 5) Somewhat of a Problem  
Some initial difficulty but completed without much difficulty
- 1) No Problem  
Completed immediately

PROBLEMS--ADAPTATION AND ACCULTURATION      Tape # \_\_\_\_\_

- 4.2    \_\_\_\_\_ Learning to do banking business
- 4.3    \_\_\_\_\_ Finding a place to live
- 4.5    \_\_\_\_\_ Adapting to climate
- 4.6    \_\_\_\_\_ Overcoming homesickness
- 5.1a   \_\_\_\_\_ Retaining fluency in native language
- 5.1b   \_\_\_\_\_ Eliminating native language from English
- 5.5    \_\_\_\_\_ Coping with current main problem

FINAL QUESTION: Check appropriate answer and complete:

- 5.6    Would EE do anything differently?
- \_\_\_\_\_ a. Yes\*
- \_\_\_\_\_ b. No
- \_\_\_\_\_ c. Not sure

\*What? and Why?

