

**BEING CONNECTED:
ACADEMIC, SOCIAL, AND LINGUISTIC INTEGRATION OF
INTERNATIONAL STUDENTS**

by
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For James, Alice, and Izzy who love reading, writing, & singing

사랑하는 우리 아이들에게

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ABSTRACT

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Title: Being Connected: Academic, Social, and Linguistic Integration of International Students.

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In order to comfortably and effectively function in U.S. classrooms, both international students and domestic students benefit from the development of interactive and intercultural communication skills. At Purdue University, a large, public, R1 institution with a substantial international population, the internationalization of the student body is a priority. To examine the relationship between academic and social integration of international and domestic students on campus, international (ESL) undergraduate students (L2 English, n=253) from the Purdue Language and Cultural Exchange Program (PLaCE), and domestic undergraduate students (L1 English n=50) from the first-year composition program (ICaP), participated in a voluntary survey. The framework for investigating students' interaction with peers and teachers was derived from Severiens and Wolff (2008). Four aspects of new, incoming students' adaptation (Global Perspective, Intercultural Competence, Acculturation Mode, and Willingness to Communicate) were addressed by the survey. Although there were similarities between international and domestic students, the results revealed international students had more opportunities to interact with peers from diverse language backgrounds in formal academic contexts, including classroom activities, peer-group work in first-year programs and language programs. However, in informal, social contexts, neither international nor domestic students took advantage of opportunities to interact with each other. The tendency to prefer social interactions with co-nationals may contribute to social isolation and limited integration of international and

domestic students within broader social contexts outside of classrooms. Yet, rather than resisting this trend, instructors and administrators might enhance opportunities for interaction in academic contexts where both groups are most willing to participate. Findings from this study can contribute to the development of first-year programs that provide realistic solutions for the enhanced internationalization of both domestic and international students on campus.

CHAPTER 1: INTRODUCTION

1.1.Dissertation Overview

International students are an increasingly important demographic in universities across the globe. The United States (US) in particular, hosts more international students than any other country (Institute of International Education, 2018). Although international students have been in the US in high numbers for decades, historically, the international student body in the US consisted primarily of graduate students. However, the number of international students enrolled in undergraduate programs has surpassed the number in graduate programs in the past decade. At Purdue, there are approximately 9,000 international students enrolled in 2018, 4,657 undergraduates and 4,257 graduates (Purdue International Students and Scholars (ISS) Report, 2018). Approximately 15% of the undergraduate student body and 43% of the graduate student body are international. Although students come from across the globe, China (37%), India (22%), and South Korea (7%), are the top origins of international students at Purdue. This dramatic shift from few to many in undergraduate education provides an opportunity to promote, enhance, and initiate actions toward internationalization in higher education. However, there are institutional challenges and opportunities, just as there are for international students. For international students, the adjustment to a new language, community, and role as a student contributes to a different and perhaps more challenging first year (s) than many domestic students. For institutions of higher education, the opportunity is to leverage the diverse population to develop interculturally competent students, while meeting the needs of a global population of students.

The aim of this dissertation is to understand international students' academic and social integration, i.e., the extent to which international students are acculturating in the first year (s),

and the actions that students are taking (or not), in order to achieve their goals. Their goals are generally to complete a bachelor's degree and to gain English fluency. Most believe they will be proficient in English upon graduation (if they are not already proficient at matriculation). Because international students matriculate and bring significant financial support to the universities they attend, there is some expectation that the university will facilitate their integration and enable them to work towards the accomplishment of these goals. While international undergraduate students graduate at similar rates to domestic undergraduate students, there has been some concern about international students' language proficiency, both in speaking and writing.

Improving one's language proficiency requires time and opportunities to use the language. Increased opportunities for social and academic interaction can accomplish this. However, as this dissertation demonstrates, in informal social contexts neither international nor domestic students take advantage of opportunities to interact with each other. However, they do have some opportunities to interact with peers from diverse language backgrounds in formal academic contexts. It appears that increased opportunities for academic interaction lead not only to increased academic integration but increased social integration as well. As an international university, Purdue's student body, international and domestic, has the potential for increased benefits from its diverse population.

This dissertation investigates international student academic and social adaptation in a large, public, English medium university in the United States. Four specific aspects of student adaptation, acculturation mode (AM), global perspective (GP), intercultural competence (IC), and willingness to communicate (WTC) were addressed in a survey to 253 international undergraduate and 60 graduate students. In addition, 50 domestic undergraduate students were

surveyed for comparative purposes. To complement the survey data, 14 follow up interviews were conducted. This chapter began with a brief historical context of international students in the US and at Purdue. It will now discuss a few of the key areas of literature in the context of the problem the research aims to address. Finally, it concludes with the research questions the dissertation will address.

1.2.Problem Statement and Key Research

Previous research has primarily focused on the relationship between international graduate teaching assistants (ITAs) and American undergraduates, often neglecting the experience of international undergraduates. When studies do look at international student adaptation, they often focus on the results of, rather than the processes of, academic adaptation. Existing work, such as Lee and Wesche (2000), Schutz and Richards (2003), and Senyshyn Warford, and Zhan (2000), has emphasized the end results of academic performance, or examined academic and social adaptation separately (Baker et al., 1985; Baker & Siryk, 1989; Gerdes & Mallinckrodt, 1994; Lewthwaite, 1996). In response to this existing gap in the research, there is a need for work that considers the interface between academic and social integration for international undergraduate students.

The gap is particularly salient for Asian students. This is not only the largest population of international students in the US, but also the population most likely to encounter difficulties adjusting to U.S. campus life (Kember, 2000; Kim, 2011; Lee & Wesche, 2000; Lin & Yi, 1997; Neuliep, 2017). Some of the adjustment difficulties may be due to their need to develop the necessary English proficiency required for academic and social integration at American universities (Reason, Terenzini, & Domingo, 2006). Undergraduate international students often matriculate with levels of English which are insufficient for the demands of classroom

communication. The TOEFL cut score for undergraduate admission at Purdue, for example, is 80 (Purdue ISS, 2019), which is considered intermediate or fair at subskill levels (ETS, 2019).

Language competence and knowledge of the host environment are important elements for academic and social integration. Integration and adaptation, Kim (2001) notes, require students to develop a “functional fitness”. Functional fitness can enable the individual international student to interculturally transform. However, students’ acculturation process is affected by a host environment’s receptivity, conformity pressure, and ethnic group strength. New international students with powerful existing ethnic groups (e.g. Chinese) may feel pressure, from both heritage and host cultures, to adapt to the host culture, but at the same time maintain their heritage culture.

Whether or not international students are well prepared to take on a college student role in the U.S. (i.e. regardless of students’ functional fitness level), they need to take courses and enter into academic and social life. International students expect when they come to the U.S. to study, that living in the US will guarantee the development of native-like English proficiency by graduation (Benzie, 2010). However, there is a gap between students’ expectations regarding English preparation and fluency for studying on English-speaking campuses (Elder & Ginther, 2014).

Students also may not be aware that there are many factors that influence success in college life in the U.S. Many studies have discussed the various challenges international students encounter which range from depression, loneliness, homesickness and stress, to financial concerns, language, making friends, and employment. However, by far psychological factors receive the most attention (Grayson, 2008; Antonio, 1989; Berry & Kostovcik, 1983; Chataway & Berry, 1989; Church, 1982; Finsterbusch, 1992; Klineberg & Hull, 1979; Mickle, 1985;

Rohrlich, 1991; Uehara & Hicks, 1989; Walker, 1999). Additionally, interaction and social support are important elements of international student adaptation. Zimmermann (2009) noted that interacting with domestic students is the most important factor for adaptation to a new campus. Grayson (2008) pointed out that international students need to receive more social support to adjust to a new campus, but the framework does not always exist to align social support with international students' primary goal to get an academic degree (Williams & Johnson, 2011). Researchers have noted that international undergraduates state that they do not have time to waste on socializing (Bethel, 2002). Other researchers have suggested devising concrete plans to enhance international students' success, social adaptation, and relieve their acculturative stress. These plans include psychological support, language support as well as a framework for socialization with both American and conational students.

Key to international student integration, is dealing with culture shock, and its corollaries role shock and personal shock, during the acculturation process. International students might experience role shock due to the dramatic differences between academic interaction in their native culture and the new culture (Winkelman, 1994). Academic overload and behavioral inadequacy can lead to role shock. Winkelman pointed out that personal shock in the form of a loss of intimacy with interpersonal people such as family, friends, and partners can lead to difficulties. Because each individual experience different degrees of culture shock, there are various levels of response which are directly related to students' social and academic integration.

1.3.Research Focus

This research focuses on international student social and academic integration in both formal and informal contexts. It investigates how international and domestic students in the US evaluate their interactions within and outside of the classroom, not only with instructors, but also

with peers from diverse language and cultural backgrounds. It also investigates how and whether their interactions impact social adaptation. Specifically, this research considers social integration and its relationship with academic integration for domestic and international students in universities with large populations of international students. The following four questions are the basis of this research:

- 1) What are the similarities and differences between the integration of domestic and international undergraduate students?
- 2) How do international students evaluate their academic and social integration behavior in the intercultural classroom context? Are there any differences between subpopulations?
- 3) What are international students' adaptation difficulties and their suggestions for enhancing interaction with other students?

To answer these questions, this dissertation analyzes surveys completed by undergraduate and graduate students as well as a smaller sample of follow-up interviews. To conclude, I suggest ways that institutions of higher education can use these data to improve the academic and social integration of their international and domestic students.

CHAPTER 2: THEORETICAL FRAMEWORK & LITERATURE REVIEW

2.1. Chapter Overview

This chapter begins with the sociological and anthropological studies that led to the creation of adaptation models. It then discusses adaptation theory and its corollaries culture shock and intercultural competence, followed by an in depth look at internationalization in higher education. Finally, the literature on academic and social integration of international students is reviewed.

2.2. Immigrant Adaptation Research in North America: The Development of Adaptation Models

Immigrant assimilation has been an academic area of interest for some time (see Park, 1928; Stonequist, 1935). After WWII, anthropologists became interested in research on immigrant assimilation (Sayegh & Lasry, 1993, p.100). This research was related to work in sociology, which studied both acculturation and assimilation (Broom & Kitsuse, 1955; Gordon, 1964). Although international students are generally considered sojourners who journey to a new place with a specific goal in mind and plan on staying for a short period of time, the models of adaptation were developed from the acculturation research on immigrants. Various adaptation models have been used to show the different sociocultural adaptation of immigrants: the linear model (Eisenstadt, 1954) and the orthogonal model (Sayegh and Lasry, 1993) which is similar to the bi-dimensional model (Berry, 1997). The linear model represents cultural change on a continuum from the heritage culture to the host culture (see Figure 1).

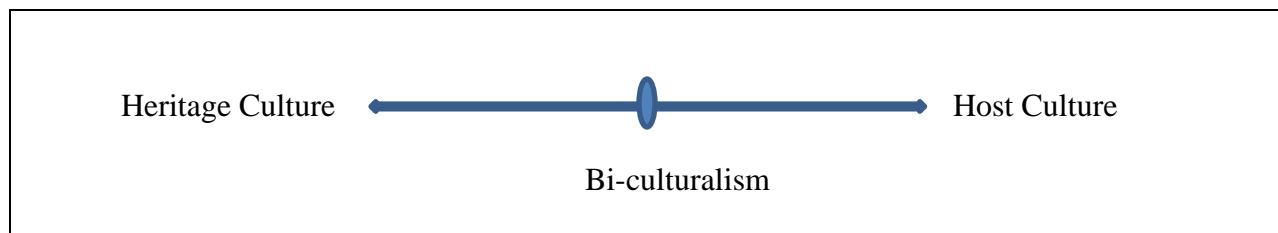


Figure 1. Linear Model of Immigrant Adaptation.

In the linear model, Eisenstadt (1954) discussed immigrants in Canada who had experienced three stages of migration: 1) the original need or disposition that motivated migration, 2) the physical transition itself, and 3) the absorption of the immigrant within the social and cultural framework of the new society. Eisenstadt defined adaptation as “the learning of new roles, the transformation of primary group values, and the extension of participation, beyond the primary group, in the main spheres of the social system” (p. 9). This model assumed successful adaptation could only occur after the loss of identification with one’s heritage culture i.e. a linear progression.

As we can see from Figure 1, early theorists used a bipolar cultural continuum with “complete segregation” at one end, “bicultural orientation” at the midpoint, and “total assimilation” at the other (IESS, 1968). Using a similar linear model, Gordon (1964) looked at the price immigrants had to pay for assimilation, largely “the disappearance of the ethnic group” (p. 81). Gordon also operationalized assimilation with seven basic stages: 1) cultural or behavioral, 2) structural (participation in the host society on a primary group level), 3) marital, 4) identificational, 5) attitude receptional (encountering no prejudiced attitudes), 6) behavior receptional (encountering no discriminatory behavior), and 7) civic (absence of value and power conflicts).

Park (1928) and Stonequist (1935) also defined assimilation as a unidirectional process. While Park called the immigrant “a marginal man” who was never quite accepted in the new

society nor willing to break with his past or traditions, Stonequist expanded marginality by emphasizing immigrants' "unassimilability" and unwillingness to renounce ties with the heritage culture. He discovered that prejudice against immigrants existed in the host culture and there was a feeling of malaise within the immigrants who experienced this prejudice. The linear models also influenced empirical research on acculturation and assimilation. Lambert, Mermigis, and Taylor (1986) conducted a survey to measure immigrants' attitudes towards acculturation. One of their survey items perfectly illustrates the linear model: "cultural and racial minority groups should give up their traditional ways of life and take on the Canadian way of life" (p. 37). This survey item relies on the linear model of adaptation whereby one sacrifices their heritage culture in favor of the host culture.

Proposed as a critique of linear models, bi-dimensional models of acculturation are predicated on the claim that identification with both the heritage and host cultures, and changes in this identification, should be assessed along separate dimensions. In these models, the heritage and host cultural identities are conceived as distinct, uncorrelated processes—as orthogonal and independent of each other rather than competing (Zak, 1973, 1976; Der-Karabetian, 1980; Lasry & Sayegh, 1992). Berry, Kim, Power, Young, and Buhari (1989) examined the validity of previous models of acculturation attitudes with nine samples of various native and ethnic groups in Canada. Berry et al. found that concern for the issue of cultural maintenance was predominant, particularly for Portuguese- and Korean-Canadians. While assimilation and separation were also accepted, none of the research subjects accepted marginalization as a viable option.

The criticism of the linear models also birthed Sayegh and Lasry's (1992) orthogonal model of acculturation. This model is largely based on Berry's four typologies (1980b) and Zak's (1973) premise that the development of ethnic identification towards heritage and host

cultures occurs on two orthogonal dimensions. Attitudes, values, and behaviors are measured in this model's social, linguistic, professional, cultural, and familial sphere. The bi-dimensional models show two independent dimensions of cultural change bisected at right angles, resulting in four adaption styles (See Figure 2). The orthogonal model improved the previous models by representing more dynamic views of adaptation. The model allows for the extremes of marginalization, ethnocentrism, full assimilation, and integration. Each is represented in a quadrant allowing for gradient measures (detailed below, see Figure 3).

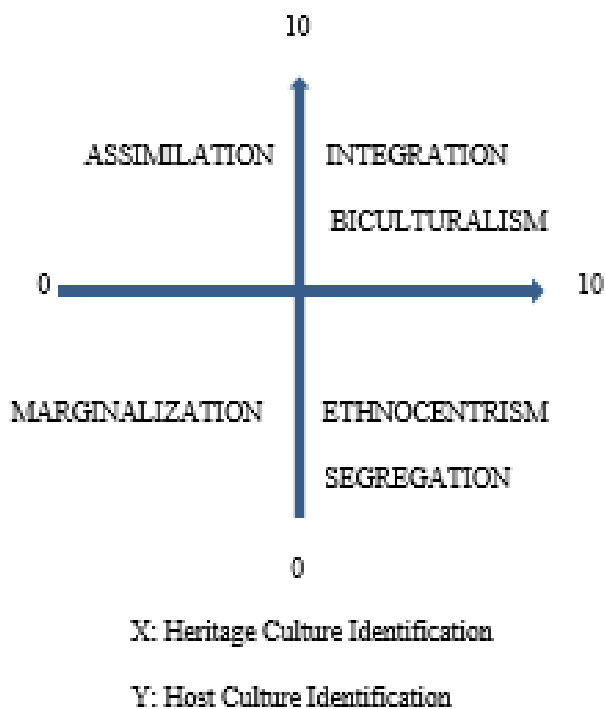


Figure 2. Orthogonal Model (adapted from Sayegh & Lasry, 1993, p. 106).

As Figure 3 shows, when identification toward both the heritage and host cultures is strong, the result is integration. The immigrant adopts new attitudes and behaviors that are compatible with those acquired in the heritage culture. When the two identifications are weak, the individual does not identify with either cultural group and the result is marginalization.

Assimilation is a style characterized by a strong identification with the host society and a weaker identification with the heritage culture i.e. the immigrant seeks to be accepted into the host culture and to reject the heritage culture. Ethnocentrism is the converse of assimilation, when the individual overvalues everything associated with the community of origin, while denigrating and rejecting the host society.

The term assimilation was commonly used in earlier research, when it was perhaps sufficient to represent immigrants who came from countries with similar religious, cultural, or value systems. In Sayegh & Lasry's (1993) research, the cultural heterogeneity of immigrants clearly indicated that change is much more complex, and that ethnic identification is not unidimensional. The application of bi-dimensional models suggests that acculturation and assimilation can both occur i.e. orthogonal acculturation models provide a more complex picture. They suggest that immigrants can favor the maintenance of their heritage culture and also want to integrate with other groups. The obstacles to immigrant social integration relate to interaction between ethnic communities and the host society. Acculturation occurs among or between the two groups, immigrants and host members, and their interaction influences the direction and outcome. Thus, orthogonal acculturation models also inform empirical research on international students' adaptation to U.S. campuses.

2.3. Adaptation, Culture Shock, and the Global Perspectives Inventory

The terms *adaptation*, *assimilation*, and *acculturation* have been used interchangeably in previous research. However, there are significant differences. The following definitions are a starting point.

Adaptation - "the satisfaction of needs related to survival, or the process whereby an individual accommodates to an environment" (Surdam and Collins, 1984 p. 102)

Acculturation- “those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original culture pattern of either or both groups” (Redfield, Linton, and Herskovits, 1936); “adapting to a new language and culture without sacrificing the old” (Wright, 2015, pp. 19-20)

Assimilation- “replacing a native language and culture with a new one”, (Wright, 2015, pp. 19-20).

Adaptation theory has robust research that further illustrates some of the important aspects of *adaptation*, *assimilation*, and *acculturation*. However, for the purposes of this research, Surdam and Collins definition might be more appropriately refined for international students with English as a second language (L2) as: “the satisfaction of needs related to *academic and social* survival, or the *collective* process whereby an individual accommodates to a *US campus*” [author’s additions in italics]. Contemporary research also generally uses acculturation as the process of adaptation rather than the result of adaptation such as dropout rate and GPA score/grade.

Berry (1997) argued that “when two different cultural groups engage in continuous contact, one of the two groups will induce more change than the other.” For instance, when international students enter the US, they will likely experience more change than domestic students. It is important to note that Berry differentiated the group level acculturation (above) from individual level acculturation. The individual’s level of acculturation depends in part on two independent processes: the degree to which the person approaches or avoids interaction with the host culture (i.e., out-group contact and relations) and the degree to which the individual maintains or relinquishes his or her native cultures’ attributes (i.e., in-group identity and maintenance) (Neuliep, 2017). Berry (1998) and Kim (2000) focused on concerns or problems international students face when adjusting to new environments. Other studies compared the struggle of domestic students with those of international students (Ramsay, Barker, & Jones,

1999, 2007). Research on adaptation theory often focuses on obstacles to academic adaptation including language barriers, financial difficulties, differences in educational system, and communication with supervisors (Chen, 2007). These difficulties and challenges are all part of culture shock.

Culture shock was first applied by the anthropologist Oberg (1954) to the challenges and frustration people face when entering a new culture due to different values, cultural backgrounds and languages. Since then, various culture shock models have been introduced and developed; most include four phases (see Table 1).

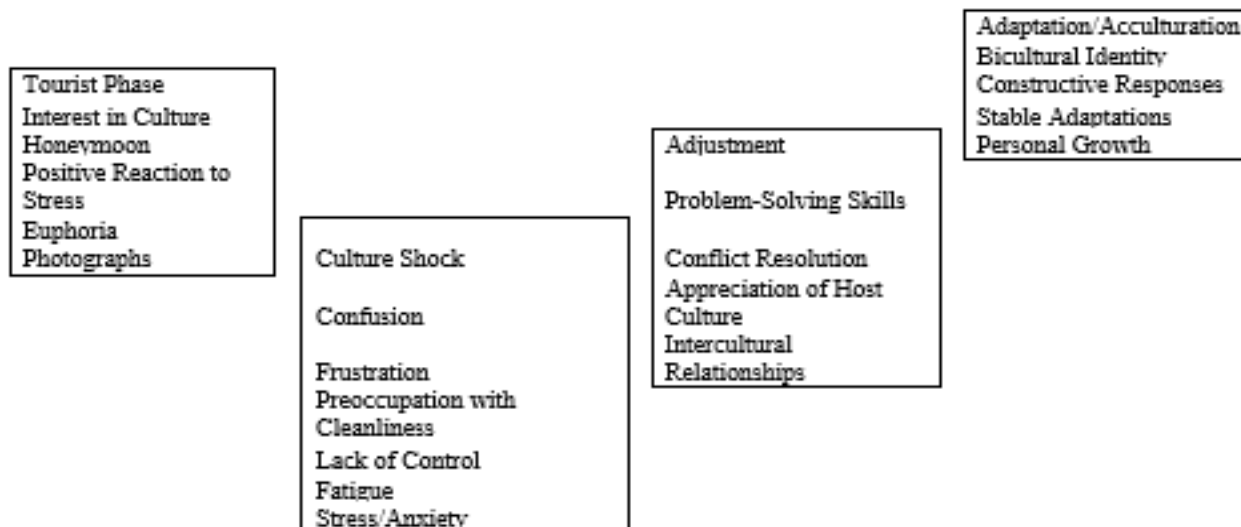
Table 1. Different Models Culture Shock Stages

Culture Shock	Author	1	2	3	4
Problem-Oriented	Oberg (1954)	Incubation	Crisis	Recovery	Full recovery
	Smalley (1963)	Fascination	Hostility	Adjustment	Biculturalism
	Richardson (1974)	Elation	Depression	Recovery	Acculturation
	Kealey (1978)	Exploration	Frustration	Coping	Adjustment
Learning-Oriented	Ward et al. (1988)	Greatest Problem	Initial Adaptation	Middle Adaptation	Full Adaptation
	Kim (2001)	Stress	Adaptation	Growth	Intercultural Transformation

As we can see from the Table 1, the first phase often involves excitement and interest in a new culture. The common themes of the second phase are some sort of stress and frustration with the self and elements of the culture. The third phase has the beginning elements of adjusting and learning to cope with the new situation. The final phase is acculturation or biculturalism where one is adapted to the environment (see Table 1). This final phase is a process whereby one adapts to a new culture by adopting its values, attitudes, and practices.

Culture shock has also been described using an inverted U, also called the “U Curve Hypothesis” illustrated in Table 2.

Table 2. U Curve of Culture Shock Stages



The directional nature of the U Hypothesis represents emotional well-being. Upon introduction to the new culture, individuals may feel positive and interested. In the shock phase they may feel confused and lack control. Then, in adjustment and acculturation, they recover. The U representation is a problem-oriented model. However, in learning oriented models, the four steps are linear. The model begins with stress and the biggest problem. Then progresses to adaptation and growth and finally to adaptation and intercultural transformation (see Learning Oriented in Table 1). Overall, culture shock is a multifaceted experience resulting from the stress associated with entering a new culture.

In order to deal with culture shock, international students and other new comers in various groups need learning strategies, social skills, and stress management to reduce psychological shock and smoothly adapt to the new environment (Furnham & Bochner, 1986).

Contemporary adaptation theory refers to these three components as *affect* (stress and coping management), *behavior* (cultural learning), and *cognition* (social identification) (Furnham & Bochner, 1986) (see Table 1). One way that adaptation is measured is the Global Perspectives Inventory (GPI). GPI measures intercultural competence and the development of a global perspective. Specifically, there are three domains, cognitive (thinking), intrapersonal (feeling), and interpersonal (relating) domains which refer to cognition, affect, and behavior respectively (Chen & Storosta, 1994; Chavez, Guido-DiBrito, & Mallory, 2003). There are eight versions of GPI (Braskamp, Braskamp & Engberg, 2014). Although the GPI is designed to see the growth and development of any person at any age and cultural background, it is often used to take a look at the growth of college students.

Table 3. Three Components of Adaptation

	Affective	Behavior	Cognitive
Glass (2012)		Community	Curricular/Co-Curricular activity
King & Baxter-Magolda (2005)	Intrapersonal	Interpersonal	Cognitive
Furnham & Bochner, 1986	Management	Development	Learning

Glass (2012) used the GPI to show international students' intercultural maturity. Students self-reported their experiences during academic life in American higher education. Glass used three educational experiences: curricular, co-curricular, and extra-curricular (community). These were associated with students' learning and development. If students participated actively in curricular, co-curricular, extra-curricular activities, they reported that they had more satisfactory learning experiences than the students who did not. Specifically, courses (curricular) which

contain teaching materials on ethnicity or race and provide opportunities for international students to interact with other students were helpful. Co-curricular programs like leadership programs or community service activities where students collaborate were also beneficial. Extra-curricular activities that worked well for international students were discussions on diversity and community activities organized by the university.

The GPI is an important measure for this dissertation because one of the successful outcomes of internationalization is intercultural competence (IC) (Deardorff, 2006). In this study, intercultural competence is defined as “the degree to which students effectively adapt their verbal and nonverbal messages to the appropriate cultural context” (Neuliep, 2017, p. 403). The components of intercultural competence can be developed in many ways, for instance, course work, study abroad, on campus interaction with students from different cultural backgrounds, etc. Deardorff (2006) presented a process model of intercultural competence (p. 198) based on agreement between intercultural professionals and university administrators. This model indicates that intercultural competence development is an ongoing process. In this cycle, it should be begun with an attitudinal element such as “respect, openness, and curiosity” (p. 198), which is considered the most important one. After this individual level, it can move to the interaction level, that means learning “knowledge, comprehension, and skills” can create internal outcomes (transformation of informed frames) and/or external outcomes (transformed behaviors). Then, it has an impact on the attitude in the individual level again.

According to Deardorff, the professionals of intercultural competence and university administrators preferred general, broader definitions over specific ones (i.e., attitude, intercultural knowledge, and skills). She concluded that these specific components of IC are general in nature and are related with “the communication and behavior of an individual in

intercultural contexts” (p. 192). Deardorff (2006) recognized that language is playing an important role in IC but also mentioned that the role of language can be a controversial issue as intercultural competence experts and university administrators could not agree with. Sociolinguistic awareness in language is emphasized in this model rather than the general linguistic knowledge such as syntax, morphology, and phonology.

2.4. Internationalization in Higher Education

Internationalization continues to be an important element of higher education, especially in the U.S. (Altbach & Teichler, 2001). The labels used for internationalization have evolved from 1950-1980 and from 2000-2014, shifting from *foreign students* to *international students* and from *globalization* to *comprehensive internationalization* (Knight, 2012; Hudzik, 2015) (See Table 4).

Table 4. Change of Vocabulary to Define Internationalization in Higher Education

Author	Time	Vocabulary Used in defining internationalization
Knight (2012, pp. 28-29)	Fifty years ago (1950s)	International education, foreign students, international development, student exchange
	Thirty years ago (1980s)	Intercultural education, international students, distance education, area studies
	Ten years ago (2000s)	Globalization, global rankings, regional education hubs, international competencies
Hudzik (2015, pp. 64-65)	Current (2010s-)	Comprehensive internationalization, strategic and embedded internationalization, institutionalization (higher education internationalization)
Knight (2015, p. 9)		Internationalization at home; students to develop international understanding and intercultural skills
		Internationalization at abroad; mobility of students and faculty, projects, programs, and providers

Haan (2009) noted that the term *foreign* has been used without intending any negative connotation; however, it has gained undesirable negativity in the field of international education and second language studies. In general, the use of *foreign* indicates greater distance or distinctive difference between natives and non-natives, while *international* is a neutral term that presents more connection, closeness, or similarities between other countries. Internationalization is also related to the number of foreign/international students in the US; the term has received more attention as their numbers have increased. More importantly, the negative view of international students as a problem rather than a resource has remained constant in the US (Hornberger, 1991; Ricento, 2000), this trend may also be the case at Purdue. Although this negative attitude may cause challenges regarding internationalization, changing widely-held perceptions of international students may also be connected with broader, asset-based visions of campus internationalization based on cultures and diversity.

In this dissertation, I use a modified version of Killick's definition of internationalization. It is defined here as "a set of responses to the complexities of globalization" that occur within and related to the university (Killick, 2015, p. 35). Killick understood internationalization as a tool, and universities play a key role in creating "global students" in internationalized higher education, or the so-called "global community" (p. 35). If universities successfully educate global students, then each has the capacity to contribute to the global community. For instance, the three core elements of Purdue's past mission included whispers of internationalization (Synergies Plan, 2008-2014) in its three target areas: 1) Launching Tomorrow's Leaders, 2) Discovery with Delivery, 3) Meeting Global Challenges (See Figure 1).

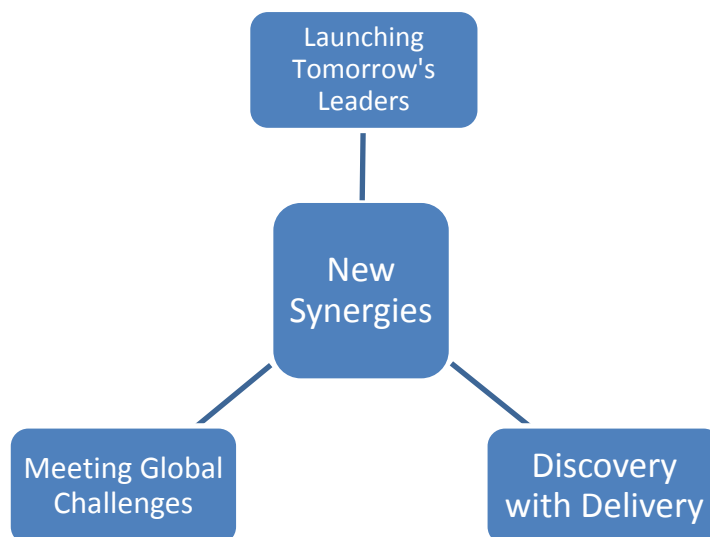


Figure 3. Synergies Plan at Purdue

France A. Cordova, the university president prior to Mitch Daniels, proposed the plan to “develop students with the global credentials they need for success and leadership in the 21st century” (2008-2014 Strategic Plan: New Synergies, Purdue University, p.1). The plan states that these strategies “encourage a global mindset across the campus community that values diverse international perspectives and supports collaborations and partnerships to position Purdue as a synergistic global university for tomorrow’s challenges” (2008-2014 Strategic Plan: New Synergies, Purdue University, p. 13). Purdue’s sizeable international student population and strategic plan provide a good model as “a synergistic global university” to other universities to achieve a means to comprehensive internationalization in higher education.

International education is often regarded as “multidimensional and multidisciplinary” (Mestenhauser, 1998, p. 4). While internationalization in higher education is a complicated, Brandenburg and De Wit (2015) gives a good synopsis:

The future of higher education is a global one, and it is our job to help preparing the higher education world for this. Therefore, what we need are people who understand and

define their role within a global community, transcending the national borders, and embracing the concepts of sustainability—equity of rights and access, advancement of education and research, and much more. But essentially, we need to reaffirm the core role of universities: to help understand this world and to improve our dealing with it (p. 4-5).

De Wit (2012) also points out nine ‘myths’ about the goals of internationalization. These aid in understanding its means and ends (See Table 5).

Table 5. Myths of Internationalization in Higher Education

Myths of Internationalization (adapted from De Wit, 2012)
1. Education offered in the English language is regarded as internationalization.
2. Studying abroad, mobility is considered as internationalization.
3. Internationalization is synonymous with providing training based on international content or connotation.
4. Having many international students equals internationalization.
5. Many international programs have developed a distorted proportion between the number of local and international students (few international students guarantee success).
6. Students normally acquire intercultural and international competencies if they study abroad or take an international class.
7. The more partnerships the more success of internationalization.
8. At universities, there is no need to stimulate and guide internationalization as higher education is international by nature
9. Internationalization is regarded as a precise goal, not a mean to a goal

As we can see from the second myth, a widely held misconception is that internationalization could only happen by studying or going abroad. We also know that just studying abroad does not guarantee internationalization. While international students may directly experience internationalization by studying abroad and domestic students may experience international education by having international students in their classrooms and on campus, if engagement

doesn't occur little internationalization may follow. Student engagement (or lack thereof) is related to the fourth myth, the number of international students. The skyrocketing increase in the number of international students has made a big impact on the internationalization of higher education in the US. Admittedly, having many international students at a university doesn't mean internationalization in higher education has been accomplished; however, the increasing population of international students has had a great impact on the initiation of internationalization in higher education i.e. universities realize this as occurring and necessary to address.

In the past, American universities didn't actively recruit so many international undergraduate students to study in the US; instead, as they claim, "We built it, and they came" (Hudzik, 2015, p. 49). Haan (2009) pointed out that international students as pioneers or elites took responsibility to survive individually on a foreign campus. Over the past few decades, there have been some major changes. The dramatic shift from few to many can promote, enhance, initiate for institutions to prepare, support, and respond by taking actions toward internationalization in college education.

Additionally, not all international students are sojourners in the US who will go back to their home country after graduation. They are open to the possibility of staying in the US and expect to be accepted as representative members of the university as domestic students. This trend might draw more attention to the need of intercultural and international competence (the sixth myth: Students normally acquire intercultural and international competencies if they study abroad or take an international class.). With many international students on campus, individual responsibility expands from responsibility to the home country to shared responsibility with the host country. The current force of globalization has a strong impact on higher education through

“the flow of students and scholars, access to cutting edge knowledge, and institutional competitive position” (Hudzik, 2015, p. 52) as well as all aspects of life. Hudzik’s (2015) perspective on higher education stemmed from “business” emphasizing an integrated world labor market and the customer in higher education includes students/graduates, parents, communities, businesses, and employers. Internationalization itself, developing an integration of local and global community, so called “glocal” and “glocalization” (Brooks and Normore, 2010), cannot be an end but a means to foster college students as global citizens.

To be global students at global universities, students need to be well aware of the knowledge, values, and skills not only their home and community languages and cultures but also other cultures within their countries, national civic culture and in a one world community (Banks, 2016). Banks emphasized the teachers’ role in helping students, all students including minority groups develop those elements. Banks also described some differences among countries. He pointed out that countries such as the U.S., Canada, and Australia were viewed as multicultural democratic nations where ideally minority groups can keep their cultures of their community as well as completely join the national community. Although many nations including the US are multicultural, there is still discrimination. Nieto (2009) illustrated some of the lived experiences of ethnic groups who have culturally, linguistically, and religiously different backgrounds. Their experiences often included some discrimination in schools. On the other hand, countries like Korea and Japan are historically not considered as multicultural countries but homogenous biological heritage ones. This may cause some added difficulty for students coming from those cultures who study in a more multicultural country.

2.5. Academic and Social Integration of International Students

Previous research has suggested international students are generally satisfied with their experiences at English-speaking universities (Lee & Wesche, 2000; Schutz & Richards, 2003; Senyshyn, Warford, & Zhan, 2000). This satisfaction was generally attributable to success in academics rather than social integration (Lewthwaite, 1996). However, some studies have shown that L2 English students experience more academic struggles than L1 English students. Eimers & Pike (1997) and Beekhoven (2002) found that ethnic minority students had weak academic integration and achieved less academic progress than L1 domestic students. These findings are supported by Severiens and Wolff (2008). They found that students in a minority language group who had formal interactions with their teachers obtained lower grades than minority students who experienced more informal interactions with teachers. In contrast, formal academic integration had a positive impact on the grades of majority language group students, while informal academic integration had a negative impact on their grades. They mentioned that this result can be explained vice versa as teachers generally approached majority students who did not perform well more frequently than they did students with higher grades. Research in the Netherlands has shown that L2 students have higher attrition rates and poorer academic performance than L1 domestic students (Jennissen 2006; Severiens & Wolff, 2008; Van den Berg & Hofman, 2005). A reasonable inference from this literature is that language affects academic integration.

Academic integration is directly connected to social integration. Tinto's model (1975, 1998) suggests that students who wish to achieve academic success participate in student culture both in and outside the classroom i.e. they move towards academic and social integration. The model identifies academic integration as related to grade performance and intellectual development and social integration as peer group interactions and faculty interactions. The

model assumes that institutional experiences impact students' persistence in social and academic integration and that student goal commitments and institutional social integration influences dropout. In their modification of Tinto's model, Severiens and Wolff (2008) further emphasize the connection of social and academic interaction of students. They argue that "the quality of students' learning processes is determined by the way in which students interact with staff and teachers, and by their social interactions with peers" (p. 253).

One of the biggest additions Severiens and Wolff (2008) made to Tinto's original model was the distinction of formal and informal components in social and academic integration. They describe formal academic integration as being associated with students' interaction with instructors on university and study/class-related matters. Formal social integration is students' interaction with other students in the same domain. Informal academic integration refers to student interaction with instructors on personal matters. Informal social integration is interaction among students on personal matters (Severiens & Wolff, 2008). In their study, students who actively participated in campus culture, including curricular and extra-curricular activities, and felt comfortable talking with others (instructors and peers) were inclined to study persistently and graduate successfully. Overall, their results showed that campus life experiences and academic outcomes for first year students are different depending on participant background.

Peer Interaction

Studies on international student acculturation emphasize interaction with host national students as an important component of acculturation (Pederson, Neighbors, & Larimer, 2011; Zimmermann, 2009) Because acculturation occurs multi-dimensionally, it is important to look at how international students and domestic students interact with each other. There are many reasons why students from different cultures may or may not interact with each other. For one,

the increasing population of international students makes it easier for international students to interact with co-national students. Moreover, domestic students may not participate, or be prepared to, in activities designed to engage students from different cultures, even when universities provide programs. Williams and Johnson (2011) discussed the low participation of domestic students and what universities can do to increase it:

Availability alone does not insure participation, and still, U.S. student participation in these programs is disproportionately low. Though careful planning is crucial, faculty may consider encouraging or requiring student involvement in such programs, courses in social, multicultural, and cross-cultural background, perceptions of the U.S., and adjustment experiences. To enhance exposure and experiential learning opportunities, it may also be helpful for courses to offer credit for participation in multicultural and international events on campus. (p.47)

As with domestic students, international students may often be unaware of the resources that could increase their interaction with students from other countries. Increasing their participation in local community or campus events might be aided with more explicit planning from the university.

Social interaction and support are vital for integration and successful adjustment to university life. In order for international students to be socially effective in diverse groups, learning and developing sociocultural competencies is essential (Wilcox, Winn, & Fyvie-Gauld, 2005, p. 709). Developing socio-cultural competence requires strategic social exchanges—for instance, seeking information and help in interpersonal situations, making social contacts and conversation, participating in group discussion, receiving and giving feedback, and refusing a request or expressing disagreement. For international students to reap the maximum benefits from an unfamiliar educational system, they need to establish interpersonal relations and communicate effectively with mainstream students, teachers, and parents in their home countries.

Social competence is also directly related to the emotional needs of international students to adapt to the host country. Being socially competent is vital for basic human emotional needs such as belonging, love, and esteem. These are also essential when newcomers seek acceptance in a new environment dominated by host nationals (Mak, Westwood, Ishiyama, & Barker, 1999, p.79). Just like immigrants, international students expect their host's acceptance and support in an academic environment. Where there is a larger difference between the heritage and host cultures, there will be increased social anxiety resulting in less interaction with hosts. This anxiety may also increase interaction with co-national students, but Bandura (1977a) pointed out that this wasn't necessarily a bad thing. His theory (refined in 1986), which is called social cognitive learning, stated that observing successful social performances by others who are similar to oneself enhances learners' perceived self-efficiency, and increases confidence to carry out a particular behavior:

Culturally, different newcomers who are not shown ways of being socially effective by role models from a similar background may become discouraged and believe that they will never be socially effective in the new country given their minority group member and newcomer status. (p. 83)

According to social cognitive learning theory, having an upper-level co-national student as an advanced mentor who shares one's heritage culture would be very valuable. Mak, Westwood, and Ishiyama (1994) suggested an integrated instructional model (role-based training in groups) could be a good model for universities to adapt. Based on mutual trust between mentors and low-level students, international students can increase the willingness to undertake the "risk-taking" inherent in adopting different social behaviors, and then learners might try out more roles, feel comfortable experimenting with new behaviors, and manage successful collaboration with group members.

Research notes that non-western students would benefit from increased social interaction and integration because, in comparison to other students, non-western students have significantly lower scores on academic and social integration (Rienties et al., 2012; Russel et al., 2010;). Severiens and Wolff, 2008, p. 696). Furthermore, they have lower personal and emotional well-being and receive less support from family and friends in the form of emotional and financial support. Despite these impediments, non-western students perform just as well as domestic students after a year of study, which is primarily due to their successful academic adjustment and active interaction with fellow-students and teachers (Severiens and Wolff, 2008, p. 696). Overall, both domestic and international students need to adapt in their first year of university in order to work together effectively (Russel et al., 2010; Rienties et al., 2012). Without social integration, it is more difficult to persist in one's studies and, ultimately, to graduate.

Teacher Interaction

Integration in US higher education for students naturally has a social as well as an academic role. In the latter, teachers and staff play a key role in providing an educational context that invites students to integrate academically (Severiens & Schmidt, 2009, p. 62). Kember and Leung (2005) stated that active approaches to education help develop good teacher-student relationships through a mutual process of teaching and learning. Quality relationships make it more comfortable for teachers to introduce active student pedagogical strategies. Tinto's (1998) model also suggests quality teacher-student interaction might have a positive influence on academic integration.

Faculty behaviors and attitudes also impact student behavior. Umbach and Wawryzinski (2005) analyzed two national US data sets (a NSSE survey and a parallel faculty member dataset) and concluded that in institutions where faculty members use active and collaborative

learning techniques, levels of engagement and student learning were higher. Prince (2004) conducted a similar study that focused on the relationship between active learning environments and integration, showing that active learning (collaborative and cooperative learning) promoted high quality social interaction.

Teachers are also a “reference group” (Neuliep, 2017, p. 194) for important values and goals for students. Students compare, norm, and understand their role based on the behavior and expectations of teachers in the academic domain (Napier & Gershenfeld, 2003). Neuliep defined role as “one’s relative hierarchical position or rank in a group. A role is a prescribed set of behaviors that is expected to fulfill the role. Roles prescribe with whom, about what, and how to interact (Adler & Proctor, 2010). University students’ interactions occur with teachers, students, resident hall assistants, librarians, and so on. Typically, formal interaction with instructors or professors is usually about class-related topics in more formal and polite manner than one with other students (e.g. using less slang). While students have multiple roles such as son, daughter, friend, dormmate, coworker, sibling, which define their social identity, being a student is the most defining role in a university setting. This social identity assigns them a hierarchical rank and relative position in formal and informal groups (Neuliep, 2017).

Roles also vary depending on culture. In Gudykunst and Kim’s (2003) study, researchers mentioned four different dimensions which are personal/impersonal, formal/informal, strict/loose, deviation allowed/not allowed and explained how roles vary depending on cultures. They compared the roles of students and teachers in South Korea with ones in the U.S. They found that while the role relationship between teacher and students in South Korea is stricter and more formal than the one in the U.S., relationships in the U.S. are more personal and allow more deviation from ideal roles than ones in South Korea. They showed that certain vocabulary is used

to indicate social hierarchy in South Korea (e.g. using professional titles rather than first names). However, interaction between students and teachers in the U.S was characterized by informality (e.g. using first names) (See Table 4).

Table 6 Intercultural Role Variation in Teacher-Student relationship

	US		South Korea
Personalness	Personal	↔	Impersonal
Formality	Informal	↔	Formal
Hierarchy	Loose	↔	Strict
Deviation	Allowed	↔	Not Allowed

Notes adapted from Gudykunst and Kim (2003)

As a result of these differences, Gudykunst and Kim (2003) recommended culturally responsive teaching or culturally relevant teaching. When this is done, academic achievement has been shown to increase (Banks, 2016, p. 36).

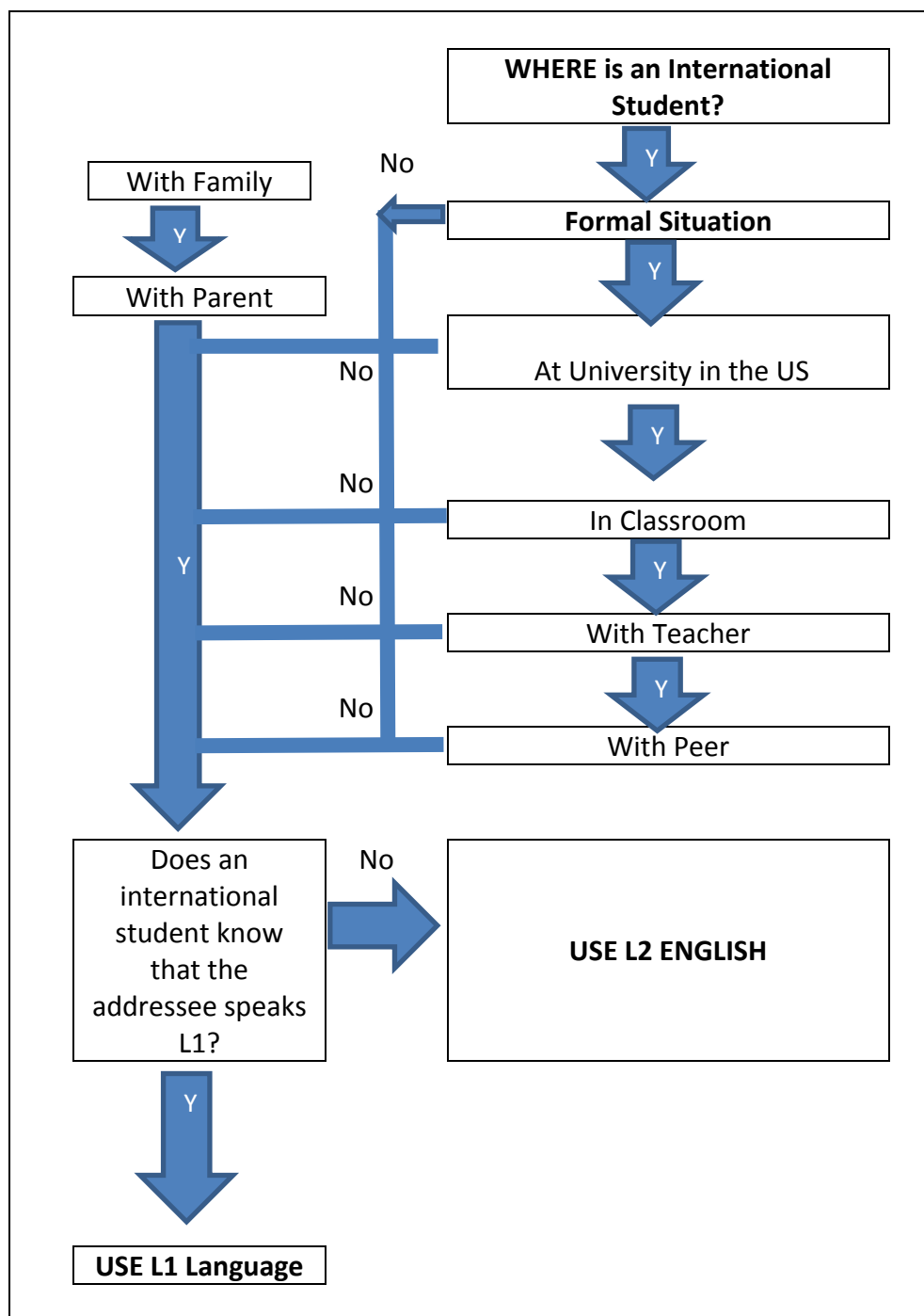
Interaction in Second Language Acquisition (SLA)

Quality social and academic interaction is also necessary for language development. From a social constructivism point of view, learning is generated through interaction and negotiation with other people's ideas (Chen, 2014). For instance, Vygotsky introduced the term "the zone of proximal development (ZPD)," which refers to the next closest level of learning. From a language learning standpoint, this is not too different from Krashen's I+1 i.e. a little higher than the individual's current level. This means that a student can develop their language through interaction with the ones who have a slightly higher proficiency level (I+1).

Conversational interaction has long been an important condition in second language development (Hatch, 1987; Krashen & Terrell; Long, 1981; Swain, 1985). Long's (1981) *interaction hypothesis* emphasizes that participation in conversation with proficient speakers is a

necessary condition for second language acquisition (SLA). Krashen and Terrell (1983) pointed out the importance of meaningful interaction in SLA in the *natural approach*. Long supported Krashen's input theory by finding that modified interaction in which simplified syntax, slower speech rate, and clarifications were used, could enhance comprehensible input. This was aimed at enabling learners to acquire the target language. Swain also (1985) recognized the importance of conversational interactions in SLA. However, she pointed out that interaction itself is insufficient for SLA. Language learners need to also produce output from the input and interaction i.e. the *output hypothesis*. The output hypothesis emphasizes the importance of language learners actively using and producing new language in interactions. This output enhances SLA. Conversation interaction has been valued but also academic conversations in classroom has been getting attentions (Zwiers & Crawford, 2011).

There are some barriers to conversational interaction. Namely, opportunity in class to use the language. This is one area where Meyerhoff (2006) identifies as an opportunity to use the target language (see Table 6). Meyerhoff showed a language decision tree between two languages. It presents how bilinguals in higher education make a decision on what kind of language they use in different situations or locations such as at school, at home, at computer, and even in dream. In university settings in the US, international students required to use English in most classrooms, but they have options outside of the classroom or informal settings whether to use their L1, English, or an additional language depending on who they are talking with. In this language decision tree, the locations are also crucial in addition to interlocutor's ability to speak one or more languages (See Figures 4 and 5).



Notes. Modified from language decision tree by Meyerhoff (p. 118)

Figure 4. Language Decision Tree of International Students I

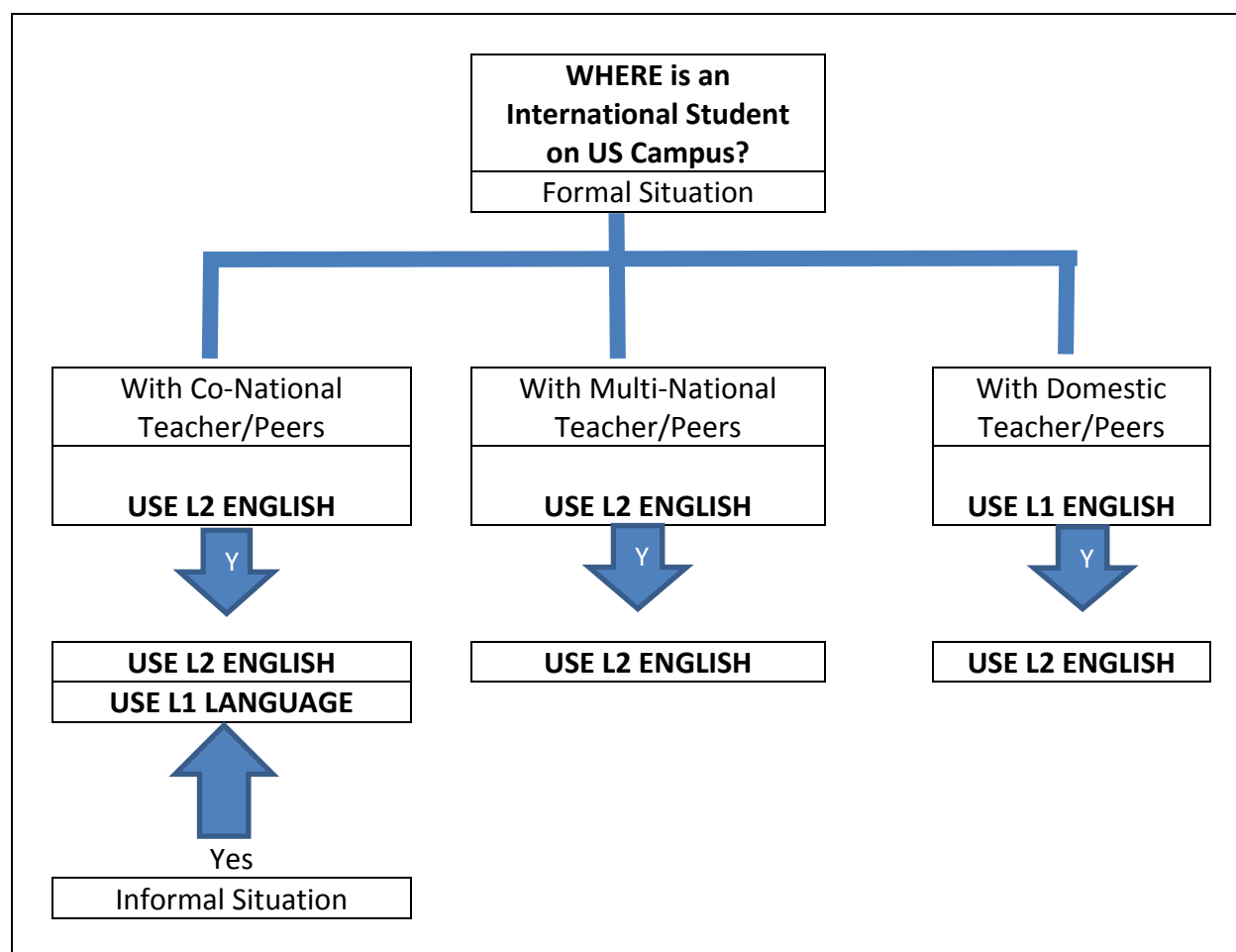


Figure 5. Language Decision Tree of International Students II

2.6 Chapter Summary

This chapter began by discussing the creation of linear and orthogonal adaptation models which were created based on immigration to North America. It then discussed adaptation theory, culture shock, and intercultural competence and briefly reviewed internationalization in higher education. Finally, the literature on academic and social integration of international students was reviewed.

CHAPTER 3: METHODS

3.1 Mode of Inquiry

In this research, the mode of inquiry is exploratory and descriptive, generally driven by empirical data. The study is primarily quantitative via analysis of survey data. It also includes qualitative data in the form of follow-up interviews. Mixed-method approaches are valuable because the data are complementary and provide multiple windows into the area under investigation, in this case, international student acculturation (Creswell & Clark, 2011; Green, Caracelli, & Graham, 1989). The development of the survey was adapted from the process of designing, pretesting, and piloting described in Ginther and Elder (2015).

3.2 Study Context

Purdue University has the 2nd largest enrollment of international students among Big Ten universities and ranks 4th among U.S. public universities (International Student Survey (ISS), 2018). The majority of international students are from China (41%) (ISS, 2018). To properly and effectively support international students, various programs have been established, specifically the Oral English Proficiency Program (OEPP) and the Purdue Language and Cultural Exchange Program (PLaCE). These programs were the most logical sites for recruitment of participants and all international students who completed the survey were recruited from these two programs. Additionally, domestic students from Introductory Composition at Purdue (ICaP) were surveyed.

PLaCE is a language program “designed to improve first-year international students’ English language skills in order to help them take full advantage of the range of educational opportunities available at Purdue” according to its website. PLaCE offers support and classes, including short courses and a language partner program. PLaCE has become a part of the core

curriculum and offers ENGL 110/111: American Language and Culture for International Students I and II. These courses address multiple aspects of campus life including academic and social challenges, learning styles, culture shock, and adapting to American university culture. The classes also teach language skills. Through these courses, international students directly and indirectly learn about culture and language and work towards using English more fluently. In addition to improving their English proficiency, international students enhance their confidence to better handle challenges faced in the first year of university.

The other site for the recruitment of participants is the Oral English Proficiency Program (OEPP) at Purdue. The OEPP provides support for international graduate students who will be working as teaching assistants. The OEPP offers English 620: Classroom Communication for International Teaching Assistants. This is an oral English classroom communication course for TA training. Since graduate students play double roles as students and teachers, it is noteworthy to look at how they integrate into an American campus.

3.3. Instrument Development

Phase I: Instrument Development (SURVEY I)

The fundamental framing of the survey was based on four divisions described by Severiens and Wolff (2008): formal and informal academic integration, and formal and informal social integrations which focused on interactions. The primary research method was a 28-item electronic survey. Responses were voluntary. This is the most commonly used methodology in acculturation studies (Arends-Toth & van de Vijver, 2006, pp. 148-149). Ten items on the questionnaire were about demographics (e.g. gender, academic major, and length of US residency) and 18 items pertained to adaptation. Eight additional items were created for a follow-

up interview. A variety of ESL instructors gave their input on the survey and interview items in the process of developing the instrument.

In addition to the general demographic questions, one item asked about students' first and second languages (rather than nationality) to distinguish L2 English speakers (international, non-native English speakers) from L1 English speakers (domestic, native English speakers) students. The term *domestic* rather than *American* generally is used to include any variety of ethnicity and to distinguish L1 English as including Caucasian, Asian, Hispanic, and African Americans to avoid the misunderstanding of *American* as referring only to *white*. (Devos & Banaji, 2005). To determine if length of residence in an English-speaking country influences students' adaptation to campus, an item on high school attendance in the US was also included.

Demographic Survey Items

- Program/Course
- Gender
- First/Second Language
- Major
- Year/Semester at Purdue
- Credit Hours
- Participation in Student Organization
- High School Attendance in the US

The main survey sections focus on the frequency of students' interaction behaviors with peers and instructors, and their preferences regarding university classroom culture. To more closely examine integration, general survey sections on formal and informal academic and social interaction were generated, including students' expectations and goals. As we can see in Table 6, integration survey items consisted of four types of interactions.

Table 7. Integration Survey Items

Interaction Types	Survey Item Examples
General integration	‘Who are you most likely to ask for personal help?’ (Other Students vs. Instructors) ‘I met and made a new friend from other countries.’ (Frequency, 5-point Likert scale)
Formal academic integration	‘My course instructors acknowledge my writing strengths as a student.’ ‘I participate in classroom discussions.’
Informal academic integration	‘I have a good personal rapport with at least one of my instructors.’
Formal social integration	‘When I have a group projects, I participate actively.’
Informal social integration	‘Fellow students (<u>L1 English Student/Co-National/Other International students/None</u>) often hang out with me.’

The questions directly associated with classroom activities were adopted from Severiens and Wolff (2008). However, two changes were made. First, advisors and instructors were added to academic integration. Second, rather than a homogeneous peer group, a variety of peers was added to social integration to reflect current demographics in higher education and at Purdue. To correctly examine social integration, peers were divided into three different categories: (1) L1 English student (domestic student), (2) co-national student (L2 English, same L1), and (3) other international student (L2 English, different L1). Finally, items to self-estimate adaptation time were added.

The scale design consisted of two formats: dichotomous (e.g., yes-no scoring) and multichotomous. There were 12 multichotomous items (e.g. 5-point Likert-type). Some studies have indicated that the use of a middle category has advantages and disadvantages (see Fisher, 2000). I chose to use a 5-point scale to reflect the possibility of ambivalence. Thus, the middle category “sometimes” was used in the 5-point Likert scale. Items with responses such as *agree/disagree*, or *peer/instructor* used a 5-point Likert scale without using it to describe students’ opinions (Boone, Townsend & Staver, 2011).

Table 8. A Sample Item with a 5-Point Likert Scale

I met and made a new friend from other countries _____

in dorms/APTs in classrooms	Always	Most of the Time	Sometimes	Rarely	Never
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An online version of the survey was distributed to Purdue domestic and international students by instructors of first-year composition and by a Korean student organization. A reminder email was sent to instructors 10 days after the survey link was initially distributed, and data was collected throughout the 2016. Respondents completed the 32 items in about 7-10 minutes. The last survey item was a request for a follow-up interview and asked for email addresses of students if they were interested in participating in an interview.

Phase II: Revision of the Instrument (Survey II)

Based on the survey I, survey II was developed to measure more effectively the integration of college students. The revised survey resulted in a second electronic survey of 51 revised items, including demographics and three open-ended questions requesting students' suggestions on how to improve their interactions with other people during their stay at an American university. Students were asked to rate each of the items on the 6-point Likert scale ("never" to "always"). An online version of survey II was distributed to Purdue students by instructors of each program, PLaCE, ICaP, and the OEPP. A reminder email was sent to instructors a week after the survey link was initially distributed, and data was collected throughout the academic year (Fall 2017 to Spring 2018 semesters). Students completed the survey in about 15 minutes.

The final survey II items for the study have been redesigned several times to generate more specific information on how international undergraduate students interact with other

students and instructors, and their adaptation perceptions and competences. The survey instrument used in the pilot study was expanded and revised based on results from the first study and the feedback from professors and colleagues.

The pilot study survey (survey I) items were formulated from the four divisions described by Severiens and Wolff (2008): formal and informal academic integration, and formal and informal social integration. In the final design, three more specific sections were added to the survey questionnaires to measure international students' academic, social, and language behaviors, and perceptions of intercultural competence and internationalization in the university setting. While the behavioral component in Kim's acculturation model (Berry, 1989, Kim, 1997; Neuliep, 2018, pp. 405-406)) was previously a main focus, cognitive and affective components were additionally inserted in the final version of the questionnaires to measure cross-cultural adaptation competence.

The final survey design consists of five different blocks: (1) demographics, (2) interaction with peers and instructors, (3) global perspective inventory, (4) willingness to communicate, and (5) intercultural competence (see Table 7).

Table 9. Components of Survey Items (See the Appendix A for all survey items.)

Question Topics	Adapted Sources	Survey Item #	Scale and Method of Presentation
Behavioral			
Interaction with peers	Severiens and Wolff (2008) & Researcher	12 Items	6-point Likert Scale (Never to Always/ Strongly disagree to Strongly agree)
Interaction with instructors/TAs		19 Items	6-point Likert Scale (Never to Always/ Strongly disagree to Strongly agree). Slider (e.g. minutes, semesters). Written comments

Table 9 continued

Cognitive Global Perspective Inventory (GPI)	Merril, Braskamp & Braskamp, (2017)	1 (10 Items)	6-point Likert Scale (Strongly disagree to Strongly agree)
Affective Willingness to Communicate	Kassing (1997)	1 (6 Items)	6-point Likert Scale (Strongly disagree to Strongly agree)
Intercultural Communication Competence Scale	Arasaratnam, 2009 (Arnold & Maldonado, 1995; Landrine & Klonoff, 1995)	4 (14 Items)	6-point Likert Scale (Strongly disagree to Strongly agree)
Demographics	Researcher	14 Items e.g. L1 and L2, major, sex, Chinese vs. non-Chinese etc.	Table/ Stacked bar graph. Descriptive and Inferential stats. Multiple choices, sliders (years, semesters etc.).

Behavior Components: Learning Culture

The main survey sections focus on the frequency of students' behavior and their preferences regarding university classroom culture. The core format of the section on social interactions is the same as it focused on students' behaviors. In the pilot, three different kinds of peers were defined. For consistency, three different kinds of instructors were also defined: (1) Native English-speaking instructors, (2) Non-native English-speaking Instructors from the same country as the participant, and (3) Non-native English-speaking Instructors from a different country than the participant. The questionnaire used the 6-point Likert scale without using neutral opinion.

Table 10. A Sample Item with block unit with a 6-Point Likert Scale

“When you had a question about classes, how often did you ask for help to _____”

	Response Examples
Peers/Instructors	Native English-speaking
	From my own country
	Other international who are not from my own country and not native English speakers

Table 11. A Sample Block Unit Item with a 6-Point Likert Scale

When you had a question about classes, how often did you ask for help to _____?

Native English-speaking peers	Never	Rarely	Sometimes	Often	Very often	Always
Peers who are from my own country	Never	Rarely	Sometimes	Often	Very often	Always

Affective Components

To interpret students' behaviors, the survey included affective components to measure their perceptions of their own intercultural willingness to communicate, intercultural competence, and GPI. This is based on Furnham & Bochner's (1986) ABC theory of *affect* (stress and coping), *behavior* (culture learning), and *cognition* (social identification).

Willingness to Communicate

The self-assessment scale to measure intercultural willingness to communicate that Kassing (1997) developed was slightly modified and adapted in my survey to measure to what extent international students choose to initiate interactions with other students or instructors. There are six sub items in the “Willingness to Communicate” survey section (see Figure 11). Score range is from 0 to 5 (strongly disagree to strongly agree) on the 6-point Likert Scale. Descriptive and inferential analysis will be used to report the results.

Sub items of intercultural willingness to communicate scale (Adapted from Kassing, 1997)

“I am willing to communicate with _____”

- a student I perceive to be different from me
- a student from another country
- a student from a culture I know very little about
- a student from a different race than mine
- a student from a different culture
- a student who speaks English as a second language

The Cognitive Component in Adaptation

The Global Perspective Inventory (GPI) was also adapted to measure the social identification of international students as responses to questions on how they identify themselves and how they connect to other people on campus (Chickering & Braskamp, 2009; Merrill, Braskamp, & Braskamp, 2017).

The acculturation rating scales for Mexican Americans (Arnold & Maldonado, 1995) and for African Americans (Landrine & Klonoff, 1995) were developed two decades ago, and there are a number of studies on acculturation for African Americans and for Hispanics/Latinos (Neulip, 2017). However, no scale specifically for Asian Americans has been yet designed. Therefore, some of the common items from the acculturation scales developed for African and Latino Americans to measure the intercultural competence of the (primarily Asian) international students was modified. The intercultural communication competence, developed by Arasaratnam (2009), was also modified. Originally, there were 15 items and 5 Likert scale used, but I adopted 11 items out of 15 items and add three items from acculturation scale (Arnold & Maldonado, 1995) and used 6-point Likert scale. (See Appendix A)

At the end of the survey, there are 14 items on demographics. In addition to items on languages (native and second languages) and country of origin, one question on status, either international or domestic, was added (See Appendix A).

Q5.13 What is your status?

- ☐ domestic (22)
- ☐ international (23)

Participants

The target population was first-year international undergraduates and first-year international graduate students mainly because the first year of college is a critical stage in adapting to a new environment (Ramburuth, 2001; Reason, Terenzini & Domingo, 2006) and succeeding academically (Ginther & Elder, 2014). Study participants were drawn from the Purdue Language and Cultural Exchange (PLaCE) and the Oral English Proficiency Program (OEPP), where international students receive language and cultural support in a university setting (see Table 12).

Table 12. Programs of Participants

Program	Characteristics	Number of Participants in Clean data (Original Participants)
PLaCE	A language and cultural program for international undergraduate students (and some graduate students)	238 (253): L2 English Speakers Chinese: 150 Non-Chinese: 88
ICaP	First Year Writing Program for undergraduate students	46 (50) L1 English (Native) Speakers
OEPP	A language program for international teaching assistants (graduate students)	58 (59) L2 English Speakers
Total		296 (312)

There were 238 international students who participated in the survey taking PLaCE courses. The vast majority of students were freshmen, 90% (213). There were 12 sophomores

(5%) and 12 (5%) juniors and 1 was a senior. Sixty-one percent (141) of the students were male while 38% (97) were female. Because the majority were first-year students, the mean length of stay at Purdue was 2 semesters. Most respondents had spoken English for an average of five years before coming to Purdue. The majority of the students were Chinese (150).

The students' majors varied. Engineering (15 %), liberal arts (15%), management (14%), and science (12%) were their top four colleges (See Table 4). At the time of the survey, 14 students were taking 12-14 credits, 58 students were taking 15-17 credits, and 8 students were taking 18-20 credits. The students were taking an average of 15 credits per semester.

The second source of participants were domestic students enrolled in ENGL 106/108 (the first-year composition program for undergraduate students). The participants were all native English speakers (L1 English users). International students in ICaP were excluded in this study. Overall, 46 domestic students from ICaP courses participated.

The final source of participants were international graduate students enrolled in an oral classroom communication course for prospective international teaching assistants. These students did not pass the Oral English Proficiency Test and are required by their departments to take this course. Seventy-four percent (43) of the students were male, while only 26% (15) were female. Their mean length of stay at Purdue was four semesters. The participants were seventy-five percent of Chinese (44).

Demographics of Undergraduate Students

Of the 50 domestic student participants who were from first-year writing program, 54% were male, 44% were female students and one student (2%) checked other. Most of them are from USA, and one is from Canada. Students responded to the question about their second language differently; however, more than half of the students (56%) said that they do not have

any second language. The rest of the students have diverse languages as their second language. It includes Chinese, Spanish, German, Hindi, Japanese, Malay, and Tamil. Of 50 students, the majority of students are lower level of students such as freshmen (65%) or sophomore (24%). On average, they were in their 2nd semester ($M=1.9$) at Purdue, taking 15 credits per semester. STEM majors (76%) included Engineering, Science, Agriculture, and Polytechnic colleges, and non-STEM included all other majors (28%), such as Liberal Arts, Education, Management, Health and Human Science, and Exploratory.

Of the 253 international student participants who were taking courses from Purdue Language and Cultural Exchange Program (PLACE), 61% were male, 38% were female students and one student checked other. Most of them are from China (63%). India (8%), and South Korean (6%) are followed after; however, students are from diverse countries such as Malaysia, Turkey, Taiwan, Indonesia, Japan, Vietnam, Brazil, Guatemala, Honduras, Italy, Bolivia, Dominican, Mexico, Morocco, Pakistan, Panama, Peru, Poland, Saudi Arabia, Slovenia, Jordan, Azerbaijan, Spain, United Arab Emirates, and Venezuela. The second language is English, but their first language is as diverse as their countries. More than half of the students (65%) said that Chinese is their first language, though. The various first languages cover from Korean, Spanish, Hindi to Arabic, Azerbaijani, Bahasa, Malay, Bengali, Cantonese, French, Gujarati, Indonesian, Italian, Japanese, Polish, Portuguese, Russian, Sindhi, Slovenian, Tamil, Telugu, Turkish, Vietnamese.

Of 253 students, the majority of students are freshmen (89%). On average, they were in their 2nd semester ($M=2.0$) at Purdue, taking 15 credits per semester. STEM majors (87%) included Engineering, Science, Agriculture, and Polytechnic colleges, and non-STEM included

all other majors (13%), such as Liberal Arts, Education, Management, Health and Human Science, and Exploratory.

Interviews

Eight interview questions were asked to students who volunteered to participate in the follow-up interview on the survey. They were contacted by email and met with the researcher face-to-face. Interview questions focused on the individual acculturation process measuring interactional behaviors, language use, and their progress or change (see Table 13).

Table 13. Interview Questions

#	Interview Questionnaires
	Can you describe your interaction with professors in classrooms?
Q1	(e.g. Do you have any difficulty understanding professors/instructors in classrooms? Do you participate in discussion or asking questions? Have you ever talked about your grade with any professor?)
Q2	Can you describe your interaction with professors outside of classroom and with advisors in their offices? How do you interact with them differently? (e.g. Have you visited the office hour or met them somewhere else?)
Q3	How was your social experience about other cultures? Have you visited writing lab (ESL conversation group or met a language partner) or cultural centers? If not, are you willing to join any of them in the future? Why or why not?
Q4	Can you describe to what extent English or communication skill in English is important for you to adapt to the campus life academically and socially? (e.g. Do you have many chances to use English? On and off-line?)
Q5	How do you interact with your peers outside of classrooms? (e.g. Where do you meet American or other international students and what do you do?) If not, why? Do you have time to hang out with other American or other international students? Do you have opportunities to talk with other students in English?
Q6	Do you want to have more opportunities to meet new peers other than your co-national friends? Do you think interaction with friends from other countries might help you to adapt to college life academically?
Q7	Do you feel that your oral and written communication skills in English are better than before you started at Purdue? Do you feel that you adapted to US campus academically and socially? Are you comfortable with using English on campus? If not, why?
Q8	Do you think you are qualified to work at an internship in the US? (What about other countries) Why or why not? Add your free opinions about your experience on the Purdue campus. What is the best part? Thank you.

Interview Participants

Fourteen participants were interviewed. Four undergraduate students and ten graduate students. Two domestic undergraduate students and two international undergraduate students (29%) and ten international graduate students (71%) participated in interviewing.

Table 14. Interview Participants

Interviewee #	Native Language	Status	Major
1 Tim	English	UG	Engineering
2 Sara	English	UG	HTM
3 Sam	Chinese	UG	Engineering
4 Pete	Chinese	UG	Exploratory
5 Rui	Chinese	G	Engineering
6 Chen	Chinese	G	Engineering
7 Li	Chinese	G	Engineering
8 Cao	Chinese	G	Science
9 Yao	Chinese	G	Science
10 Chol Su	Korean	G	Science
11 Ashley	Bengali	G	Science
12 Maria	Portuguese	G	HTM
13 Adam	Spanish	G	Engineering
14 Sirius	Greek	G	Science

2.4. Data Analysis

In order to descriptively analyze the survey data, the Qualtrics software program was utilized. Descriptive survey data were classified and coded in Excel (Microsoft Office). Additionally, SPSS, a statistical software, was utilized to inferentially analyze the survey data for correlations and if needed to provide the mean and standard deviation. Most items in the survey contain quantitative outcomes. There were also two open-ended questions at the end and they were analyzed with qualitative methods.

To analyze the follow-up interviews, Qualtrics was primarily used. Interviews were manually transcribed, and two samples were randomly selected were checked for accuracy. The

interview data were then imported into NVivo 12, which is a software program for organization, classification and analysis of qualitative data. Theme coding and interpretation followed. Using nine thematic codes in NVivo 12, as follows.

- Class/Study: Formal interaction with teachers
- Class/Study: Formal interaction with peers
- Informal interaction with teachers
- Informal interaction with teachers
- Resource Use: English Role for Adaptation
- Language Capacity (CC, IC, Language development)
- Difference: Variation of English (Accents), (Value)
- Change/Growth (Progress)/Outcome
- Satisfaction

The domestic and international undergraduate student data was compared and analyzed. Sub-group comparisons were made between Chinese students and non-Chinese students as seen in the next chapter, results.

CHAPTER 4: RESULTS

4.1 Chapter Overview

This chapter discusses the results to the research questions in this study. For review, here are the research questions in this dissertation.

- 1) What are the similarities and differences between the integration of domestic and international undergraduate students?
- 2) How do international students evaluate their academic and social integration behavior in the intercultural classroom context? Are there any differences between subpopulations?
- 3) What are international students' adaptation difficulties and their suggestions for enhancing interaction with other students?

To begin, the findings of the pilot study survey (Survey I) and interviews are addressed.

Undergraduate students in the writing program (ICaP), both domestic and international students are compared. Next, the findings of the main study (Survey II), responses from a bigger sample of undergraduate students in a language support program (PLaCE and OEPP) and in a writing program (ICaP) are presented along with the results of the follow up interviews.

4.2 Results of the Pilot Study

The pilot study focused on Research Question 1: What are the similarities and differences between the integration of domestic and international students?

Priorities of International vs. Domestic Students

Overall, a higher value was placed by international students on academic integration (achieving a degree or maintaining a high GPA) than on social integration (peer interaction). L2 participants also perceived improving fluency in English as an important factor during their studies at Purdue. In contrast, nine of the 10 L1 English college students identified “getting a job after graduation” as most important. They did not indicate a preference for either academic or social integration.

Academic Integration

International students felt most comfortable with academic interactions via email with instructors. In this study, 56% of international students indicated that they always or most of the time feel comfortable interacting with instructors via email. Whereas only 38% indicated they always or most of the time were comfortable interacting in the classroom. Only 29% indicated they were comfortable doing so during office hours. Similarly, 80% of American (L1 English) students indicated that they were most comfortable asking their instructors questions through email. Overall, a larger percentage of domestic students than international students felt comfortable interacting with instructors. However, international students and domestic students both were least comfortable asking questions during office hours.

In the two interviews, the interviewees indicated that they visited office hours a total of about 10 times during the fall semester. This was somewhat corroborated in the survey data where 29% responded that they visit instructors in their office often when they have a question. The questions they asked TAs and instructors were often related to academic success in their majors rather than questions related to improving their English. Both interviewees stated that

they were satisfied with the help they received. The second interviewee pointed out that he was more comfortable asking a question in a smaller class than in a big lecture course.

Social Integration

International students have multiple venues through which to meet or make new friends. There are formal academic settings e.g. classrooms or academic group work and informal social settings e.g. meetings for extra-curricular organizations and language partner programs via PLaCE. International students indicated that they were more likely to make new friends in formal settings than in informal ones. However, two participants added the “dining court” (an informal setting) as a possible place to make new friends. Additionally, residence halls commonly serve this function.

One interviewee (L1 Malay) explained that she met almost every day with members of a class group to study, hang out, have dinner, or watch movies together. She noted, too, that her group was exceptional. She also mentioned her sorority as another significant source of new friendships (a form of informal social integration). The other freshman interviewee (L1 Chinese) said that he mostly met new friends in the classroom, lab, or outside of the classroom during group work. He described his dorm roommate as a good friend, along with online game club members. At the time of the interview, he was working at a dining court and had regular opportunities to talk to many students in English. Like international students, L1 English students also indicated that they made new friends in academic settings, including classes and group work settings. The biggest difference between international and domestic students was that L1 English students were less likely to participate in language partner programs.

Both interviewees emphasized that since they were taking many courses, they didn’t have much extra time to participate in the ESL conversation groups offered by the Writing Lab. The

first interviewee wasn't even aware of this program, but they both stated a willingness to try it if they had time at some point during their studies at Purdue. Nevertheless, the second interviewee said that he had enough active interaction with teachers and peers and he didn't think that he needed it. He would rather talk with other students under more natural circumstances or read books by himself. Both interviewees used the Purdue Writing Lab once or twice and found it helpful. However, because of time constraints, the second interviewee used the Purdue Writing Lab online appointment option rather than attending an appointment in person.

Formal Integration

Formal integration was examined by asking "who do you ask for help?" International and domestic students reported similar tendencies; difference emerged, though, in how they responded to the question, "who are you most likely to ask for help?" The majority of American and international students responded that they would most likely contact instructors when they have questions about the class (60% and 56%, respectively) or grades (80% and 79%). With regard to questions about class, students answered differently. Domestic students stated that to improve their grades they would interact with both instructors (formal academic integration) and other students (formal social integration). International students showed a preference for interaction with instructors. International students preferred to interact with other international students, while domestic students showed a clear preference for interaction with fellow L1 English students.

Informal Integration

International students reported that when they were sick they were most likely to seek help from co-national students or other international students (65%), and when they were

stressed out they preferred to interact with L2 English students (76%) rather than L1 English students. It is worth noting that even when L2 English students had a language problem, they still preferred to ask for help from instructors or other L2 English students. Most L1 English students (70%) also responded that they would rather interact with instructors and other L1 English students than with international students. Respondents said that they either often, very often, or always ask peers (73%) and instructors (48%) how they are doing in their personal lives; 59% responded that their peers ask them how they are doing, while 31% indicated that their instructors ask how they are doing. From the results above, casual conversation about their personal life was said to occur more with peers than with instructors.

In terms of group work, international and domestic students indicated that they felt more comfortable and collaborated best with peers from their own background, but domestic students tended to take the initiative to reach out to other groups more frequently than international students. All of the domestic students responded that they participated actively in group projects either “most of the time” or “always,” while 21% of the international students assessed themselves as passive participants in group projects. The first interviewee, a freshman (L1 Malay), provided some insight into this tendency. She said she learns from observing her peers, especially American students, and she planned to participate more actively during her second semester. This personal plan allows her to develop a familiarity with her new educational environment prior to taking social risks. It indicates that is going through a “silent period” (Gibbon, 1985, Krashen, 1982; Wright, 2015, p. 155) in the informal interaction with her peers, naturally getting “wait time” (Wright, 2015, p.156) without feeling pressure to speak. Overall, international students reported more difficulties adjusting socially than did their American peers. Fifty-seven international students (77%) said that they adapted academically within one

semester, while 45 (62%) responded that they adapted socially within one semester. American students showed the same academic and social adaptation rate with 90% reporting that they adapted within one semester. Interestingly, Chinese students, the majority of international students in this study, showed fewer general adaptation issues compared with other international students. For instance, based on the survey results, academic adaptation is not that difficult for Chinese group as they responded that it will take one semester to adapt, but longer for social adaptation. Other international students such as Korean students reported more difficulties with both academic and social adaptation, despite the fact that half of the Korean students responded that they attended high school in the US in survey.

As we can see in Table 14, respondents shared their additional comments on adaptation.

Table 15. Additional Comments on Adaptation

L1	Comments
Chinese	Language environment, GPA inflation. One thing that I'm very satisfied is that the people here who are older than me are always nice and helpful. By that I mean, those people who are instructors, professors and some fellows. I won't hesitate to ask them for help when I have questions, they're always good helpers and very patient since I'm a freshman here, that made me feel so warm. On the other hand, I found American students are a little bit hard to get along. The word I'm using is actually kind of inappropriate but it's the same idea. I mean, native students are surely friendly, they would like to greet to you when encountered. However, they show no interests and tendencies to actually be friends.
Korean	In social, I think there should be some more activities that people from outside of the state can interact more with in-state students Nothing special.
Indian	My overall experience at Purdue has been exceptional. I enjoy the atmosphere in the classroom , one that makes me want to learn. I feel I have been able to adapt to the social lifestyle here very easily. Social environment, I grew up bilingual , so language was not too huge a problem for me.
American	I love Purdue! I am an American student, though, so I do not know much about the international culture on campus. I love the academic and social environment, though. I am most satisfied about the living conditions I am living in. Also, I love how friendly everyone is to help and be friends. Too many quizzes

Table 15 continued

Spanish	Instructors and curriculum, The bus system, Dining Court Purdue has a very friendly and free atmosphere, I'm satisfied about. Morning class is too early, never gonna adapt the weather here
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As we can see from the comments, many students (e.g. Korean and Chinese) reported wanting to interact more with domestic students. They also found domestic students friendly, but had difficulty getting beyond small talk. The Indian respondent was very satisfied and highlighted the bilingual environment they grew up in. The American student, while enthusiastic about Purdue, didn't know much about the other international students. As we can see from these comments, there is some disconnect between international and domestic students.

4.3. Survey II: Results of the Main Study

The main study adds detail and complexity in responding to the first research question, the differences and similarities between domestic and international students. The responses are broken down into three components, affective, cognitive and behavioral. Although the main respondents were international students on a US campus, domestic undergraduate students in Introductory Composition at Purdue (ICaP) were surveyed and are also discussed. Next, the responses to the second question are presented i.e. how international students evaluate their academic and social integration behavior in the intercultural classroom context and if there are any differences between subpopulations. The distinctive features of Chinese students' group and international graduate students are addressed. Last, but not least, survey results show how international students identify their difficulties and what suggestions for those issues they can provide.

Affective Components (Perceptions) of Integration

There were four main priorities that emerged from the data, GPA, getting a job, improving communication skills, and building relationships. However, there were some differences in the responses of domestic and international students. For GPA, the vast majority of domestic students (90%) and international students (89%) somewhat agree, agree, and strongly agree that maintaining a high GPA is one of their priorities in college life. Domestic and international students also highlighted the importance of building relationships. Domestic students responded that it was a priority to build relationships with peers (73%) while a smaller percentage (63%) of international students agree or strongly agree building relationships with peers is a priority. About half of both international and domestic students agree and strongly agree that building relationships with instructors is a priority. However, on the importance of getting a job, more domestic students (74%) than international students (40%) agree and strongly agree that getting a job in the US is one of their priorities. Another area of difference was in how domestic and international students responded to questions on improving communication skills. While most, 73%, international students agree and strongly agree that improving communication skills is a priority, only 53% of domestic students agree or strongly agree on this question.

International students put a higher value on academic integration. Most either agreed or strongly agreed that maintaining a high GPA (69%) and getting a degree within four years (70%) were among the most important things to do in college life. A similar majority identified gaining good English communication skills as a priority (speaking: 68%, writing: 69%). Interacting with peers in and outside of the classroom (58%) was identified slightly more frequently as a priority than interacting with instructors (52%). Building a strong relationship with other students was identified as a priority the least frequently: American students (51%), students from same country (52%), and other international students (59%). Staying and getting a job in the US (40%)

was identified as a priority the least frequently. To summarize, the main priorities for international students are academic achievement and mastering English. Based on these survey results, building social networks is not a primary goal for nearly half of the participants. (See Table 33 in Appendix C.)

Domestic students also put the highest value on academic integration. Most either agreed or strongly agreed that maintaining a high GPA (86%) and getting a degree within four years (73%) were among the most important things to do in college life. This result was very similar to international students. A similar majority identified gaining good English communication skills as a priority (speaking: 56%, writing: 53%). Interacting with peers in and outside of the classroom (73%) was also an important priority. Interacting with instructors was important as well (53%). Domestic students slightly preferred building strong relationships with American students (73%), rather than with international students (59%). Staying and getting a job in the US (75%) was identified as a high priority. To summarize, the main priorities for domestic students are academic achievement, employment in the US, and interaction with peers. Based on these survey results, domestic students have strong social and academic goals.

Timeline of Adaptation

Students were asked how many semesters are needed to adapt to a US campus. Based on their responses, students show slight differences based on the type of adaptation (See Figure 3).

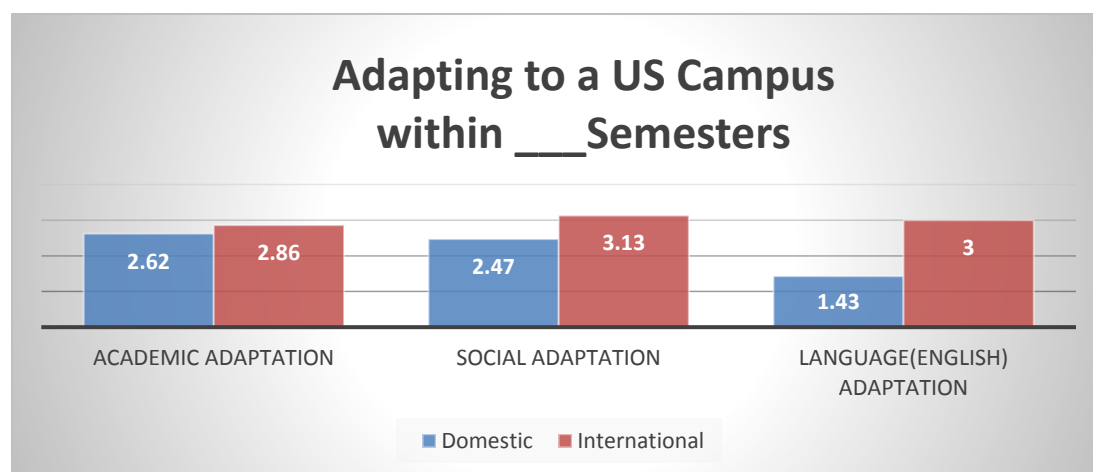


Figure 6. Adaptation Timeline

For international undergraduate students, technology adaptation took the shortest time (2.3 semesters), followed by academic adaptation (2.8 semesters), language adaptation (3 semesters), and social adaptation (3.1 semesters). Students thought two or three semesters was necessary to appropriately adapt to a US campus. On the other hand, for domestic students, language adaptation took the shortest time (1.4 semesters), followed by technology adaptation (1.8 semesters), social (2.5 semesters) and academic adaptation (2.6 semesters). It is important to note that international students have clear difficulty in adapting linguistically based on the survey results. Although the timeline for academic adaptation is similar for international and domestic students, in general it takes international students longer to socially and linguistically adapt to university life in the US.

Language Self-Identification

International students usually speak more than one language. In the question about language capacity, the vast majority of international students (87%) responded that they can fluently speak at least two or more languages while only 24% of domestic students said that they can speak two or more languages fluently (See Figure 4).

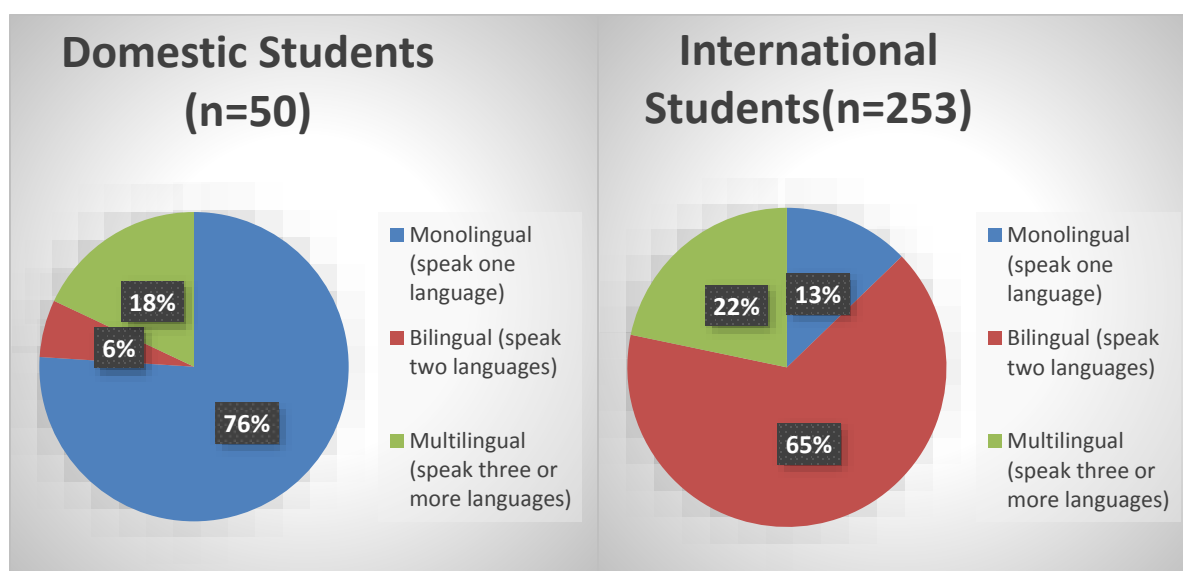


Figure 7. Comparison of Language Self-Identification

Among international students, 65% identified as bilingual and 21% identified as multilingual. Only 13% of students identified as monolingual. One student also selected “other” and wrote that he thinks he is on the border between monolingual and bilingual.

Global Perspectives Index (GPI)

The Global Perspectives Index (GPI) result shows some of the similarities and differences between international and domestic students’ adaptation. For review, GPI measures student social identification and how they connect with others on campus (see Chapter 3:

Method, Instrument Development for details). As we can see from Figure 5, far more international students see themselves as global students, only around 10% strongly or somewhat disagreed. While only 26% of domestic students agreed or strongly agreed they were global students.

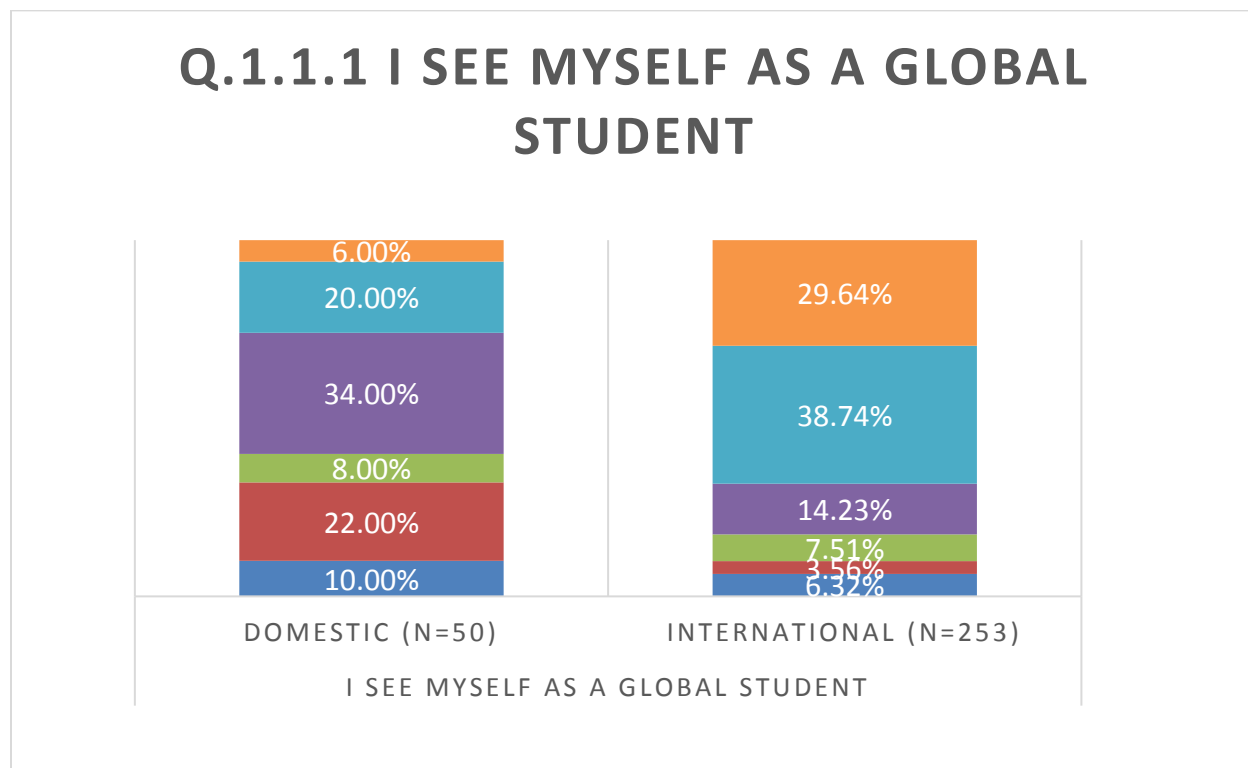


Figure 8. Comparison between Domestic and International Students

One of the most interesting results from the GPI items was that more international students responded they agree or strongly agree (43%) that they often get out of their comfort zone versus only 30% of domestic students. When somewhat agree is included, there are few differences between domestic (74%) and international (72%). We see similarities between domestic (92%) and international (88%) groups as they somewhat agree, agree, and strongly agree when it comes to “learning other cultures from friends” (See Figure 6). We do see a difference in the involvement of other cultural backgrounds in their campus life. More

international students agree and strongly agree (43%) they are involved in other cultures, while only 18% of domestic students were. When somewhat agree is included, there was a bigger difference between international students (72%) and domestic students (48%) (See Figure 7).

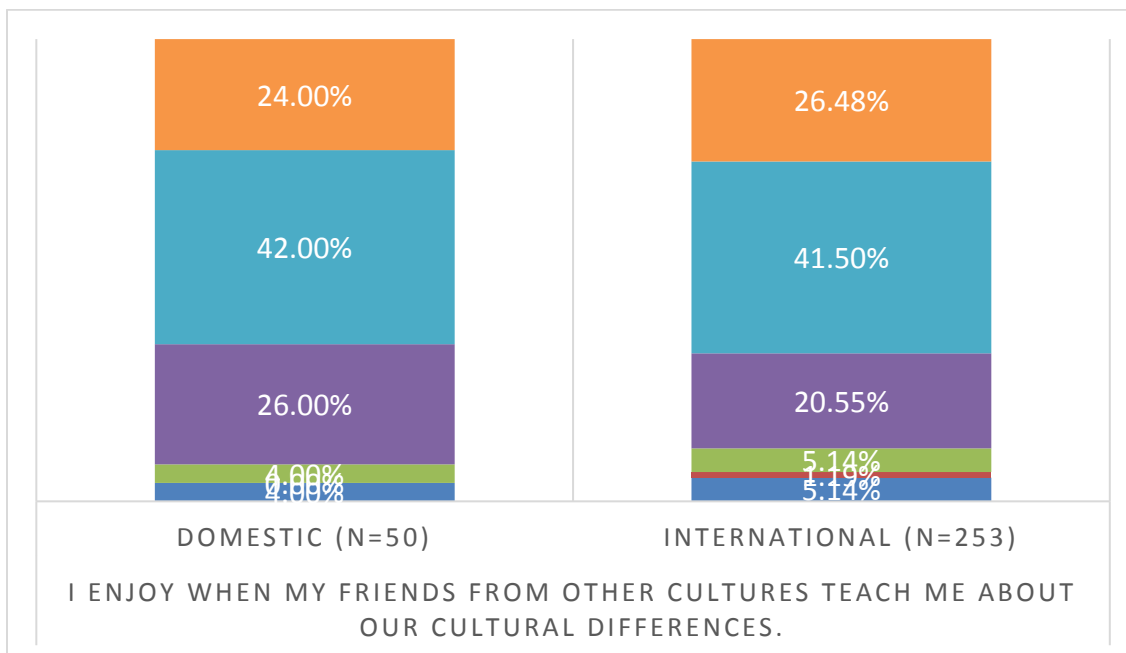


Figure 9. Comparison between domestic and international students

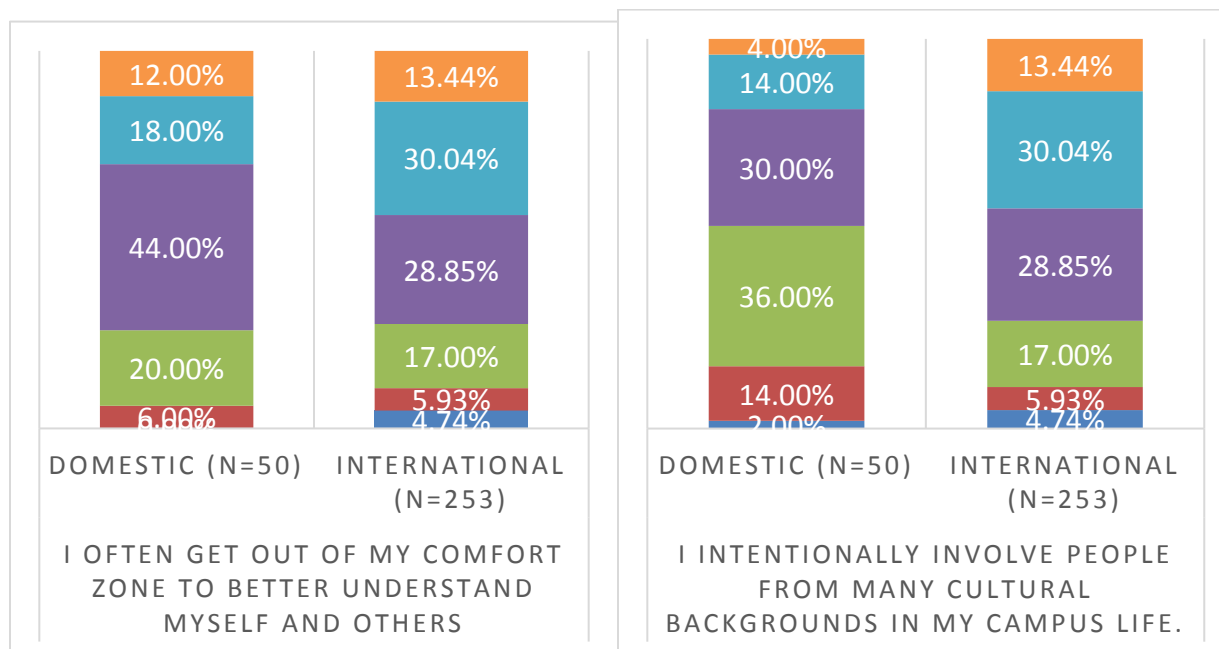


Figure 10. Comparison between domestic and international students

Perceptions on Group Work

International and domestic students somewhat differed on their perceptions of group work. While only 34% of domestic students perceive that team assignments are often, very often, and always helpful to their academic progress, 58% of international students thought the same. However, both domestic and international students acknowledged the networking components of group work in similar numbers. About two thirds of domestic (66%) and international students (67%) perceive that group work is helpful to build their social network (See Figure 8 & 9).

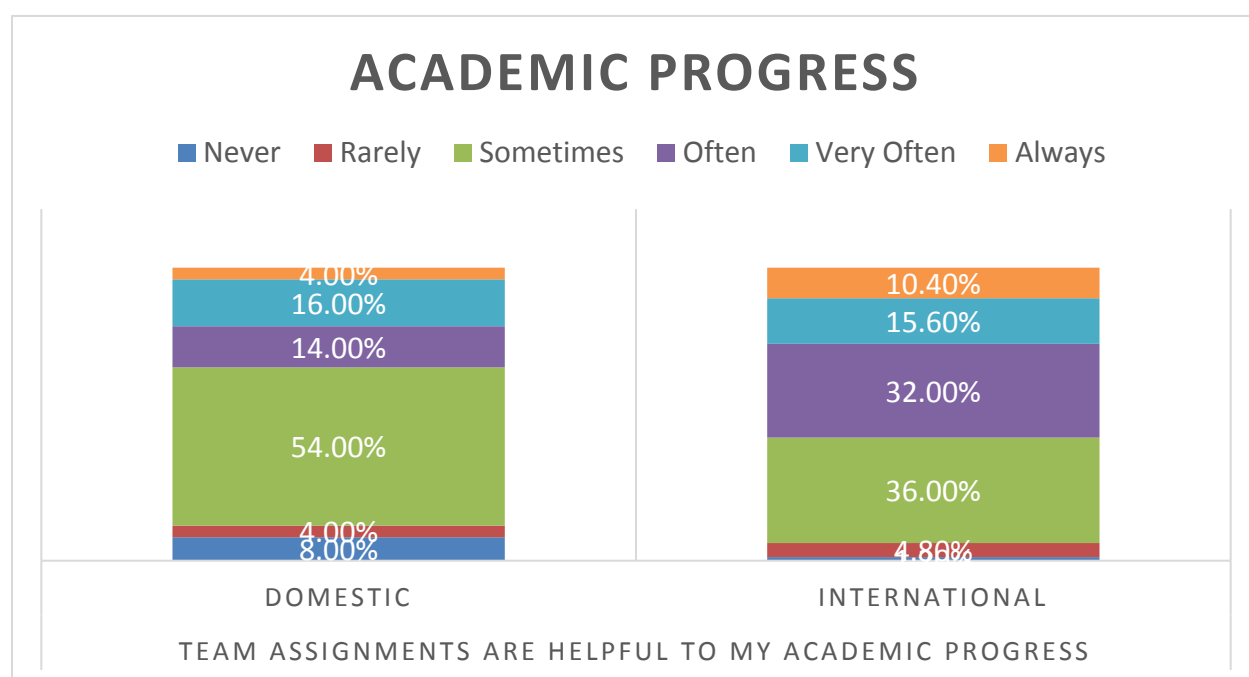


Figure 11. Positive perception on academic effect of group work

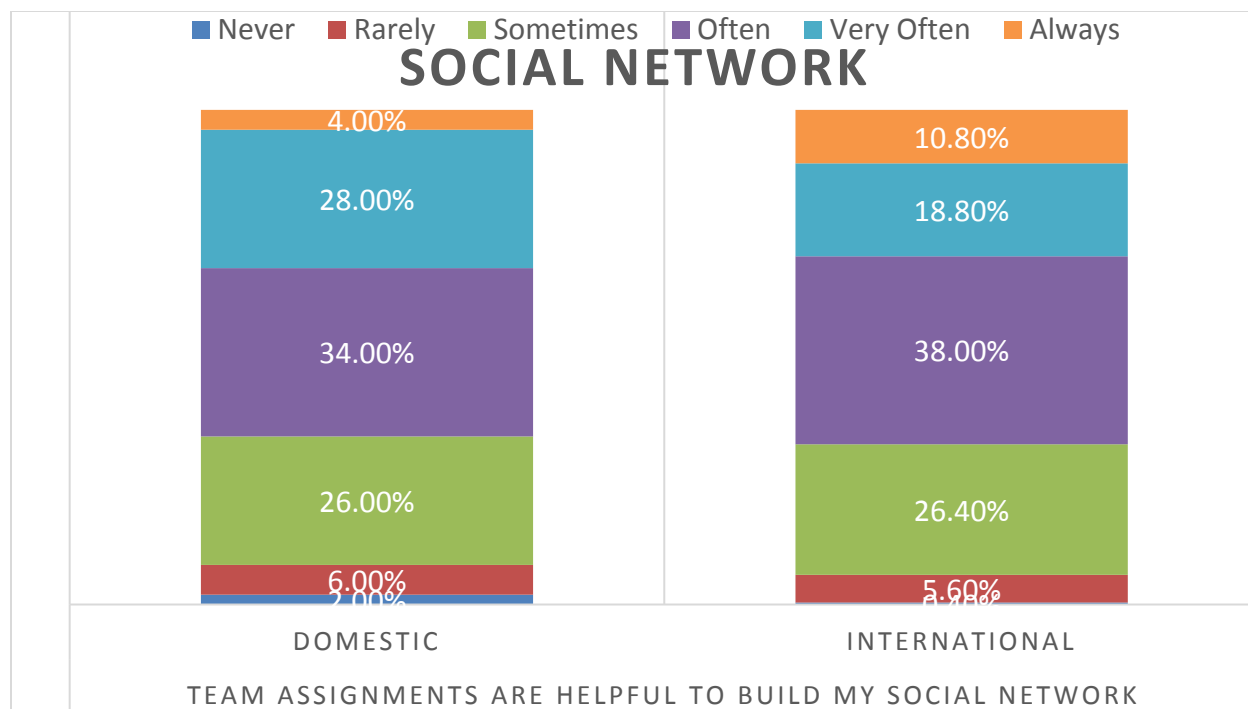


Figure 12. Positive Perception on Academic Effect of Group Work

Willingness to Communicate

Domestic students show a higher willingness to communicate (WTC) with other people who have different racial, cultural, linguistic backgrounds than international students do.

Both domestic (72%) and international students (59%) agree or strongly agree that they feel more comfortable with open-minded people for other cultures.

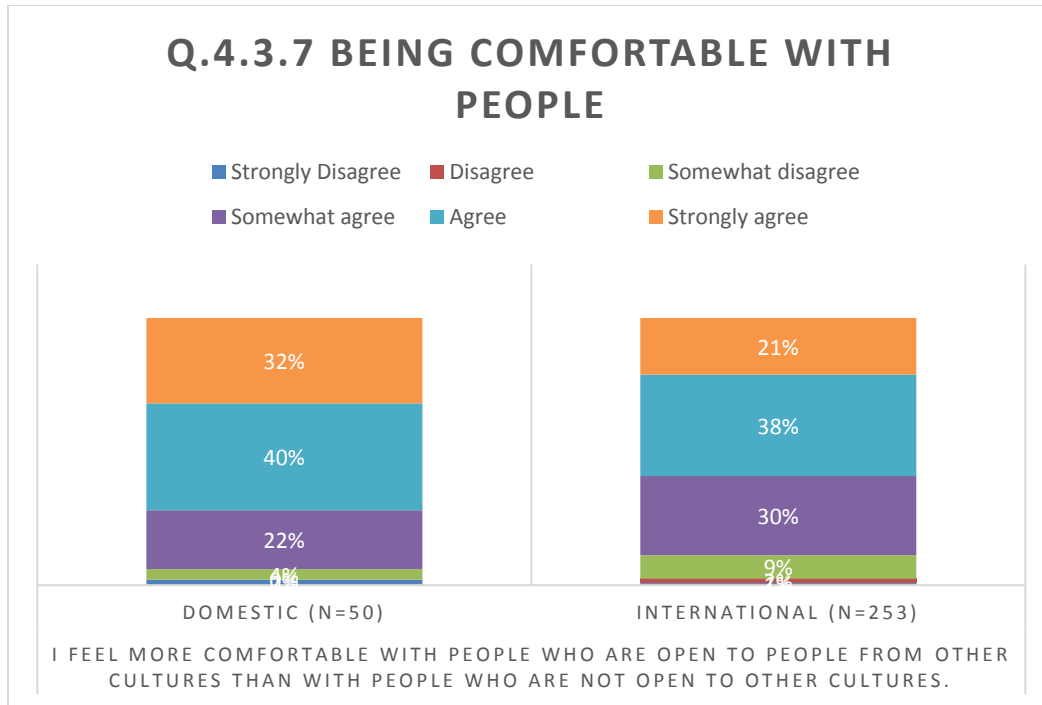


Figure 13. Comfortable with open-minded people

Perception on Job in the U.S.

More domestic students (75%) than international students (39%) agree and strongly agree that they want to stay and get a job in the U.S. after graduation (See Figure 11).

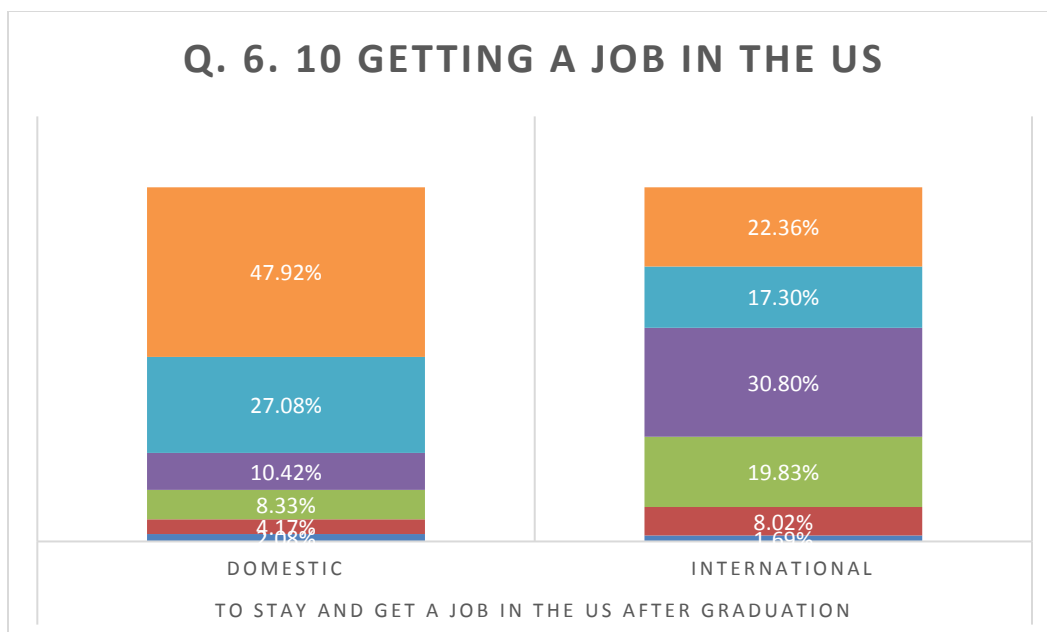


Figure 14. Staying in the US Postgraduation for Work

Research Question II: How do international students evaluate their academic and social integration behavior in the intercultural classroom context? Are there any differences between subpopulations?

This section focuses on responding to research question two.

Formal Integration in an Academic Context

In the university setting, students interact with many people on campus, mostly instructors, peers, and advisors. More than half of the international students (70%) responded that they either “very often” or “always” asked for help or information when they had a question about classes from peers who are from their native country, while 22% asked other international peers from a different country and not native English speakers. While domestic students (32%) said that they “very often” and “always” ask native English-speaking (domestic) instructors about class, 54% of international students said that they do (See Figure 12). When international students had a question about their own grades, 34% responded that they asked for help from

native English-speaking (domestic) instructors, 30% asked peers who are from their native country, and 35% asked instructors who are from their native country.

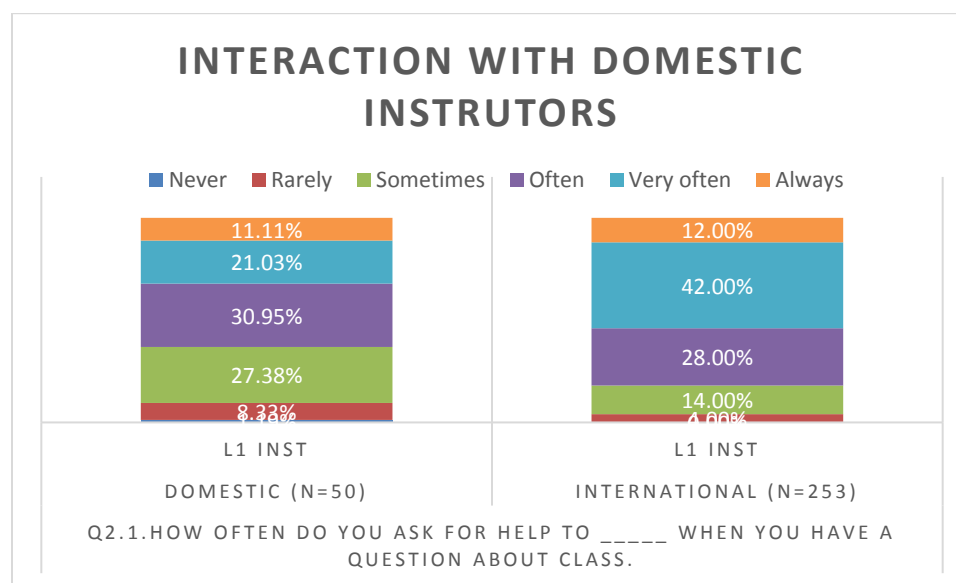


Figure 15. Interaction with Domestic Instructors on Study Matters

Both domestic (56%) and international students (46%) “very often” and “always” ask their peers who are from their own country when they have a question about their classes.

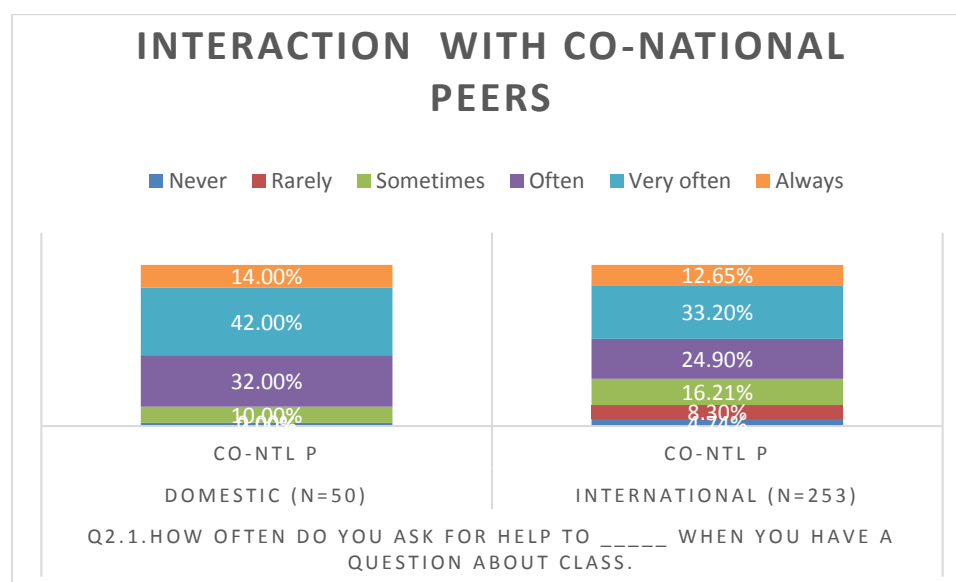


Figure 16. Interaction with Co-National Students on Study Matters

Classroom Interaction

More than half of both domestic (76%) and international (53%) students participate in group project very often or always. More domestic students than international students mentioned that they participate actively.

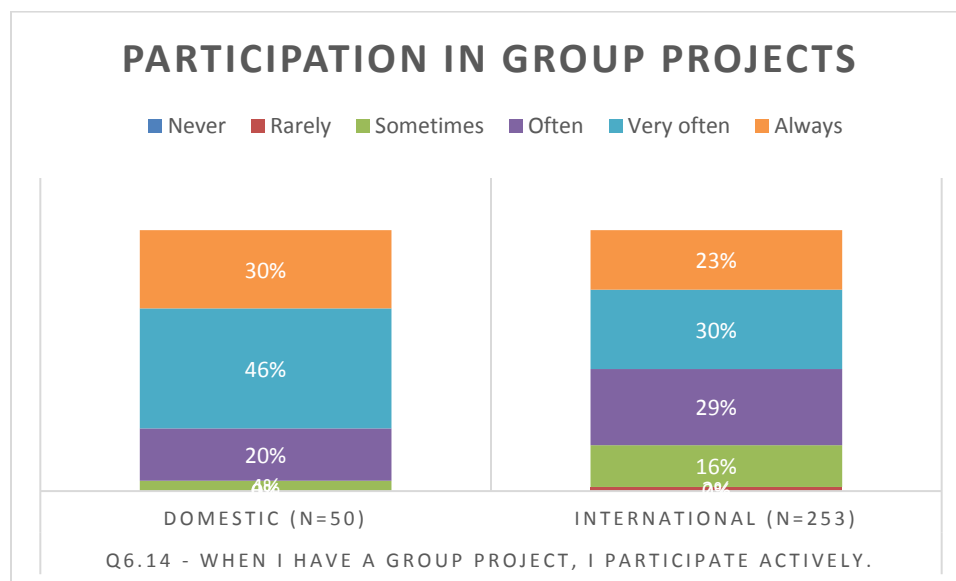


Figure 17. Group Project Participation

When participants were asked how often they ask for clarification when they do not understand something, most responded that they either often, very often, or always ask for clarification from teachers (69%) or peers (77%). Seventy-nine percent of students responded “often,” “very often,” or “always” that their major instructors are always available to answer their questions. The majority of students responded that they provide clarification when they are asked (77%) and that they are aware of when to take turns in communication with peers (74%). Seventy-seven percent of the students often, very often, or always asked for clarification to peers.

Table 16. Asking Questions for Clarification

Q. 6.3	Never	Rarely	Sometimes	Often	Very often	Always
My major course instructors are always available to answer questions.	0.30%	2.39%	18.81%	34.33%	24.78%	19.40%
I ask for clarification to instructors when I do not understand	1.20%	3.60%	24.92%	32.73%	20.12%	17.42%
I ask for clarification to my peers when I do not understand	0.90%	3.00%	19.22%	35.74%	25.23%	15.92%
I can clarify/explain when I am asked	0.60%	1.50%	21.62%	40.24%	22.22%	13.81%
I am aware when to take my turn in communication with peers	0.90%	2.40%	21.86%	36.53%	24.85%	13.47%

Peer Interaction

Regarding the question of who international students speak to the most, 75% responded that they “always,” “very often,” or “often” talk with classmates, 69% talk with students in their department, and 48% talk with roommates. Overall, international students interact less with domestic students than other international students. More than half of the students never, rarely, or only sometimes informally interact with domestic students (see in Table 34 in Appendix C for details). Regarding their perceptions on group work, students responded that group work is beneficial socially (for building a social network and making friends), for adapting to a US campus, and for academic progress.

As we can see in Table 17, in group projects about half of students answered that they participated actively “very often” or “always”. Although team assignments are helpful for students in various ways, group work might be beneficial more socially than academically. The majority of students responded that group assignments are helpful either “very often” or “always” for a variety of reasons: making friends (63%), building social networks (65%),

making academic progress (65%), adjusting to campus life (60%), and getting higher grades (50%).

Table 17. Perception of International Students on Team Assignments

Question	Never	Rarely	Sometimes	Often	Very Often	Always
Team assignments are helpful to my academic progress	1.27%	6.35%	35.24%	30.79%	14.92%	11.43%
Team assignments are helpful to build my social network	0.63%	5.71%	27.94%	35.56%	17.46%	12.70%
Team assignments are helpful to make friends	0.63%	5.71%	31.43%	31.43%	17.14%	13.65%
Team assignments are helpful to get a higher grade	1.90%	10.16%	37.14%	27.94%	13.65%	9.21%
Team assignments are helpful to adjust to campus life	2.22%	6.98%	30.48%	33.33%	16.19%	10.79%

Intercultural Competence

The majority of domestic students and international students see the benefits of having diverse groups work together. The majority (see Figure 15 below) strongly agree, agree, and somewhat agree that they would make a diverse group for class.

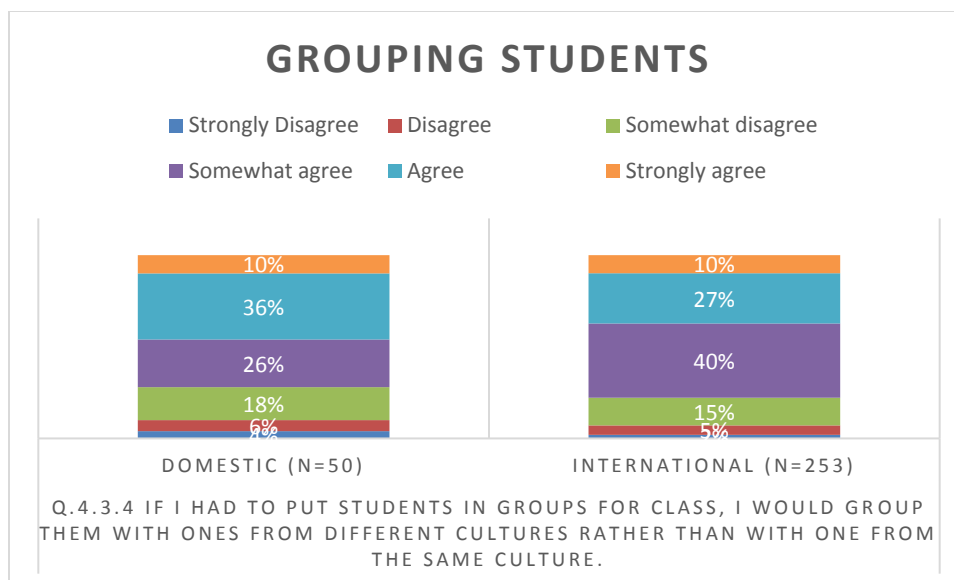


Figure 18. Grouping Students

Informal Social Integration

International students contact a variety of people depending on the situation. When sick, 45% of international students responded that they contacted either “very often” or “always” peers who are from the same country; only 19% contacted native English-speaking (domestic) instructors. When they are stressed out, 38% contacted either “very often” or “always” peers who are from the same country (See Appendix B Q2.1-2.6). With parents, students discuss not only their personal and social life but also their academic concerns. When participants were asked what they talk with their parents about, 74% of the students responded that they talk about their personal life either often, very often or always. Most also indicated that they discussed classes/studies (55%), social concerns (56%), and homework/projects (49%). In summary, students primarily talk about academic topics with advisors and discuss more personal issues with their parents. It is interesting that more than half of participants indicated that they discuss both personal and academic topics with their parents.

Part of the survey that measures intercultural competence focuses on student friends and comfort level with individuals from other cultures (see Appendix B). More than half of the international students agreed or strongly agreed that, “most of my friends are from my own culture,” and that they, “feel more comfortable with people who are open to people from other cultures than with people who are not open to other cultures.” On the other hand, more than half strongly agreed, agreed, or somewhat agreed that, “most of my close friends are from cultures other than my own.” About 22% of students strongly disagreed, disagreed, or somewhat disagreed that they usually look for opportunities to interact with people from other cultures.

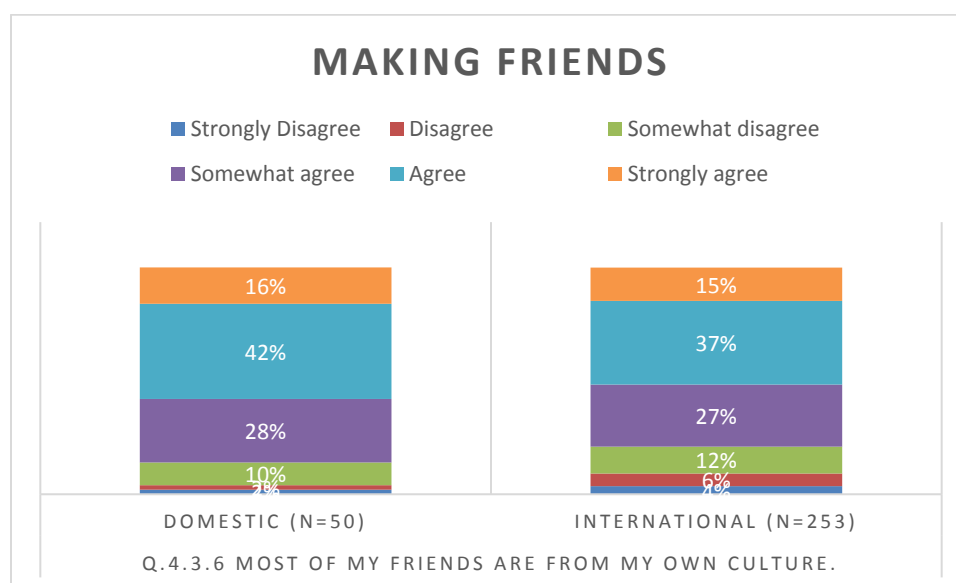


Figure 19. Friends from my own culture

More domestic students (62%) agree and strongly agree than international students (36%) that they like participating in events on or off campus.

Table 18. Participation in Campus Events

Q3.3 - I like participating in on/off campus events/activities.		
Answer	Domestic (n=50)	International (n=253)
Strongly disagree	6.00%	5.14%
Disagree	2.00%	6.72%
Somewhat disagree	6.00%	15.02%
Somewhat agree	24.00%	36.76%
Agree	40.00%	26.09%
Strongly agree	22.00%	10.28%
Total	100%	100%

Language Integration

International students may have questions about English during their studies in the U.S. When they had a question about oral English, 30% either “very often” or “always” asked for help or information from L1 English-speaking (domestic) peers. An additional 25% asked peers who are from their native country, and 26% asked native English-speaking (domestic) instructors. When students had a question about written English, 33% either “very often” or “always” asked for help or information from English-speaking (domestic) instructors, 27% asked English-speaking (domestic) peers, and 23% asked peers who are from their native country.

Since international students’ study in the U.S., all students are aware of using English in academic context. The majority of both domestic (86%) and international students (80%) responded it is ‘always’, ‘very often’, and ‘often’ acceptable to use only English in classrooms.

Table 19. Using English in Classroom

Q6.9 - English-only (Primarily English Use) in classrooms is acceptable to me.

	Domestic (n=50)	International (n=253)
No Response	0.00% (0)	1.20% (3)
Never	2.00% (1)	1.20% (3)
Rarely	2.00% (1)	0.00% (0)
Sometimes	10.00% (5)	16.80% (42)
Often	18.00% (9)	22.00% (55)
Very often	12.00% (6)	20.80% (52)
Always	56.00% (28)	39.20% (98)
Total	100%	100%

There is a big gap between domestic and international students when it comes to computer use in English (See Figure below). Over ninety percent of domestic students responded they use English when they use the internet, while only 46% of international students said that they do. Thus, international students use English online in formal academic context, but do not English online in other contexts.

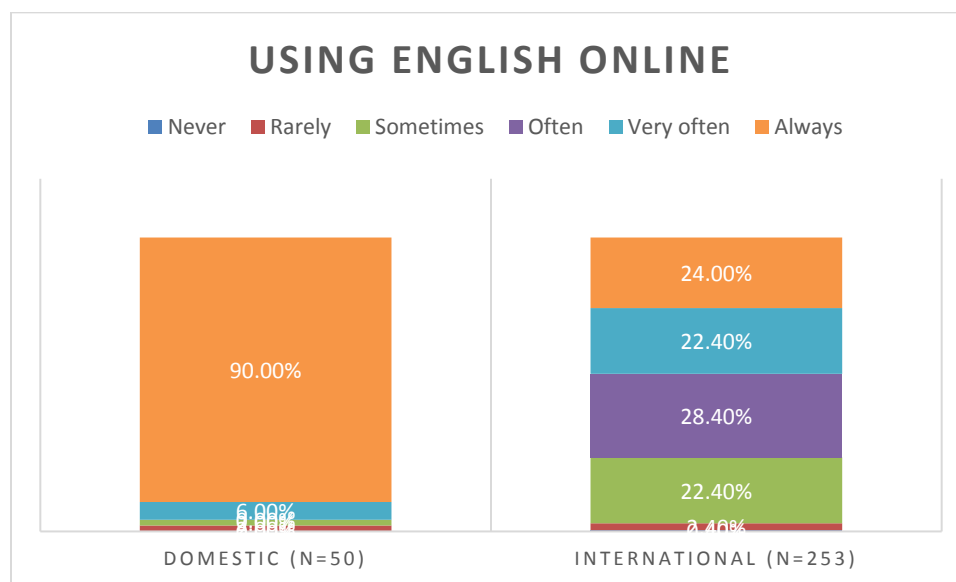


Figure 20. Using English Use at Computer/Internet

There are various resources for language integration available on campus for students. Generally, international undergraduate students indicated that they did not often use the writing

lab or participate in ESL conversation groups. International undergraduates did use English on the computer or and in dictionaries. Most students indicated that they “often,” “very often,” or “always” did online searches in English (74%) and used an English-English dictionary (50%) (See Figure 21), while far fewer “often,” “very often,” or “always” used the writing lab (25%) or had ESL conversations (22%) (See Appendix B Q.2.11). Less than a third (32%) of students “agreed” or “strongly agreed” that they like participating in on/off campus events.

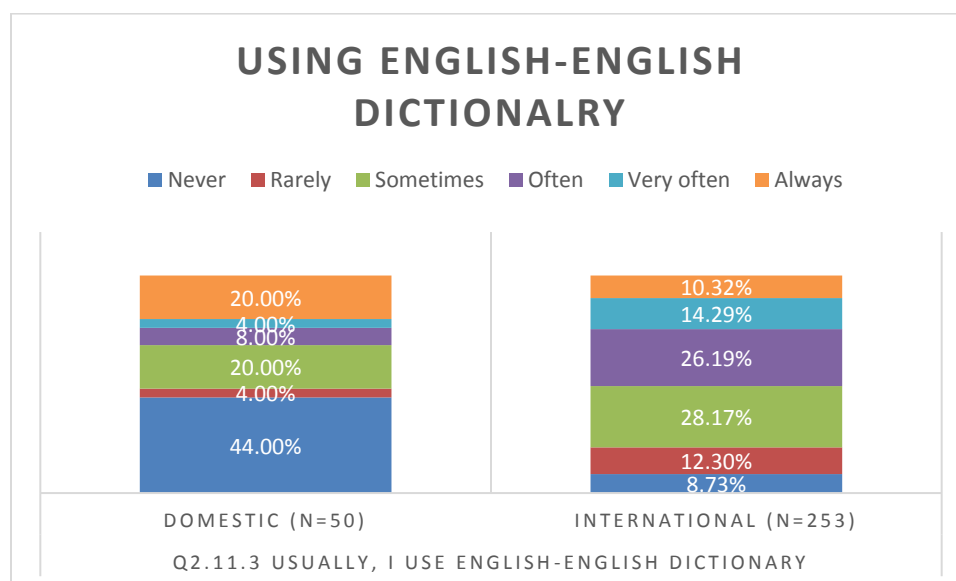


Figure 21. Using English-English Dictionary

When it comes to using American media culture for music and TV/online shows, more domestic students (66%, 80% respectively) agree and strongly agree that they like listening to or watching American music or shows than international students (36%, 52% respectively) (See the Table 19 and 20).

Table 20. Listening to American Pop Songs

Q3.1 - I like listening to American pop songs more than pop songs from other country.		
Answer	Domestic (n=50)	International (n=253)
Strongly disagree	6%	8%
Disagree	0%	12%
Somewhat disagree	8%	19%
Somewhat agree	20%	26%
Agree	26%	19%
Strongly agree	40%	17%
Total	100%	100%

Table 21. Watching American Shows

Q3.2 - I like watching American shows on media (TV/Computer/Internet/Phone).		
Answer	Domestic (n=50)	International (n=253)
Strongly disagree	2%	4%
Disagree	2%	6%
Somewhat disagree	2%	11%
Somewhat agree	14%	28%
Agree	34%	32%
Strongly agree	46%	20%
Total	100%	100%

Communication Skills

As we can see from Table 21, the vast majority of international students responded strongly agree, agree, and somewhat agree that they usually change the communication method depending on other people from other cultures.

Table 22. Intercultural Competence

#	Survey Item	Strongly Disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
7	I usually change the way I communicate depending on (the culture of the person) with whom I am communicating. When I interact with someone from a different culture, I usually try to adopt some of his or her ways of communicating.	1.48%	2.97%	11.57%	38.28%	32.64%	13.06%
8	I usually look for opportunities to interact with people from other cultures	1.18%	3.25%	10.06%	39.94%	36.69%	8.88%
9		1.78%	3.55%	16.86%	35.50%	31.07%	11.24%

Research Question 3 What are international students' adaptation difficulties and their suggestions for enhancing the interaction with other students?

Content Analysis

At the end of the survey students were asked for additional comments on their challenges or difficulties in interacting with other peers and instructors on campus and on their suggestions and recommendations in enhancing interaction with other people (See Q6.17 and Q6.18 in Appendix B). Seventy-two international students (28%) shared their challenges and sixty-six students (26%) provided their suggestions. The following is a content analysis of the challenges and solutions identified by students who responded.

First of all, twenty-six students express their satisfaction with studying at Purdue. They do not have issues in adapting to a campus but enjoy learning and getting to know other people as we can see in Table 23.

Table 23. Satisfactory Comments from International Students

Coding	Comments
Comfortable	Generally, I feel comfortable to talk with people who from other country and different culture.
Active	I am being more active. And I can communicate in English.
No difficult issue	I do not have any difficulties to interact with others
Helpful others	I know great people here, and they help me through a lot of stuffs.
Great course	I like our English Class

International students also mentioned that they have difficulties in English use with other people on campus. Fourteen students described their short-term or long-term challenges due to their language barrier, English-speaking environment, technical term use, and lack of idiom use. Students were also concerned about their accurate English use, correct pronunciation, and their low proficiency level. Communicating with others in English every day is difficult for some international students. They pointed out that they do not know much about native idiomatic expressions, local phrases, or academic vocabulary. Especially, expressing themselves is more difficult than understanding others in interaction or group work as it might cause breakdowns in communication. Students also noted confusion or miscommunication to others.

Table 24. Comments on English Difficulties of International Students

Coding	Comments
Using English	One of the most challenging things for me is the language barrier. Sometimes I found it's hard to express my feelings to others.
Every day	Speaking to everyone in English all the time. Communicate in English is always difficult.
Productive skills: speaking	The words in my head just don't know how to come out. technical vocabulary Taking the challenges is really big. Sometimes is hard for me to find accurate language to express my ideas to my group members There might have some misunderstandings in using local phrases and grammar. Sometimes my English can be confusing to local citizens. Sometimes, I feel that my expression is not native.

Table 24 continued

Receptive skills: listening	I am usually fine with understanding others, but to me it is a little bit difficult to express myself than listening. Sometimes it is difficult for me to understand them when they use some popular but not normal expressions because I am not so familiar with pop culture as local people. Sometimes I have trouble figuring out the correct pronunciation of a certain American's words usually those with "n" in the end. For example, the word mountain. I pronounced it as "mountain" but American pronounced it as "Moun'en"
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Difficulties in Social Adaptation

In social adaptation, 13 international students shared cultural concerns including culture shock. Some students pointed out that the main reason for communication breakdown is lack of common topics, interests, or lack of (local) cultural knowledge rather than English fluency. Others mentioned there is lack of opportunities to meet others and difficulties making close domestic friends. One student recommends that they talk with peers and instructors on personal matters more.

Table 25. International Student Comments on Socio-cultural Issues

Coding	Comments
Advisors	Share your problems with your friends or advisors before it is too late
Lack of topic	When I face a word that I cannot express in English, I can describe it by long sentence and body language. But it often happens that we cannot find another topic to keep communicating.
No chance to Culture	Difficult to meet Culture shock
Cultural difference	I think sometimes still have communication problem. Although my English improved a lot by practicing, awkward situation still happening. Even you know the language, you sometimes still do not know what they are saying. I guess that is the cultural difference
Local culture	It is more difficult for international students to get integrated with the local culture
Native speakers	It is not difficult to communicate with the native speakers, but I can't get their points. I can't understand them usually.
Friends	I still found it hard to make a close friend with domestic student.

Table 25 continued

Lack of interest	It might be a little bit difficult for international students to get integrated with the local culture because of different interests.
Racism	Racism is still a very big problem here at Purdue. I heard a lot of American students saying that they don't like specific international groups and talk things that are very sensitive. International students are still very vulnerable groups, and they deserve to be respected in public. They are the guest of this country and what some native students are doing is just disgracing their own country.
Stereotype	stereotype-based questions

Difficulties in Academic Adaptation

Eleven international students mentioned academic difficulties in adaptation. Some noted difficulties initiating conversations. Others point out that they are not familiar with the American academic culture, such as making appointments, office hour, or group work. One also said that he rarely shares his personal life with instructors.

Table 26. International Student Comments on Academic Adaptation

Coding	Comments
Initiative	Hard to reach or start the conversation
Native peers	Communicating with White American peers has definitely been more challenging than people of other ethnics.
Appointment	I need to make appointment with them before I want to talk
Informal interaction	Rarely talk to instructors about my personal life
Group work	I had a very hard time collaborating with my groups in ENGR 131 and in ENGL 110/111 because the way we are taught groupwork is very different.
Office hour	I only have difficulties when doing group projects. I had a challenge with office hours. At the beginning I did not go because I did not know how to approach instructors there.

Emotional and Other Issues in Adaptation

Eight students pointed out affective components that affect their adaptation. Time and personality were mentioned as adaption difficulties. Some students responded that they do not

have time to talk to each other, graduate students specifically. Some international students felt very shy or nervous when they talk to acquaintances in English.

Table 27. International Student Comments on Other Adaptation Issues

Coding	Comments
Time	I am feeling fine when talking to instructors and peers, but everyone is busy, so we did not really have time to talk.
Nervous	I still feel nervous when I talk with people who I don't know well in English, and I am not familiar with using references.
Shy	Sometimes I am too shy .
Social interaction	I thought the most important factor of having a good interaction is to have the same experience with peers or instructors. Doing something not regarding academic is the best way to come closer. However, most of the graduate students don't have enough time to share their time. It can make us not to have a good relationship.
No chance	I didn't have many chances to get along with my peers. That was due to my personality , which I didn't want to speak my poor English bothering them. I know this is not a good idea, but still, now I can't change my mind to get along with native speakers or hang out with my peers. I personally think that language is a matter of talent . Each person has the different rate of improvement. If you are not native speakers and you've found that you need more time to adjust to language as compared to other peers who are not native speakers, I would like to suggest that just wait until you feel comfortable . Getting along with native speakers is the best way to improve your English skills. But if you don't feel comfortable that, just wait until your English skill is cultivated enough to make you feel better in interacting with others. It usually takes much more times .
Early class	I am having a hard time waking up in the morning and I missed classes because I could not get up in the morning. That is one of my biggest challenges.

Six domestic students provided comments on a range of topics. The main difficulty is interacting with Asian international students. They describe their negative experiences working with international students who did not contribute to groupwork and complained about certain international subgroups as only working with their L1 community. Domestic students were not sure if this is due to language, or cultural differences. One student criticized his international teaching assistant's English fluency.

Table 28. Domestic Students' Comments

Coding	Comments
Social interaction issue	I often see international students as unapproachable, so I do not try. A lot of times international students stick with one group and don't always socialize with people not from their home country. Lots of students tend to work with people who have similar backgrounds as themselves. This is not really a problem, except when in group projects. It seems like all international students work well with all domestic students except for the Asian students (the Japanese and Korean students are fine, but the international Chinese students tend to work with other Chinese students instead of with their group members. I am not sure if it's due to a language barrier or comfort level, but it makes group projects difficult.).
Culture	The cultural barriers can be frustrating. Everyone has beef with the international Asian students. They all seem like they don't know where they are and they're always running. They do the darndest things.
Group work	Last semester I worked in a group in my engineering 131 class with an international student from Korea. My group did the best job we could to include him and get him to interact but when the project was done he did not do much to help. I think there need to be two sides to this. I am willing and ready to work in diverse teams but if the other person is not willing to contribute the team will still fail.
Language	I find it very difficult when an international student with not the best English is a TA or a recitation instructor. I understand they need the experience, but this is America and majority of us speak English, so it's hard to learn from someone that does not speak your language natively, especially when most of us only speak English.
Personality	I believe in diversity and equality. Communication is little difficult for me because I am naturally shy and tend to spend the bulk of my time alone.

Domestic students suggest that both domestic and international students need more effort in interacting with each other. One student praised Indian students' working skills and suggested Indian students play an important role in collaboration. Another student recommended an open and safe space to provide more interactions for students. (See Solutions Table 30 in Appendix C). Some International students' solutions were having more well-structured group work, more social organization, actions of talk, and learning more interaction and communication skills. To

reduce their affective filtering, students' suggestions varied: take action, seek more support, and change passive attitudes (See Solutions Table 31 in Appendix C).

4.3. Interview Results

Overview

Interview results provide a complementary picture of international student acculturation. The results have the following six themes: 1) international students' formal interaction with instructors in academic contexts; 2) international students' informal interaction with instructors in social contexts; 3) international students' formal interaction with peers in academic contexts; 4) international students' informal interaction with peers in social contexts; 5) international students' English use; 6) international students' language development and satisfaction with language.

Theme 1: Formal Interaction in an Academic Context

Generally, international students expressed that they feel comfortable and do not have any serious issues in classroom settings. One interviewee, Chol Su (all names are pseudonyms) a Korean graduate student, didn't think classroom interaction was an issue.

Researcher: "Are American, Korean, or other international faculty members different?"
Interviewee 10 (Korean): "No, faculty members are not different. just classroom interaction, just fine."

The interviewee noted the lecture form of classes and that students do not need to talk or interact actively in their core courses. However, Sam (Interviewee 3, Chinese), an undergraduate student, pointed out the relationship between the class size and interaction.

Sam: these classes are smaller (English and communication). Huge class (biochemistry or economics). I don't know how many people in the classroom. Maybe hundreds. I don't ask because too many people."

Another interviewee Rui (Interviewee 5, Chinese), a graduate student noted that he does not have close interaction with instructors overall. However, he added that one of the few instructors he knows was in a language support program.

Rui: “I know my advisor and some people in my departments, but I don't know a lot of guys in other departments, except English instructor.”

An international undergraduate (Sam) also mentioned that he wouldn't visit office hours but enjoyed the mandatory one-on-one conferences in the language support program. These interviews collectively note a relationship between class size, discipline, and interaction. In the smaller liberal arts classes, they were able to interact and get to know the instructor and students. However, in their larger science and management classes there was no interaction. Overall, most interviewees had some chances to interact with instructors on a regular basis in the smaller courses they are taking and generally, they do not care about the nationality of instructors but focus on learning the content.

Office hours were also discussed in the interviews. Undergraduate students contacted and visited office hours when they had questions. Graduate students were often required to meet with their major professors. Some professors made students come to their office hours once a semester. Sam (Interviewee 4, Chinese) said that he visited his English instructor's mandatory office hour but never visited other optional office hours.

Researcher: Mandatorily?

Sam: Yeah. And like what I said, my English instructor very nice and I really enjoyed meeting with her.

Researcher: Have you ever visited the office hour to ask questions in biology or economics classes?

Sam: No. Because if I have questions I just email them. I do not want to meet them in person because you know kind of embarrassing I think. If I email them I'm sure I won't make any grammar mistake... When I wrote my email I just feel very natural and natural and blah blah blah blah and so at beginning it's very I think it's one aspect of the flexibility both in speaking but also in writing like if I don't know how to write

something, I can just change a way to do this, so I spend less time. (Interviewee 4, Chinese)

Sam's statement shows a preference of using emails rather than face-to-face interaction. This was also supported in the survey results. Sam also mentioned that emotional factors and concerns of English errors stopped him from going to office hours. However, he also said that he enjoyed talking with instructors in obligatory one-on-one conferences and this allowed him to learn more about American culture.

Theme 2: Informal Interaction with Instructors in Social Contexts

International graduate students noted some informal interaction with instructors while international undergraduate students did not note any informal interactions with instructors. International graduate student interviewees said that some instructors and professors invited them to parties at the beginning or end of the semester. Overall, three graduate students mentioned this type of interaction (Interviewee 10, Chol Su, Korean; Interviewee 9, Chinese, Rui; Interviewee 12, Maria Portuguese).

Some interviewees (Interviewee 12, Maria Portuguese), noted that the interactions at these events can be superficial and brief. This may be due to a lack of overall interaction and knowledge on other backgrounds. Interviewees often said that they are well aware of their advisor's academic background; however, not of their personal background.

Chen: "I know all his (American professor's) academic background, graduated Harvard, but I don't know where he is from in the US. Do I need to know?"

Chol Su: "My advisor is Turkish. But he's almost American. He lived here for 50, 40 years. he came to US, to attend, to go to MIT on the graduate."

Both interviewees had learned about their advisors' academic background but not their personal background. They focused on learning from the teachers, not getting to know their advisors/professors, which was also compatible with their academic goals in the survey results.

One marker of formality or lack thereof is how students refer to instructors by name. One Chinese undergraduate student, Sam, mentioned that ambiguity in what to call professors results in them being more formal.

Sam: I think it's pretty interesting because I watched a video on YouTube so it's a video made by students. They surprisingly call their professors first name and most professors are pretty casual but some of them are not... they are pretty formal they are unhappy with that. So, I don't use their first name unless I'm sure.

One Brazilian graduate student mentioned there may be a cultural difference in what to call professors.

Maria: "Like my culture in Brazil usually I'm a little bit closer to my professors... Yeah, I can call them by first name... I feel that here people are more closed than in Brazil... Yeah. In Brazil they say "hey! How are you? How are your mom? how are your friend? How are your boyfriend?"

Theme 3: Formal Interaction with Peers in Academic Contexts

One of the themes that was present in the survey results was that students often interacted or met people in the classes they took i.e. they had formal interaction with peers. This was also mentioned in the interviews as Pete (Interviewee 3, Chinese) notes below.

Pete: And the other ones, each semester, I got to take new classes. I can make new friends for the on those classes. One of the closest friends I have is he is from India, but he grew up in Japan, and we met in the math lecture. So, we just literally go to the math class together. And like review, for example, together.

Pete made a close friend from another country but not his own country or the U.S. and they developed a good relationship. The relationship began from their academic interaction. As can be seen in the survey results, international students often make friends in the classroom, department, or the dorm (See Appendix B Q.6.6). Meeting with students in the dorm was also mentioned by Pete.

Pete: We (dormmates) regularly meet every day at dorm. They don't ask me about Chinese. When we are having a discussion (about), you know, sometimes homework,

sometimes even games, they are just asking me from time to time, how to say this word in Chinese.

Maria, a graduate student, also shared that her academic interaction often leads to social interaction. For example:

Maria: So, it's actually, we work a lot, but it's pretty fun. We left the lab 5am last project, but we were like okay, I'm hungry, so we were in a group of three, and then one go out and grab some food for the others and the others keep working and then the next time the second one go grab food...I had like weekly meetings with them, but it was more kind of flexible schedule so we had lab group and then okay great we need to do this and that experiment this week whenever you are available. (Interviewee 12, Portuguese)

One interviewee, a Korean graduate student, shared the difficulties that he has with formal (or otherwise) interaction with L1 English speakers.

Chul Su: and over here, I get lots of stress (from) environment. So, in my country, I study in Starbucks, in the library, I can switch my place. But here I haven't study in (at) Starbucks, or library. home or school. only office. Your lab. I think, I get stressed. When, where many people around me are native speakers. Even though they don't talk to me. But classroom is okay.

Domestic students also mentioned that they had little interaction with international students, but the interaction that they had tended to be formal academic interaction.

Tim: The only time I interacted with international students was the group work in the first-year engineering program.

Overall, the majority of interaction that interviewees noted as occurring between international and domestic students was formal academic interaction. However, at times this led to informal social interaction.

Theme 4: Informal Interaction with Peers in Social Contexts

The most common form of informal interaction interviewees shared with peers was in student organizations. Some noted that they needed to make extra effort. Pete (Interviewee 1, Chinese, UG), a freshman in Engineering, shared his experience interacting with peers in the fencing club.

Pete (Interviewee 1, Chinese): last year, I went to the fencing club. And that's many seniors and juniors I did not know. And that's the one way to know them. People can join the club or some organizations.

Although he joined an organization, he did not build close relationships. Maria also mentioned interacting with domestic students (albeit high school students) in the student organization.

Maria: Now the other program that I'm participating is the woman in engineering that I did also did a bunch of work this semester where I teach what is a civil engineer does for high school girls, so it was also pretty good experience. I did a presentation for them and then I explained the different areas that you can work. Like my area, just technical.

Another Korean graduate student said that he was invited to a pot luck party with peers in the department. He described his peers as being very friendly and helpful.

Chol Su: "They are kind of my English teacher. They know they have seeing my progress. 2016 to 2018. So, when they speak English in front of me, they tried to be careful and ah, make their speech slower, tried to use simple expressions. Polish their words for me" (Interviewee 10, Korean).

Chol Su's discussion of his peers as English teachers brings up the important point of international students learning from their peers. However, one road block he noted was that he was not interested in socializing with them often. Chol Su noted that he didn't often interact and instead talked with his fiancé in Korean on the phone.

Finally, there was some hints that the lack of informal interaction could be due to culture or personality. Sam, in particular mentioned that it could be related to an "Asian thing" or perhaps part of his personality.

Sam: I prefer not to... how to say? I think it's just my personality. Like I am....so it's kind of Asian thing I think, like I feel I'm in trouble to strangers but once we know each other then I become extrovert.

Theme 5: English Use

The two main topics that came up on English use were their attitudes towards English and accents. The attitudes that students expressed were varied. Chol Su, who often struggled with communicating in English, mentioned that he hates it.

Chol Su: to be honest, I hate English.

The Researcher: uh, huh, right. I hear you. I really felt sorry to hear that. But you don't have to hate it, right? But I can hear that you suffered a lot because of English.

Chol Su: yeah.

Researcher: You study here. Right?

Chol Su: if, if good knowledge is not written in English, then I wouldn't study.

He confessed that he would not have come to study in the US if he had access to advanced information related to his major in Korean. Another student mentioned the opposite. He loves English.

Rui: well, the main reason is I really really like English. I like English. I watch TV shows. I think it's beautiful language.

Confidence in English was also mentioned. Sam (Interviewee 3, Chinese) was not confident in English at first. However, as he was taught spoken English with other international students from and English instructor in a language supporting program, Purdue Language and Cultural Exchange Program.

Sam: I think I'm not very active at the beginning of the class. I'm not confident about my English, and I think other people (international students) found it and they (instructors) will help me to say my opinion, to say my story like in an English class is very, is very nice because everyone is international students

Finally, one interviewee criticized students who stick to their own community and don't get out and use and speak English.

Sam: No, I think I think it's waste of time because they just do everything they did in China in America. Yeah you know in the Wabash Hill, there is a karaoke?

The researcher: Yeah, I know what's it's called?

Sam: Yeah, they karaoke, play some Chinese thing, everything so Chinese so why don't you just stay in China?

The other major topic in the interviews on English use was accents. Due to the dramatic change of demographics in US campuses, international students are exposed to not only American accents but also other varieties of English. Most international students talked about accents of their own and other international students and instructors. The type of accent also influenced the ease of understanding.

Chol Su: I don't like Chinese students speaking English quickly and incorrectly. Accents from the country of origin were noted as easy to understand due to experience.

Maria: Yeah it was really tough for me to understand. However, my own professors, they are a couple, they are Brazilians so they kind of have the same Brazilian accent as me, so I don't have any issues to talk with them.

Another international undergraduate student, Sam, talked about the accent of other international students. He specifically mentioned that he had difficulty understanding Indian students' accent. He believed Indian students need to try to reduce their accent for successful communication with other international students. He was also attempting to improve his accent.

Sam: Students from India feel comfortable with their accent. They say everyone has their way to speak to English and that is their way.

Researcher: kind of jealous or do you feel like I need to be pride of my Chinese accent?

Sam: In this method I try to improve my accent, my pronunciation every time, and they just don't. It's annoying...So, even my English teacher says this is right everyone has their own English but first you must speak to make others understand what you mean so if you cannot even let them understand so for me I just think it's a just give it time and I need some more I could understand them more so I think now I still have some problem I admit but I feel better to understand them.

Another Chinese graduate student mentioned how he thinks about Indian accents.

Chen: At first it was difficult. But after I found the pattern, it was easier to understand Indian accent.

There was also some discussion about different American accents.

Ashley: I can tell the differences between American accents. I can understand mid-western English better than west or east coast. One professor is from Minnesota and the other is from California. It took longer to understand their accents (Interviewee 11, Bengali).

Overall, international students had some difficulty adjusting to the broad variety of Englishes spoken in a global university like Purdue. They also expressed differing viewpoints on English. Some really enjoy the language, others not so much. This causes some difficulty for getting out of their comfort zone and developing their language skills.

Theme 6: Language Development

In order to develop their language skills international students mentioned interaction with instructors/professors in non-English courses and English courses. They also mentioned a variety of resources, the Writing Lab, the International Friendship Program, mentoring programs in their departments, and ESL conversation groups. Some students also provided advice for developing their language, adapting to the classroom culture in the U.S., and the relationship between the two.

First, interviewees mentioned language support programs and suggestions from professors in non-English courses. Chol Su mentioned some difficulties he has had improving his English and that he typically has to take exams and language courses more than once due to his English proficiency.

Chul Su: So, I just wait, until I became to be comfortable with English. Right. So, I took OEPP. OEPT, twice. And I took 620 twice. And I took qualified exam twice... so, every processing involving English I did twice, even driving license test.

Interviewees also stated that they receive feedback not only on their discipline but also corrective feedback on English from the professors who are not from the US. Students reactions varied, but one interviewee, Maria was embarrassed in front of other students and became quiet in the classroom. Another student, Yao, was embarrassed in office hours, but then learned oral and written English skills from the major professor.

Yao: She (a Prof. in ENGR) corrected my pronunciation and grammatical mistakes. At first, I was shocked because she in my Chemistry professor, not my English professor. But since she is Chinese, she knows the common mistakes Chinese students make and she is good at written and oral English. She also helped me a lot when I write my paper, lab report and abstract or proposal for conferences.

Some interviewees were quite positive about the feedback they received from their professor.

Chol Su: I have I have (linguistic) issues, but he is really kind. He corrected my expression. Kind of. If I screwed up words, then he gave correction, feedback. I appreciate that.

Maria: Exactly, once I asked the question in class to my professor and he corrected my English mistake in the classroom. So, I was embarrassed.

The excerpt of Chol Su and Maria narratives reflects active intercultural interaction in formal academic settings. Students learned language skills, academic language, and content knowledge from instructors/professors in their one-on-one interactions. International graduate students received corrective feedback on English from non-English professors. Asian students were generally thankful for this assistance as noted by Chol Su.

Chul Su: Even though I don't understand what they say, I didn't, I don't ask them every single sentence. I also don't pretend to understand it. I just do nothing in classroom. I have language issues, but my advisor is really kind. He corrected my expression. Kind of. If I screwed up words, then he gave correction.

Researcher: Do you accept the feedback?

Chol Su: yeah, why not? I appreciate that; And the vocab range in casual conversation is quite different from the classroom one.

Interviewees shared how they use the resources university provide. Sam is an active participant in many programs.

Sam: I knew writing lab in my English my 110 English class in the beginning we were told we have a Writing Lab at Purdue, and we have many activities we can draw in and it should be helpful, and one day in the class we visit the Writing Lab, and we can see flyers something like that

Sam: So, first time I think I should try free ESL conversation, so I came here and then I didn't talk a lot I was kind of nervous so most time I just listen unless some people ask me questions and I answer and later I was familiar with the tutor and with some people who often join this group... I guess they just they're not confident enough I think. It's just one hour didn't take a lot of time.

Sam: I only met a lot of international student in the English 110 class because they are all international student and beside that I joined beside academic I didn't make any

American friends in class. So, I just joined international friendship program. It's a program to set up relationship between international students and American so this program. Yeah, that's how I met my American friend and so far, he's my best friend in America

Sam: Transfer student dinner held by BGR with organization. one person just casually talked with me asked me to do you like singing? And I say "yes", and he said "oh you should join PMU Purdue music organization" I'm not afraid to singing in public I think. I'm afraid to speak in public, but I'm not afraid to sing... Because I joined the International Friendship Program... Yeah. It can be first step. It's very good first step to begin to learn how to make friend in America.

Maria also uses many programs including the counseling service on campus.

Maria: I have like an American family that adopted me here. It's a program called International Friendship program or something like that. So, when I arrived here in the first semester I enroll for this program and then I kind of American family adopt me. So, once a month we go out for something and they're nowadays like the program already stopped, but I am still going out with them and we are kind of friends and so it's still good.

Maria: Because you receive by email the information. Some students in the beginning are so lost and so many stuffs they have to do that they don't even check the emails properly. Another program that I participate it was a tutoring. It was in the first semester as well. It was like a guy that his I think he already graduated from Purdue. He was last semester, and he was tutoring me, so we had once a month lunch in one of the restaurants in Purdue. The program eat lunch for both of us free, and then he would just go there and talk.

Maria: Yeah and then I went to CAPS to and then I was like please I'm spending timing in CAPS if I need just an extra hour to relax and enjoy life and do something fun for myself like go to the gym, I wouldn't be needing CAPS. ... Yeah. But here I still struggling... Because some I'm always so tired here. Whenever I have time I just sleep.

As we can see from the comments above, being involved in these programs has allowed these students to engage with a variety of people from all parts of the university and community. These programs also enabled students to learn more about U.S. culture and improve their language skills.

However, one graduate student mentioned that he doesn't value some of the resources due to limitations in time.

Chul Su: No. It's time consuming. ... It's my personality I don't feel like I'm not in favor of doing something especially when this requires time like to visit OWL I have to go there...It's kind of barrier I feel. It requires me a lot of energy.

These limitations in time may lead to either a lack of adaptation or increase the amount of time it takes to adapt. Some interviewees mentioned the relationship between language skills and adaptation. One interviewee, Sam, who actively participates in curricular and extra-curricular activities responded he needs more time to adapt to a campus.

Sam: I don't think I already adapted

Researcher: Okay. Maybe next semester?

S: Yeah, I hope so.

The researcher: so, do you feel like you adapted to a US campus, academically, socially, and linguistically way better due to your language skills?

Pete: yeah, I adapted better because of my language skill. Yeah. English is very important. Cause, everything here is English. I can't live here actually, if I don't know English. So, that's a necessity here. And so, you know. If you don't understand, it's hardly to go to the Restaurant, in classes. That's really important here.

Pete also mentioned that his roommate has struggled to adapt due to a lack of strong language skills.

Pete: In contrast, my roommate, he doesn't speak English very fluently. So, his major activities are with his Chinese friends, not in English. He can't have driver's license. He can't eat breakfast over the weekend, because he can't go anywhere. It's really inconvenient. So, academically, he doesn't discuss with his classmates. He's just sitting in front of his laptop with his arms on. It's not correct way to learn things... Sometimes you don't really understand most of the concept. And someone needs to tell you more about it.

Pete alludes to what can become a vicious cycle. A lack of language skills restricts interaction and a lack of interaction limits the development of language skills. However, all hope is not lost.

Many interviewees provided suggestions on improving language skills and facilitating adaptation.

Sam: So, my suggestion is just don't be afraid. Yeah. Because I think in America is so it's so nice so good environment to development like some students for example like Chinese student they may be punished if they just did some basic things like if they so like if they ask question in class they might be punished because if their question are too basic, the student will say 'why do you ask this question, it's so basic, just watch it by yourself. That would never happen in America... Yeah! So just don't be afraid to ask questions. It's okay. But don't be afraid. It's okay to ask here in America you won't be punished. Yeah so if you want to be a better yourself, yeah no one will stop you.

Rui: Yes. For advice, I will suggest, if you want to, actually, you don't have to be close domestic students. But you know me. You Don't have to pretend the person you are not to get close to domestic students. You don't need to be that. But you need to experience many cultures during American parties. That's all I wanted, I think.

Chul Su: I'm trying to search for the answer. I don't know. I have no idea... before I came here, I thought, ah, just staying over here, just by staying over here, I can improve my English as much as I can, but I felt it's not true...yeah, but if I hadn't memorized the script with pain, I wouldn't have improved my English. So, just feeling pain is not enough. Feeling pain as well as learning. That's what I want to talk about.

Tim: Just talk loudly and slowly.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 Chapter Overview

This dissertation investigated international and domestic student academic and social adaptation to a US campus. Key findings are as follows. First, both domestic and international undergraduate students prioritize academics i.e. keeping a high GPA, graduating in 4 years, and getting a job. International students also noted improving their communication skills as a priority. Second, international students take 2-3 semesters to socially and linguistically adapt to a US campus. Third, international undergraduate students show higher intercultural competence than domestic students, but international students tended to use English in academic contexts and use their L1 in social contexts. Both international and domestic students stated a willingness to communicate with people of different racial, cultural, linguistic backgrounds, Fourth, the Chinese subgroup showed a higher dependency on their L1 community for academic, social, and language support. Finally, participants mentioned some difficulty with Indian accents, fast speech in general, and thought that students and instructors should work on their accents and slow down. The following chapter is organized by research question and will address key findings for each. It concludes with implications.

Research Question 1: What are the similarities and differences between the integration of domestic and international undergraduate students?

In terms of social integration behavior, domestic students stated a stronger interest in interacting with peers in and outside of the classroom than international students. Although international students did not prioritize social interaction, they realized the need for it. However, international students were mostly hesitant to invest time to participate in settings where they

could practice their English language skills and integrate socially with other students. It appears that it is necessary to leverage opportunities in academic settings to increase student interaction and English use. Increased academic interaction can lead to increased integration. Because international and domestic students also make friends in academic situations, they need to take advantage of the academic settings in which they are already immersed, such as the classroom and group work contexts, to maximize opportunities for language practice and increase the likelihood of successful integration. Instructors also have the opportunity, and perhaps responsibility, to increase classroom interaction so students, international and domestic, engage with one another. In terms of group work, both domestic and international students acknowledge that it is helpful for their social adaptation. Through collaborating with peers, they build a social network, make friends, and adapt to a U.S. campus. Additionally, international students, unlike domestic students, perceive group work as helpful for their academic progress. They even acknowledged it as an important component of academic adaptation. Overall, for international students, academic and language goals are strong while domestic students consider social goals, in addition to academics, as important. These results were consistent across both surveys. International students tended to separate academic integration from social integration, prioritizing academic success.

As mentioned above, both domestic and international undergraduate students prioritize academics. Both groups agreed that keeping a high GPA, graduating in 4 years, and getting a job are their priorities. This result indicates that university students have a shared common goal. It is important to note that more international students prioritize developing language skills which is not a surprise given the proficiency level differences of matriculated domestic versus international students.

Time plays a crucial role in students' academic, social, and linguistic integration and adaptation. The timeline for academic, social, and language adaptation to a U.S. campus was different for domestic and international students. Survey results showed that it takes 2-3 semesters for international students to adapt socially and linguistically to a US campus. On the other hand, it takes less time for domestic students to adapt socially and about half the time to linguistically adapt. The one similarity was that it takes both domestic and international students about 2-3 semesters to adapt academically.

Perhaps unsurprisingly, international undergraduate students show higher intercultural competence than domestic students (as measured by the Global Perspectives Index). More international students than domestic students identify themselves as global students. International students responded that they more often get out their comfort zone and they intentionally engage with students from many cultural backgrounds on campus. This indicates that the US campus creates a situation where international students need to get out of their comfort zone and use English. For domestic students, the university uses their first language and they still experience American culture. However, it is important to note that both international and domestic students show a great willingness to communicate (WTC) with other people who have different racial, cultural, linguistic backgrounds. The vast majority of both international and domestic students reported that they are open minded and willing to learn about other cultures and cultural differences from their friends.

Research Question 2: How do international students evaluate their academic and social integration behavior in the intercultural classroom context? Are there any differences between subpopulations?

One key to integration behavior is who students talk to, when, and about what. First, both international and domestic students showed a high willingness to interact with each other.

International students often talked to peers in class, in dorms/apartments, or with students in the same major. These interactions generally took place in English. Similarly, domestic students talked with dorm mates, peers in the same department and class. However, international students tend to choose which students they talk with depending on the situation. International students generally use English in academic formal contexts and use their L1 in informal social contexts. International students often ask for help from co-national peers on study matters, personal issues, and even language. When they have a question or need to seek out help on personal or social matters like being sick or stressed out they prefer to approach their own L1 community members. This was particularly pronounced for the Chinese subgroup which showed a higher tendency to depend on their L1 group than other international students. One factor contributing to this reliance is likely the large population of Chinese international students at Purdue. It is likely very convenient for them to reach out to peers who share the same native language.

Another interesting component of international student integration is how they interact with peers from different countries i.e. not the US and not their home country. International students interact more with other international students than with domestic students when they have questions about class. This is likely partially due to the current demographics in higher education in the US. This finding concurs with Glass's (2012) that international students approach other international students first, before reaching out to domestic students. In the interviews, some students also stated that they felt more comfortable talking to other international students. Complicating this finding is that international students pointed out that they also have difficulties understanding and communicating with some other international students. Some international students complained about other international students' accents (e.g.

Indian accents to Chinese students, Chinese accents to South American students), fast rate of speech, and idiom usage.

Domestic students often noted that they do not ask for help or information from international students when they have questions about class. They typically ask peers from their home country. International and domestic students also typically have more friends from their own countries. Atkinson (2011) pointed out that is human-beings' natural tendency, we stick with those who have similar characteristics e.g. country of origin, language, etc. It also seems to reflect that international and domestic students do not interact voluntarily with one another. In the interviews, domestic students mentioned the opportunities to interact with international students are only in group work assigned by instructors. Most domestic students responded that they participated actively in group projects and discussion. So, they are working and interacting with international students in required situations. Once again, we see an opportunity to leverage academic interaction for increased academic and social integration.

Another complicating factor for domestic student interaction with international students is that they did not describe or have many positive experiences with international students. In fact, they complained about international students' limited contribution, passive participation, or limited language skills in class and group work. However, international students value group work even though international and domestic students do not think group work is related with getting a high GPA. They both do agree that it to aids in their social integration. They also agree that they would form a group with diverse students rather than a homogeneous group of students. One international student interviewee said that group work members meet almost every day in and outside of classroom. They work, eat, and chat together throughout the semester. However, domestic students do not socially interact with international peers often and these limited

academic interactions can be the sole basis for many domestic students' evaluation of their international peers. One domestic student did share a positive experience. He praised Indian students and noted their great collaboration skills and suggested Indian students can help other international students. However, this research pointed out that many Chinese international students struggle with Indian accents. Also, of note here is that Indian students tend to have much stronger language skills, so they are able to interact more appropriately and effectively than many of their international counterparts.

In terms of English use, international students need to use English online for studies, but they do not use English much informally. They typically reported using their L1 online for watching media or listening to music. Domestic students did use English most of the time when they use the internet and enjoyed mostly American media.

Some international students reported joining various organizations. They believed that this helped them adapt to a US campus academically, socially, and linguistically. They also reported helping other international students join organizations. The students who joined organizations had more interaction with various people, from their L1 community members in socializing, other international students and domestic students in studying, working, meeting, and socializing with the local community. They definitely were more integrated and in Berry's (1989) acculturation model, they would likely be considered as such.

One Korean graduate student, Chol Su (Interviewee 10), did not meet or interact with other people and had difficulty integrating. He needed to go through a lot of painful consequences such as failing exams. It has taken this student way longer to adapt academically. He was satisfied with his colleagues and instructors who are extremely nice and patient with his low English fluency. He participated only once in socializing with domestic and other

international students but was burnt out using English. So, he stopped doing that. He believes it's all due to his low English proficiency level and "his hatred of English." Ironically, he still wants to work in the U.S. This case explains how language use is connected with academic and social life. He shows the marginalization in Berry's (1989) acculturation modes.

In terms of interaction with instructors, more international students than domestic students reach out to mostly domestic instructors if they have questions. However, their method to contact instructors is by email rather than in the classroom or visiting office hours. Some international students noted this was because they were afraid of making mistakes. This tendency shows that international students depend on teachers when it comes to study related matters i.e. a more formal relationship. Gudykunst and Kim's (2003) study also found that international students have a more formal relationship with instructors.

In summary, international students show two distinctive behavioral patterns in interacting with instructors and peers. First, in formal academic contexts, they communicate with instructors mostly on study matters and not personal matters. Second, with peers in formal academic contexts, international students have chances to work and talk to other peers who are not from their country most likely in group work assigned by instructors. Domestic students have a similar behavioral pattern for this academic interaction. It is important to note that both groups acknowledge the benefits of group work; however, the findings show that there is much work needed to have them work more effectively with each other as they have many difficulties in group work and complaints about other group members. Criticizing others does not lead us move forward; however, having a discussion is necessary. Stereo typing and misunderstanding of cultural differences can cause this. As Render, Jimenez-Useche, & Calahan (2017) mentioned, if group work can be designed more purposefully, reflectively, and teacher-guided, then it could

develop students' intercultural competences, mutual understanding, and educate global students with global mindsets without experiencing study abroad.

Research Question 3: What are the difficulties and solutions to enhance the integration between international and domestic students?

International students shared their difficulties in academic, social, and language adaptation. In general, they shared more difficulties than domestic students did, likely because international students experience more changes than domestic students who are already living in the U.S. (Berry, 1989). Some international students brought up the difficulties related to English. They mentioned the stress involved in needing to talk to 'everyone' in English 'every day.' Some students described difficulties understanding due to lack of idioms or pronunciation. However, the most frequent difficulty is in expressing their ideas and opinions accurately in English. There is a close relationship between speaking and comprehension, especially when students are involved in oral interactive discussion or group tasks (Ockey & Wagner, 2018). So, students need to work on productive language skills as well as receptive skills.

Cultural issues or lack of common interests also came up as breakdowns in communication. Students need to understand non-verbal communication related to interactional competence in class and group work. Interactional competence is "an individual's underlying ability to actively structure appropriate speech in response to incoming stimuli, such as information from another speaker, in real time" (Ockey & Li, 2015, p. 5). The findings show that more domestic students than international students participated actively in discussion. Fewer international students than domestic students were aware of when to take turns. The other difficulties international students mentioned were related to the time it takes to interact, improve English, and make friends. They said that they want to interact, talk or socialize with others, but

they do not have time. Others kind of blamed their own shyness or nervousness. A domestic student also mentioned his shy personality.

In terms of potential solutions to adaptation difficulties, students' responses varied. Domestic students suggested open and safe places to interact with each other. Also, one pointed out that both international and domestic students need to make an effort to understand each other. International students mentioned that they would like to have more well-structured group work. They suggested joining more social organizations or extra-curricular organizations. This indicates that students already know the benefits of participating in other organizations including language support programs, language partners, and other mentoring programs. Other international students mentioned that they need to take action like speak up, rather than only having a passive attitude. Some international students indicated that they would like to have more opportunities to interact with various people, specifically domestic and other international peers. However, although international students claim they want to interact with people from other backgrounds, the expression of this desire did not increase the likelihood that they interacted more with others. Some mentioned this was due to a lack of time and energy.

Overall, these findings indicate that the first year is a crucial period for international students. They typically adapt to campus in 2-3 semesters. Students shared that they get a lot of information on various programs in the first semester or first year, mostly by email. Others said that their first semester is primarily defined by observing or developing rather than actively participating. After that, they might begin interacting more with other international students from other countries as well as with domestic students. Additionally, some students who were helped by other international and domestic students are now helping other international students by participating in a mentoring program.

Educational Implications

There are four main educational implications to this study. First, there is a clear need for workshops or courses on intercultural communication not only for international students but also for domestic students. For instance, a short course like those currently offered through PLaCE on intercultural communication. Second, incorporating some online interaction for those students who are reluctant to speak. For example, expanding upon the on-line tutoring service offered by the writing lab where asynchronous online comments and synchronous online chatting are provided to students. Third, it was clear that language support programs such as the OEPP and PLaCE are key for international students. International students who generally do not interact with other students often mentioned they have opportunities for interactions in these programs. Some international students mentioned they are also getting more familiar with various accents and could understand more English accents after these programs. Graduate students said that their undergraduate students could understand them better and other colleagues and professors praised their progress in English.

Fourth and finally, to maximize academic and social integration the role of instructors is essential. Instructors should help make diverse groups work together successfully (e.g. two core courses which require group assignments in the first-year engineering program). It is also recommended that instructors create safe environments and provide a clear guide and direction for team assignments. Both domestic and international students, especially freshmen, need to be taught what teachers expect for them to learn through group work and how they can make the best out of it. These team assignments can be set up so there is collaboration with diverse group members.

5.2. Conclusion

This study shows that a minimal timeline of adaptation for international students was around three semesters. Language adaptation appears to be the most difficult part of adapting to a new culture. Survey results indicated that international students perceived they were quickest to adapt to technology. Language programs play a crucial role for international students' adaptation. Based on findings, they received a lot of information on how to participate in various programs, for instance, the resources on campus. These results support other research that indicates that the first year is crucial to successful adaptation for international students (Neuliep, 2017). International students need to have effective support in a timely manner to make good use of these vital first semesters.

International students closely interact with peers from their own country on academic, social, and linguistic topics. Students tend to approach native English-speaking instructors with academic topics. Based on my survey results, international students have less frequent interactions with other international students and domestic peers, despite the well-recognized perception of the importance of intercultural competence. During assigned group work, both domestic and international students have opportunities to formally interact with each other. Both domestic and international students tend to have similar informal interactions with their same-language peers. Domestic students have broader and more active and formal social and academic interactions with instructors and peers while international students limitedly interact with instructors on study matters. As a result, social adaptation is the most challenging part of adapting to a US campus. Students recognized that group work is helpful for social networking.

Overall, there is no short cut or panacea for acculturation and adaptation. Students and interactors need to recognize that it takes time to adapt to a new campus. Instructors can take initiatives to remind and help students use the resources available. The language support

programs and other first year programs are important as international students can learn vital cultural, linguistic, and academic knowledge. Using other voluntary extra-curricular programs for international students are also beneficial based on the results of this dissertation.

The tendency to prefer social interactions with co-national students may contribute to social isolation and limited integration of international and domestic students within broader social contexts outside of classrooms. However, instead of resisting this trend, instructors and administrators might enhance opportunities for interaction with students from other cultural backgrounds in the classroom. International students value this formal interaction as it is helpful for their academic and social integration. Findings from this study can contribute to the development of language programs and provide realistic solutions for the enhanced internationalization of both domestic and international students on campus.

Finally, key literature emphasizes continuous and frequent contact with others as key to academic and social integration (Berry & Sam, 1997; Wolff & Severens, 2008). This dissertation supports these findings. Those participants who agree they adapted to a U.S. campus showed frequent and continuous interaction with other people. Interaction is key to integration. Increased academic interaction can lead to increased academic and social integration.

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APPENDIX A. SURVEYS

SURVEY 1

Internationalization-Undergrad

Start of Block: Default Question Block

1 Which class are you taking?

☐ ENGL 106 (1)

☐ ENGL 106i (2)

☐ GS 100 (3)

☐ GS 101 (4)

2 What is your sex?

☐ Male (1)

☐ Female (2)

3 What is your first language? (Mother tongue, L1)

☐ Chinese (1)

☐ Korean (2)

☐ Hindi (3)

☐ English (4)

☐ Other (5) _____

4 What is your second language? (Foreign language, L2)

☐ English (1)

☐ Spanish (2)

☐ Chinese (3)

☐ French (4)

☐ Other (5) _____

☐ None (6)

5 What is your major?

- ☐ Engineering (1)
 - ☐ Liberal Arts (2)
 - ☐ Science (3)
 - ☐ University Explorers (5)
 - ☐ Management (6)
 - ☐ Hospitality Tourism Management (7)
 - ☐ Agriculture (8)
 - ☐ Technology (9)
 - ☐ Education (10)
 - ☐ Pharmacy (11)
 - ☐ Other (4) _____
-

6 What is your status at Purdue?

- ☐ Freshman (1)
 - ☐ Sophomore (2)
 - ☐ Junior (3)
 - ☐ Senior (4)
-

7 What semesters are you currently in at Purdue? (How long have you been at Purdue?)

- ☐ 1st semester (1)
 - ☐ 2nd semester (2)
 - ☐ 3rd semester (3)
 - ☐ 4th semester (4)
 - ☐ 5th semester (5)
 - ☐ 6th semester (6)
 - ☐ 7th semester (7)
 - ☐ 8th semester (8)
 - ☐ more than 8 semesters (9)
-

8 How long did you use English in the United States before coming to Purdue?

- ☐ 0 semester (14)
 - ☐ 1 semester (1)
 - ☐ 2 semesters (2)
 - ☐ 3 semesters (8)
 - ☐ 4 semesters (4)
 - ☐ 5 semesters (5)
 - ☐ 6 semesters (6)
 - ☐ 7 semesters (7)
 - ☐ 8 semesters (3)
 - ☐ more than 8 semesters (23)
-

9 How many credits are you taking this semester?

- ☐ 8 credits or fewer (6)
- ☐ 9-11 credits (1)
- ☐ 12-14 credits (2)
- ☐ 15-17 credits (3)
- ☐ 18-20 credits (4)
- ☐ 21 credits or more (5)

10 Your Status

	Yes (1)	No (2)
I have an English name in addition to my given name (1)	<input type="radio"/>	<input type="radio"/>
Currently I use my additional English name in classrooms. (3)	<input type="radio"/>	<input type="radio"/>
My given name is difficult for other people to pronounce. (2)	<input type="radio"/>	<input type="radio"/>
I joined an extra-curricular organization in which I spoke primarily English. (4)	<input type="radio"/>	<input type="radio"/>
I joined an extra-curricular organization in which I spoke primarily my home language (not English). (11)	<input type="radio"/>	<input type="radio"/>
I have a part-time job (6)	<input type="radio"/>	<input type="radio"/>
I have applied for an internship in the United States. (7)	<input type="radio"/>	<input type="radio"/>
I have applied for an internship in my home country. (8)	<input type="radio"/>	<input type="radio"/>
I live with a roommate(s) from other countries (9)	<input type="radio"/>	<input type="radio"/>
I attended high school in the United States (10)	<input type="radio"/>	<input type="radio"/>

11 My priorities (important things to do) in college life are _____

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
To get a degree within 4 years (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To maintain a high GPA (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain good communication skill in speaking and writing (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To interact with peers in and outside of classrooms (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To form strong relationships with students from my (home) country (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To form strong relationships with students from other countries (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To stay and get a job in the US after graduation (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To interact with professors in/outside of classrooms (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12 Who are you most likely to ask for personal help?

	American Students (L1 English) (14)	Co-national Students (L2 English and Same L1) (15)	Other international Students (L2 English) (16)	Professors/TAs (17)
When I have a question about class (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am sick (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have a language (English) problem (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am stressed out (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have a question about my grades (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have a question about writing thesis/dissertation. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13 My major course professors are always available to answer questions.

- ☐ Strongly Disagree (4)
- ☐ Disagree (5)
- ☐ Neither Agree nor Disagree (6)
- ☐ Agree (7)
- ☐ Strongly Agree (8)

14 When I meet my professor in my major, I talk about _____ with my professors.

	Never (43)	Sometimes (44)	About half the time (45)	Most of the time (46)	Always (47)
my classes/studies (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my personal life (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my homework/projects (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my concerns/problems (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 When I meet my advisor, I talk about _____ with my adviser.

	Never (23)	Sometimes (24)	About half the time (25)	Most of the time (26)	Always (27)	Not a TA (28)
my classes/studies (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my personal life (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my homework/projects (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my concerns/problems (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 If I have a question, I ask my professors a question _____

	Never (16)	Sometimes (17)	About half the time (18)	Most of the time (19)	Always (20)
in classrooms (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in emails (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in an office hour (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 I met and made a new friend from other countries _____

	Never (27)	Sometimes (28)	About half the time (29)	Most of the time (30)	Always (31)
in classrooms (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in group work setting (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in a language (partner)program (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in gyms (the Co-Rec) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in the extra-curricular (student) organization (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
on-line (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
at parties (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in living areas (dorm, roommates) (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in cafeteria (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
at libraries (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 To what extent do you agree with the following statement?

My major course professors acknowledge my strengths as a student.

- ☐ Never (14)
 - ☐ Rarely (15)
 - ☐ Sometimes (16)
 - ☐ Most of the Time (17)
 - ☐ Always (18)
-

Q19 I participate in my major course discussions.

- ☐ Never (24)
 - ☐ Rarely (25)
 - ☐ Sometimes (26)
 - ☐ Most of the Time (27)
 - ☐ Always (28)
-

Q20 English-only (Primarily English Use) in classrooms is acceptable to me.

- ☐ Never (14)
 - ☐ Rarely (15)
 - ☐ Sometimes (16)
 - ☐ Most of the Time (17)
 - ☐ Always (18)
-

Q21 I have a good personal rapport with at least one of my major professors

- ☐ Never (17)
 - ☐ Rarely (18)
 - ☐ Sometimes (19)
 - ☐ Most of the Time (20)
 - ☐ Always (21)
-

Q22 I meet with my advisor/professor _____.

	once a week (1)	biweekly (2)	once in three weeks (3)	once a month (4)	once in a semester (5)	none (6)
with my advisor (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
with professors generally (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 I talk with my adviser or a professor for about ____ hour(s) when I meet him/her.

	less than 30 minutes (1)	30 minutes (2)	1 hour (3)	2 hours (4)
with my advisor (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
with professors (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 I feel comfortable sharing my writing work with _____

	Never (16)	Sometimes (17)	About half the time (18)	Most of the time (19)	Always (20)
my advisor (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my peers (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 _____ ask me how I am doing in life.

	Never (6)	Sometimes (7)	About half the time (8)	Most of the time (9)	Always (10)
My advisor (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my peers (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26 When I have a group project, I participate actively.

- ☐ Never (26)
- ☐ Rarely (27)
- ☐ Sometimes (28)
- ☐ Most of the Time (29)
- ☐ Always (30)
-

Q27 Interaction with Other Students.

What kind of students do fit in the blank most likely?

	American (L1 English) Students (1)	Co-National Students (L2 English, Same L1) (2)	Other International Students (L2 English, different L1) (3)	none (work by myself) (5)
I collaborate best with _____ students (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students, _____, take initiative in group projects (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have made new friends with _____ at Purdue. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fellow students, _____ often hang out with me. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q31 Additional Comments about your satisfaction, suggestion, and/ or difficulties in interacting with professors and/or your colleagues on college campus: What aspects of Purdue are you most satisfied with (Academics/social/language environment etc.)?

Q32 If you would be willing to participate in a follow-up interview, please provide your email-address. Thank you!

☐ Yes (1) _____

☐ No (2)

End of Block: Default Question Block

SURVEY II

Academic and Cultural Integration- Spring 2018

Start of Block: Global Perspective Inventory (GPI)

Q1.1 Thank you for taking our survey. The information we collect here will help Purdue university to improve your programs.

Read the following statements and answer by clicking one choice for each statement.

[illegible]

I am
concerned
with the
rights of
others (5)

☐☐☐☐☐☐

I am able to
take on
various roles
as
appropriate
in different
cultural and
ethnic
settings. (6)

☐☐☐☐☐☐

I can discuss
cultural
differences
from an
informed
perspective.
(7)

☐☐☐☐☐☐

I
intentionally
involve
people from
many
cultural
backgrounds
in my
campus life.
(8)

☐☐☐☐☐☐

I enjoy when
my friends
from other
cultures
teach me
about our
cultural
differences.
(9)

☐☐☐☐☐☐

I
consciously
behave in
ways that
will make
positive
contributions
to the world
(10)



End of Block: Global Perspective Inventory (GPI)

Start of Block: Interaction with Peers

(Other)
international
instructors
who are not
from my
own country
and not
native
English
speakers (6)



[illegible]

Q2.4 Since coming to Purdue, in each situation below, indicate how often you consulted each of these categories of peers (fellow students) and instructors for help or information. When you were stressed out, how often did you ask for help or information to _____?

[illegible]

Other
international
peers who
are not from
my own
country and
not native
English
speakers (3)

☐☐☐☐☐☐

Native
English
speaking
(domestic)
instructors
(4)

☐☐☐☐☐☐

Instructors
who are
from my
own country
(5)

☐☐☐☐☐☐

Other
international
instructors
who are not
from my
own country
and not
native
English
speakers (6)

☐☐☐☐☐☐

Other
international
instructors
who are not
from my
own country
and not
native
English
speakers (6)



Other
international
instructors
who are not
from my
own country
and not
native
English
speakers (6)



To stay and get a job in the US after graduation (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To interact with instructors in/outside of classrooms (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain good communication skill in writing in English (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Interaction with Peers

Start of Block: American Acculturation Scale

Q3.1 I like listening to American pop songs more than pop songs from other country.

- ☐ Strongly disagree (58)
 - ☐ Disagree (59)
 - ☐ Somewhat disagree (60)
 - ☐ Somewhat agree (61)
 - ☐ Agree (62)
 - ☐ Strongly agree (63)
-

Q3.2 I like watching American shows on media (TV/Computer/Internet/Phone).

- ☐ Strongly disagree (58)
 - ☐ Disagree (59)
 - ☐ Somewhat disagree (60)
 - ☐ Somewhat agree (61)
 - ☐ Agree (62)
 - ☐ Strongly agree (63)
-

Q3.3 I like participating in on/off campus events/activities.

- ☐ Strongly disagree (58)
- ☐ Disagree (59)
- ☐ Somewhat disagree (60)
- ☐ Somewhat agree (61)
- ☐ Agree (62)
- ☐ Strongly agree (63)

Most of my friends
are from my own
culture. (6)

☐ ☐ ☐ ☐ ☐ ☐

I feel more
comfortable with
people who are open
to people from other
cultures than with
people who are not
open to other
cultures. (7)

☐ ☐ ☐ ☐ ☐ ☐

I usually change the
way I communicate
depending on (the
culture of the person)
with whom I am
communicating. (8)

☐ ☐ ☐ ☐ ☐ ☐

When I interact with
someone from a
different culture, I
usually try to adopt
some of his or her
ways of
communicating. (9)

☐ ☐ ☐ ☐ ☐ ☐

I usually look for
opportunities to
interact with people
from other cultures
(10)

☐ ☐ ☐ ☐ ☐ ☐

Most of my close
friends are from
cultures other than
my own. (11)

☐ ☐ ☐ ☐ ☐ ☐

End of Block: American Acculturation Scale

Start of Block: Willing to Communicate

I am willing
to
communicate
with peers
from
different
cultures (36)

☐ ☐ ☐ ☐ ☐ ☐

I am willing
to
communicate
with peers
who speak
English as a
second
language
(non-native
English).
(37)

☐ ☐ ☐ ☐ ☐ ☐

End of Block: Willing to Communicate

Start of Block: Demographics

Q5.1 Which class(es) are you taking?

- ☐ ENGR 131 in FYE (1)
 - ☐ ENGR 132 in FYE (2)
 - ☐ ENGL 106/108 in ICaP (3)
 - ☐ ENGL 106i in ICaP (4)
 - ☐ ENGL 110/111 (Any Courses) in PLaCE (5)
 - ☐ ENGL 620 in OEPP (6)
-

Q51 Through what program are you taking this survey?

- ☐ FYE (First Year Engineering) Program (1)
 - ☐ ICaP (First Year Composition) (2)
 - ☐ PLaCE (Purdue Language and Cultural Exchange) (3)
 - ☐ OEPP (Oral English Proficiency Program) (4)
-

Q5.2 What college is your major in?

- ☐ Engineering (1)
 - ☐ Science (2)
 - ☐ Liberal Arts (3)
 - ☐ Education (4)
 - ☐ Agriculture (5)
 - ☐ Management (6)
 - ☐ Polytechnic Institute (7)
 - ☐ Other (8) _____
-

Q5.3 What is your sex?

- ☐ Male (1)
- ☐ Female (2)
- ☐ Other (3)
-

Q5.4 Where are you from? (the origin of country)

- ☐ USA (1)
- ☐ China (2)
- ☐ India (3)
- ☐ South Korea (4)
- ☐ Other (5) _____
-

Q5.5 Is English your native language?

- ☐ Yes (30)
- ☐ No (31)
-

Q5.6 What is your native language?

- ☐ English (1)
 - ☐ Hindi/Urdu/ (2)
 - ☐ Chinese (3)
 - ☐ Korean (4)
 - ☐ Spanish (6)
 - ☐ Other (5) _____
-

Q5.7 What is your second language? (Foreign language, L2)

- ☐ English (1)
 - ☐ Spanish (2)
 - ☐ Chinese (3)
 - ☐ Korean (4)
 - ☐ Other (5) _____
 - ☐ None (6)
-

Q5.8 How many languages can you speak fluently?

I am a _____.


- ☐ Monolingual (speak one language) (1)
- ☐ Bilingual (speak two languages) (2)
- ☐ Multilingual (speak three or more languages) (3)
- ☐ Other (4) _____

Q5.9 What is your current status at Purdue?

- ☐ Freshman (1)
- ☐ Sophomore (2)
- ☐ Junior (3)
- ☐ Senior (4)
- ☐ Graduate students (5)


Q5.10 What semester are you currently in at Purdue? (How long have you been at Purdue?)

0 1 2 3 4 5 6 7 8 9 10

_____ semester (s) ()	
-----------------------	--


Q5.11 How many years did you use English in the United States before coming to Purdue?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

_____ years ()	
----------------	--

Q5.12 How many credits are you taking this semester?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

_____ credits ()	
------------------	--

Q5.13 What is your status?

☐ domestic (22)

☐ international (23)

End of Block: Demographics

Start of Block: Behaviors: Interaction with Instructors/TAs

Q6.1

Read the following statements and answer by clicking one choice for each statement.

When I meet my academic advisor, I talk about _____ with my advisor.

	Never (23)	Rarely (24)	Sometimes (25)	Often (26)	Very often (27)	Always (28)
my classes/studies (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my personal life (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my homework/projects (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my social concerns/problems (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.2 When I talk with my parents (caregivers), I talk about _____ with my parents.

	Never (23)	Rarely (24)	Sometimes (25)	Often (26)	Very often (27)	Always (28)
my classes/studies (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my personal life (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my homework/projects (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my social concerns/problems (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.3 Interaction: Asking questions and for clarification


	Never (23)	Rarely (24)	Sometimes (25)	Often (26)	Very often (27)	Always (28)
My major course instructors are always available to answer questions. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask for clarification to instructors when I do not understand (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask for clarification to my peers when I do not understand (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can clarify/explain when I am asked (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware when to take my turn in communication with peers (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q6.4 I talk with an instructor for about ____ minute(s) when I meet him/her.

with my instructor

0 15 30 45 60 75 90 105 120


____minutes ()	
----------------	--



Q6.5 I talk with my adviser for about ____minute(s) when I meet him/her.

with adviser

0 15 30 45 60 75 90 105 120

____ minutes ()	
-----------------	--

Q6.7 To what extent do you agree with the following statement?

My major course instructors acknowledge my strengths as a student.

- ☐ Never (19)
 - ☐ Rarely (20)
 - ☐ Sometimes (21)
 - ☐ Often (22)
 - ☐ Very often (23)
 - ☐ Always (24)
-

Q6.8 I participate in my major course discussions.

- ☐ Never (24)
 - ☐ Rarely (25)
 - ☐ Sometimes (26)
 - ☐ Often (27)
 - ☐ Very often (28)
 - ☐ Always (29)
-

Q6.9 English-only (Primarily English Use) in classrooms is acceptable to me.

- ☐ Never (14)
 - ☐ Rarely (15)
 - ☐ Sometimes (16)
 - ☐ Often (17)
 - ☐ Very often (18)
 - ☐ Always (19)
-

Q6.10 I have a good personal rapport with at least one of my peers

- ☐ Never (17)
 - ☐ Rarely (18)
 - ☐ Sometimes (19)
 - ☐ Often (20)
 - ☐ Very often (21)
 - ☐ Always (22)
-

Q6.13 I ask them how _____ are doing in their personal lives.

	Never (6)	Rarely (7)	Sometimes (8)	Often (9)	Very often (10)	Always (11)
My instructors/TAs (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my peers (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.14 When I have a group project, I participate actively.

- ☐ Never (26)
- ☐ Rarely (27)
- ☐ Sometimes (28)
- ☐ Often (29)
- ☐ Very often (30)
- ☐ Always (31)
-





Q6.15 When I use the internet or computer, I use it mostly in English

- ☐ Never (14)
- ☐ Rarely (15)
- ☐ Sometimes (16)
- ☐ Often (17)
- ☐ Very often (18)
- ☐ Always (19)

Q6.16 As a college student, I generally adapted or will adapt to the Purdue campus within ____ semesters in these areas

_____Semester (s)

0 1 2 3 4 6 7 8 9 10

Academic adaptation ()	
Social adaptation ()	
Language (English) adaptation ()	
Technology/computer adaptation ()	

Q6.17 Additional Comments on your challenges/difficulties in interacting with other (diverse) peers and/or instructors on campus

Q6.18 Additional Comments on your suggestions/recommendations in enhancing interactions with other (diverse) peers and/or instructors.

Q6.19 If you would be willing to participate in a follow-up interview, please provide your email-address.

Thank you for your time!

☐ Yes (1) _____

☐ No (2)

End of Block: Behaviors: Interaction with Instructors/TAs

APPENDIX B. INTERVIEW

Q1 Can you describe your interaction with professors in classrooms? (e.g. Do you have any difficulty understanding professors/instructors in classrooms? Do you participate in discussion or asking questions? Have you ever talked about your grade with any professor?)

Q2 Can you describe your interaction with professors outside of classroom and with advisors in their offices? How do you interact with them differently? (e.g. Have you visited the office hour or met them somewhere else?)

Q3 How was your social experience about other cultures? Have you visited writing lab (ESL conversation group or met a language partner) or cultural centers? If not, are you willing to join any of them in the future? Why or why not?

Q4 Can you describe to what extent English or communication skill in English is important for you to adapt to the campus life academically and socially? (e.g. Do you have many chances to use English? On and off-line?)

Q5 How do you interact with your peers outside of classrooms? (e.g. Where do you meet American or other international students and what do you do?) If not, why?

Q6 Do you have time to hang out with other American or other international students? Do you have opportunities to talk with other students in English?

Do you want to have more opportunities to meet new peers other than your co-national friends?

Do you think interaction with friends from other countries might help you to adapt to college life academically?

Q7 Do you feel that your oral and written communication skills in English are better than before you started at Purdue? Do you feel that you adapted to US campus academically and socially? Are you comfortable with using English on campus? If not, why?

Q8 Do you think you are qualified to work at an internship in the US? (What about other countries?) Why or why not? Add your free opinions about your experience on the Purdue campus. What is the best part? Thank you.

Q9 Please provide your email address if you answer these questions online.

End of Block: Interview Questions: Technology Use for Feedback

APPENDIX C. SURVEY REPORT

Table 29. GPI of International Students

Question 1	Strongly disagree	disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
To get a degree within 4 years	3.05%	2.71%	8.81%	16.27%	29.15%	40.00%
To maintain a high GPA	1.70%	3.74%	8.50%	15.99%	30.61%	39.46%
To gain good communication skill in speaking in English	2.37%	3.05%	7.80%	18.31%	33.56%	34.92%
To interact with peers in and outside of classrooms	2.03%	2.37%	9.15%	28.47%	31.86%	26.10%
To form strong relationships with English native speaking peers	2.03%	2.03%	15.25%	29.15%	29.15%	22.37%
To form strong relationships with peers from my (home) country	3.38%	4.39%	10.81%	29.39%	28.72%	23.31%
To form strong relationships with peers who are (other) international students	2.38%	2.72%	13.61%	30.27%	28.91%	22.11%
To stay and get a job in the US after graduation	2.03%	7.80%	18.98%	30.85%	18.98%	21.36%
To interact with instructors in/outside of classrooms	2.70%	4.05%	11.82%	29.39%	31.42%	20.61%
To gain good communication skill in writing in English	1.69%	2.03%	7.43%	19.59%	33.78%	35.47%

Table 30. Interaction with Students from My Own Country

Question	Never	Rarely	Sometimes	Often	Very often	Always
I collaborate best with peers from my country	3.13%	3.76%	26.33%	26.65%	25.08%	15.05%
With students from my own country, I take initiative in group projects	4.39%	5.02%	27.59%	30.09%	21.00%	11.91%
I have made new friends with students from my own country at Purdue.	3.13%	5.02%	19.75%	26.96%	26.02%	19.12%
I hang out with students from my own country.	2.84%	5.68%	22.40%	26.81%	22.40%	19.87%

Table 31. Interaction with Domestic Students

Question	Never	Rarely	Sometimes	Often	Very often	Always
I collaborate best with native English students	1.58%	14.20%	42.90%	24.61%	13.25%	3.47%
With native English students, I take initiative in group projects	2.52%	13.25%	41.96%	28.39%	10.09%	3.79%
I have made new friends with native English speakers at Purdue.	1.59%	15.87%	36.51%	27.94%	9.84%	8.25%
I hang out with native English-speaking students.	9.81%	21.84%	34.49%	21.52%	6.01%	6.33%

Table 32. Interaction with Other International Students

Other International	Never	Rarely	Sometimes	Often	Very often	Always
I collaborate best with (other) international students	2.22%	12.70%	36.51%	28.89%	13.65%	6.03%
With (other) international students, I take initiative in group projects.	1.91%	13.69%	37.90%	27.39%	12.74%	6.37%
I have made new friends with (other) international students at Purdue.	1.91%	12.42%	32.80%	26.43%	17.83%	8.60%
I hang out with (other) international students	4.47%	20.45%	31.31%	23.00%	13.42%	7.35%

Table 33. GPI of Chinese Students

Question	Strongly Disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
I see myself as a global student (citizen)	9.62	3.21	7.05	12.18	38.4	29.49	156
I think of my life in terms of contributing to making a better world (giving back to society)	9.62	1.28	7.69	24.36	36.5	20.51	156
I often get out of my comfort zone to better understand myself and others	7.69	7.69	17.31	30.77	25.6	10.90	156
People from other cultures tell me that I am successful at navigating their cultures.	7.69	7.69	19.23	39.10	18.5	7.69	156
I am concerned with the rights of others	7.69	6.41	8.33	21.79	39.7	16.03	156
I am able to take on various roles as appropriate in different cultural and ethnic settings.	7.05	5.13	10.26	26.28	39.1	12.18	156
I can discuss cultural differences from an informed perspective.	7.05	4.49	5.13	21.79	48.1	13.46	156
I intentionally involve people from many cultural backgrounds in my campus life.	7.69	4.49	15.38	24.36	38.5	9.62	156
I enjoy when my friends from other cultures teach me about our cultural differences.	7.69	1.92	5.13	21.79	41.7	21.79	156
I consciously behave in ways that will make positive contributions to the world	8.33	3.21	8.33	22.44	44.2	13.46	156

Table 34. GPI of Non-Chinese Students

Question	Strongly Disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Total
I see myself as a global student (citizen)	1.20	1.20	7.23	16.87	40.9	32.53	83
I think of my life in terms of contributing to making a better world (giving back to society)	0.00	3.61	6.02	28.92	36.1	25.30	83
I often get out of my comfort zone to better understand myself and others	0.00	3.61	18.07	24.10	36.1	18.07	83
People from other cultures tell me that I am successful at navigating their cultures.	0.00	3.61	13.25	37.35	31.3	14.46	83
I am concerned with the rights of others	1.22	2.44	8.54	30.49	42.7	14.63	82
I am able to take on various roles as appropriate in different cultural and ethnic settings.	1.20	1.20	10.84	28.92	38.6	19.28	83
I can discuss cultural differences from an informed perspective.	0.00	1.20	7.23	21.69	47.0	22.89	83
I intentionally involve people from many cultural backgrounds in my campus life.	1.20	4.82	10.84	30.12	34.9	18.07	83
I enjoy when my friends from other cultures teach me about our cultural differences.	1.20	0.00	6.02	15.66	39.8	37.35	83
I consciously behave in ways that will make positive contributions to the world	1.20	0.00	9.64	25.30	47.0	16.87	83

Table 35. Q. 6.7. Challenges International Students Face

Category	#	Challenges to Interact
Time Affective: Personality	7	<p>I am feeling fine when talking to instructors and peers, but everyone is busy, so we did not really have time to talk.</p> <p>I still feel nervous when I talk with people who I don't know well in English, and I am not familiar with using references.</p> <p>Sometimes I am too shy.</p> <p>I thought the most important factor of having a good interaction is to have the same experience with peers or instructors. Doing something not regarding academic is the best way to come closer. However, most of the graduate students don't have enough time to share their time. It can make us not to have a good relationship.</p> <p>I didn't have many chances to get along with my peers. That was due to my personality, which I didn't want to speak my poor English bothering them. I know this is not a good idea, but still, now I can't change my mind to get along with native speakers or hang out with my peers. I personally think that language is a matter of talent. Each person has the different rate of improvement. If you are not native speakers and you've found that you need more time to adjust to language as compared to other peers who are not native speakers, I would like to suggest that just wait until you feel comfortable.</p> <p>Getting along with native speakers is the best way to improve your English skills. But if you don't feel comfortable that, just wait until your English skill is cultivated enough to make you feel better in interacting with others. It usually takes much more times.</p>
Behavior: Initiative Interaction with (Domestic) Peers Interaction with Instructor Behavior: Interaction with Peers	10	<p>hard to reach or start the conversation</p> <p>Communicating with White American peers has definitely been more challenging than people of other ethnics.</p> <p>I need to make appointment with them before I want to talk rarely talk to instructors about my personal life</p> <p>I had a very hard time collaborating with my groups in ENGR 131 and in ENGL 110/111 because the way we are taught groupwork is very different.</p> <p>I only have difficulties when doing group projects.</p> <p>I still found it hard to make a close friend with domestic student.</p>
Language Primary Use of English Interaction with Others	14	<p>One of the most challenging things for me is the language barrier.</p> <p>Sometimes I found it's hard to express my feelings to others.</p> <p>speaking to everyone in English all the time.</p> <p>The language is one of the challenges when I am interacting with other peers or instructors who are not from my culture.</p>

Academic (Form a Question)		I feel comfortable when I was interacting peers and instructors. So, the biggest problem may be sometimes I cannot express my question correctly.
Academic vocab		technical vocabulary
Academic vocab/Interaction with Peers		Taking the challenges is really big. Sometimes is hard for me to find accurate language to express my ideas to my group members
English		Communicate in English is always difficult.
IC		The words in my head just don't know how to come out.
Idioms & Grammar/Interaction with (Domestic) Peers		There might have some misunderstandings in using local phrases and grammar. Sometimes my English can be confusing to local citizens.
Idioms (Native)		Sometimes, I feel that my expression is not native. Sometimes it is difficult for me to understand them when they use some popular but not normal expressions because I am not so familiar with pop culture as local people.
Idioms (vocab)		Sometimes I have trouble figuring out the correct pronunciation of a certain American's words usually those with "n" in the end. For example, the word mountain. I pronounced it as "mountain" but American pronounced it as "Moun'en"
Pronunciation		I am usually fine with understanding others, but to me it is a little bit difficult to express myself than listening.
Speaking		
Others	1	I am having a hard time waking up in the morning and I missed classes because I could not get up in the morning. That is one of my biggest challenges.
Satisfaction	26	Generally, I feel comfortable to talk with people who from other country and different culture. I am being more active. And I can communicate in English. I do not have any difficulties to interact with others I know great people here, and they help me through a lot of stuffs. I like our English Class
Socio Cultural (IC)/Lack of topics Opportunity Culture	13	Share your problems with your friends or advisors before it is too late When I face a word that I cannot express in English, I can describe it by long sentence and body language. But it often happens that we cannot find another topic to keep communicating. Difficult to meet culture shock I think sometimes still have communication problem. Although my English improved a lot by practicing, awkward situation still happening. Even you know the language, you sometimes still do not know what they are saying. I guess that is the cultural difference It is more difficult for international students to get integrated with the local culture

It is not difficult to communicate with the native speakers, but I can't get their points. I can't understand them usually.

It might be a little bit difficult for international students to get integrated with the local culture because of different interests.

Racism is still a very big problem here at Purdue. I heard a lot of American students saying that they don't like specific international groups and talk things that are very sensitive. International students are still very vulnerable groups, and they deserve to be respected in public. They are the guest of this country and what some native students are doing is just disgracing their own country.
stereotype-based questions

Interaction with
Instructors
(Lack of Cultural
Knowledge)

I had a challenge with office hours. At the beginning I did not go because I did not know how to approach instructors there.

Table 36. Q. 6. 8. Domestic Students' Solutions for Challenges to interact to each other

Solution	#	Comments
		Be confident.
Affective Component: Confidence Scariness Openness	3	Just talk to them. Even they are probably as scared as you are since even they are new to Purdue. Talk to everyone you can. Both international students and domestic students aren't making an effort to understand/ open up to each other.
Behavioral Component: Group work structure Safe space	2	The international Indian students are excellent as group partners. They might not be as intelligent as the Asian students (neither am I), but they seem to be more team oriented. Maybe international Indian students should be paired with international Asian students to boost each other's strengths. Or maybe I just had poor teammates and am still sour about it. Having open safe spaces where shy people like me can talk among each other.

Table 37. Solutions to enhance integration from international students

Solution	#	Comments
Affective Component	14	
Brave/Try		The only thing I can say is to be brave. Try to communicate as much as possible
Confidence		just be yourself
Cultural Value		Try to polite and respective, open-minded.
Value (Care)		care international students more
Cultural Value (Respect) IC		I believe the key to interact with people who have different cultures is to respect their culture. It is important to avoid stereotypes when you contact with others.
Cultural Value IC		Just be active and respect culture differences.
Encouragement		Try to talk with others more, encourage others to talk and encourage myself to talk.
Language & Culture (IC)		I think I should be open and feel free to share my thoughts without worrying about the cultural differences as well as the language barriers.
Open minded Listener		You want to be more open-mind and listen to others that would help I would recommend that in order to be successful in interacting with diverse groups of peers and instructors, it is important to be open minded.
Try (Pretend)		If speaker is willing to communicate better with others, it might be good idea to act like someone who is good at communication. If so it could overcome some difficulties exist within the speaker.
Relaxed (IC)		Just feel free and relax. Respect other culture and exchange different cultures.
Welcome (Responder) WTC/Cultural Value		Thankfully, people around me have really good personality. They are open to international students and are willing to teach me English. So, unfortunately, I have no suggestion because they have come to me. I did nothing to enhance interactions.
(Initiative)		I think that as long as we are willing to be initiative in conversations, the interactions would be better.
Behavior: Academic (Obligatory) Interaction with Peers	29	
Academic (Instructors)		I think school or departments could organize some activities in class or out of class that everybody must participate in. Although it is compulsive, it helps people interact with others more.
		Have students fully informed of the access to campus service like career consulting and healthcare because sometimes people may not realize that Purdue provides these.

Clarification	The announcements of homework assignments and quizzes can be clearer. Like remind in class before the day of deadline.
More Discussion	We can be provided more chance to discuss critically
More Groupwork	more opportunity to working with peers
Small Class	Keeping a small class helps to initiates communication rather than big lecture hall because I noticed that no one wants to sit beside me in the huge lecture hall.
Size/Groupwork	Be more active.
Active	Raise some volunteer activities which can keep working by actions or drawing. In this way, our relationship can build up before using English and talking lots of personal things.
Volunteering	take initiative to talk with them
Initiative	Email often.
Email	go out of the comfort zone.
Inter-culture	I think replying email is a great way to communicate, especially when students have questions to ask.
Email: Interaction with Instructor	
<hr/>	
Language	Just speak up
Just Talk	Just talk to them. Even they are probably as scared as you are since even they are new to Purdue. Talk to everyone you can.
Speak up	communication
Idioms use	I hope that I could learn more usual expression in English.
Culture	More inter-culture learning. Know each other well.
Social:	I would create more clubs/organization that help international students to know better the local culture.
Organization	I would create more organization that allow international students to better understand the US culture.
Topics: Informal	
Talk with Others	Interaction with peers and instructors in a personal level
Pre-Lesson on	it is better to do a lesson before coming here, because it is not surely good to do that
Culture	I think it's a good idea for us to review the American values that we have learned in ENGL 111. Some unintentional behaviors might have bad effects on our interactions with our domestic American friends and instructors. For example, we need to keep in mind the value of privacy in American values, and never invade our friends' safe spaces. Also, I think it's a good idea for us to attend some activities and joining some organizations to practice and enhance the ability to interact with other people. I truly believe it's an ability that can be practiced.
Review & Practice	
Culture (IC)	
Social	Always hang out with your peers is the best way to make friends with them.
	I think joining clubs can help socializing.
(More Event)	hold more interesting event
Speak	Try to speak more. That can help probably.
Talk on Common	To enhance the interaction with a person who are not my culture, I think we should talk about the common topics which we all know and
Topics	

Time with Americans		understand and for me, I should avoid talking about some topics which are too privacy.
Time		I would recommend spending time with Americans helps a lot to get used to the campus life
Satisfaction	23	Take and share time with others. It's good right now. Instructor do a good job. Good professor.

Table 38. Solutions to enhance integration from international students

Solution	#	Comments
Affective Component	14	
Brave/Try		The only thing I can say is to be brave. Try to communicate as much as possible
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Try (Pretend)		If speaker is willing to communicate better with others, it might be good idea to act like someone who is good at communication. If so it could overcome some difficulties exist within the speaker.
Relaxed (IC)		Just feel free and relax. Respect other culture and exchange different cultures.
Welcome (Responder) WTC/Cultural Value (Initiative)		Thankfully, people around me have really good personality. They are open to international students and are willing to teach me English. So, unfortunately, I have no suggestion because they have come to me. I did nothing to enhance interactions.
Behavior:	29	I think school or departments could organize some activities in class or out of class that everybody must participate in. Although it is compulsive, it helps people interact with others more.

Academic

(Obligatory)

Interaction with
PeersAcademic
(Instructors)

Clarification

More Discussion

More Groupwork

Small Class

Size/Groupwork

Active

Volunteering

Initiative

Email

Inter-culture

Email: Interaction
with Instructor**Language**

Just Talk

Speak up

Have students fully informed of the access to campus service like career consulting and healthcare because sometimes people may not realize that Purdue provides these.

The announcements of homework assignments and quizzes can be clearer. Like remind in class before the day of deadline.

We can be provided more chance to discuss critically

more opportunity to working with peers

Keeping a small class helps to initiates communication rather than big lecture hall because I noticed that no one wants to sit beside me in the huge lecture hall.

Be more active.

Raise some volunteer activities which can keep working by actions or drawing. In this way, our relationship can build up before using English and talking lots of personal things.

take initiative to talk with them

Email often.

go out of the comfort zone.

I think replying email is a great way to communicate, especially when students have questions to ask.

Just speak up

Just talk to them. Even they are probably as scared as you are since even they are new to Purdue. Talk to everyone you can.
communication

VITA

EDUCATION

Purdue University, West Lafayette, IN	Fall 2013 – Spring 2019
Ph.D. Candidate in the Second Language Studies/ESL Program	
Department of English, College of Liberal Arts	
Working on Dissertation under the Supervision of Prof. April Ginther:	
“Academic, Social, and Linguistic Integration of International (ESL) Students”	
Teaching English Language Learner (TELL) Program	2015 - 2017
Department of Curriculum & Instruction, College of Education	
Indiana Teaching License: English Learners	September 2018
ELL Certificate in ELL Certificate/Licensure Program in EDCI	2017
Syracuse University, Syracuse, NY	2005 - 2007
M.A. in the Department of Linguistics (concentration- TESOL)	
Seoul National University, Seoul, South Korea	2002
Ph.D. Student in the Department of German Language and Literature	
Seoul National University, Seoul, South Korea	2000 - 2002
M.A. in the Department of German Language and Literature	
Thesis: “Coincidence in Max Frisch’s Drama <i>Biography: A Play</i> ”	
Exchange Student, Free University of Berlin, Berlin, Germany	2000 - 2001
Ewha Womans University, Seoul, South Korea	1993 - 1997
B.A. in the Department of German Language and Literature	

RESEARCH AND TEACHING INTERESTS

Kyongson Park teaches a classroom communication course in ESL for international teaching assistants (ITAs), writing courses for domestic and ESL students, and an online undergraduate and graduate course in the ELL certificate/licensure program. Her research interests include ESL education, teacher education, and language assessment.

TEACHING EXPERIENCE

Teaching Experience at Purdue University

ESL Courses in the Department of English: English for Specific Purposes

Oral English Proficiency Program (OEPP) Fall 2015 - Spring 2019

Instructor of ENGL 620 Classroom Communication in ESL for International Teaching Assistants

ITA Course in the Computer Science department: Summer 2018

Instructor of Intensive ESL Course for New Graduate Teaching Assistants

Courses for K-12 in the Department of Curriculum and Instruction:

Instructor of EDCI 370 Teaching English as a New Language Spring 2019

ELL Licensure/Certificate Program (on-line)

Instructor of EDCI 559 Academic Language and Content Area Learning for ELLs Spring 2018

Instructor of EDCI 526 Language Study for Educators Fall 2017

Teaching Assistant of EDCI 530 English Language Development Fall 2016

Writing Courses for Domestic & ESL students in the Department of English:

Introductory Courses at Purdue (ICaP) Program

Instructor of ENGL 106i First-Year Composition (for International Students) Fall 2014-Spring 2015

Instructor of ENGL 106 First-Year Composition Fall 2013- Spring 2014

K-12 Teaching Experience in Lafayette and West Lafayette School Communities

Purdue Korean School (Dual Language Program) for K-12 Bilinguals: 2015-2019

Korean Speaking and Writing for 12th Grade and College Students 2019

Second Language Speaking and Writing using Korean and English for 4th-8th Grades 2018

English Reading & Writing using Korean and English for 7th-9th Grades Fall 2017

Korean for an American Teacher in K-12 education Fall 2017

Korean and Math for Dual Language Learners in 1st Grade Fall 2014-Spring 2017

Tecumseh Junior High School:

Science & Language arts/ESL for 7th and 8th Grades (GK-12 Program, Purdue University) Fall 2017

Language Arts/ESL for 7th Grade (GK-12 Program, Purdue University) Fall 2016

Cumberland Elementary School: Fall 2015-Spring 2017

ELLs and EOs in Kindergarten (ELL Program, Purdue University)

ELLs and EOs in 3th Grade (ELL Program, Purdue University)

Other Teaching Experiences:

Private EAP writing/speaking Tutor for Ph.D. Students, West Lafayette, IN 2017 - 2018

Private ELL Tutor for Elementary Students, West Lafayette, IN 2011- 2013

Private ESL Conversation Instructor for Adults, College Station, TX 2008 - 2010

Private ESP Tutor for Graduate Students, Syracuse, NY 2006 - 2007

Instructor in Religious Education for Preschoolers, Methodist Church, Syracuse, NY 2006

ESL Assistant Instructor, West Side Learning Center, Syracuse, NY 2005

ESL Assistant Instructor, TST BOCES, Ithaca, NY 2003

Private English, Math, and German Tutor for K-12 students, Seoul, South Korea 1993 - 2000

CONFERENCE PRESENTATIONS

Park, K. (March 2019) “Developing Global students: Intercultural Competence,” Poster has been accepted and will be presented at the TESOL 2019 International Convention & English Language Expo, Atlanta, GA

Park, K. (March 2019). “Students’ Intercultural Interaction on a Transformed US Campus”, Paper presented at the Purdue Linguistics, Literatures, and Second language studies Conference (PLLS), Purdue University, West Lafayette, IN

Park, K. (March 2019). “Academic Biliteracy Practices and Challenges of International Students in the U.S. Higher Education”, Paper presented at the Purdue Linguistics, Literatures, and Second language studies Conference (PLLS), Purdue University, West Lafayette, IN

Park, K. (December 2018) “Sensitivity to Intercultural Competence,” Paper presented at the meeting of Indiana Teachers of English to Speakers of Other Languages (INTESOL), Indianapolis, IN

Park, K. (December 2018) “Team Work: Beyond Local Collaboration,” Paper presented at the meeting of Indiana Teachers of English to Speakers of Other Languages (INTESOL), Indianapolis, IN

Park, K. (September 2018) “Collaboration for ELL Stem Literacy: Beyond Language Development”, Paper presented at the meeting of the Midwestern Association of Language Testers (MwALT) at University of Wisconsin-Madison, Madison, WI

Park, K. (May 2018) “The Power of Co-Teaching: ELL’s Stem Literacy Development”, Paper presented at the Office of Interdisciplinary Graduate Program (OIGP), Purdue University, West Lafayette, IN

Park, K. (March 2018) “Being connected: Academic and Social Integration of International Student”, Paper presented at the TESOL 2018 International Convention & English Language Expo, Chicago, IL

Park, K. (March 2018) “The Power of Co-Teaching: ELL’s Stem Literacy Development”, Paper presented at the 2018 Purdue Linguistics, Literature, and Second Language Studies Conference, Purdue University, West Lafayette, IN

Park, K. (November 2017) “Action as a Teacher or Student? The Academic and Social Adaptation

of Prospective International Teaching Assistants,” Paper presented at the meeting of Indiana Teachers of English to Speakers of Other Languages (INTESOL), Indianapolis, IN

Park, K. & Han, J. (October 2017) “The Effectiveness of Bilingual Education in Second Language Classroom: Teacher Education for English Language Learners”, Paper presented at the Mid-Western Educational Research Association (MWERA), Evanston, IL

Han, J. & **Park, K.** (October 2017) “Changing Teachers’ Recognition of Bilingual Education for English Language Learners.” Paper presented at the meeting of the Second Language Research Forum (SLRF), Ohio State University, Columbus, OH

Park, K. (July 2017). “Academic and Social Integration of International Students”, Paper presented at the 22nd Conference of the International Association for World Englishes (IAWE), Syracuse University, Syracuse, NY

Park, K. (March 2017). “Academic and Social Integration of International Student: Self-Assessment on US Campus”, Paper presented at the Purdue Languages and Cultures Conference (PLCC), Purdue University, West Lafayette, IN

Han, J. & **Park, K.** (March 2017) “Diverse Grouping: Effective Instruction and Assessment for ELLs”, Poster presented at the Purdue Languages and Cultures Conference, Purdue University, West Lafayette, IN

Han, J. & **Park, K.** (March 2017) “Monolingual or Bilingual Approach: The Effectiveness of Teaching Methods in Second Language Classroom”, Paper presented at the Purdue Languages and Cultures Conference, Purdue University, West Lafayette, IN

Park, K. (March 2017) “Academic English Learners: Interactive Support in Mainstream Classroom”. Poster presented at the Engagement & Service-Learning Summit: Partnerships for Purpose, Purdue University, West Lafayette, IN

Han, J. & **Park, K.** (November 2016) “Effective Teaching and Assessment for ELLs: Teachers’ Role for Diverse Grouping”, Poster presented at the meeting of Indiana Teachers of English to Speakers of Other Languages (INTESOL), Indianapolis, IN

Park, K. (October 2016) “Separated or connected? Academic, Social, and Language Integration of International Students.” Paper presented at the meeting of the Symposium on Second Language Writing (SSLW), Tempe, AZ

Xiaorui Li & **Park, K.** (October 2016) “International and Domestic Writing Instructors Motivation to Use Feedback Technology.” Paper presented at the meeting of the Symposium on Second Language Writing, Tempe, AZ

Park, K. (October 2016) “University Policy for International Students: Self-Assessment on Campus Adaptation.” Paper presented at the meeting of the Midwestern Association of Language Testers (MwALT) at Purdue University, West Lafayette, IN

Park, K., Thirakunkovit, S., & Rodriguez-Fuentes, R. (April 2016) “A Corpus-based Analysis of Syntactic Complexity of a measure of oral English proficiency of international teaching assistants.” Poster presented at the meeting of the American Association for Applied Linguistics (AAAL), Orlando, FL

Park, K. (November 2015). “Writing Instructors’ Motivation to Use of Feedback Technology: Reality or Potential?” Paper presented at the meeting of INTESOL, Indianapolis, IN

Thirakunkovit, S., Rodriguez-Fuentes, R., & **Park, K.** (October 2015) “A Corpus-based Analysis of Syntactic Complexity of a measure of oral English proficiency of international teaching assistants.” Paper presented at the meeting of the Midwestern Association of Language Testers (MwALT) at Iowa University, Iowa City, IA

Rodriguez-Fuentes, R., Thirakunkovit, S., & **Park, K.** (October 2015) “A Corpus-based Analysis of Syntactic Complexity of a measure of oral English proficiency of international teaching assistants.” Paper presented at the meeting of the SLRF, Atlanta, GA.

Park, K. (October 2015) “A Corpus-Based Analysis of Lexical Richness: Can TOEFL Writing Sub-Scores Predict Lexical Variation in FYC Papers?” Paper presented at the meeting of the MwALT at Iowa University, Iowa City, IA

Park, K. (April 2015). “Composition Instructor’s Use of Feedback Technology: Reality or Potential?” Paper presented at the meeting of the SLS/ESL Symposium at Purdue University, West Lafayette, IN

Park, K. (November 2014). “Goal analysis between L1/L2 students and first--year composition instructors: classroom community through shared purposes.” Paper presented at the meeting of INTESOL, Indianapolis, IN

Park, K. (November 2014). Comparing Goals of L1 and L2 College Writers: A Survey Study of First-Year Composition Students.” Paper presented at the meeting of the Symposium on second Language Writing, Tempe, AZ

Park, K. (April 2014). “Goal analysis.” Paper presented at the meeting of the SLS/ESL Symposium at Purdue University, West Lafayette, IN

ACADEMIC EXPERIENCE

REVIEWER

The Midwestern Association of Language Testers (MwALT)	2018-2019
Corpus and Repository Writing (CROW)	Spring 2018
Purdue Linguistics, Literature, and Second Language Studies (PLLS)	Spring 2018
Purdue Languages and Cultures Conference (PLCC)	Spring 2016 - Spring 2017

MEXTESOL

Spring 2016

Book Chapter: “Technology in Foreign Language Teaching”

Fall

2015

Certified Oral English Proficiency Test Rater

Fall 2015-Summer 2018

(present)

PROFESSIONAL DEVELOPMENT

WIDA Workshop

2019

WIDA ACCESS 2.0 Workshop provided by WIDA and Center for Applied Linguistics. K-12 ELLs and the Development of Academic Spoken/Written Language at MwALT, UW-Madison, WI. Participated in reviewing the WIDA ACCESS 2.0 Speaking/Writing Scoring Scale and practicing applying it to student language.

Test Rater

2015- 2019

A Certified Test Rater for Purdue’s Oral English Proficiency Test (OEPT) for ITAs & Assessment of College English International (ACE-In), Purdue University

Judge in Writing Showcase, Purdue University, West Lafayette, IN.

Spring 2018

Judge in High School Literacy Award Contest, English, Purdue, West Lafayette, IN.

Spring 2018

Certificate of Active Participation in Professional Development in SLS, Purdue, WL, IN.

2016-2017

Academic Writing Workshop & Proposal Reviewer Workshop, Purdue, West Lafayette, IN.

2016-2017

Test Developer

February – April

2016

Developed test items for Purdue’s Oral English Proficiency Test 3 (OEPT), a speaking test for prospective international graduate student Teaching Assistants and/or Assessment of College English International (ACE-In), a general English proficiency test for incoming first-year international undergraduates. Oral English Proficiency Program, Purdue University. West Lafayette, IN.

Blackboard and Campus Technology TA Certification Workshop (On-line)

2016

Participated in teachers' training courses to use campus technologies in the academic courses over the academic year and earned Certification and Badges offered by collaboration between the Center for instructional Excellence (CIE) and ITaP (Teaching and learning Technologies), Purdue University. West Lafayette, IN.

Common European Framework of Reference for Languages (CEFR) Workshops

2015

Participated in three CEFR validation workshops to help define the CEFR's descriptive scheme within the broader educational context of language learning and to develop, from scratch, descriptors for mediation, which had not been included in the CEFR in 2001. West Lafayette, IN.

Writing Showcase

Spring 2015

Participated in writing showcase and won a student-picked award, Purdue University, West Lafayette, IN.

GRANTS, SCHOLARSHIPS, and TEACHING EXCELLENCE AWARDS:

Promise Travel Grant Award in CLA, Purdue University

Fall 2018

Center for Intercultural Learning, Mentorship, Assessment, Research (CILMAR) Mini Grant, Purdue University

Spring 2018

The Community Service/Service Learning Grant Award, the Purdue Office of Engagement, Purdue University

Fall 2017

OEPP Travel Grant Award, Purdue University

Fall 2017

Graduate Student (TA) Travel Award in the Department of Curriculum and Instruction, Purdue University

Fall 2017

Introduction of composition at Purdue (ICaP)/GradSEA Travel Grant Award in the Department of English, Purdue University

Fall 2017

Promise Travel Grant Award in CLA, Purdue University	Fall 2017
Summer PRF Grant, Purdue University	Summer 2017
ICAP/GradSEA Travel Grant Award in the Department of English, Purdue University	Spring 2017
Excellence in Teaching Award, Purdue Korean School for K-12 Bilinguals	2016
The Community Service/Service Learning Grant Award, the Purdue Office of Engagement	Fall 2016
Mary Gitzen Excellence Teaching Award, OEPP Program, Purdue University	2015-2017
ICaP Travel Grants Award in the Department of English (2016), Purdue University	2016
Promise Travel Grant Award in CLA, Purdue University	Fall 2016
OEPP Travel Grant Award, Purdue University	2016
Promise Travel Grant Award in CLA, Purdue University	Spring 2016
ICaP Travel Grant Award in the Department of English, Purdue University	2015
OEPP Travel Grant Award, Purdue University	2015
Young Scholar Award in the Department of English, Purdue University	2015
Quintilian award for the top ten percent of instructor evaluations, Purdue University	2013-2014
Teaching Assistantship, Purdue University	2013- 2018
Graduate fellowship, Syracuse University	2006
Graduate fellowship, Seoul National University	2001
Full fellowship, Free University, Germany	2000
Full fellowship, Seoul National University, South Korea	2000
Tuition Fellowship, Seoul National University, South Korea	1999
Magna Cum Laude, Ewha Womans University, South Korea	1996

ADMINASTRATIVE CONFERENCE and COMMUNITY SERVICE

Session Chair at MwALT, Madison, WI	September 2018
Graduate Representative at MwALT	2018
Co-chair of Purdue Languages and Cultures Conference, Purdue University	March 2017

Search Committee Member for Coordinator of GK-12 Program, Purdue University November 2016

Volunteer at INTESOL Conference, Indianapolis, IN November 2016

Session Moderator, MwALT, Purdue University, West Lafayette, IN October 2016

Counselor, Summer Camp, Church of the Blessed Sacrament, West Lafayette, IN June 2016

Volunteer at Purdue Languages and Cultures Conference, Purdue University March 2016

Volunteer at INTESOL Conference, Indianapolis, IN November 2015

Coordinator of Organizing a Research Meeting, Purdue University 2014 - 2015

Session Moderator and Volunteer at SLS/ESL Symposium at Purdue University 2014 – 2015

PUBLICATIONS

Thirakunkovit, S., Rodriguez-Fuentes, R., **Park, K.** & Staples, S. (2019) A corpus-based analysis of grammatical complexity as a measure of oral English proficiency of ITAs. *English for Specific Purposes Journal*, 53, 74-89 (available at: <https://www.sciencedirect.com/science/article/pii/S0889490617301254?via%3Dihub>).

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