Who Goes Where and Why: An Overview and Analysis of Global Educational Mobility.


Reviewed by Krishna Bista, Arkansas State University (USA)

The number of international students and scholars studying and working in a culture beyond their own has significantly increased in past few years. The mobility of students and scholars brings a diverse and global educational exchange of cultures, ideas, and technological innovations to the culture of colleges and universities. In this context, Who Goes Where and Why, written by Caroline Macready and Clive Tucker (2011), is a significant contribution to the field of international student mobility and study abroad. In this book, the authors analyze the trends of students on why and how they study overseas, and how the national policies of hosting and sending countries affect the decisions of those mobile students. The authors also describe the Exchange Visitor Program in the United States by analyzing the 2010 data from the U.S. Department of State’s Bureau of Educational and Cultural Affairs.

The book is organized into two parts. The first part includes five chapters on global educational mobility and the second part deals with international student mobility in the United States. Chapter 1 describes the physical flows of internationally mobile students across national borders. Based on the Open Doors data, this chapter answers the question “Why is student mobility important?” from the perspectives of students, hosting institutions and national governments. Chapter 2 reviews international mobility at the tertiary level in the United States, the United Kingdom, Germany, France and other several countries where students pursue higher education. This chapter also includes recent trends in origins and destinations of international students in Asia, North America, Europe, Arab States, and Africa.

Chapter 3 presents information on global student mobility in non-tertiary education i.e. mobility at upper secondary school level, post-secondary school level, and mobility of teachers, staff, and scholars in non-tertiary education into the United States, the United Kingdom, Australia and other non-European countries. Chapter 4 examines “push factors,” “anti-push factors,” and “pull factors” to understand why students move and how they choose overseas destinations. The authors mention three push factors in student mobility. First, students do not find the quality program at home country. Second, young students wish to study “to broaden cultural and intellectual horizons and improve job prospects” (p. 42). Third, students and scholars choose study abroad to position themselves for the next stage of education or work. Similarly, challenges that students face such as financial impediments or visa difficulties are taken as anti-push factors. For majority of students, pull factors are associated with their study abroad elements such as quality of study and work opportunities, affordable cost, internationally recognized qualifications, helpful visa arrangements and so forth.

Chapter 5 looks at the impact of national policies of 15 of the top destination and sending countries, and how these policies impact college students’ decisions on where to study. The featured 15 countries are from Asia (China, India and Japan), Europe (UK, France, Germany, the Netherlands, Spain and Sweden), Oceania (Australia and New Zealand) and Africa (South Africa). The authors mention the U.S. internationalization policies, as an instance of a helpful policy to host the highest numbers international students in the United States. They write, “Overseas students are encouraged to come to the U.S. by EducationUSA, a global network of Advisors supported by the U.S. Department of State’s Bureau of Educational and Cultural Affairs” (p. 57). Based on the study of Bhandari, Belyavina and Gutierrez (2011), this chapter presents the national policies in the selected fifteen countries as “helpful” and “unhelpful” policies. Helpful or unhelp policies were examined on the basis of inbound/outbound student mobility, provided practical information, financial supports, alumni networks, and international...
collaborative education ventures.

In part two, the authors present a country study in which they choose and observe inward educational mobility in the United States. In the first section, the authors outline the U.S. visa systems (student visa, F-1; exchange student visa, J-1 or vocational training student visa, M-1) for international students who are documented as alien non-resident (without a U.S. passport or a permanent resident card). The second section reports total international students in American colleges and universities, their study levels and field of studies, and the top 20 sending countries by year and study level. The authors bring most of statistics and data for this section from the Open Doors 2010 in which China, India and South Korea are the leading countries for sending students to the United States. The final section deals with 15 types of the Exchange Visitor Programs into several scheme groups: Au Pairs, Camp Counselors, Summer Work/Travelers, Secondary School Students, College and University Students, Professors and Teachers, Research Scholars, Short-term Scholars, Trainees, and Interns.

Macready and Tucker provide a global picture of why and how students are attracted to several overseas destinations for higher study in various parts of the world. With illustrations, tables, figures and charts from the latest data on international students, this book is a helpful resource material for international students, scholars, faculty, staff members and researchers of student mobility.

References

About the Reviewer:
Krishna Bista is founder of Journal of International Students. He works at the Center for Excellence in Education, Arkansas State University. His interests are global and comparative education, learning styles, international student affairs, and English as a Second Language. E-mail: Krishna.Bista@gmail.com.

Second Language Learning: Cultural Adaptation Processes in International Graduate Students in U.S. Universities.

Reviewed by Mariella Espinoza Herold, Northern Arizona University (USA)

The impact of globalization, the rapid technical advancements, and the access to educational opportunities have attracted large numbers of bright international students to study in the United States. Graduate and undergraduate international students as well as foreign-born faculty are now visible in American higher education institutions.

American educators and administrators in higher education are working toward strengthening and internationalizing their curricula, becoming leading educational knowledge networks, and developing people able to think and work on a global basis. International students and foreign-born scholars enrich learning communities at the national and international levels, and bring new perspectives on globally shared problems in addition to experiencing being a financial gain for American institutions.

Many first time international students encounter tremendous challenges to adjust to a new society, and to effectively socialize and to succeed academically into the culture of American universities. In this context, Gonzalez’s book Second Language Learning: Cultural Adaptation Processes in International Graduate Students in U.S. Universities, insightfully examines this problem. As a former international student herself, who had to adapt to a new culture and language, Gonzalez brings an authentic insider perspective to describe what constitutes a successful adaptation to the American college culture.

Grounded in psychology frameworks and employing utilizing both qualitative and survey data of international students’ experiences, Gonzalez powerfully argues against reductionist college admission criteria, which solely relies on standardized scores to measure students’ linguistic and cultural “readiness” and background experiences.
Chapter 2 deals with several social and cultural factors (language, adjustment) affecting the cultural adaptation of international students. As a former international graduate student myself and later, as an instructor of international graduate students at the University of Arizona’s Center for English as a Second Language, I can identify and agree with the thorough review of existing literature in the field. Chapter 3 deals with the adoption of English as a second language of international students in an academic environment. Chapter 5 presents a study showing the effect of personality and identity factors on the adaptation process of international graduate students to the American college culture.

Test scores alone (as the Test of English as a Foreign Language–TOEFL, or the Graduate Record Examination–GRE) do very little to predict graduate international students’ cultural adaptation to a new society and language, and by no means are an accurate predictor of academic success. Based on interviews with international student participants, the sojourns’ difficulties in academic performance and social adaptation to the university culture seem to lie in the external locus of control variables. That is the environment or contextual factors, such as the interpersonal relations and social interactions between students and American college professors or advisors, and foremost their lack of familiarity with bureaucratic paperwork and administrative procedures, with academic expectations, and with an academic cultural system which seems to emphasize production, individual competition, and speed in accomplishing tasks and products. All these contextual factors, stemming from social and cultural contexts, negatively affect international students’ academic achievement in the American universities.

As the findings of the survey research study, presented in Chapter 5, show for American colleges to meet the genuine needs of international students, they must provide a well-rounded support program to initialize and mentor graduate international students to become familiar with the American college culture, and the general American society culture, and university norms and regulations. Most important, American colleges must provide support resources for international graduate students to develop strategies to become familiar with the American cultural values and beliefs. The keys to improve educational programs and increase academic performance for all international graduate students in American universities are not found in test scores, but in the knowledge that can only be gleaned from students’ personal and cultural perspectives as those shared in this book.

In short, Gonzalez (2004) masterfully demonstrates the fact that knowledge of the English language per se is not the only predictor of academic success for international graduate students studying in the United States. Instead, ability to adapt to the social and academic American college culture is a key for international students to develop academic and social English language proficiency leading to academic achievement. Her book offers a compelling argument supporting this key point, through the use of statistical and rich descriptive data, which is supported by a very complete and critical literature review. Together the chapters of Gonzalez’s book highlight wide gaps for the case of graduate international students between American college admission procedures and the requirements and cultural expectations present in academic programs of studies. These gaps negatively impact international graduate students’ academic achievement because there is no support for them to develop linguistic and cultural adaptation. In summary, this publication serves as a source of opportunities to create better and more attractive programs in the American universities for graduate international students that will be increasingly intertwined with the global village.

About the Reviewer:
Dr. Espinoza-Herold is a faculty at Northern Arizona University. She has participated in teacher professional development projects and initiatives in the areas of effective schooling for culturally-diverse student populations. She has also served as faculty at the University of Arizona. She was the recipient of two Fulbright awards and a Sasakawi award. Her awards and fellowship allowed her to observe educational systems in Japan, China, Europe and Latin America.
The purpose of this book is to trace the history of international students in institutions of American higher education by enumerating why and how international students have studied in the U.S. since the 18th century. It also provides an overview of international students’ impact on American higher education and society. International educators will not only obtain historical knowledge of international students but also become enlightened about the field of internationalization.

Written in a chronological order, the book opens up with a brief overview of how students have travelled to foreign regions primarily in Europe, such as ancient Greece, to learn in premodern times. In subsequent chapters, Bevis and Lucas trace the emergence of international students and describe how and why international students came to the U.S. Through data collected from historical primary sources, they analyze issues pertaining to population change, such as immigration policy, global competition, and political movements in foreign countries, among other factors.

The book focuses on reasons to support international students that started in the early 1900s. Today, supporting international students remains an important working area for student service professionals figuring out the best ways to facilitate cultural adjustment and English language training, among other dilemmas. The book also describes two essential organizations born during international students’ proliferation in the early 1900s: the Institute of International Education (IIE) and the National Association of Foreign Student Advisers (NAFSA, now called the National Association of International Educators).

World War I and World War II, the Great Depression, the Cold War, and their aftermath are the primary world events that Bevis and Lucas describe in the book as being related to the development of international student exchange. Bevis and Lucas acknowledge the critical role that immigration regulations played for visiting and international students and scholars. Their illuminating account begins with the Chinese Exclusion Act of 1882 and continues with the McCarran-Walter Act of 1952, which profoundly affected student migration to the U.S. The McCarran-Walter Act made international students’ visa processing more complex and presented more challenges. In the late 1950s, as immigration regulation eased, academic institutions planned to expand international student enrollment.

Bevis and Lucas also highlight the growing ability of community colleges to attract foreign students in the 1980s. By the end of 20th century, the international student enrollment percentage was the highest in community colleges, compared to other institutions.

The final section of this book concludes that increasing global competition in the late 20th century has promoted the internationalization of American higher education. Increasing U.S. visa restrictions and a less welcoming attitude towards non-Americans drove international students to study in English-speaking countries other than the U.S. The 9/11 attacks also led to more restricted visa issuance policies and ultimately precipitated a temporary decline in international student enrollment.

In its epilogue, the book presents Harvard economics professor George J. Borjas and NAFSA international educators’ debate about the rationale for supporting international students. Borjas questions whether such a large-scale foreign program is in the best interests of the U.S. because of what it costs the U.S.. Meanwhile, NAFSA calls for an elevation of international education as a national priority to attract the world’s talents in order to restore U.S. competitiveness. This topic is currently lively in the field of campus internationalization.

The epilogue presents perspectives from NAFSA and Borjas in a balanced and impartial way. Since its establishment, NAFSA has been the leading advocate for raising awareness about the importance of U.S. international competence in attracting more international scholars. Borjas criticizes the little control that the Immigration and Naturalization Service (INS) has had over the number and type of students who are being admitted (the INS has since developed a tremendously improved electronic tracking system); he compares a student visa to a ticket to the U.S. Borjas argues that there is little evidence to support the claim.
that international students employed in research labs and classrooms have quickened the pace of scientific discoveries and assisted with scientific teaching. He retorts the claim that international students’ tuition has contributed to the U.S. economy with figures showing that the U.S. actually subsidizes international students’ education with taxpayers’ money. Most importantly, Borjas blames the INS for advancing national security problems by allowing an influx of international students. As the authors have declared earlier in the book, the book does not comment on the significance of the subject. It only showcases the arguments from both sides.

This book covers a hyperbolic gap in the field of international education research with respect to international student exchange. As Bevis and Lucas indicate in the preface, this study “certainly seems long overdue” (p.xiii) given that no book-length works over the past 37 years have been generated about international students in American colleges and universities, despite their rapidly growing number, the economic contribution of their tuition and expenses, and the impacts they have made to scientific development of the U.S. For professionals who work with international students, this is definitely a must-read.

In its attempt to review the history of international students, the book touches lightly on the majority of other aspects about international students’ experiences, including immigration regulations, financial grants, government policies related to student exchange, student recruitment initiatives, programs designed and administered on campus for newly arrived students, students’ adjustment to American culture and academic environment, English language training, and the recent controversy over international students’ very existence. Although it does not illuminate all these issues in extensive detail, it generates a comprehensive blueprint of the field. This book does not try to analyze international students’ general significance in U.S. higher education and society and only provides a narrative and historical review.

The strength of this book is its collection of international student enrollment census information from a reliable source, IIE Open Doors, from a variety of pivotal historical periods in order to indicate changes in international students’ enrollment. The statistics and quantitative data presented from the late 19th and early 20th centuries are especially valuable. Although the book does not advance a large number of profound theories, it brings comprehensive analysis to bear on historical and current international policies and programs. Its focus is on international educators engaged in research about campus internationalization. Practitioners who are looking for ways to revamp international education models within their institutions now have access to a more thorough understanding of their history and can reflect on what they have done.

However, the book does contain a few minor flaws. For example, the format of foreign nationals’ names is not consistent through the book. A couple of historical events from foreign countries also are not clearly stated. For example, Bevis and Lucas write that “China was defeated by Japan in 1895” (p. 63), without offering any clear context to help readers understand that piece of history. In addition, a chart on page 197 about types of student visas presents incomplete and misleading information on the J-1 visa type. The authors primarily use “foreign students” to designate students from other countries who pursue higher education in the U.S. on a student visa. Although they clearly state why they use this term at the beginning, it sounds unpleasant and biased compared to that used in the mainstream: international student.

Overall, this book is beneficial and informative for professionals in the field of international higher education, specifically those who work with international students. It will allow those professionals to review the history of their field, reflect on their work practices, and have a deeper understanding of current policies and programs related to international students.

About the Reviewer:
Ling Gao LeBeau is a doctoral student in Higher Education at Indiana University. LeBeau’s research areas include: campus internationalization; curriculum internationalization; foreign language teacher development; foreign language learner engagement; international faculty development. E-mail: llebeau@indiana.edu
Higher Education and International Student Mobility in the Global Knowledge Economy.

Reviewed by Darla Fletcher, Arkansas State University (USA)

In the context of internationalization and globalization of higher education, Kemal Gürüz’s book, Higher Education and International Student Mobility in the Global Knowledge Economy, explores contributions made by international students and scholars in higher education from a historical perspective. A native of Turkey, Gürüz studied and worked for a while at Harvard University and the State University of New York in the United States. He presents the international mobility of students and scholars with in-depth historical, cultural and socio-economical perspectives. Gürüz highlights global knowledge economy, institutional patterns of higher education, enrollments, governance, and recent changes in higher education of several countries in this book.

The book is designed into six chapters. Chapter 1 defines “global knowledge economy” as academic mobility in higher education. He presents historically the role of capitalism in global knowledge economy as it drives “virtuous cycle of innovation, reward, and reinvestment” (12). Similarly, “international student mobility” refers to students studying in a foreign country in which Gürüz focuses on social, cultural, and political perspectives these students bring with in internationalization of higher education.

In Chapter 2, Gürüz analyzes educational attainment of emigrants and value of education historically with data on enrollment and demand in higher education from various countries. Chapter 3 concerns with how globalization has affected finance, administration and governance of both public and private universities across the globe. Chapter 4 shows compares and contrasts technology-driven non-profit, for-profit, private and public higher education. Gürüz presents a detailed history of open universities established in the UK, the USA, India, Cyprus, Thailand, and in other various parts of the world and profit they make over the years.

Chapter 5 presents the globalization and internationalization of higher education in the Greco-Roman and Muslim worlds, in the medieval times, and in the nineteenth and twentieth centuries. This chapter also deals with the recently emerged rationales of the modern American universities that are driving the international higher education in the US and across the globe. The author also mentions the Bologna process, a commitment by ministers responsible for higher education from European countries. History of European Higher Education Area (EHEA) and the Bologna Process are presented as a transformation of the global knowledge economy in Europe.

Chapter 6 deals with “international student mobility” in global context including major host countries and origins of foreign students. Using data from the Global Education Digest and The Atlas of Student Mobility, figures and tables are illustrated to present number of foreign students’ enrollment and top host countries in the world. Gürüz presents individual country reports of international students studying in the US, the UK, Germany, France as well as other parts of Asia and the Middle East. At the end of this chapter, the author also reports the advantages and disadvantages of brain drain and skilled immigration and its impact on global economy and education.

One of the strength of this book is that it captures the historical essence of international academic mobility that contributes to the development of science and technology and innovation in teaching and learning. Mobile students and scholars bring cultures, languages, curricula, organizations and traditions with them when they choose overseas for higher education. In this context of cross border education, Gürüz’s book adds a value in global and comparative educational domain. This book also puts a precaution on challenges and risks in a long run when students after studying do not return home country. Many institutions of higher education throughout the world have been attracting students for study abroad and this book visualize the gap between “knowledge-producing countries” and “knowledge-seeking students.”

The weakness of this book is that it fails to capture the current demand of the international student mobility. From the historical perspectives on internationalization and globalization, this book includes several old data and figures on international students and enrollment trends. Overall, this book contributes to the history of international student mobility from an international comparative perspective.

About the Reviewer:
Darla Fletcher earned her doctorate in educational leadership from Arkansas State University. Her interests are in issues and concerns of international students, technical writing and higher education.
Through a precise analysis of written reflections and interviews, Mary M. Reda examines perceptions of speaking and silent students in her book *Between Speaking and Silence*. Using her first-year composition class for observation, she explores major elements of students’ decisions to speak or be silent frequently depend on teachers, classroom relationships, and students’ senses of identity.

Reda has organized the book into seven chapters. Chapter 1 presents contexts, participants, data analysis, and brief introductions for each chapter. Chapters 2 and 3 track the history of silence in the existing body of literature from various perspectives. She defines the contexts of silence with monologues and narratives as “the power of speech” (p. 26), and she notes the relationship of “the power of speech” between student and teacher in the context of the classroom. She acknowledges that those students not being able to speak in the class are highly affected by particular contexts of class, race, and culture. Reda believes that anxiety about student silence in any professional situation is also controlled by “difficult classroom situations and the unjust power relations” (p. 48) between teachers and students. Chapter 4 offers context for a study that took place at the University of Massachusetts at Amherst, and includes profiles of five participants (American and non-Americans). Through individual case studies-- of written reflections of five students and her own journals from the first-year composition classes, Reda examines the relationship between speaking and silence in the classroom.

Chapter 5 illustrates teachers’ perspectives on professionalism, and examines how teachers should engage students in discussions with regard to student-teacher relationships. Perceptions of students who choose whether to speak or to be silent in the class depend upon the student-teacher relationship and classroom pedagogy, according to Reda. Chapter 6 explores a critical reading of silent students through the lenses of “identity” and “community.” Identity refers to the types of students “seeing themselves” as naturally shy, quiet, or with confidence (or lack of it) in the classroom. Community refers to “hearing responses” from other students so that those students who are shy or have low self-esteem can speak up in discussions. Reda bridges the gap between silent and speaking students through the concepts of identity and community. She also believes that “Silent cannot—and should not—simply be equated with not knowing” (p. 127).

Embracing silence in teaching, Reda in Chapter 7, concludes that silence in the classroom is not a problem. Instead, Reda suggests that the notion of silence is an “internal dialogue” that is a zone between speaking and silence where students develop a form of participation in the academic conversation. For this, Reda calls silence “the space of engagement.” She believes that student reflections on their experiences in the classroom depend upon a “sense of what is safe and comfortable in the classroom” (p. 173), as well as depending upon topics, number of students in groups, and teachers.

Studies show that international students do not participate in classroom discussion largely because of their cultural backgrounds, lack of written and spoken English, and lack of knowledge of academic requirements and culture (Harumi, 2010). In addition to international students, silence among American students or students in English-speaking contexts elsewhere is a normal phenomenon in the classroom and requires the attention of teachers.

One of the strengths of Reda’s book, *Between Speaking and Silence*, is that she suggests several practical solutions to address the issue of silent students in classrooms, such as creating a range of speaking situations (including small groups, lower-stake real conversations), focusing on the development of the classroom-community, and providing more opportunities for reflective silence within classes. This book is important reading for not only classroom teachers of first-year college students, but also for parents and administrators, in order to better understand many firmly held beliefs about quiet students in the classrooms and possible suggestions to address this issue in institutions of higher education.

**Reference**


**About the Reviewer:**

Charlotte Foster earned her doctorate in Education from Arkansas State University. Currently she is faculty at MWSU, and teaches multicultural education and math education. She can be reached at charfos67@gmail.com
Succeeding as an international student in the United States and Canada.


Reviewed by Amrita Bhandari, International Faith Theology Seminary (USA)

In Succeeding as an International Student in the United States and Canada, the author, Charles Lipson, provides an informative guide to campus life for both undergraduate and graduate foreign students who are interested in pursuing their studies for the first time in the institutions of higher education in the United States and Canada. His intention is that this book can serve as “a friendly, informative guide, one that helps you succeed in your classes, labs, and everyday activities” (p. xvi).

The book is organized into three parts with several chapters that focused on one or two issues that international students in the U.S. need to consider. Part 1 “Moving Here,” covers the first three chapters discussing how international students come to the U.S. or Canada, what they should bring with them, which things they will need to purchase shortly after arrival, and who they should meet just after arrival.

Chapters 1 and 2 suggest a list of things that international students need to know, such as tips for preparing for visa interviews, packing carry-on bags and regular luggage, and bringing essential college documents, health records, passports, and traveler’s checks with them. Chapter 3 discusses the first ten things international students should do after they arrive in the U.S. or Canada, such as arranging housing, meeting with the international student advisor, getting college identification cards, setting up a bank account, obtaining phone service, and so on.

The next six chapters in Part 2, “Succeeding at Your University,” discuss the most important college issues. Improving English proficiency is the most important aspect for many international students if English is not their first language. Chapters 4 and 5 discuss faculty-student-staff relationships on campus and proficiency in the four essential skills of English language—listening, reading, writing, and speaking for academic success. Lipson writes, “Speak up, even if you speak with an accent.” (p. 32).

Chapter 6 explains the importance of creativity for students in U.S. and Canadian educational settings. Creativity includes expressing their own viewpoints in papers, class discussion, research, and learning the rules of academic dishonesty. Chapter 7 discusses opportunities for graduate international students to work as teaching assistants, research assistants, or graduate assistants, and their responsibilities in teaching course sections or assisting faculty with research in the university settings.

Chapter 8 deals with how students should avoid plagiarism, cheating, and improper work documentation while writing research papers. Academic honesty is a major concern for everyone at the university. This section also describes the expectations of faculty in a university setting. Chapter 9 describes the academic culture in higher education in the U.S. and Canada, discussing topics such as informality, faculty office hours, faculty-student relationships, showing up on time, academic ranks and hierarchy, study groups, individual creativity, same-sex relationships, diversity, and so on. This chapter helps international students understand how to deal with new academic environments.

Part 3, “Living in the United States and Canada,” includes 16 chapters. Each one deals with a specific issue, such as how to get an identification card, set up a bank account, find a doctor, use public transportation, work on and off campus, learn to drive a car, and deal with problems. The last section of the book includes a college glossary, acronyms, nicknames, holidays, and clothing sizes that are mostly used in the U.S. and Canada. For example, “adjunct professor” is the title given to those who are not regular faculty but hired to teach specific course; ABD stands for “all but dissertation.” The author also includes a table of U.S. and Canadian holidays, with brief explanations of how and when they are observed.

Succeeding as an International Student is a well-written and essential handbook of information for international students. Lipson provides very detailed practical advice to help students truly immerse themselves in their campuses and communities.

About the Reviewer:
Amrita Bhandari is a graduate international student at International Faith Theological Seminary in Teaching English as a Foreign Language (M.Ed.) program. Her research is on English language anxiety among bilingual speakers in Asian countries. Her email: bhandari.amrita@gmail.com.