New Publications on International Student Studies

Books published by IGI Global:

Campus Support Services, Programs, and Policies for International Students
*Krishna Bista and Charlotte Foster*
2016. Copyright © 2016. 324 pages

Exploring the Social and Academic Experiences of International Students in Higher Education Institutions
*Krishna Bista and Charlotte Foster*
2016. Copyright © 2016. 318 pages

Global Perspectives and Local Challenges Surrounding International Student Mobility
*Krishna Bista and Charlotte Foster*
2016. Copyright © 2016. 354 pages
Contributors

Abdul W. Mughal, Loughborough University (UK)
Alexis Pusina, Renmin University of China (China)
Anh T. Le, University of Nebraska-Lincoln (USA)
Barbara Y. LaCost, University of Nebraska-Lincoln (USA)
Barry Fass-Holmes, University of California, San Diego (USA)
David Starr-Glass, SUNY – Empire State College (USA)
Eun Jeong (Esther) Lee, Claflin University (USA)
Ewa Urban, Western Michigan University (USA)
Farzad Amirabdollahian, Liverpool Hope University (UK)
Gene Vasilopoulos, University of Ottawa (Canada)
Hanako Suzuki, University of Tsukuba (Japan)
Heather J. Carmack, James Madison University (USA)
Hiroyoshi Hiratsuka, Aoyama Gakuin University (Japan)
Jean Kesnold Mesidor, Florida State University (USA)
Jieru Bai, University of Nebraska at Omaha (USA)
Karen Johnson, University of Phoenix (USA)
Kaye F. Sly, Jackson State University (USA)
Keri Dutkiewicz, Davenport University (USA)
Linda K. Newsome, Arizona State University (USA)
Lisa Wells, Princess Nora University (Saudi Arabia)
Louann B. Palmer, Western Michigan University (USA)
Matthew E. Bergman, University of California, San Diego (USA)
Michael Wismer, University of Nebraska-Lincoln (USA)
Novella O’Sullivan, Liverpool Hope University (UK)
Paige E. Butler, Middlebury Institute of Int’l Studies at Monterey (USA)
Patricia Sendall, Merrimack College (USA)
Paul Cooper, Brunel University London (UK)
Sarah N. Heiss, University of Vermont (USA)
Shireen Bedi, Northern Virginia Community College (USA)
Susannah McFaul, DePaul University (USA)
Yi (Leaf) Zhang, University of Texas at Arlington (USA)
Yolanda Palmer, University of Saskatchewan (Canada)
Zi Yan, Merrimack College (USA)
An interdisciplinary, peer-reviewed publication, *Journal of International Students* (Print ISSN 2162-3104 & Online ISSN 2166-3750) is a professional journal that publishes narrative, theoretical and empirically-based research articles, student reflections, and book reviews relevant to international students and their cross cultural experiences and understanding. Published quarterly, the Journal encourages the submission of manuscripts from around the world, and from a wide range of academic fields, including comparative education, international education, student affairs, linguistics, psychology, religion, sociology, business, social work, philosophy, and culture studies.

**Authors and Submissions**

The Journal audience includes international and domestic students, faculty, administrators, and educators engaged in research and practice in international students in colleges and universities.

a) **Peer-reviewed Article** - includes manuscripts that focus on the interpretation, implication, or significance of research work related to international students and scholars from various disciplines (between 4,500 to 7,500 words).

b) **Research in Brief** – includes manuscripts that focus a specific topic or question using new data or conceptual framework that does not require a full-length manuscript; up to two figures/tables, and maximum 5-8 references (1,500-2,000 words).

c) **Study Abroad/Reflection** - includes descriptions and perceptions from students and scholars concerning another culture, language, people and society from an insider or outsider perspective (between 1,000 to 2,500 words).

d) **Book Review** - includes reviews and critiques of the written work of scholars from a number of disciplines related to international students (between 750 to 1,200 words).

Please e-mail your manuscript to the Editor, Dr. Krishna Bista at krishna.bista@gmail.com. Include your full address with email and telephone number. Follow APA 6th edition in your citation and references. Double space. Times New Roman with 12 font size. This Journal is a non-profit publication and has been operating through the voluntary services of editors, copy editors, reviewers and guest editors. All positions in the Journal are unpaid. There is no fee for submission or publication.

**For further information**

Krishna Bista
Editor-in-Chief/Founder – *Journal of International Students*
http://jistudents.org/
Editorial Team

FOUNDER/EDITOR-IN-CHIEF
Dr. Krishna Bista, University of Louisiana at Monroe, USA

ASSOCIATE EDITORS
Dr. Chris R. Glass, Old Dominion University, USA
Dr. Charlotte Foster, Missouri Western State University, USA
Dr. Danilo M. Baylen, University of West Georgia, USA
Dr. Diana B. Carlin, Saint Louis University, USA
Dr. Keri Dutkiewicz, Davenport University, USA
Dr. Sandria Officer, University of Toronto, Canada
Dr. Shyam Sharma, Stony Brook University, USA
Dr. Rai Farrelly, American University of Armenia, Armenia
Dr. Rosalind L. Raby, California Colleges for Intl. Education, USA
Dr. Vera V. Chapman, Colgate University, USA

ASSISTANT EDITORS/COPY EDITORS
Dr. Charles R. Harris, Stony Brook University, USA
Dr. Hugo Garcia, Scripps College, USA
Dr. Jiaqi Li, Wichita State University, USA
Dr. Luchen Li, University of New Hampshire, USA
Dr. Miguel H. López, California State University, San Bernardino, USA
Dr. Nicholas D. Hartlep, Illinois State University, USA

BOOK REVIEW & REFLECTION EDITORS
Ms. Joy Bancroft, Daytona State Collage, USA
Ms. Kerri Bennett, Arkansas State University, USA
Dr. Misato Yamaguchi, Georgia Regents University, USA
Dr. Paige E. Sindt, The Middlebury Institute of International Studies at Monterey, USA

PEER-REVIEW BOARD (None of us is as smart as all of us)
Dr. Adrian Doss, University of West Alabama, USA
Dr. Alex Kumi-Yeboah, SUNY at Albany, USA
Dr. Allenda Zionch, University of Nevada, Las Vegas, USA
Dr. Anh T. Le, University of Nebraska-Lincoln, USA
Dr. Arlene S. Young, Centenary College, USA
Dr. Brendan Cantwell, Michigan State University, USA
Dr. Caitlin Faas, Mount St. Mary’s University, USA
Dr. Cheryl DoBose, Arkansas State University, USA
Dr. Chetanath Gautam, Stephen F. Austin State University, USA
Dr. Chai-Fang “Sandy” Hsu, University of Wyoming, USA
Dr. Christina W. Yao, University of Nebraska – Lincoln, USA
Dr. Christine Preble, University at Albany, USA
Dr. Clayton Smith, University of Windsor, Canada
Mr. Cody J. Perry, University of Wyoming, USA
Dr. Danielle Geary, Georgia Institute of Technology, USA
Dr. David Pang, University of Auckland, New Zealand
Dr. Elena Yakunina, University of Akron, USA
Dr. Elizabeth Caldwell, University of Huddersfield, UK
Dr. Emmanuel Jean Francois, Ohio University, USA
Dr. Enakshi Sengupta, University of Central Asia, Kyrgyzstan
Dr. Eunjin Hwang, Sam Houston State University, USA
Dr. Ewa Urban, Western Michigan University, USA
Dr. Gabriela Valdez, University of Arizona, USA
Dr. Gina J. Mariano, Troy University, USA
Dr. Haijun Kang, Kansas State University, USA
Dr. Howard Martyn, City University of Hong Kong, China
Dr. Huei-Chen Yeh, St. John’s University, Taiwan
Dr. Jamie Harrison, Auburn University, USA
Dr. Jane Rosenthal, Keck Graduate Institute, USA
Dr. Jay Deitchman, University at Albany, USA
Dr. Jeff Koloze, Notre Dame College, USA
Dr. Jennifer Hoyte, Florida International University, USA
Dr. Jeton McClinton, Jackson State University, USA
Dr. Ji Zhou, University of Southern California, USA
Dr. Jiali Luo, Duke University, USA
Dr. John Hall, Arkansas State University, USA
Dr. Jun Mian Chen, University of Waterloo, Canada
Dr. Jose Cristina M. Parina, De La Salle University, Philippines
Dr. Karen Zschocke, RWTH Aachen University, Germany
Dr. Katherine Punteney, Middlebury Institute of Intl. Studies at Monterey, USA
Dr. Kenneth Wang, Fuller Theological Seminary, USA
Mr. Kris Aric Knisely, Emory University, USA
Dr. Libi Shen, University of Phoenix, USA
Dr. Linda Newsome, Arizona State University, USA
Ms. Ling Gao LeBeau, Indiana University at Bloomington, USA
Dr. Lisa Kahle-Piasecki, Tiffin University, USA
Dr. Martha Vungkhanching, California State University, Fresno, USA
Dr. Matthew Bergman, University of California, San Diego, USA
Dr. Melissa Sue Mincic, University of Denver, USA
Dr. Micaela Mercado, New York University, USA
Dr. Michelle Jackson, University of Texas at El Paso, USA
Dr. NaJuana Lee, University of Georgia, USA
Dr. Natasha Garrett, La Roche College, USA
Dr. Natalie Marie Novick, University of California San Diego, USA
Dr. Pauline McLean, University of the West Indies, Kingston, Jamaica
Dr. Peta Stapleton, Bond University, Australia
Dr. Peter Ghazarian, Keimyung University, Korea
Dr. Ricardo González-Carriedo, University of North Texas, USA
Mr. Roy Y. Chan, Indiana University at Bloomington, USA
Dr. Rui Cheng, Nazareth College, USA
Dr. Rui Ma, University of the Pacific, USA
Dr. Sanoya Amienyi, Arkansas State University, USA
Dr. Shaznin Daruwalla, Oregon State University, USA
Ms. Sheena Meadows, Arkansas State University, USA
Ms. Soo Kyong Lee, University of Minnesota, USA
Dr. Sora Friedman, SIT Graduate Institute, USA
Dr. Stephen Tippett, Arcadia University, USA
Dr. Tamara Yakaboski, University of Northern Colorado, USA
Dr. Thea Zander, University of Basel, Switzerland
Mr. Uttam Gaulee, University of Florida, USA
Ms. Victoria Surtees, University of British Columbia, Canada
Dr. Vince Salyers, Mount Royal University, Canada
Mr. William Lange, Arkansas State University, USA
Mr. Xun Liu, Texas Tech University, USA
Dr. Young-Kyung Min, University of Washington at Bothell, USA
Dr. Yuhao Cen, Shanghai Jiao University, China
Dr. Zheng Zhu, University of Huston-Victoria, USA
Dr. Zi Yan, Merrimack College, USA

For more information: http://jistudents.org/board/
### Table of Contents

1. **International Students’ Social Network: Network Mapping to Gage Friendship Formation and Student Engagement on Campus.**  
   *Susannah McFaul, DePaul University (USA)*  
   1-13

2. **International and American Students' Perceptions of Informal English Conversations.**  
   *Eun Jeong (Esther) Lee, Claflin University (USA)*  
   14-34

3. **First Year Experience: How We Can Better Assist First-Year International Students in Higher Education.**  
   *Zi Yan, Merrimack College (USA)*  
   *Patricia Sendall, Merrimack College (USA)*  
   35-51

4. **International Students, University Health Centers, and Memorable Messages About Health.**  
   *Heather J. Carmack, James Madison University (USA)*  
   *Shireen Bedi, Northern Virginia Comm. College (USA)*  
   *Sarah N. Heiss, University of Vermont (USA)*  
   52-72

5. **Explaining the Effectiveness of the Contrast Culture Method for Managing Interpersonal Interactions Across Cultures.**  
   *Hiroyoshi Hiratsuka, Aoyama Gakuin University (Japan)*  
   *Hanako Suzuki, University of Tsukuba (Japan)*  
   *Alexis Pusina, Renmin University of China (China)*  
   73-92

6. **Perceived Support as a Predictor of Acculturative Stress Among International Students in the United States.**  
   *Jieru Bai, University of Nebraska at Omaha (USA)*  
   93-106

7. **Loyal Tongue, Liberal Mind: International Students’ Experiences on Dietary Acculturation in England.**  
   *Novella O’Sullivan, Liverpool Hope University (UK)*  
   *Farzad Amirabdollahian, Liverpool Hope University (UK)*  
   107-127

8. **International Female Graduate Students' Experience at a Midwestern University: Sense of Belonging and Identity Development.**  
   *Anh T. Le, University of Nebraska-Lincoln (USA)*  
   *Barbara Y. LaCost, University of Nebraska-Lincoln (USA)*  
   *Michael Wismer, University of Nebraska-Lincoln (USA)*  
   128-152
   Ewa Urban, Western Michigan University (USA)
   Louann B. Palmer, Western Michigan University (USA) 153-174

    Yi (Leaf) Zhang, University of Texas at Arlington (USA) 175-194

11. International Students’ Cultural and Social Experiences in a British University: “Such a hard life [it] is here”.
    Linda K. Newsome, Arizona State University (USA)
    Paul Cooper, Brunel University London (UK) 195-215

    Yolanda M. Palmer, University of Saskatchewan (Canada) 216-240

    Abdul Waheed Mughal, Loughborough University (UK) 241-261

14. Factors that Contribute to the Adjustment of International Students.
    Jean Kesnold Mesidor, Florida State University (USA)
    Kaye F. Sly, Jackson State University (USA) 262-282

    Gene Vasilopoulos, University of Ottawa (Canada) 283-307

16. Do Nondomestic Undergraduates Choose a Major Field In Order to Maximize Grade Point Averages?
    Matthew E. Bergman, U. of California, San Diego (USA)
    Barry Fass-Holmes, U. of California, San Diego (USA) 308-313

17. The Self, the Other, and the International Student.
    David Starr-Glass, SUNY – Empire State College (USA) 314-318

    Keri Dutkiewicz, Davenport University (USA) 319-321

    Paige E. Butler, MIIS Middlebury Institute of International Studies at Monterey (USA) 322-324

    Karen Johnson, University of Phoenix (USA)
    Lisa Wells, Princess Nora University (Saudi Arabia) 325-328

Editors’ Bios 329-338
Who are International Students?
Enrollment Trends and Recent Research

We are pleased to welcome you to our spring 2016 edition of the *Journal of International Students*, a quarterly publication on international higher education! This edition of the Journal has included a variety of topics related to international students’ social and academic experiences, study abroad trends, student engagement and academic success, cross-cultural experiences, and learning practices in higher education in the United States and around the world.

In this volume, **33** authors, who represented several institutions of higher education, have shared their perspectives and research findings (both quantitative and qualitative) based on their experiences in Canada, China, Japan, Saudi Arabia, the United Kingdom, and the United States. Each article is rich in term of cross cultural perspectives of mobile students, their learning experiences, and campus diversity.

**Who are International Students?**

A general definition of an international student, as Shapiro, Farrelly and Tomas (2014) acknowledged, is “a student who moves to another country (the host country) for the purpose of pursuing tertiary or higher education e.g., college or university” (p.2). The United States Citizenship and Immigration Services (USCIS) defines international student as: “Anyone who is enrolled at an institution of higher education in the United States who is not a U.S. citizen, an immigrant (permanent resident) or a refugee.”

However, the definition and other inclusion/exclusion criteria for international students may be different in many countries. The term “international student” is a new temporary identity for all mobile students. Once international students complete their studies or go back to their home country, or start working overseas on a different visa status, the temporary identity as an international student goes away (Bista & Foster, 2016). In the
context of US higher education, there are many terminologies that are in practice to classify international students such as foreign students, non-immigrant students, mobile students, transnational students, inbound/outbound students, guest students, and so on.

**International Student Enrollment**

The number of international students at US colleges and universities increased to 974,926 students in the 2014/2015 academic year (Institute of International Education, 2015). Students from India and Brazil showed the largest increases whereas Latin America is the fastest growing region. China, India, and South Korea are top three countries sending international students to US colleges and universities. According to the Open Doors 2015, international students constituted almost five percent of 20 million students enrolled in US higher education. A majority of international students study business, engineering, math/computer science, and physical/life sciences in the US. According to new report, top US institutions hosting more than 10,000 international students are New York University (13,178), the University of Southern California (12,334), Columbia University (11,510), Arizona State University (11,330), the University of Illinois, Urbana-Champaign (11,223), Northeastern University (10,559), Purdue University, West Lafayette (10,230), and the University of California, Los Angeles (10,209). Among all international students, there were 40.9 % undergraduate students, 37.2 % graduate students, and 9.6% non-degree students in 2014/2015 academic year.

**Synopsis of Articles Included in the Volume**

Susannah McFaul addresses the importance of international student engagement on campus and creating friendships with host-country nationals during their time abroad. She focuses on developing student programming that encourages friendship making, cross-cultural workshops, and offering support systems for international students. Eun Jeong (Esther) Lee investigated international and American students’ perceptions of informal English conversations with each other. In Lee’s study, international students reported that informal English conversations increased their linguistic and cultural competence, whereas Americans students identified it as cultural exchange to expand their own cultures and experiences.

In their study, Zi Yan and Patricia Sendall found a First Year Experience (FYE) course being beneficial to familiarize international students with academic resources and expectations, to understand American culture and to improve their English language skills. Heather J. Carmack, Shireen Bedi, and Sarah N. Heiss studied international students’ experiences
of using campus health centers. Authors found that international students first encountered the US health system through their experiences with university health centers. In their study, international students reported that information related to US insurance policy, health knowledge, and required test (e.g. TB) as valuable resource. They also shared that such new information created confusion because of ambiguity and assumption of previous knowledge.

Hiroyoshi Hiratsuka, Hanako Suzuki and Alexis Pusina focused on the effectiveness of the Contrast Culture Method (CCM) as an intercultural education method for managing interpersonal interactions across cultures between graduate international students and their local counterparts in an academic program in Japan. Jieru Bai examined the acculturative stress of international students. Based on 186 students, Bai’s results showed that 22.4% of the students exceeded the normal stress level and might need counseling or psychological intervention. Bai reported that international students from the Middle East had a significantly higher level of acculturative stress than students from other areas.

In another article, Novella O’Sullivan and Farzad Amirabdollahian studied the dietary experiences of international students in a British university and how these occurrences differed from what they experienced in their home country. Their study presented three main themes: changes in diet, new dietary experiences, and factors affecting dietary practices. Anh T. Le, Barbara Y. LaCost and Michael Wismer explored the phenomenon of being an international female graduate student in the U.S. They interviewed seven female students from different backgrounds. Their findings indicated that the participants perceived being international female graduate students at the university as a positive, life-changing, and transformative experience.

Ewa Urban and Louann Bierlein Palmer examined international students’ perceptions of the personal and professional value they receive from higher education in the United States. Their results indicated that students’ professional outcomes were significantly lower than their expectations related to their professional development, while students benefited personally to a much greater extent than they had anticipated. In another study, Yi (Leaf) Zhang focused on academic and sociocultural experiences of international Chinese doctoral students in the U.S. Her findings indicated that these students encountered unique challenges in transition. She suggests there is a need for programs, and policies to improve international students’ transition and success.

In their paper, Linda K. Newsome and Paul Cooper examined international students’ cultural and social experiences in a British university. Based on the interviews with Asian and Far Eastern students, they found
that these international students have gone through a three-stage process that moves from high initial expectations, through culture shock, to various eventual patterns of accommodation. The study also suggested that geopolitical and social-emotional factors shaped students’ personal experience and self-concepts. As a student to scholar, Yolanda Michelle Palmer discussed the learning experiences and processes of international graduate students within a Canadian university. Palmer presented traditional views of learning as occurring solely through classroom engagements and offered that international graduate students learn and achieve “scholar” status through situated practice, professor mentoring, and triple learning.

Next, Abdul Waheed Mughal investigated the impact of the Tier 4 policy on international students at private colleges in the UK. Mughal reported that according to this policy, any institution recruiting international students must be a highly trusted sponsor - a status determined by the UK Border Agency. Mughal found that the Tier 4 policy had negatively impacted the ambitions of studying in the UK at private colleges. In his study, the majority of international students reported that they would not recommend private colleges to similar prospective students because of this policy.

Jean Kesnold Mesidor and Kaye F. Sly provided a systemic evaluation of the existing literature on the factors that contribute to cultural adjustment of international students in the US. In another article, Gene Vasilopoulos reviewed recent literature on international student language and adjustment to Western Anglophone universities through the lenses of Deleuzian ontology of becoming. Matthew E. Bergman and Barry Fass-Holmes investigated whether international students (undergraduate) attending an American West Coast public university maximized their grade point averages (GPA) through their choice of major field. Their results indicated that major field’s effect size was small for academic marks in mandatory English writing classes and their term GPAs in the five most recent academic years.

In his article, David Starr-Glass describes a sense of strangerhood (different from social isolation or cultural alienation) which is common among many of the international students. He suggests that strangerhood is a critical element that may provide significant short and long-term benefits for international students in their personal and transformative journeys. Keri Dutkiewicz reviewed Stephen Bailey’s Academic Writing for International Students of Business. Bailey’s book can be utilized both as a classroom text and as a self-study guide. Similarly, Paige E. Butler evaluated Darla Deardorff’s new book Demystifying Outcomes Assessment for International
Educators. Butler reports that materials presented throughout the book are beneficial for faculty and practitioners across international education programs and services. Finally, Karen Johnson and Lisa Wells reviewed International Student Dictionary. This resource, as Johnson and Wells assessed, may help international students with the unique terminology used in universities and colleges in the United States.

Final Thought
As in our previous volumes, this current edition also includes a wide variety of articles written by faculty members and doctoral students from various institutions and countries. We believe that educators, policy makers, administrators, teachers, students and individuals interested in mobile student affairs, study abroad, cross-cultural studies and international education, from across the globe, can take advantages of reading these articles published in this volume!

Altogether, we believe that scholarly articles of this volume from various disciplines will contribute positively to the field of international student studies. As in the past, we have continued our tradition of sharing free digital copies with students, faculty members and libraries in the United States and abroad. Finally, I would like to thank the reviewers, copy editors, assistant editors, and editors for their voluntary contributions to the Journal.

Happy reading!

Dr. Krishna Bista, Founder/Editor-in-Chief
Journal of International Students
School of Education, University of Louisiana at Monroe (USA)

REFERENCES
**SUGGESTED READINGS (BOOKS)**


Bista, K., & Foster, C. (eds.). (2016). *Campus support services, programs, and policies for international students*. Hershey, PA: IGI Global.

Bista, K., & Foster, C. (eds.). (2016). *Exploring the social and academic experiences of international students in higher education institutions*. Hershey, PA: IGI Global.


